Chapter Five

of the

English Language Arts/ English Language Development Framework

for California Public Schools
Kindergarten Through Grade Twelve

Adopted by the California State Board of Education, July 2014

Published by the California Department of Education
Sacramento, CA

Content and Pedagogy: Grades Four and Five

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Overview of the Span

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

Teachers of older students need to ensure students' literacy and language continue to develop so that all students are best prepared for fulfilling futures in college, their careers, their communities, and their lives.

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

In its report *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* (https://www.carnegie.org/about/our-history/past-programs-initiatives/f) , the Carnegie Council on Advancing Adolescent Literacy (2010, p. 10) notes that "Literacy demands—meaning the specific combination of texts, content, and the many learning tasks to be performed at any given grade level—change and intensify quickly for young learners after fourth grade." Specifically, the committee identifies the following changes:

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

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

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It is important to note that, even as children are learning English as an additional language, California values the primary languages of its students and encourages continued development of those languages. This is recognized by the establishment of the State Seal of Biliteracy. (See the introduction to this *ELA/ELD Framework*.) In addition, and as discussed in chapters 2 and 9, California takes an *additive* stance to language development for all children. This framework views the "non-standard" dialects of English that linguistically and culturally diverse students may bring to school from their homes and communities as valuable assets, resources in their own right and solid foundations to be built upon for developing academic English. The goal is to support all students to add academic English to their linguistic repertoires while also maintaining the languages and different varieties of English that are used in homes and communities. This additive approach promotes both positive self-image and school success.

. . . California classrooms are learning environments where students with disabilities, a diverse group of children with varying needs and abilities, are supported to engage in an intellectually rich and engaging curriculum that supports their achievement of grade-level standards with the appropriate strategies, supports, and accommodations to do so.

Similarly, California classrooms are learning environments where students with disabilities, a diverse group of children with varying needs and abilities, are supported to engage in an intellectually rich and engaging curriculum that supports their achievement of grade-level standards with the appropriate strategies, supports, and accommodations to do so. See chapter 9 of this *ELA/ELD Framework*.

This chapter provides guidance for supporting all students' achievement of the CA CCSS for ELA/Literacy (http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf) and, additionally for ELs, the CA ELD Standards (http://www.cde.ca.gov/sp/el/er/eldstandards.asp) in grades four and five. It begins with a brief discussion of the importance of the integrated and interdisciplinary nature of the language arts. It then highlights the key themes of ELA/literacy and ELD instruction for the span and describes appropriate ELD instruction. Grade level sections provide additional specific guidance for grade four and grade five.

An Integrated and Interdisciplinary Approach

As in every grade level, ELA/Literacy and ELD instruction in the fourth- and fifth-grade span reflects an integrated and interdisciplinary approach to learning. Instruction in both ELA/literacy and ELD is organized in such a way that acknowledges and capitalizes on the fact that reading, writing, speaking and listening,[1] and language develop together and are mutually supportive. The CA CCSS for ELA/Literacy strands are not treated in isolation from one another in the classroom; rather, instruction is integrated. Likewise, the CA ELD Standards call for integration of the language arts. English learners in grades four and five interact in meaningful ways with text and with others, learn about how English works, and continue to strengthen their foundational literacy skills, all of this working in concert to support successful comprehension and effective expression.

The CA CCSS for ELA/Literacy and the CA ELD Standards also recognize the role that the language arts play across the curricula. Through the language arts, students acquire knowledge and inquiry skills in the content areas. They read to gain, modify, or extend knowledge or to learn different

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

perspectives. They write to express their understandings of new concepts under exploration and also to refine and consolidate their understanding of concepts. They engage in discussion to clarify points; ask questions; summarize what they have heard, viewed, read, or otherwise experienced; explain their opinions; and as they collaboratively work on projects, hands-on investigations, and presentations. They acquire language for new concepts through reading and listening and use this language in speaking and writing. As the language arts are employed in the content areas, skills in reading, writing, speaking and listening, and language themselves are further developed. The reciprocal relationship between the language arts and content learning is apparent throughout California's subject matter content standards. Example content standards from grades four and five that reveal this relationship include the following:

Through the language arts, students acquire knowledge and inquiry skills in the content areas. They read to gain, modify, or extend knowledge or to learn different perspectives.

- Use the vocabulary of theatre, such as *plot*, *conflict*, *climax*, *resolution*, *tone*, *objectives*, *motivation*, and *stock characters*, to describe theatrical experiences. (California Grade Four Visual and Performing Arts Theatre Content Standard 1.1)
- Support an argument that plants get the materials they need for growth chiefly from air and water. (California Grade Five Next Generation Science Standard 5-LS1-1)
- Explain the difference between offense and defense. (California Grade Four Physical Education Standard 2.1)
- Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). (California Grade Five History–Social Science Content Standard 5.2.1)
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (California CCSS Grade Five for Mathematics Standard 5.NBT.2)

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

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

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Key Themes of ELA/Literacy and ELD Instruction

This section discusses each of the five themes of California's ELA/literacy and ELD instruction described in the introduction to this framework and chapters 1 and 2 as they pertain to grades four and five (see figure 5.1): **Meaning Making**, **Language Development**, **Effective Expression**,

Content Knowledge, and **Foundational Skills**. Impacting each of these for ELs is learning English as an additional language, and impacting all students is the context in which learning occurs. Displayed in the white field of the figure are the characteristics of the context for instruction called for by this *ELA/ELD Framework*. Highlighted in figure 5.2 is research on **motivation and engagement**, discussed in chapter 2 of this framework. Teachers in the grade span recognize their critical role in ensuring children's initial steps on the exciting pathway toward ultimately achieving the overarching goals of ELA/literacy and ELD instruction (displayed in the outer ring of figure 5.1): students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century.

Figure 5.1. Circles of Implementation of ELA/Literacy and ELD Instruction

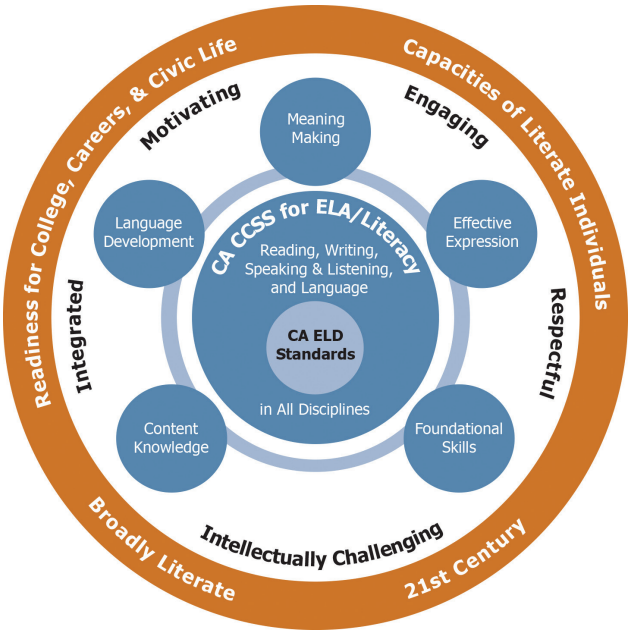

Figure 5.2. Motivation and Engagement

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

1. Establish meaningful and engaging content-learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas.
   - Monitor students' progress over time as they read for comprehension and develop more control over their thinking processes relevant to the discipline.
   - Provide explicit feedback to students about their progress.
   - Set learning goals. When students set their own goals, they are more apt to fully engage in the activities required to achieve them.

2. Provide a positive learning environment that promotes students' autonomy in learning.
   - Allow students some choice of complementary books and types of reading and writing activities.
   - Empower students to make decisions about topic, forms of communication, and selections of materials.
3. Make literacy experiences more relevant to students' interests, everyday life, or important current events (Guthrie, and others 1999).
   - Look for opportunities to bridge the activities outside and inside the classroom.
   - Find out what your students think is relevant and why, and then use that information to design instruction and learning opportunities that will be more relevant to students.
   - Consider constructing an integrated approach to instruction that ties a rich conceptual theme to a real-world application.
   - Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning for students (Guthrie, and others, 1999; Guthrie, Wigfield, and VonSecker 2000).
   - Make connections between disciplines, such as science and language arts, taught through conceptual themes.
   - Make connections among strategies for learning, such as searching, comprehending, interpreting, composing, and teaching content knowledge.
   - Make connections among classroom activities that support motivation and social and cognitive development.

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

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

Meaning Making

As discussed in chapter 2 of this framework, meaning making is central in each of the strands of the CA CCSS for ELA/Literacy and in all aspects of the CA ELD Standards. Reading standards for literature and informational text focus on understanding and integrating ideas and information presented in diverse media and formats as well as how the author's craft influences meaning. Writing standards reflect an emphasis on meaning making as students produce clear and coherent texts to convey ideas and information and as they engage in research and demonstrate understanding of the subject under investigation. Speaking and listening standards call for students to communicate their understandings and ideas clearly in ways that are appropriate for the context and task and to request clarification and explanation from others when they do not understand their ideas and comments. Language standards emphasize a growing awareness of how vocabulary, grammatical structures, and dialect and register differences affect how meaning is conveyed in different contexts. The foundational skills standards in the Reading strand, too, are crucial for meaning making as their achievement is critical for the proficiency with the code that is a necessary but not sufficient condition for comprehension.

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

Writing standards reflect an emphasis on meaning making as students produce clear and coherent texts to convey ideas and information and as they engage in research and demonstrate understanding of the subject under investigation.

During the transitional kindergarten through grade-three years, students also learned to express and share meaning through writing, communicating opinions, information, and stories with others (W.K–3, Standards 1–3), and through discussions and presentations (SL.K–3, Standards 1–6). And, in order to clearly convey meaning, they learned many oral and written language conventions (L.K–3, Standards 1–6). In short, students in transitional kindergarten through grade three learned that the language arts are *meaningful* acts and they learned how to use the language arts to access and share grade-level ideas and information in all the content areas.

During the transitional kindergarten through grade-three years, ELs were learning English as an additional language while also developing the abilities to fully engage with the academic grade level curricula that the CA CCSS for ELA/Literacy and other content standards call for. The CA ELD Standards guided teachers to support their EL students to interact in meaningful ways (ELD.PI.K–3, Standards 1–12) and learn about how English works (ELD.PII.K–3, Standards 1–7), all the while developing foundational skills in English, through integrated and designated ELD.

Meaning making continues to be a dominant focus of ELA/literacy and ELD instruction in the fourth- and fifth-grade span. Students have many opportunities to read exceptional literary and

informational texts independently and to share their understandings, insights, and responses with others. (See chapter 2 of this *ELA/ELD Framework* for a discussion of independent reading.) Students in these grades learn to engage meaningfully with increasingly sophisticated and complex texts and tasks and to convey and support their understandings of texts and grade-level topics in writing, discussions, and presentations. They continue to develop the skills they acquired in previous grades and they acquire new skills related to meaning making. Among the new meaning making skills addressed in the fourth- and fifth-grade span are the following:

Students in these grades learn to engage meaningfully with increasingly sophisticated and complex texts and tasks and to convey and support their understandings of texts and grade-level topics in writing, discussions, and presentations.

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

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

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

The CA CCSS for ELA/Literacy and the CA ELD Standards call for all students to become critical readers, listeners, and viewers. The NGA/CCSSO (2010a, viii) and CDE (2013b, 6) recognize this important aspect of meaning making in the following instructional outcome:

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

Indeed, being able to *comprehend as well as critique* is one of the capacities of the literate individual described in the introduction to this framework. Students make progress toward this vision of literacy throughout their years of schooling. Thus, teachers of fourth and fifth graders ensure that students have the skills to engage meaningfully with texts, media, and peers *and that they are critical thinkers as they do so*. They consider intent and point of view of the source. They look for evidence an author, media source, or speaker uses to support a claim or point, and they identify and analyze logical fallacies.

Importantly, fourth- and fifth-grade EL students deepen their language awareness *by analyzing and evaluating the language choices made by writers and speakers.*

Teachers closely monitor students' abilities to make meaning, and they ensure students monitor their own understanding as they read. Ongoing assessment of meaning making is crucial as meaning making is the very purpose of teaching the language arts, and it is fundamental for achievement of the goals discussed in the introduction and chapter 2 of this *ELA/ELD Framework* and displayed in the outer ring of figure 5.1: students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and develop the skills for living and learning in the 21st century. Formative assessment takes a variety of forms. Skilled teachers gather information as they observe students during instruction, conference with students about texts they are reading, and carefully review their responses to texts, media, and peers. They adapt their instruction in the moment and in their planning of subsequent lessons. They prepare and deliver differentiated instruction in order to address the needs and advance the learning of each of their students. (See chapter 8 of this *ELA/ELA Framework* for more information on formative assessment and chapter 9 for more information on differentiation.)

Meaning Making with Complex Text

Fourth graders are provided scaffolding as needed to engage meaningfully with literary and informational texts at the high end of the grades 4–5 text complexity band whereas by the end of grade five, students do so independently and proficiently.

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

In terms of quantitative measures of complexity, suggested ranges of multiple measures of readability for the grades four and five complexity band recommended by the NGA/CCSSO are provided in figure 5.3.

Figure 5.3. Associated Ranges from Multiple Measures for the Grades Four and Five Text Complexity Band

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

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

Quantitative measures provide a first and broad—and sometimes inaccurate—view on text complexity. Teachers should examine closely *qualitative* factors, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands of the text. Texts that have multiple levels of meaning, use less conventional story structures (such as moving back and forth between different characters' perspectives), employ less common language, and require certain background knowledge are more challenging to readers, and therefore considered more complex text. (See figure 2.8 in chapter 2 of this *ELA/ELD Framework*.) Readability formulae cannot provide this information.

The complexity of a text for readers also depends upon their motivation, knowledge, and experiences and upon what students are expected to do with the text (in other words, the task). When determining the complexity of the text and task for students, teachers should examine the text and consider the task carefully ***with their students in mind***. In other words, the difficulty of a text or task is relative to the reader. Teachers identify which aspects of a text or task are likely to be challenging for which particular students and provide instruction and support accordingly. They guide students to independence in making sense of challenging text; they do not simply tell students what a challenging text says. See the discussion of text complexity in chapter 2 of this *ELA/ELD Framework*.

All students should be provided the opportunity to interact with complex text and be provided instruction that best supports their success with such text. Ample successful and satisfying experiences with complex text contribute to students' progress toward achieving the overarching goals of ELA/literacy and ELD instruction depicted in figure 5.1. Figure 2.10 in chapter 2 of this *ELA/ELD Framework* provides guidance for supporting learners' engagement with complex text, including additional considerations that are critical for meeting the needs of ELs. Figure 9.14 in chapter 9 adds information about supporting students who are experiencing difficulty with reading, thus ensuring that they, too, have opportunities to engage successfully with complex text.

Importantly, students read and reread complex (and other) texts for different purposes: to trace a line of argument, identify details that support an idea, learn new content, or determine how an author uses language to evoke emotions from the reader or to convey meanings in other intentional ways.

Importantly, students read and reread complex (and other) texts for different purposes: to trace a line of argument, identify details that support an idea, learn new content, or determine how an author uses language to evoke emotions from the reader or to convey meanings in other intentional ways. They at times skim for a broad sense of the text and the features it employs; they at times "race" through and "devour" a text that captivates their imagination or interest; they at times read slowly and deliberately to analyze ideas and language in

the text. They read closely not for the sake of close reading, but for the sake of deeply understanding a topic or narrative of interest. Teachers work to ensure reading is worthwhile; they strategically pose questions and facilitate engaging conversations about the content of the text and the text itself.

Language Development

As discussed in chapter 2 of this *ELA/ELD Framework*, language is central to reading, writing, speaking, and listening—and all learning. Language development was a high priority in transitional kindergarten through grade three and continues to be so in the fourth- and fifth-grade span and beyond.

In the transitional kindergarten through third grade span, students expanded their vocabulary repertoires and grammatical and discourse understandings and uses in each of the ELA/literacy strands. They learned to determine the meaning of words and phrases, including general academic and domain-specific words and phrases as they are used in texts (RL.3.4/RI.1–3.4). They learned to use sentence-level context to determine or clarify the meaning of unknown and multi-meaning words and phrases (L.1–3.4a). They also learned to use word parts to determine the meaning of words. Specifically, they learned about affixes, including prefixes such as *dis-*, *un-*, *re-*, and *pre-* and suffixes such as *-less*, *-ful*, and *-able*, and they learned to use known root words as clues to the meanings of unknown words containing the same root, such as *company/companion* and *phone/phonics/symphony* (L.K–3.4b, L.1–3.4c). In grades two and three, they gained skill in using print and digital glossaries and beginning dictionaries to determine or clarify the precise meaning of word and phrases in all content areas (L.2.4e/L.3.4d). By the end of grade three, students learned to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (L.3.5c).

Prior to entering grade four, students learned to use linking words and phrases (such as *because, therefore, for example*) and temporal words appropriate for different purposes and types of writing: opinion pieces, informative/explanatory texts, and narratives (W.2–3, Standards 1–3). They also gained an awareness of different registers of language (L.2–3.3) and built skill in choosing words and phrases for effect (L.3.3).

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

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

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The CA ELD Standards amplify this emphasis on language, particularly on the development of academic English and language awareness. Students interpret, analyze, and evaluate how writers and speakers use language; they explain how well the language supports opinions or presents ideas (ELD.PI.4–5.7). Students also analyze the language choices of writers and speakers, distinguishing how their choice of language resources (e.g., vocabulary, figurative language) evokes different effects on the reader or listener (ELD.PI.4–5.8). This amplification of the CA CCSS for ELA/Literacy also includes a strong focus on selecting a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing (ELD.PI.4–5.12) or using modal expressions (e.g., *probably/certainly*, *should/would*) to express attitudes or opinions or to temper statements in nuanced ways. Part II of the CA ELD Standards highlight the importance the CA CCSS for ELA/Literacy places on developing deep awareness of how English works on multiple levels: discourse, text, sentence, clause, phrase, and word levels.

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

Vocabulary and Grammatical Understandings

The grades four and five CA CCSS for ELA/Literacy and CA ELD Standards continue the development of *academic language*. Vocabulary is addressed explicitly in the ELA/Literacy Reading, Writing, and Language strands. Students learn to determine the meaning of words and phrases in literature as well as general academic and domain-specific words and phrases in informational texts relevant to grade level topics and subject matter (RL/RI.4–5.4). They use precise language and domain-specific vocabulary as they write informative/explanatory texts (W.4-5.2d), and they use concrete words and phrases in narrative texts (W.4–5.3d). They determine or clarify the meaning of unknown and multiple-meaning words or phrases in texts and content using a range of strategies, learn figurative language, and acquire and use general academic and domain-specific words and phrases (L.4–5, Standards 4–6). They use their knowledge of morphology (affixes, roots, and base words), the linguistic context (e.g., the words, sentences, paragraphs, and larger sections of text around a new word), as well as reference materials to determine the meaning of new words as they encounter them in texts (L.4–5.4c; ELD.PI.6b)

The grades four and five CA CCSS for ELA/Literacy and CA ELD Standards continue the development of academic language. *Vocabulary is addressed explicitly in the ELA/Literacy Reading, Writing, and Language strands.*

Grammatical and discourse understandings are important across all of the strands of the CA CCSS for ELA/Literacy and the CA ELD Standards, and they aid students in their interactions with increasingly complex text. Students expand, combine, and reduce sentences for meaning, reader/listener interest, and style, using appropriate grammatical conventions (L.5.3a). They use a variety of transitional words, phrases, and clauses to create cohesion in different text types: to manage the sequence of events in narratives, to link ideas within and across categories of information

in informative/explanatory texts, and to link opinions and reasons in arguments (W.4–5, Standards 1–3). However, students also develop grammatical and discourse understandings as they examine text organization and structure (RL/RI.4–5.5). This reciprocal relationship between reading and writing—in terms of developing grammatical and discourse understandings—is emphasized in the CA CCSS for ELA/Literacy and amplified in the CA ELD Standards, particularly in ELD.PII.4–5, Standards 1–7.

Figures 5.4 and 5.5 provide examples of academic vocabulary and complex grammatical structures typical of complex literary and informational texts. Most students in grades four and five will need at least some support in understanding and producing this type of language, and ELs at early levels of English language proficiency will likely require substantial scaffolding and repeated practice with new language in the context of intellectually rich learning. In addition, academic vocabulary and complex grammatical structures are rich language resources for students to analyze, evaluate, and use as models in their own writing and speaking.

Figure 5.4. Selected Academic Language from* Where the Mountain Meets the Moon *by Grace Lin

General Academic Words	Complex Grammatical Structures
impulsive (p. 2) suited (p. 2) accompanied (p. 2) meager (p. 2) reverence (p. 4) anguish (p. 4) enthralled (p. 28) obedient (p. 31)	• Every time Ba told the story, she couldn't help thinking how wonderful it would be to have the mountain blooming with fruit and flowers, bringing richness to their needy village. (p. 8) • Through the window, Fruitless Mountain stood like a shadow, but Minli closed her eyes and imagined the house shimmering with gold and the mountain jade green with trees, and smiled. (p. 32) • When the mother called them for dinner, both refused to move, each clinging to their dishes of wet dirt; Minli had to smile at their foolishness. (p. 33)

Figure 5.5. Selected Academic Language from* We Are the Ship: The Story of Negro League Baseball *by Kadir Nelson

General Academic Words	Domain-Specific Words	Complex Grammatical Structures
prohibited (p. 2) genuine (p. 3) demanding (p. 5) equipped (p. 5) dispute (p. 9) integrate (p. 9) rival (p. 9) shameful (p. 18) consistent (p. 21)	professional league (p. 5) pennant (p. 9) umpire (p. 17) majors (p. 17) infielders (p. 17) spitters (p. 18) emery ball (p. 18) dugout (p. 20) strike (p. 21)	• When we *did* play, we got the wrong directions from our manager and were targets for opposing pitchers and base runners, which was a dangerous thing, because back in those days, no one wore any type of protective gear—not even the catcher. (p. 1) • He wanted to create a league that would exhibit a professional level of play equal to or better than the majors, so that when it came time to integrate professional baseball, Negroes would be ready. (p. 8)

To support the development of academic English, teachers observe their EL students' closely as they use English meaningfully in authentic tasks and provide strategically chosen, timely, and judicious *feedback (rather than attempting to correct every error students make).*

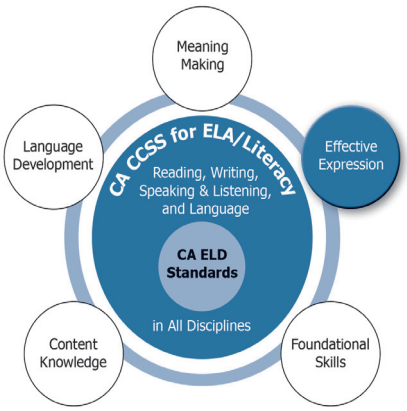
English Learners' Development of Academic English. The CA ELD Standards center on building ELs' proficiency in the range of rigorous academic English language abilities necessary for successful interaction with grade-level content and full access to the CA CCSS for ELA/Literacy and other content standards. The CA ELD Standards emphasize the importance of "positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language" (CDE 2014).

This requires teachers to think strategically about the types of learning experiences that will support their ELs at varying English proficiency levels to *build up* and *use* the English language resources and content knowledge necessary for participating in academic tasks. Teachers must continue to help their ELs to develop the type of English used in social or everyday situations, such as interacting informally with peers. Importantly, teachers allow students to use everyday English and even "imperfect" English as they develop English as an additional language, as well as their primary language where appropriate, while they engage in academic tasks. This does not mean that teachers should ignore grammatical or vocabulary *approximations.* This term, as opposed to *errors*, is used intentionally to signal that as EL students develop English and demonstrate their understandings through writing and speaking, they may approximate standard English. These approximations are not errors but rather a normal part of second language development. As ELs progress in their ELD, their approximations advance until they are equivalent, or nearly equivalent, to standard English.

The path students take as they develop academic English necessarily requires risk-taking, and students likely will make approximations with word choice, grammar, and oral discourse practices as they gain new understandings and abilities, particularly as the texts and tasks they encounter become increasingly complex. The CA ELD standards are focused on developing this steady advancement of academic English across the disciplines as students use English purposefully and meaningfully in a variety of tasks and with an abundance of texts. To support the development of academic English, teachers observe their EL students' closely as they use English meaningfully in authentic tasks and provide strategically chosen, timely, and *judicious* feedback (rather than attempting to correct every error students make).

Effective Expression

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



Effective expression is important in all subject matter throughout the grades. In the fourth- and fifth-grade span, teachers build on what students learned in the primary grades to prepare them for the demands of middle and high school. They provide instruction on

the continuum toward achievement of the College and Career Readiness Anchor Standards to which the CCSS correspond. They also prepare students for achievement of the Standards for Career Ready Practice, presented in the Career Technical Education Model Curriculum (http://www.cde.ca.gov/ci/ct/sf/documents/ctestdfrontpages.pdf, CDE 2013a). In terms of effective expression, Standard 2 of the Standards for Career Ready Practice states that high school graduates *communicate clearly, effectively, and with reason*. Specifically, the standard reads:

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

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

Writing

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

> *. . . a panel of experts on effective writing instruction recommends that one hour a day be devoted to writing throughout the elementary school, beginning in grade one. About half of the time should be devoted to instruction in the strategies, skills, and techniques of writing and the other half should be devoted to writing in a variety of contexts, including during content-area instruction.*

In transitional kindergarten through grade three, children learned to write a variety of text types, including opinion, informative/explanatory, and narrative texts (W.K–3. Standards 1–3). With guidance and support from adults, they produced writing in which the development and organization were appropriate to the task and purpose (W.2–3.4); engaged in planning, revising, and editing (W.K–3.5); and used technology to produce and publish writing (W.K–3.6). They conducted short research projects that built knowledge about a topic (W.3.7), recalling information from experiences and gathering information from print and digital resources, taking brief notes, and sorting evidence into provided categories (W.3.8). They wrote routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.2–3.10).

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

- Logically grouping ideas in written work to effectively convey opinions and information (W.4–5, Standards 1–2)
- Formatting (such as headings) and using multimedia in written work to aid comprehension (W.4–5.2)
- Using quotations in informative/explanatory text (W.4–5.2)
- Using a variety of transitional words, phrases, and in grade five, clauses to manage the sequence of events in narratives (W.4–5.3)
- Providing details (W.4–5, Standards 1–3)
- Writing multiple-paragraph texts (W.4–5.4)
- Producing writing appropriate for the audience (W.4–5.4)
- Keyboarding one (grade four) to two (grade five) pages in a single sitting (W.4–5.6)
- Using the Internet to produce and publish writing and to interact and collaborate with others (W.4–5.6)
- Paraphrasing information from sources, categorizing information, and providing a list of sources (W.4–5.8)
- Drawing evidence from literary or informational texts to support analysis, reflection, and research (W.4–5.9).

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

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

Students in the fourth- and fifth-grade span dedicate more time than in previous years to engaging in process writing, with attention to planning, revising, and editing.

Instruction and curricular materials should reflect these findings.

Students in the fourth- and fifth-grade span dedicate more time than in previous years to engaging in process writing, with attention to planning, revising, and editing (W.4–5.5). Figure 5.6 shares the components of the writing process as described by Graham, and others (2012).

Figure 5.6. Components of the Writing Process

Components of the writing process include . . .

- ***Planning***, which involves developing goals, generating ideas, gathering information, and organizing ideas
- ***Drafting***, which is the development of a preliminary version of a work
- ***Sharing*** with others, including the teacher and peers, to obtain feedback and suggestions
- ***Evaluating***, which is carried out by the student, peers, or the teacher who consider the objectives and which may involve co-constructed rubrics or checklists
- ***Revising***, which may involve content, organization or word choices changes
- ***Editing*** with the goal of making the work more readable to an audience by employing language conventions, such as correct spelling, punctuation, and grammar as taught
- ***Publishing*** in order to share the final product publicly

Source

Graham, Steve, and others. 2012. *Teaching Elementary School Students to be Effective Writers: A Practice Guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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

It is crucial that students are taught how to offer and receive feedback from others in order to strengthen writing. Teachers provide a variety of structures for giving feedback and coach students on what to look for and how to present their feedback. They may provide forms, checklists, or guiding questions. They may supply prompts, such as "The most interesting sentence in your work was _____." or "Three words that captured my attention while reading your work were _____." or "This sentence (or paragraph) supported your point well: _____." "This sentence (or paragraph) helped me understand your focus of inquiry: _____." Teachers model how to provide feedback. They also model what to do with feedback, perhaps by soliciting students' comments on a sample text and then thinking aloud as they model revising the work incorporating students' feedback.

In the fourth- and fifth-grade span, students begin to consider audience more than they did in previous grades. They learn "to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience. . ." (CDE 2013b, 20). Teachers ensure that students write for many audiences, including the writers themselves, parents, community members, and local and distant peers. Writing to authentic audiences heightens students' recognition of the need for effective expression. Authentic audiences are those that have a "nonschool" interest in the written work, such as personnel from a local animal shelter to whom the students write requesting information about pet adoption or city council members to whom the students write after gathering information about water quality in the community. Teachers instruct and guide students to use different approaches and registers with different audiences.

As in all grades and all subject matter, formative assessment is a crucial part of writing instruction. Formative assessment occurs moment-to-moment, daily, and weekly as teachers observe and interact

with students and as they view and discuss with students their in-process and completed work. Formative assessment informs instruction: Teachers make adjustments as they teach, and they plan subsequent lessons based on what they learned about their students. Research on formative assessment in writing indicates that writing skill improves when teachers and peers provide feedback about the effectiveness of students' writing, when teachers teach students how to evaluate and refine their own writing, and monitor students' writing progress on an ongoing basis (Graham, Harris, and Hebert 2011, 6). Formative assessment of writing can occur a number of ways, including through the following (Romero 2008):

Research on formative assessment in writing indicates that writing skill improves when teachers and peers provide feedback about the effectiveness of students' writing, when teachers teach students how to evaluate and refine their own writing, and monitor students' writing progress on an ongoing basis.

- Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)
- Inventories in which information about students' attitudes, self-perceptions, and interests related to writing are gathered through individual interviews or written surveys
- Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included concrete details" or "I used precise vocabulary from the discipline")
- Conferences in which the student and the teacher discuss a single or collection of works, progress toward specific objectives, and goals
- Rubrics constructed by the teacher and/or the students and completed by either or both as a writing project is under development
- Portfolios that include a large collection of artifacts selected by the student in consultation with the teacher and used to identify goals and inform subsequent instruction

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

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This focus on writing is amplified in the CA ELD Standards. Much of Part I is focused on students examining how successful writers use particular language resources to convey their ideas and also on making strategic choices about using language purposefully in writing for increasingly academic purposes. All of Part II focuses on enacting understandings of how written (and spoken) language works: how different text types are organized, how to make text more cohesive, how to expand ideas and enrich them, how to connect ideas in logical ways that create relationships between them, and how to condense multiple ideas to create precision. These understandings are critical for successful writing, particularly as ELs complete their elementary years and enter into secondary schooling. For more on using the CA ELD Standards for formative assessment of writing, see chapter 8 of this *ELA/ELD Framework*.

Discussing

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

Students not only learn to express themselves effectively through writing, they learn to exchange ideas and information in discussions with adults and peers. Effective expression is crucial in the years of schooling ahead and in the workplace—as well as in life.

In transitional kindergarten through grade three, students began developing skill in one-on-one, small group, and teacher-led discussions about grade-level texts and topics. They learned to prepare for discussions by reading or studying required materials, follow agreed-upon rules for discussion, ask questions to check understanding, stay on the topic, link their comments to the remarks of others, and explain their ideas in light of the discussion (SL.K–3.1). They learned to ask and answer questions about information from a speaker, offering elaboration and detail (SL.K–3.3).

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

- Carrying out assigned roles in discussions (SL.4–5.1b).
- Responding to specific questions to clarify, follow up, or otherwise contribute to the discussion (SL.4–5.1c)
- Reviewing the key ideas expressed in discussions and, in grade five, drawing conclusions (SL.4–5.1d)
- Paraphrasing in grade four and summarizing in grade five text read aloud or information presented in diverse media and formats (SL.4–5.2)
- Identifying reasons and evidence provided by speakers or media sources for particular points, and by the end of grade five identifying and analyzing any logical fallacies (SL.4–5.3)
- Learning to differentiate between, and in grade five adapt speech to, contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (SL.4–5.6)

The CA ELD Standards amplify this focus on discussion and collaborative conversations—about content and about language—permeate both Parts I and II. Much of second language development occurs through productive and extended collaborative discourse that is focused on topics worth discussing. The CA ELD Standards call for ELs to contribute meaningfully in collaborative discussions with a variety of audiences (e.g., whole class, small group, partner), including sustained and extended dialogue (ELD.PI.4–5.1). When engaged in conversations with others, they negotiate with or persuade others using particular language moves (e.g., "That's an interesting idea. However . . .") to gain and hold the floor (ELD.PI.4–5.3), and they learn to shift registers, adjusting and adapting their language choices according to purpose, task, and audience (ELD.PI.4–5.4).

Much of second language development occurs through productive and extended collaborative discourse that is focused on topics worth discussing.

Being productive members of discussions "requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and

Teachers provide explicit instruction, modeling, and protocols for effective discussions, and they ensure equity in participation. They also recognize that the environment they create can encourage all voices or can privilege some and silence others.

analyze and synthesize a multitude of ideas in various domains" (CDE 2013b, 26). Teachers in the fourth- and fifth-grade span work vigorously toward this goal. They ensure that students are provided many occasions to participate in academic discussions with a range of partners (including, as 21st century learners, distant ones; see chapter 10 of this *ELA/ELD Framework*), and that discussions are a deliberate and integral element of all curricula. Students discuss literary and informational books, including their content area textbooks. They discuss information presented orally and through a variety of media and formats. They discuss learning experiences, such as science inquiries and investigations, mathematical problem solving using manipulatives, social studies projects, and artistic explorations.

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

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

- Carefully prepares for the discussion by selecting text that is engaging, has multiple interpretations, is difficult, ambiguous, or controversial and developing questions that stimulate students to think reflectively and make high-level connections or inferences
- Asks follow-up questions that help provide continuity and extend the discussion, such as questions that call for a different interpretation, request an explanation of reasoning or identification of evidence from the text, or lead to further thinking or elaboration
- Provides a task, or a discussion format, that students can follow when they discuss texts together in small groups, such as taking different roles during discussions
- Develops and practices the use of a specific "discussion protocol," that is a specific list of steps they plan to follow when they lead a discussion

Kamil and others note that "leading instructive discussions requires a set of teaching skills that is different from the skills required to present a lecture or question students in a typical recitation format" (25). Instead of employing the widely-used I-R-E (initiation-response-evaluation) approach to structure classroom discussions (Cazden 1986), in which the teacher initiates a question, a student responds, and the teacher provides an evaluative comment, such as "That's right!" and then asks the next question, teachers should implement more dynamic, collaborative conversations in which all students play a greater role in carrying the conversation. This requires teachers to think strategically about the types of questions they ask, as well as the types of responses they provide. For

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example, in addition to asking questions that have a defined or expected response, teachers can ask more questions that have multiple possible interpretations, such as "How does the author let us know what kind of person the main character is?" Instead of providing evaluative responses, teachers can include responses in the form of questions that promote deeper thinking and extended discourse, such as "Can you tell us more about that?" or "How did you come to that conclusion?"

In addition, teachers should support students' use of different approaches to texts. As appropriate for the purpose, students may be guided to take one of three stances: (1) an efferent stance, in which they work to determine what the text says; (2) an aesthetic stance, in which they consider their reactions to the text; or (3) a critical-analytical stance, in which they consider the author's intent and perspectives and explore underlying arguments and assumptions. Students should be skilled at each of these approaches and they may all occur in a single extended discussion. Professional learning and opportunities for collaborative planning and teaching are crucial as teachers work to engage students in rich, meaningful discussions.

Presenting

Students engage in more formal expression by planning and delivering presentations (SL.4–5, Standards 4–5). In transitional kindergarten through grade three, students learned to give presentations by reporting on topics and texts, telling stories, and recounting experiences, using appropriate and relevant facts and details. They learned to express themselves clearly for their listeners. By the end of grade three, students planned and delivered an informative/explanatory presentation, organizing ideas around major points, presenting information in a logical sequence, including supporting details and clear and specific vocabulary, and providing a strong conclusion.

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

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

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

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Using Language Conventions

Contributing to effective expression is students' command over language conventions, such as grammar and usage in writing and speaking (L.4–5.1 and L.4–5.3) and capitalization, punctuation, and spelling in writing (L.4–5.2). Command of conventions is critical across all of the strands of the CA CCSS for ELA/Literacy and the CA ELD Standards but is most explicitly addressed in the Language and Writing strands. Students continue to develop their use of conventional grammatical structures in writing and speaking, and conventions are tied explicitly to meaningful and effective communication. Detailed information about conventions addressed in the span is provided in the grade level sections. Regarding spelling development, see figure 4.7 and accompanying discussion in chapter 4 of this *ELA/ELD Framework*.

Content Knowledge

Standards related to content areas other than ELA/Literacy and ELD are provided in other curriculum frameworks and model curriculum published by the California Department of Education (http://www.cde.ca.gov/ci/cr/cf/allfwks.asp). However, given the deeply intertwined relationship between content knowledge and ELA/literacy and ELD and the clear call for an integrated curriculum, brief discussions of content learning are included throughout this framework.

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

> *Indeed, acquisition of knowledge in all content areas is a crucial component of literacy and language development, and meaning making with text not only requires the ability to employ comprehension strategies such as questioning, summarizing, and comprehension monitoring, it also demands some* knowledge of the topic *of the text.*

Students who receive specialized instructional services, including ELs and students with disabilities, will be disadvantaged if they are removed from the general education classroom during subject matter instruction in order to receive these services. High priority must be given to ensuring that all students have access to grade-level content instruction. Therefore, careful consideration should be given to the timing of special services—crucial as they are—in order to minimize disruption to subject matter learning. Planning for meeting the needs of all learners should be part of the Mutli-Tiered System of Supports (MTSS)—a systemic process for examining the various needs and support requirements of all learners and developing schedules that allow time to adequately address these needs without removing students from core

instruction whenever possible. (See chapter 9 of this *ELA/ELD Framework* on access and equity for additional information on MTSS.)

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

Wide Reading

As noted throughout this framework, wide reading of a range of genres and text types on a range of topics is crucial for many reasons. Among them is that texts are a valuable source of general and domain-specific knowledge. Students in every grade level benefit by engaging in wide reading, as do adults throughout their lives. Teachers should provide students with time to read and access to appealing and diverse texts. They should have well stocked classroom libraries, collaborate with teacher librarians, and be well versed in exceptional children's literature, ready to make recommendations based on individuals' interests and needs. Furthermore, teachers should model their own enthusiasm for and spark their students' interest in texts, and they should create environments that motivate students to read and discuss texts with others. They should have an independent reading program as specified in the wide reading and independent reading section of chapter 2.

Teachers should provide students with time to read and access to appealing and diverse texts. They should have well stocked classroom libraries, collaborate with teacher librarians, and be well versed in exceptional children's literature, ready to make recommendations based on individuals' interests and needs.

Engaging with Informational Text

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

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

Informational texts are a considerable source of the knowledge that students acquire as they move through their years of schooling, and students should be taught how to read these texts because many differ from narrative texts in terms of language, organization, and text features.

It is crucial that students engage with text—both as readers and writers—as they develop knowledge in the subject areas. Texts are used alongside other sources of

knowledge: inquiry and hands-on experiences, teacher presentations and demonstrations, class discussions, and audio and visual media. Each of these approaches should be employed routinely. It is important that students who are experiencing difficulty with reading are supported as they learn from texts; teachers should not avoid using texts with students who find them challenging and rely only on non-text media and experiences. Replacing texts with other sources of information—in spite of the intention to ensure access to the curriculum—limits students' skill to independently learn with texts in the future. In other words, instruction should be provided that enables all students to learn with texts alongside other learning experiences.

It is crucial that students engage with text—both as readers and writers—as they develop knowledge in the subject areas. Texts are used alongside other sources of knowledge: inquiry and hands-on experiences, teacher presentations and demonstrations, class discussions, and audio and visual media.

In previous grades, students interacted with a range of informational texts. They learned to ask and answer questions about grade-level text content (RI.K–3.1), determine the main idea and explain how details support the main idea (RI.K–3.2), and describe the relationship between ideas (RI.K–3.3). They learned to determine the meaning of domain-specific words or phrases in grade-level texts (RI.K–3.4), use text features and search tools to locate information (RI.K–3.5), distinguish their own point of view from that of the author (RI.K–3.6), use information gained from illustrations and words to demonstrate understanding of the text (RI.K–3.7), describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) (RI.K–3.8), and compare and contrast the most important points and key details presented in two texts on the same topic (RI.K–3.9). They learned to comprehend informational texts at the high end of the text complexity band for grades two through three independently and proficiently (RI.K–3.10).

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

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

- Referring to details and examples in a text, and quoting the text accurately in grade five, when explaining what it says explicitly and when drawing inferences (RI.4–5.1)
- Summarizing text (RI.4–5.2)
- Explaining the content of text (RI.4–5.3)
- Describing the overall structure of different types of texts or part of a texts and in grade five comparing and contrasting different texts (RI.4–5.5)
- Comparing and contrasting firsthand and secondhand accounts, and in grade five multiple accounts, of the same event or topic (RI.4–5.6)
- Interpreting and drawing on information presented visually, orally, or quantitatively and explaining how they contribute to meaning (RI.4–5.7)
- Explaining an author's use of reasons and evidence to support particular points conveyed in text (RI.4–5.8)

- Integrating information from two, and in grade five several, different texts in order to speak or write about the subject knowledgeably (RI.4–5.9)
- Using formatting, illustrations, and multimedia in writing informative/explanatory text to aid comprehension (W.4–5.2)
- Using concrete details, quotations and other information and examples to develop the topic of informative/explanatory text (W.4–5.2b)
- Linking ideas across categories of information using words, phrases, and clauses when writing informative/explanatory texts in grade five (W.5.2c)
- Using precise language and domain-specific vocabulary in writing (W.4–5.2d)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases (L.4–5.6)
- Drawing evidence from texts to support analysis, reflection, and research (W.4–5.9)
- Paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (SL.4–5.2)
- Identifying the reasons and evidence a speaker or media source provides to support particular points (SL.4–5.3)

These abilities and skills are taught across the curricula—in history–social science, science, visual and performing arts, health, mathematics, and so on. Teachers should have access to collections of texts on the same topic so that opportunities exist for a coherent, rather than haphazard, building of knowledge, and the school library collection should be developed to meet this need.

The CA ELD Standards provide guidance on how teachers can support their EL students to engage meaningfully with complex tasks and tasks to develop the skills and abilities described above, with appropriate levels of scaffolding based on students' English language proficiency levels.

Engaging in Research

Engaging in research contributes to students' knowledge of the world, and it is one of the most powerful ways to integrate the strands of the language arts with one another and with subject matter. The Writing strand of the CA CCSS for ELA/Literacy calls for students to participate in research projects (W.4–5, Standards 7–8), ones that may be completed in the course of a few hours or over an extended time frame (W.4–5.9). Students engaged in research, with guidance and support, beginning in transitional kindergarten. They learned to read a number of books on a single topic to produce a report, gather information from print and digital sources, and take brief notes. By grades four and five, they are more independent in their abilities to pose questions and pursue knowledge from a range of sources. They engage in more extensive projects, and they have opportunities to share their findings with others, using a variety of media and formats.

Teachers should have access to collections of texts on the same topic so that opportunities exist for a coherent, rather than haphazard, building of knowledge, and the school library collection should be developed to meet this need.

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

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

Research projects provide the opportunity for students to pursue their interests (thus contributing to motivation and engagement), make authentic use of texts and online resources, and engage in purposeful communication and collaboration with others, both virtually and in person.

Research projects provide the opportunity for students to pursue their interests (thus contributing to motivation and engagement), make authentic use of texts and online resources, and engage in purposeful communication and collaboration with others, both virtually and in person. Research projects present an exceptional opportunity for interdisciplinary experiences and they foster use and development of all of the themes of ELA/literacy and ELD instruction: Meaning Making, Language Development, Effective Expression, Content Knowledge and the application of Foundational Skills. They also require many of the 21st century skills discussed in chapter 10 of this *ELA/ELD Framework*, including collaboration, communication, critical and creative thinking, and use of media and technology.

Foundational Skills

Acquisition of the foundational skills is crucial for independence in reading and writing. During transitional kindergarten through grade-three years, students developed concepts about print and phonological awareness. They learned the phonics and word analysis skills that enabled them to independently read grade-level texts, and they developed fluency—especially accuracy and automaticity–sufficient for attention to be devoted to comprehension. In grades four and five, students continue to develop the decoding and word recognition skills and fluency that enable them to enjoy and learn from grade-level text in all disciplines. These skills are consolidated as their volume of reading increases. It is crucial for this and other reasons that students have ample opportunity to read at school and that they are encouraged and provided the resources to read at home.

Phonics and Word Recognition

In grades four and five, students use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode accurately unfamiliar multisyllabic words in context and out of context (RF.4–5.3). In other words, students employ, as appropriate, all of the phonics and word recognition skills they learned in transitional kindergarten through grade three to identify unknown words.

Students experiencing difficulty must be provided focused explicit and systematic instruction immediately *because difficulty with the foundational skills will impede students' access to grade-level texts and hinder their ability to gain pleasure and knowledge from texts.*

Because students in grades four and five vary in their skills, instruction is differentiated based on assessment. Students who demonstrate achievement of a specific skill should not be provided unnecessary instruction in what they already know. *Students experiencing difficulty must be provided focused explicit and systematic instruction immediately* because difficulty with the foundational skills will impede students' access to grade-level texts and hinder their ability to gain pleasure and knowledge from texts. Furthermore, it can negatively impact motivation and engagement with text, which then further impedes literacy

achievement. Therefore, after careful diagnosis, students experiencing difficulty should be provided whatever instruction is necessary to acquire the specific skills they need. However, even those students requiring the most intensive instruction in the foundational skills should have the opportunity to participate in the broader ELA/literacy curriculum, that is, instruction that focuses on meaning making, language development, effective expression, and content knowledge.

Schools should have a plan for ensuring that students' success with the foundational skills does not occur at the expense of the rest of the language arts/literacy program nor the content area programs. No single plan is recommended in this *ELA/ELD Framework*. However, suggestions include, but are not limited to, the following: extended day instruction, co-teaching, brief daily small group instruction, and individualized instruction. Most important is to avoid the need for extensive intervention by providing excellent, responsive instruction in the earlier grades and careful ongoing assessment. Even in the best of school programs, however, it is likely that some students will need additional support. Detail about the grade-level standards is provided in the grade-four and grade-five sections of this chapter.

Students in the grade span continue to develop fluency, which even in the upper elementary grades is robustly related to silent reading comprehension.

Fluency

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

4a. Read on-level text with purpose and understanding.

4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

. . . teachers should check for students' comprehension of what they are reading, respectfully model how words are pronounced in standard English, and point out differences between pronunciations of different dialects of English so that students develop awareness of these differences.

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

Pronunciation differences that may be due to influences from students' primary language, home dialect of English, or regional accent should not be misunderstood as difficulty with decoding. In addition, although pronunciation is important, overemphasizing and overcorrecting pronunciation can lead to self-consciousness and inhibit learning. Rather, teachers should check for students' comprehension of what they are reading, respectfully model how words are pronounced in

standard English, and point out differences between pronunciations of different dialects of English so that students develop awareness of these differences. (For additional information on different dialects of English, see chapter 9 of this *ELA/ELD Framework*.)

When evaluating how fluently EL students read it is critical to consider more than reading rate. EL children can be deceptively fast and accurate while reading aloud in English, but they may not fully comprehend the text. A consistent focus on meaning making ensures that EL children attend to comprehension and not just speed. At the same time, grammatical miscues or pronunciation differences due to second language development that do not affect comprehension may occur. Teachers should use caution in counting these miscues when interpreting fluency as they are a natural part of developing English as an additional language and may or may not be miscues in need of instructional attention. As with all children, decisions about fluency should not be made solely on the basis of reading rate or accuracy.

Although engagement with complex text is an important aspect of ELA/literacy instruction, students should have access to—and spend considerable time with—interesting texts at their reading level in order to build fluency.

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

Foundational Skills for English Learners

Students who are ELs enter California schools at different ages and with varying experiences with foundational literacy skills in their primary language and English. By the time they are in the fourth and fifth grades, some EL students have been in U.S. schools for several years or more. Some EL students are newcomers to English (e.g., students who are recently-arrived immigrants to the U.S.), enter California schools after or at the very end of the primary grades, and need to develop English foundational skills in an accelerated time frame. Individualized programs need to be designed for EL students in order to ensure that teachers understand students' background characteristics (including proficiency in English and familiarity with English foundational skills, literacy experiences and skills in the primary language, and differences between the primary language and English) so that time teaching foundational skills is warranted and efficient.

Individualized programs need to be designed for EL students in order to ensure that teachers understand students' background characteristics (including proficiency in English and familiarity with English foundational skills, literacy experiences and skills in the primary language, and differences between the primary language and English) so that time teaching foundational skills is warranted and efficient.

In order to design this specialized instruction, teachers should carefully assess EL students in both English and their primary language, when possible, to determine the most appropriate sequence and type of foundational skills instruction. For example, decoding skills that students have developed in their primary language can be transferred to English (August and

Shanahan 2006; Bialystok 1997; de Jong 2002; Lindholm-Leary and Genesee 2010) with appropriate instruction in the similarities and differences between the student's and the English writing system. By not reteaching previously learned skills, such as basic decoding when students have already developed this skill, students' instruction can be accelerated.

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

Attention to oral language is important, and students should be taught as many meanings of the words they are learning to decode as possible. As noted above, pronunciation differences due to influences of primary language should not be misunderstood as difficulty with decoding. Although pronunciation is important, students should primarily focus on fluently reading with comprehension. Children enrolled in an alternative bilingual program (e.g., dual immersion, two-way immersion, developmental bilingual) are taught the foundational skills emphasized in the CA CCSS for ELA/Literacy, with guidance from the CA ELD Standards, along with the CCSS-aligned primary language standards in order to develop foundational literacy skills in both the primary language and in English.

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines. Figure 5.7 outlines for providing instruction to ELs on foundational literacy skills aligned to the CA CCSS for ELA/Literacy Reading Foundational Skills Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English).

Figure 5.7. Foundational Literacy Skills for ELs in Grades Four and Five*

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/ Literacy Reading Standards: Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	**Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K–1.2
Print Skills	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to literacy foundational learning.	Review of **Phonological Awareness** skills as needed.

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/ Literacy Reading Standards: Foundational Skills
Print Skills (cont.)	No or little native language literacy	Students will need instruction in print concepts.	**Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. RF.K–1.1 **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–5.3 **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. RF.K–5.4
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables, or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	
	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.K–5.3 **Fluency** 4. Read with sufficient accuracy and fluency to support comprehension. RF.K–5.4

* Teachers may need to refer to some kindergarten through grade three CA CCSS for ELA/Literacy Reading Foundational Skills standards, depending on individual student learning needs.

Supporting Students Strategically

Although some students in the grade span demonstrate considerable independence with the code, reading voraciously a wide range of materials and capably using their understanding of written language to record information and ideas, others have not made the same progress. They may not yet have command of the written system as either readers or as writers. They may, in fact, be experiencing substantial difficulty. It is crucial that these students are identified quickly and that their strengths and needs are determined through careful diagnosis. Is the difficulty in meaning making, vocabulary and syntax, or content knowledge, or a combination? Has the student acquired

the necessary foundational skills? Some needs can be addressed by the classroom teacher who provides differentiated instruction; other needs require more specialized attention. A multi-tiered system of supports should be in place to serve all students. (See chapter 9 of this *ELA/ELD Framework*.)

Motivation often becomes an issue with students who are experiencing difficulty. These students need to experience success in order to build their confidence. Targeted, skillful instruction is crucial. They also need to find the value in the written system. It is important to expose them to texts that are relevant to their lives while at the same time expanding their interests and knowledge. See the discussions of motivation in chapter 2 of this *ELA/ELD Framework* and in the overview of the span of this chapter.

Reading aloud to students and defining (using everyday language) unknown words, followed by oral language activities that present the words in multiple contexts facilitates vocabulary development

In this section, research relevant to supporting students in this grade span who are experiencing difficulty is provided:

- Reading aloud to students and defining (using everyday language) unknown words, followed by oral language activities that present the words in multiple contexts facilitates vocabulary development (McKeown and Beck 2011).
- Writing about text improves students' understanding of a text; key for students experiencing difficulty is the provision of ongoing practice and explicit instruction in writing activities such as note taking, answering questions in writing, and responding to a text by writing a personal reaction or analyzing and interpreting it (Graham and Hebert 2010).
- Spelling interventions should ensure students are using phonemic knowledge and morphological knowledge (such as spelling of common affixes), and progress toward drawing on knowledge or word roots (Gerber and Richards-Tutor 2011).
- Effective spelling instruction coordinates reading and spelling words (Gerber and Richards-Tutor 2011).
- In terms of fluency, the cause of the difficulty should be determined so that targeted instruction can be provided. Student may lack fluency because they have difficulty with accurate decoding. These students may need support with phonemic awareness (especially blending) or decoding or both. Students may lack fluency because they have insufficient background knowledge and accompanying oral vocabulary to match their decoding attempts. They may lack automaticity and so need more practice with words and connected text to build up sight word reading vocabulary (Hudson 2011).
- Explicit instruction in affixes and common syllable types is essential for students who experience difficulty decoding multisyllabic words (O'Connor 2007).

English Language Development in the Grade Span

The key content and instructional practices described previously in this chapter are important for all students, but they are critical for EL students if they are to develop content knowledge and academic English. As EL children enter into the later elementary grades, the language they encounter in texts, both oral and written, becomes increasingly complex. Their continuing development of academic uses of English depends on highly skilled teachers who understand how to identify and address the particular language learning needs of their EL students. All teachers understand the language demands of the texts students read and the academic tasks in which they engage. In order

to support the simultaneous development of both English and content knowledge, teachers should consider how to address their ELs' language learning needs throughout the day during ELA and other content instruction (integrated ELD), and how to focus on these needs strategically during a time that is protected for this purpose (designated ELD).

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

In order to support the simultaneous development of both English and content knowledge, teachers should consider how to address their ELs' language learning needs throughout the day during ELA and other content instruction (integrated ELD), and how to focus on these needs strategically during a time that is protected for this purpose (designated ELD).

Integrated and Designated English Language Development

Integrated ELD refers to ELD throughout the day and across the disciplines for all ELs. In integrated ELD, the CA ELD Standards are used in ELA and all other disciplines in tandem with the CA CCSS for ELA/Literacy and other content standards to support ELs' linguistic and academic progress. Throughout the school day, ELs in grades four and five should engage in activities where they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through rich experiences that are provided through English, they develop English, and they build confidence and proficiency in demonstrating their content knowledge through oral presentations, writing, collaborative conversations, and multimedia. In addition, when teachers support their students' development of *language awareness*, or how English works in different situations, they gain an understanding of how language functions as a complex, dynamic, and social resource for making meaning. Through intellectually rich activities that occur across the disciplines, ELs develop proficiency in understanding and using advanced levels of English and in shifting register based on discipline, topic, task, purpose, audience, and text type.

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

Designated ELD is an opportunity to amplify the language ELs need to develop in order to be successful in school and to augment instruction in order to meet the particular language learning needs of ELs at different English language proficiency levels. Examples of designated ELD that builds into and from content instruction are provided in brief snapshots and lengthier vignettes in the grade-level sections. For more information on the CA ELD Standards and descriptions of integrated ELD and designated ELD, see chapters 1 and 2 of this *ELA/ELD Framework*.

Grade Four

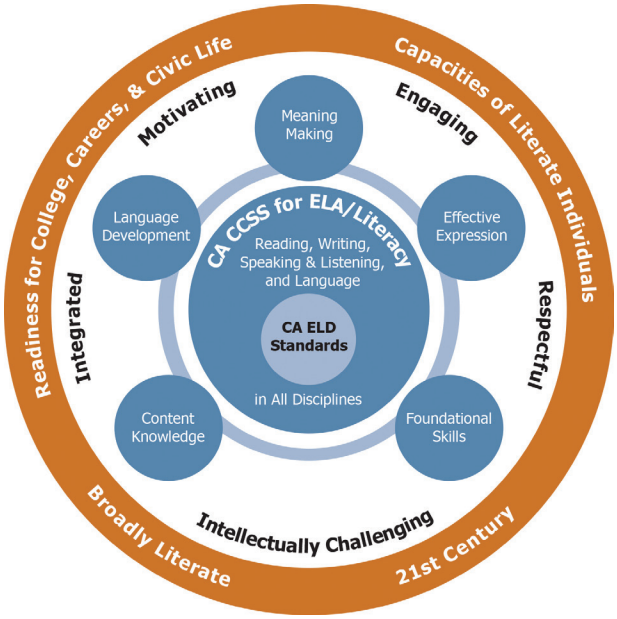
Grade four is a milestone year for students as they make the transition from the primary to intermediate grades. A longer school day and a sharpened focus on content instruction require that students employ their literacy skills in ways that are increasingly complex and flexible. Students' foundational skills should be firmly rooted so they can concentrate their energies on using their literacy skills as a tool within disciplines while advancing their proficiency in all strands of the language arts. At the same time, students make great gains toward the goal of becoming broadly literate as they engage in wide reading. (See chapter 2 of this *ELA/ELD Framework* for a discussion of wide and independent reading.) Teachers provide an organized independent reading program and ensure that every student experiences a range of excellent literature.

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

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

Instruction in ELA/literacy is designed to ensure that all students receive excellent first instruction. As students look forward to early adolescence, it is important that they be deeply engaged in literacy and content learning and develop the sophisticated reading, writing, speaking and listening, and language knowledge skills necessary for the coming years. In this section, the key themes of ELA/literacy and ELD instruction, as they apply to grade four, are discussed: **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. These themes are addressed in an instructional context that is integrated, motivating, engaging, respectful, and intellectually challenging. Furthermore, teachers recognize that what happens in this grade level contributes significantly to students' ultimate achievement of the overarching goals of ELA/literacy and ELD programs upon high school graduation: Students develop readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. See figure 5.8.

Figure 5.8. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making

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

As students progress through the grades, they face increasingly complex and challenging texts. An excellent foundation in elementary school opens extraordinary literary experiences and ensures that students can learn from informational text in middle and high school, and beyond. Students' ability to use their phonics and word analysis skills is crucial, but it is not sufficient for meaning making. Teachers provide instruction and appropriate support to build students' independence and proficiency with complex text, including their ability to interpret charts, graphs, diagrams, and timelines. They use questions to guide students' thinking and teach students strategies for engaging with difficult text, including how to monitor their comprehension.

As discussed previously in this *ELA/ELD Framework*, teachers develop text-dependent questions that are focused on important ideas in the text, take students deeper into the text, and help them wrestle with difficult sections. These text-dependent questions are designed intentionally to support students' understandings of bigger themes and ideas and their ability to successfully engage with authentic culminating tasks. See figure 5.9 for a brief guide on creating questions. Importantly, students also generate their own text-dependent questions, which promote active engagement with the text.

Figure 5.9. Creating Questions for Close Analytic Reading of Complex Text

1. Think about what you think is the most important ideas or learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other academic words or phrases (including figurative language) that students would profit from focusing on. Build discussion tasks or additional questions to focus attention on the language.

6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with complex grammatical structures, particularly densely packed sentences and clauses, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the big idea or learning goals identified in #1. A good task should reflect advancement on one or more of the standards, involve writing and/or speaking, and be structured to be done by students independently or collaboratively (with independent accountability). The culminating task can focus on big ideas and themes in one or multiple texts.

Source

Adapted from

Student Achievement Partners. 2013. "Creating Questions for Close Analytic Reading Exemplars: A Brief Guide." *Achieve the Core.*

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

- Think about what they already know about the topic
- Discuss the topic with others briefly
- Preview headings, subheadings, and bolded words
- View images and graphics and make inferences about the topic

As they read, they may:

- Jot notes in the margin, as appropriate
- Modify their pace
- Pause to think periodically
- Pause to ask themselves whether they are understanding the text
- Partner read and pause to talk about sections of the text
- Think aloud with a partner
- Reread sections
- Sketch a graphic organizer about a section of the text
- Identify main ideas and the details that support them
- Identify important or unknown words
- Annotate the selection using sticky notes
- Divide the text into small sections and summarize each section
- Record thoughts in a double entry journal

Teachers play an active role in guiding students' efforts to comprehend, enjoy, and learn from complex text. They teach, explain, and model a variety of strategies for students to utilize.

After they read, they may:

- Discuss their understandings with others, referring to excerpts in the text to explain their interpretations
- Quick write the gist of the selection
- Share their notes and annotations with others
- Reread the text and revisit images and graphics
- Explore the topic in greater depth reading or viewing other sources

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

Students experiencing difficulty likely need greater support—more explicit guidance and scaffolded practice—as they engage with complex texts. Students who are ELs likely require differentiated scaffolding, based on their English language proficiency levels, in order to have full access to the language of complex texts they are reading and to use language to express their ideas about the texts in speaking and writing. It is critical that all students regularly encounter sufficiently complex texts in order to advance as readers. However, their interactions with those texts, though challenging, should be intellectually satisfying and enjoyable experiences.

Language Development

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

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

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

Key to language development, especially academic vocabulary development but also the development of complex grammatical structures is exposure, and the best source of exposure is complex texts.

- *Ensure students have extensive experiences with academic language*: They engage students in myriad collaborative conversations, read aloud to students regularly from a variety of sources, and most importantly, promote daily independent reading of a wide range of texts.
- *Establish a word-conscious environment*: Teachers model a fascination with language and an enthusiasm for words. They explore word etymologies and play word games. They foster in students both a cognitive and affective stance toward words.

- *Teach words*: They are selective about which words to teach, generally targeting those that require more than a synonym for explanation, are vital to understanding of a concept or text, and have high applicability—in other words, general academic (Tier 2) words. They highlight relationships among words and ensure students have multiple exposures to target words, including through opportunities to use them in writing, discussions, hand-on experiences, and in the development of oral, visual, and multimedia presentations.
- *Teach word-learning strategies*: Teachers teach students to use word parts (i.e., roots and affixes, especially Greek and Latin affixes and roots), context, and resources (e.g., dictionaries) to determine the meanings of words.
- *Support students to develop language awareness*: Teachers create many opportunities for whole class, small group, and paired discussions about how language works to make meaning. These discussions about language move beyond the word level (vocabulary) and into grammatical structures, the ways sentences are linked together in different type so texts through text connectives (e.g., The next day . . . , As a result . . . ,), and how different text types are structured and organized.

Because more than 60 percent of English is drawn from Greek and Latin, learning Greek and Latin word parts has an exponential effect on vocabulary development.

A special target of instruction in grade four is the use of Greek and Latin affixes and roots as clues to the meaning of a word (L.4.4b). Because more than 60 percent of English is drawn from Greek and Latin, learning Greek and Latin word parts has an exponential effect on vocabulary development. See figure 5.10 for examples. (Lists can be found online; see, for example, McEwan's article on the Reading Rockets Web site 2013, http://www.readingrockets.org/article/40406.) Instruction should focus on the roots and affixes that are most applicable to students' studies and experiences.

Figure 5.10. Greek and Latin Roots

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

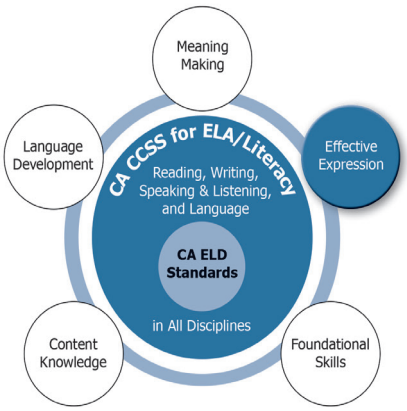
Instruction also includes exploration and analysis of wording and sentence structures in complex texts, as well as judicious use of sentence frames to facilitate the use of more sophisticated phrases and grammatical structures. Examples of open sentence frames that both focus on grammatical understandings and provide opportunities for participating in extended academic discourse include the following:

- In other words, _____.
- Essentially, I am arguing that _____.
- My point is not that we should _____, but that we should _____.
- What _____ really means is _____.
- To put it another way, _____.
- In sum, then, _____.
- My conclusion, then, is that _____.
- In short, _____.
- What is more important is_____.
- Incidentally, _____.
- By the way, _____.
- Chapter 2 explores _____ while Chapter 3 examines _____.
- Having just argued that _____, let us now turn our attention to _____.
- Although some readers may object that _____, I would answer that _____.

Reading and discussing texts are critical for language development. It is important to note, however, that language is also developed through rich content experiences. Engaging collaborative hands-on activities accompanied by meaningful discussions provide reasons for discussing and using new language. Participation in joint research projects, too, expands students' exposure to language and provides authentic reasons to use that language as they convey what they have learned to others.

Effective Expression

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



Writing

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

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

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

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

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

A significant milestone in grade four is that students learn to write clear and coherent **multi-paragraph** *texts. . . . What will require attention and clear instruction is ensuring that multi-paragraph works are well organized and coherent.*

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

A sample of student work with annotations follow in figure 5.11 (NGA/CCSS0 2010b: Appendix C). It is a narrative produced by a grade-four student for an on-demand assessment. Students were given the following prompt: "One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens." Additional examples of student writing may be found at EdSteps, a large public library of student writing sponsored by the CCSSO (http://www.ccsso.org/Resources/Programs/EdSteps.html).

Figure 5.11. Grade Four Writing Sample

Glowing Shoes

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

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

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

"Meeeeeooooow!" the crowd of cats replied.

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

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

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

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

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

"Noooooo!" I screamed.

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

"It's a cat attack!" Meisha screamed

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

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

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

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

"Uh, hi!" I stammered.

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

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

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

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

"Hey Cade! Catch!"

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

"I'm in heaven!" he shrieked.

Annotation

The writer of this piece

- Orients the reader by establishing a situation and introducing the narrator and characters.
  - *One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.*
- Organizes an event sequence that unfolds naturally.
  - The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator's shoes; the cats move toward him; he is delighted.
  - *. . . Tigger and Max were following me to school. Other cats joined in as well. . . . When I reached the school building . . . SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.*
- Uses dialogue and description to develop experiences and events or show the responses of characters to situations.
  - *I felt like a rollercoaster zooming past the crowded line that was waiting for their turn . . .*
  - *Whew! Glad that's over! I thought.*
  - *"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.*
- Uses a variety of transitional words and phrases to manage the sequence of events.
  - *When I started out the door . . . As I walked on . . . When I reached the school building . . .*
- Uses concrete words and phrases and sensory details to convey experiences and events precisely.
  - *The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.*
  - *"Awww! Look at all the fuzzy kitties! They're sooo cute! . . .*
- Provides a conclusion that follows from the narrated experiences or events.
  - *The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.*
- Demonstrates exemplary command of the conventions of standard written English

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 27–28. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Teachers of ELs can use the CA ELD Standards to analyze their students' writing and determine how well they are using particular language resources to meet the expectations of different text types. Resources include general academic and domain-specific vocabulary, expanded noun phrases, and text connectives to create cohesion. The CA ELD Standards also support teachers in determining what types of writing outcomes are appropriate for EL students at different English language proficiency levels. Teachers differentiate instruction to address students' current level of skills and abilities. They share mentor texts—that is, texts that are excellent examples of the focus of instruction, such as organization, vocabulary use, or transitional phrases. The authors' craft is discussed and, as

appropriate to the purpose, emulated. This provides a scaffold for students to advance their writing. Chapter 8 of this *ELA/ELD Framework* provides an example of writing by an EL student with annotations based on the CA ELD Standards.

In grade four, students learn to type a minimum of one page in a single sitting. The ability to keyboard aids their engagement in process writing, as students find it easier to revise and edit. The student whose writing was presented in figure 5.11 likely had well developed keyboarding skills, which allowed her to develop a lengthier piece than she otherwise might have without considerable persistence.

Formative assessment of writing is interwoven with instruction—and in fact, a critical part of instruction—and teachers use information about each student to plan for the next moment, the next day, the next week, or the months ahead. Teachers observe students as they prepare to write, engage in writing, share and discuss their work, and revise and edit their work; they gather information in conferences with students; they view students' written products carefully. They look at individual works and at collections of work. They study students' skills, self-perceptions, and their motivation. They use all of this information to provide timely and judicious feedback that supports students to advance to higher levels of proficiency in writing many different types of texts.

Discussing

Students in grade four continue to develop their ability to engage in academic discussions. They regularly engage in one-on-one, small group, and teacher-led discussions in every content area. Students come prepared to discussions and respectfully engage with one another to deepen their understanding of texts and topics (SL.4.1). They learn to review the key ideas expressed by others (SL.4.1), to paraphrase portions of a text read aloud or information presented in diverse media (SL.4.2), and to identify the reasons and evidence a speaker or media source provides to support particular points (SL4.3). As it was in all prior grades, discussion is an important and integrated component of students' classroom experiences.

New to grade four is that students carry out assigned roles in discussion (SL.4.1b). Daniels (1994) shares a variety of roles that students may take on as members of literature circles. See figure 5.12.

Figure 5.12. Discussant Roles in Literature Circles

Summarizer	Your job is to prepare a brief summary of the reading selection. In one or two minutes, share the gist, the key points, the main highlights, and the essence of the selection. Prepare notes to guide your discussion with your peers.
Discussion Director	Your job is to develop a list of questions that your group might want to discuss about the reading. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. During the discussion, ask your peers to refer to the text to explain or support their responses to your questions.

Connector	Your job is to find connections between the text and the outside world. This means connecting the reading selection to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You also might see connections between this text and other writings on the same topic or by the same author.
Literary Luminary (fiction) or Passage Master (nonfiction)	Your job is to locate a few special sections of the text that you found important, interesting, powerful, funny, or puzzling. Tag them or record the page and paragraph number. Prepare to direct your peers to the sections, share them, and discuss your reasons for selecting them. Solicit your peers' reactions to the passages.
Investigator	Your job is to dig up some background information on something relevant to the text—the author, the setting, the historical context, the subject matter. Find information that will help your group understand the story or content better. Investigate something relevant to the selection that strikes you as interesting and worth pursuing.
Illustrator	Your job is to draw a picture related to the reading selection. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. Your drawing can be an abstract or literal interpretation of the text. You may wish to elicit your peers' reaction to your drawing before you tell them what you were thinking.
Vocabulary Enricher	Your job is to be lookout for a few especially important words in the selection. If you come across words that are puzzling or unfamiliar, tag them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across familiar words that stand out for some reason—words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Tag these words, too. Be ready to discuss the words, taking your peers to the text, and the reasons for your choices with the group.

Source

Excerpted and adapted from

Daniels, Harvey. 1994. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, Maine: Stenhouse.

Before students take on any of these roles, it is critical for them to build proficiency and confidence in enacting them successfully. Developing these abilities is best facilitated through extensive teacher modeling of ways to enact each role, explanations about the purposes and logistical aspects of the roles, and guided practice in enacting the roles. For example, to learn to perform the role of summarizer independently, students benefit from collaborative practice with partners or in small groups. After the teacher explains why it is important to be able to summarize a section of text and models how to summarize, students may work together to prepare a brief summary of another section of text and prepare a brief written or oral statement that highlights the key ideas and main points. The same type of scaffolding and gradual release of responsibility should be applied to the other discussant roles noted above.

Importantly, teachers ensure that there are interesting topics to discuss, including those relevant to their learners' cultural and linguistic experiences, and that students have the background knowledge (including the vocabulary) necessary to contribute to the conversation—knowledge gained through engagement in compelling text and meaningful learning experiences.

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Presenting

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

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

Students have many opportunities to present knowledge and ideas. Most presentations occur in collaboration with partners or small groups. Together, students plan, rehearse, and present.

Presentations are most valuable if they are meaningful to students; that is, if students find value in expressing their knowledge or ideas and if the subject of the presentation is relevant to the audience. Importantly, presenters should receive feedback from their audiences. Critical for teachers of ELs to understand is that in some cultures, eye contact and other expected behaviors for oral presentations in U.S. classrooms may be an unfamiliar or even uncomfortable experience. Teachers should be sensitive to cultural differences and know something about these types of differences with regard to their individual students and guide them in safe and supportive ways to add U.S. cultural resources to their existing ones.

In grade three, students gave an informative/explanatory presentation. They continue to give informative/explanatory presentations in grade four, generally on topics of their choice. For example, after completing the "Life and Death with Decomposers" unit of the California Education and the Environment Initiative (http://www.californiaeei.org/curriculum/correlations/commoncore/), one student or a pair of students might decide to closely investigate decomposition at their school site or to establish their own compost pile in a specially designated trash container. They take photos to document the process and they digitally record an interview of themselves as well as of an expert at the local arboretum. They present their findings to their classmates, extending all students' learning after the unit.

Using Language Conventions

The use of conventions contributes to effective expression. Language conventions in grammar and usage taught in grade four include those in figure 5.13 (L.4.1a–g).

Figure 5.13. Language Conventions in Grade Four

Language Standard 1	Abbreviated Definitions and Examples
a. Use interrogative, relative pronouns and relative adverbs.	*Interrogative,* relative pronouns: *who*, *whose*, *whom*, *which*, *that* Relative adverbs: *where*, *when*, *why*
b. Form and use the progressive verb tenses.	*Present Progressive* (expresses an ongoing action): *I **am playing** soccer.* *Past Progressive* (expresses a past action which was happening when another action occurred)*: I **was playing** soccer when it started to rain.* *Future Progressive* (expresses an ongoing or continuous action that will take place in the future): *I **will be playing** soccer when you arrive.*
c. Use modal auxiliaries to convey various conditions.	*A helping verb used in conjunction with a main verb to indicate modality (likelihood, ability, permission, obligation): **Can** you drive? You **may** leave now. The dog **must** not sit on the sofa.*
d. Order adjectives within sentences according to the conventional patterns.	*A small red bag* rather than *a red small bag*
e. Form and use prepositional phrase.	Phrases made up of a preposition and noun or pronoun following it (the object of the preposition)*: My friend ran **around the block**. My mother went **in the market**.*
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Corrects *Before he took his mother's bracelet.* to *Before he took his mother's bracelet, he thought about the consequences*.
g. Correctly use frequently confused words.	*to*, *too*, *two*; *there*, *their*

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

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

. . . learning of grammar does not occur in a linear fashion. Students need time and multiple exposures and conversations about grammatical features before the features are fully integrated into students' usage.

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

Also important to note is that learning language conventions is not an end in itself. Control of the conventions of English allows writers and speakers to shape their messages intentionally. Understanding language conventions supports readers and listeners to comprehend written and oral texts.

Conventions taught in previous grades are reinforced in this grade span. Some likely require continued attention as they are applied to increasingly sophisticated writing and speaking, particularly those displayed in the language progressive skills chart provided by the CDE (2013b), which include the following grade-three standards:

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

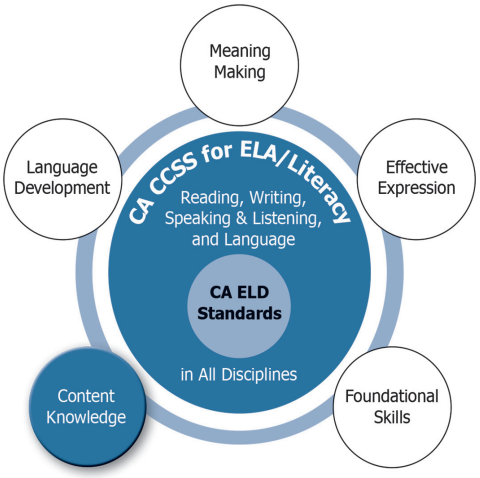
Attention to spelling continues. Work continues on building skill with multisyllabic words and irregularly spelled words. Most important is the focus on the morphological features of words. Spelling is closely interwoven with the following vocabulary and word analysis standards in the Language and Reading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

Attention to spelling continues. Work continues on building skill with multisyllabic words and irregularly spelled words. Most important is the focus on the morphological features of words.

- Vocabulary: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*) (L.4.4b)
- Word Analysis: Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (RF.4.3a)

See chapter 4 for a discussion of spelling development.

Content Knowledge



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

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

As noted in the overview of the span of this chapter, wide reading and engaging in research are both critical for expanding students' content knowledge. Content area research provides rich opportunities for reading and writing multi-media informational texts. Grade-four students have daily opportunities to read books of their choice, and they pursue questions that interest them. Teachers should have an independent reading program as specified in the wide reading and independent reading section of chapter 2 of this *ELA/ELD Framework*.

Text sets are particularly useful for building students' knowledge and academic language. Figure 5.14 provides informational texts related to Earth's systems.

Figure 5.14. Texts on Earth's Systems (NGSS ESS2)

Books:

Earthquakes by Mark Maslin (2000)

Volcano: Iceland's Inferno and Earth's Most Active Volcanoes by National Geographic (2010)

Los Volcanes by Gloria Valek (1996)

Rocas y Minerales by Jane Walker (1996)

Photo Essays:

Forces of Nature: The Awesome Power of Volcanoes, Earthquakes and Tornadoes by Catherine O'Neill Grace (2004) (http://www3.cde.ca.gov/reclitlist/displaytitle.aspx?pid=16652)

Everything Volcanoes and Earthquakes by National Geographic Kids (2013)

Earthquakes by Seymour Simon (1991)

Volcanoes by Seymour Simon (1988)

Picture Books:

Volcano by Ellen J. Prager (2001)

Volcanoes by Jane Walker (1994)

Online Resource:

Ask-A-Geologist (ask questions about volcanoes, earthquakes, mountains, rocks, and more) U.S. Geological Survey (ask-a-geologist@usgs.gov)

Foundational Skills

In grade four, foundational skills instruction centers on students' application of phonics and word analysis skills to multisyllabic words and the continued development of fluency. These skills are achieved in a number of ways (discussed in the following sections). However, it is important to note that wide reading—which provides students with rich opportunities to engage in meaning making, expand their language, interact with models of effective expression, and acquire content knowledge—also supports students' in becoming increasingly competent with foundational skills. That is, reading extensively provides students with opportunities to use in concert the phonics and word recognition skills they have learned in wide-ranging contexts, and it contributes significantly to students' fluency.

Phonics and Word Recognition

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

- Letter-sound correspondences
- Syllabication patterns (See figure 4.10 in chapter 4.)
- Morphology (e.g., roots and affixes) (See figure 5.10 and accompanying text.)

Students who enter grade four lacking command of any of the foundational skills are given additional support immediately. Assessments are conducted to determine the areas of need and appropriate, targeted instruction is provided by skillful teachers. See chapters 3, 4, and 9 of this *ELA/ELD Framework* for suggestions for instruction.

Fluency

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

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Students develop fluency by reading. They engage in rereading for authentic purposes, such as preparing for a reader's theatre production, reading aloud a poem to an audience, or practicing before audio or video recording a presentation.

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

Mean fluency rates for grade-four students are presented in figure 5.15. Students reading more than ten words correct below the 50th percentile (e.g., grade-four students read correctly 83 or fewer words per minute in the fall) may need

additional instructional support. Fluency rates should be cautiously interpreted with speakers of languages other than English. In addition, fluency rates are difficult to apply to students who are deaf and hard of hearing and use American Sign Language. When students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates in the figure do not apply.

Figure 5.15. Mean Oral Reading Rate of Grade Four Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	145	166	180	1.1
75	119	139	152	1.0
50	**94**	**112**	**123**	**.9**
25	68	87	98	.9
10	45	61	72	.8

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

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

Foundational Skills for English Learners

Instruction in foundational skills for ELs should take into account various background characteristics of individual students, including literacy experiences and skills in the primary language, experience with foundational skills in English, and differences and similarities between English and the primary language. See the grade span section of this chapter, particularly figure 5.7, and chapter 2 of this *ELA/ELD Framework* for additional guidance on providing foundational skills instruction to ELs. This guidance is intended to provide a general overview and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English).

An Integrated and Interdisciplinary Approach

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

Snapshot 5.1. Linking Vocabulary to Express Understanding of the California Gold Rush Integrated ELA/Literacy and History–Social Science in Grade Four

Mr. Duarte's fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. The focus of their study is the following question: How did the discovery of gold change California? In particular, students are encouraged to consider the Gold Rush's impact on the state's economic growth, regional environments, and size and diversity of population. They have read from their social studies text and other print materials, conducted research on the Internet and presented their findings, written scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800s, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history.

Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning. He uses a strategy called *Content Links*. He provides each student with an 8.5 x 11 inch piece of paper on which a term they have studied, encountered in their reading, and used in their writing over the past several weeks is printed in large font. The words are both general academic and domain-specific terms, such as *hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock,* and *boom town*, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it mean? How does it relate to the impact of the Gold Rush on California's economy, environment, and/or population?

To support all students, but in particular his EL students, most of whom are at the late Emerging and early Expanding levels of English language proficiency, Mr. Duarte encourages the class to take a quick look at their notes and other textual resources for their terms in the context of the unit of study. Then, Mr. Duarte asks the students to stand up, wander around the classroom, and explain their word and its relevance to the Gold Rush to several classmates, one at a time. Engaging with one peer after another requires the students to articulate their understandings repeatedly. Past experience with the strategy has revealed to Mr. Duarte that students' discussions of the vocabulary and concepts become more refined as they interact with successive partners. At the same time, the students also hear peers' definitions and explanations of the relevance of other terms from the unit of study. Mr. Duarte knows that when students hear the other terms their understanding of their own term will expand and that they will be more likely to use the new terms in subsequent partner discussions.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for students to identify some way to connect their word with a classmate's word. Once all of the students have found a link, they stand with their partner around the perimeter of the classroom. Mr. Duarte then gives students a few moments to decide how they will articulate to the rest of the class how their terms relate. To support his EL students at the Emerging level of English language proficiency and any other student who may need this type of support, he provides an open sentence frame (Our terms are related because ___.). He intentionally uses the words "connect," "link," and "related" to provide a model of multiple ways to express connections between ideas. Mr. Duarte invites the pairs of students to share their words, the word meanings, and the reason for the link with the whole group. David and Susanna, who

Snapshot 5.1. Linking Vocabulary to Express Understanding of the California Gold Rush Integrated ELA/Literacy and History–Social Science in Grade Four (cont.)

hold the terms *pay dirt* and *profitable*, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits *pay dirt* it means he will probably have a good profit. The students also state how these terms relate to their larger study on the impact of the Gold Rush on California.

As pairs of students share with the whole group their word meanings and the reasons for their connections, Mr. Duarte listens carefully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to listen carefully and build on the comments of each pair. After all pairs have shared their explanations with the class, Mr. Duarte inquires whether any student saw or heard another word among all the words that might be connected to their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they explain why. Mr. Duarte then invites the students to "break their current links" and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the concepts represented by the other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also deepen their understandings of the overall significance of such a dramatic and far-reaching event.

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

CA ELD Standards: ELD.PI.4.1, 11a, 12a; ELD.PII.4.5.

Related CA History–Social Science Content Standards:

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

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

Historical and Social Sciences Analysis Skill:

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

Source

Adapted from

Yopp, Hallie K., Ruth H. Yopp, and Ashley Bishop. 2009. *Vocabulary Instruction for Academic Success*. Huntington Beach, CA: Shell Education.

Yopp, Ruth H. 2007. "Word Links: A Strategy for Developing Word Knowledge." *Voices from the Middle* 15 (1): 27–33.

Snapshot 5.2. Histogram of Important Words in the Study of Volcanoes Integrated ELA/Literacy and Science in Grade Four

The students in Mrs. Binder's class are busying themselves with selecting *important words* from the trade book they are reading about volcanoes to support their study of Earth's features in science. Among the words Jason selects are *dormant* and *active*. He writes them on separate sticky notes he has laid out in front of him and then returns to the text, reading and rereading the last three paragraphs of the selection to identify his final words. Like his classmates, he is searching for ten important words, that is, words that represent key ideas from the text the class is reading. After all the students have finalized their selections, sometimes crossing out early choices and replacing them with different words, the teacher leads them in building a histogram at the front of the room. One table group at a time, they place their sticky notes in columns on the chart paper, with each column displaying a different word. Mrs. Binder deliberately does not ask students to sign their sticky notes because she wants everyone to feel comfortable critically analyzing the words once they have all been posted.

Jason begins a column by placing *dormant* on the x axis of the chart. Susanna, Nasim, and Ricardo had also selected *dormant* and, one after the other, they carefully place their words above Jason's so the column is now four sticky notes high. Christine starts a new column with the word *molten*, and others with the same word place their sticky notes above hers. As each of the table groups adds their words to the histogram, it grows in height and width. Some columns are very tall because every student chose the word, some are shorter because fewer students selected those words, and some columns contain only one sticky note. *Spew*, for example, appears in a column of its own.

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

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

At the conclusion of the discussion, Mrs. Binder asks the students to write a one-sentence summary of the passage. Their initial efforts to select important words, the chart that displays a range of important words, and their participation in the discussion about the words and

Snapshot 5.2. Histogram of Important Words in the Study of Volcanoes Integrated ELA/Literacy and Science in Grade Four (cont.)

ideas in the text have served as scaffolds for this task. Students look at the histogram they have created, revisit the text, and, in deep concentration, lean over their desks to generate their one-sentence summaries.

CA CCSS for ELA/Literacy: RI.4.2; SL.4.1; L.4.6
Related Next Generation Science Standard:
4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

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

English Language Development in Grade Four

In grade four, EL students learn English, learn content knowledge through English, and learn about how English works. English language development occurs throughout the day across the disciplines and also during a time specifically designated for developing English based on EL students' language learning needs. In integrated ELD, fourth-grade teachers use the CA ELD Standards to *augment* the CA CCSS for ELA/Literacy or other content instruction they provide. For example, after a small reading group has read a complex literary text, a teacher asks the students to discuss a text-dependent question with a partner. She uses the CA ELD Standards to provide differentiated support to her ELs at varying levels of English language proficiency. She asks the class the question, "Why do you think the main character behaved responsibly? How do we know?"

The teacher provides substantial support for her ELs at the Emerging level of English language proficiency (particularly for ELs new to English, or newcomer ELs) by explaining the meaning of academic words, such as *behaved* and *responsibly*, code-switching to explain the question in the student's primary language (for ELs very new to English), or by providing a cognate (e.g. *responsablemente*). To support them with expressing their ideas, she provides them with an open sentence frame (e.g., I think ____ behaved responsibly because _____.), which she could post for them to refer to.

Providing opportunities for newcomer ELs at early Emerging levels of English to read or listen to texts in their primary language that are the same as those they read in English also supports their access to English texts and their development of English.

Providing opportunities for newcomer ELs at early Emerging levels of English to read or listen to texts in their primary language that are the same as those they read in English also supports their access to English texts and their development of English. For example, prior to reading a story in English, newcomer ELs might read and discuss the text, or selected parts of it, in their primary language (when possible) ahead of time. Because their comprehension of the text in their primary language transfers to English, the students are in a better position to respond to text-dependent questions in English while reading the text in English. Later, the students return to the primary language text to compare the meanings they made in the two texts, as well as similarities and differences between the language used in each text. This type of task would not be enacted

every time newcomer EL students read a text in English, but from time-to-time. This level of scaffolding simultaneously supports text comprehension, language awareness, and students' awareness of the learning strategies they are applying.

English learners at the Expanding and Bridging levels of English language proficiency likely require less intensive linguistic support, but they also need appropriate levels of scaffolding to fully engage with rich learning. They may need open sentence frames for articulating their ideas, paragraph frames for supporting writing, and explicit vocabulary instruction for using new general academic words in speaking and writing, for example. English learners at the Expanding and Bridging levels of English language proficiency can be expected to provide more detailed textual evidence in their responses, while students at the Emerging level may communicate the same evidence using fewer details. All students need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 5.16 presents a section of the CA ELD Standards useful for planning instructional support, differentiated by proficiency level, to help ELs respond to text-dependent questions about complex texts during ELA and integrated ELD instruction.

English learners at the Expanding and Bridging levels of English language proficiency can be expected to provide more detailed textual evidence in their responses, while students at the Emerging level may communicate the same evidence using fewer details.

Figure 5.16. Using the CA ELD Standards in Integrated ELD

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

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

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

Students build language awareness as they come to understand how different text types use particular language resources (e.g., vocabulary, grammatical structures, ways of structuring and organizing whole texts). This language awareness is fostered when students have opportunities to experiment with language, shaping and enriching their own language as they learn to wield these language resources.

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

Since designated ELD builds into and from ELA and other content areas, the focus of instruction in grade four depends on what students are learning and what they are reading and writing throughout the day. As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency. This intensive focus on language, building into and from content instruction, enhances students' abilities to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and builds their content knowledge. Examples of designated ELD aligned to different content areas are provided in the following snapshots as well as in the vignette that concludes this grade-level section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapters 1 and 2 of this *ELA/ELD Framework*.

Snapshot 5.3. Identifying Characters' Actions and Feelings in Narrative Text Designated ELD Connected to ELA in Grade Four

In English language arts, Mrs. Thomas is teaching her fourth graders to read short stories more carefully. The students have learned to mark up their texts to indicate their understandings of the text's topic, their views of what the author wants them to think (e.g., about a character's motives), and their questions about wording or ideas. She structures many opportunities for her students to re-read the short stories and discuss their ideas.

Snapshot 5.3. Identifying Characters' Actions and Feelings in Narrative Text Designated ELD Connected to ELA in Grade Four (cont.)

During designated ELD time, Mrs. Thomas works with a group of EL students at the Expanding level of English language proficiency. She knows that it can sometimes be difficult to know what is really happening in a story because the language used to describe characters, settings, or behavior is not always explicit, and inferences must be made based on the language that is provided. She shows her students some ways to look more carefully at the language in the short stories they are reading in order to make these inferences. For example, she explains that in literary texts, sometimes authors express characters' attitudes and feelings by *telling* (e.g., *She was afraid; he was a tall, thin man*), thus providing explicit information to readers. However, in stories, authors often convey meanings about characters by *showing* through actions or feelings (e.g., *She screamed; She felt a chill running up and down her spine; He was a string bean of a man*.), thus requiring readers to make inferences about characters based on ideas that are implicit in the language.

After discussing how authors use this explicit and implicit language to suggest what characters are thinking or feeling, modeling ways to find examples in short stories students have already read, and engaging her students in a whole class discussion about the language used and inferences they could make, Mrs. Thomas guides the students to mark up a section of one of the short stories with her on the document reader. She also displays a chart to help the class organize and record the textual examples they find (an excerpt follows).

Characters' Thoughts, Feelings, and Behavior in Stories	
Telling Examples	*Showing Examples*
She was distraught.	She sighed deeply.

The teacher and students explore the text and chart the examples through a lively discussion in which students build on one another's ideas, agree or respectfully disagree with the examples their peers provide, and ask many questions about the meanings of the words used and the reasons the author made specific wording choices. Mrs. Thomas then has the students work in pairs to mark up another short story they have been reading, with each pair working on a different story. Students use highlighters to mark examples of implicit and explicit language the author used to show and tell about the characters using a chart the teacher has provided, similar to the chart they used together. Once the partners have marked up their texts, the teacher asks them to share what they found with another set of partners discussing how the authors used language to show or tell, and evaluating how well the authors used language to describe what the characters were thinking or feeling. Finally, she has the partners share one example from each of the showing and telling columns before they post their charts on a bulletin board to serve as a model for students to draw on as they write their own stories.

CA ELD Standards: ELD.PI.4.1, 6a, 7, 10b, 11; ELD.PII.3
CA CCSS for ELA/Literacy: RL.4.1, 3, 4; L.4.5
Related CA Model School Library Standard:
4-2.1a Extract and record appropriate and significant information from the text (notetaking).

Snapshot 5.4. Developing Mathematical Language Designated ELD Connected to Mathematics in Grade Four

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

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

Mr. Jones: You're saying that a triangle is not a parallelogram. Is that what you are saying?

This *revoicing* of the student's explanation validates the student's ideas and supports his participation, maintains the focus on mathematics, and models for the student a way of using language that more closely approximates mathematical academic discourse.

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

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

In this manner, Mr. Jones supports his students to develop some of the language needed to convey their mathematical understandings. In subsequent lessons, he will help his newcomer ELs add on to the language they have developed, so they can convey their understandings of fourth-grade mathematics. Mr. Jones observes his students closely during math instruction to determine when and how they are applying their learning of the mathematical terms and the related grammatical structures, so he can provide just-in-time scaffolding and continue to plan designated ELD instruction that meets his students' developing needs.

CA ELD Standards: ELD.PI.4.1, 3, 11a, 12a; ELD.PII.4.3
Related CA CCSS for Mathematics:
4G (Geometry).1.2 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Snapshot 5.4. Developing Mathematical Language Designated ELD Connected to Mathematics in Grade Four (cont.)

Sources

Adapted from

Moschkovich, Judit N. 1999. "Supporting the Participation of English Language Learners in Mathematical Discussions." *For the Learning of Mathematics*, 19 (1): 11–19.

Moschkovich, Judit N. 2012. *Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELs Aligned with the Common Core.* Understanding Language.

Schleppegrell, Mary J. 2007. "The Linguistic Challenges of Mathematics Teaching and Learning: A Research Review." *Reading & Writing Quarterly* 23 (2): 139–159.

ELA/Literacy and ELD in Action in Grade Four

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

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge. For example, W.4.7 states that students conduct short research projects that build knowledge through investigation of different aspects of a topic; *and* ELD.PI.4.10a (Br) states that students write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register. In integrated ELA and social studies, conducting and writing about research involves engaging in research practices and learning to use language in particular ways—interpreting information through wide and careful reading on a topic, discussing different aspects of the topic both informally and more formally, and writing about what has been learned to explain, describe, or persuade.

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

Teachers ensure that the texts used represent a variety of cultures and that the cultures of their students are accurately and respectfully depicted. All students need to see themselves positively reflected in the texts they read and encounter inspirational role models they can emulate.

In addition to ensuring that their students interact in meaningful ways—with one another, with content knowledge, and through literacy tasks—and that the students learn to value diversity, teachers should analyze the texts students will use ahead of time to identify their language demands.

Representative texts help students learn to value and respect the cultures of their fellow students, as well as cultures of students outside the classroom. (For more guidance on culturally and linguistically relevant instruction, see chapters 2 and 9 of this *ELA/ELD Framework*).

In addition to ensuring that their students interact in meaningful ways—with one another, with content knowledge, and through literacy tasks—and that the students learn to value diversity, teachers should analyze the texts students will use ahead of time to identify their language demands. In advance of instruction teachers analyze the sophistication of the ideas or content of the text, students' prior knowledge of the content, and the complexity of the vocabulary, sentences, and organization of the text. Teachers anticipate the kind of language they wish to observe their students using in discussions and writing and prepare opportunities for students to use this language meaningfully. Teachers use and discuss *mentor texts*—the kinds of texts that students should eventually be able to write on their own—so that students have language models to emulate. In addition, teachers provide concrete methods for students to read their texts analytically and offer appropriate levels of scaffolding to ensure success.

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

Importantly, for all students and especially ELs, teachers explicitly draw attention to the text structure and organization and to particular language resources (e.g., vocabulary, grammatical structures, cohesive devices) in the informational and literary texts used in a curricular unit.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning should anticipate year-end and unit goals, respond to students' needs, and incorporate the framing questions in figure 5.17.

Figure 5.17. Framing Questions for Lesson Planning

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

ELA/Literacy and ELD Vignettes

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

ELA/ Literacy Vignette

Vignette 5.1 presents a portion of an instructional unit and a closer look at a lesson during integrated ELA and social studies instruction. In this vignette, the focus of instruction is *conducting research* and *writing research reports* (biographies). The integrated ELA/social studies vignette is an example of appropriate instruction for all California classrooms; additional suggestions are provided for using the CA ELD Standards for EL students (integrated ELD).

Vignette 5.1. Writing Biographies
Integrated ELA and Social Studies Instruction in Grade Four

Background

Mrs. Patel's 32 fourth graders write many different text types during the course of the school year. Currently, they are in the middle of a unit on writing biographies based on research. At Mrs. Patel's school, the TK–5 teachers have developed a multi-grade scope and sequence for *literary nonfiction writing.* Instruction focuses on simple recounts of personal experiences in TK–grade 1, autobiographies in grades 2–3, and biographies that involve research in grades 4–5. Fourth graders write biographies about famous Californians who made a positive contribution to society through their efforts to expand Americans' civil rights (e.g., Dolores Huerta, Fred Korematsu, Edmund G. "Pat" Brown, Mary Ellen Pleasant, Cesar Chavez, Ed Roberts, Jackie Robinson, Harvey Milk).

The students at the school come from diverse cultural and linguistic backgrounds. In Mrs. Patel's class, children speak 12 different primary languages. Seven of Mrs. Patel's students are ELs at the late Expanding or early Bridging level of English language proficiency, and five students are former ELs in their first year of reclassification. Students with disabilities are included in all instruction. The fourth-grade teachers intentionally select biographies that reflect the diversity of the students. Among the teachers' main purposes for conducting this biography unit are to engage students in discussions about life in different historical contexts and explore how specific historical figures dealt with life's challenges in courageous ways that not only benefited society but were also personally rewarding.

Lesson Context

At this point in the biography unit, Mrs. Patel's students are researching a California historical figure of their choice. Ultimately, students will individually write a biography on the person they select and provide an oral presentation based on what they wrote. First, students conduct collaborative research in small groups with others who have selected the same historical figure. They read books or articles and view multimedia about the person; discuss the findings they have recorded in their notes; and work together to draft, edit, and revise their biographies and oral presentations. Texts are provided in both English and in the primary

Vignette 5.1. Writing Biographies
Integrated ELA and Social Studies Instruction in Grade Four (cont.)

languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are encouraged to read in both languages.

Before she began the unit, Mrs. Patel asked her students to read a short biography and then write a biography of the person they read about. This *cold write* gave her a sense of her students' understanding of the genre and helped focus her instruction on areas that students need to develop. She discovered that while the students had some good writing skills, they were unclear about how to structure a biography and what type of information to include or language to use. Most students' writing took the form of a short paragraph that included mostly what they liked about the person, along with a few loosely strung together events and facts.

Over the course of the unit, Mrs. Patel reads aloud several biographies on different historical figures in order to provide models of well written biographies. She also provides a bridge between learning about historical figures and writing biographies independently by explicitly teaching students how to write biographies; she highlights the purpose of biographies (to tell about the important events and accomplishments in a person's life and reveal why the person is significant) and focuses on how writers make choices about vocabulary, grammatical structures, and text organization to express their ideas effectively.

Mrs. Patel deconstructs biographies with her students so that they can examine the text structure and organization; they discuss how writers use grammatical structures to create relationships between or expand ideas, and attend to vocabulary that precisely conveys information about the person and events. The mentor texts she reads aloud to the class or that students read in small groups provide models of writing that students may want to incorporate into their own biographies. This week, Mrs. Patel is reading aloud and guiding her students to read several short biographies on Dr. Martin Luther King, Jr. Yesterday, the class analyzed, or deconstructed, one of these biographies. As they did, Mrs. Patel modeled how to record notes from the biography using a structured template, which follows.

Biography Deconstruction Template ***Text Title:***	
Stages and Important Information	*Vocabulary*
Orientation (tells where and when the person lived) • Where and when the person was born • What things were like before the person's accomplishments	
Sequence of Events (tells what happened in the person's life in order) • Early life, growing up (family, school, hobbies, accomplishments) • Later life (family, jobs, accomplishments) • How they died or where they are now	

Vignette 5.1. Writing Biographies
Integrated ELA and Social Studies Instruction in Grade Four (cont.)

Biography Deconstruction Template ***Text Title (cont.):***	
Evaluation (tells why this person was significant) • Why people remember the person • The impact this person had on California and the U.S. • How they improved the rights and privileges of Americans through their actions • How their actions exemplified the principles outlined in the American Declaration of Independence • Meaningful quote by this person that shows his or her character	

Lesson Excerpts

In today's lesson, Mrs. Patel is guiding her students to jointly construct a short biography on Dr. King using three sources of information: the notes the class generated in the Biography Deconstruction Template; their knowledge from reading or listening to texts and viewing short videos; and any other relevant background knowledge they bring to the task from previous experiences inside and outside of school. The learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will collaboratively write a short biography to describe the life accomplishments and significance of Dr. Martin Luther King Jr., using precise vocabulary, powerful sentences, and appropriate text organization.
CCSS for ELA/Literacy: *W.4.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; W.4.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.4.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic; RI.4.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*
CA ELD Standards (Expanding): *ELD.PI.4.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information; ELD.PI.4.10a – Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) . . . ; ELD.PI. 4.12a – Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing; ELD. PII.6 – Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences . . .*

Vignette 5.1. Writing Biographies
Integrated ELA and Social Studies Instruction in Grade Four (cont.)

The joint, or collaborative, construction of the short biography on Dr. King provides Mrs. Patel's students with a scaffolded opportunity to apply the content knowledge and language skills they are learning in the biography unit. She uses the document camera so that all students can see the text as it develops. Mrs. Patel's guides her students' thinking and stretches their language use as she encourages them to tell her what to write or revise in the short biography. At strategic points throughout the discussion, she poses the following types of questions:

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

After writing the orientation stage together, when the class commences the *sequence of events* stage, Mrs. Patel asks the students to refer to their notes and briefly share with a partner some of Dr. King's accomplishments, and then discuss just one of them in depth, including why they think it is an accomplishment. She asks them to be ready to share their opinions with the rest of the class using an open sentence frame that contains the word *accomplishment* (i.e., One of Dr. King's accomplishments was _____.). She asks students to elaborate on their opinions by stating their reasons and encourages them to continue asking and answering questions until she asks them to stop. After students have shared with their partners, Emily volunteers to share what she and her partner, Awat, discussed.

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

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

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

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

Mrs. Patel: So, how can we put these great ideas together in writing? Let's start with what you said, "One of Dr. King's accomplishments was ___." (Writes this, displaying it with the document camera.)

Vignette 5.1. Writing Biographies
Integrated ELA and Social Studies Instruction in Grade Four (cont.)

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

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

Mrs. Patel: I like all of these ideas, and you're using so many important words to add precision and connect the ideas. I think we're getting close. There's a word that I think might fit really well here, and it's a word we wrote on our chart yesterday. It's the word "force." It sounds like you're saying that Dr. King wanted to *force* people to do something, or at least to think something.

Emily: Oh, I know! He wanted to force people to pay attention to the racism that was happening in Birmingham. But he wanted to do it by protesting nonviolently so that the changes that had to happen could be peaceful.

Mrs. Patel continues to stretch her students' thinking and language in this way, and after a lively discussion with much supportive prompting from Mrs. Patel to collaboratively revise and refine the text, the class generates the following paragraph:

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

Mrs. Patel guides her students to complete the short biography together as a class in this way—using relevant and precise vocabulary and and effective sentence structures—until they have a jointly constructed text they are satisfied with. She posts the biography in the classroom, so it can serve as a model, or mentor text, for students to refer to as they write their own biographies. By facilitating the collaborative writing of a short biography in this way, Mrs. Patel has strategically supported her students to develop deeper understandings of important historical events. She has also guided them to use their growing knowledge of language to convey their understandings in ways they may not yet have been able to do on their own.

When they write their biographies, Mrs. Patel notices that some of her students, particularly her ELs at the Expanding level of English language proficiency, make some grammatical and vocabulary approximations (e.g., use some general academic vocabulary incorrectly or write sentence fragments). She intentionally does not correct every misunderstanding. Instead, she is selective about her feedback because she knows that these approximations are a normal part of second language development as her EL students stretch themselves with new writing tasks and interact with ever more complex topics using increasingly complex language. She recognizes that focusing too much on their grammatical or vocabulary approximations will divert their attention from the important writing skills she is teaching them, so she is strategic

Vignette 5.1. Writing Biographies
Integrated ELA and Social Studies Instruction in Grade Four (cont.)

and focuses primarily on the areas of writing she has emphasized in instruction (e.g., purpose, audience, content ideas, text organization and structure, select grammatical structures, and vocabulary). In addition, while students edit and revise their drafts in their research groups, Mrs. Patel guides them to refine their own writing and help one another by using a checklist that prompts them to attend to these same areas, as well as conventions (e.g., punctuation, spelling).

Teacher Reflection and Next Steps

At the end of the unit, when Mrs. Patel and her fourth-grade colleagues meet to examine their students' biographies, they use a language analysis framework that focuses on biography writing and is based on the CA CCSS for ELA/Literacy and the CA ELD Standards. (See chapter 8 of this *ELA/ELD Framework* for an example.) They also compare the pre-writing cold write students did with their final writing projects. They find that, over the course of the unit, most students grew in their ability to organize their texts in stages (orientation, sequence of events, evaluation) and to use many of the language features taught during the unit (general academic vocabulary, complex sentences, and words and phrases that create cohesion throughout the text). Using some of these new language resources, students are able to successfully convey their understandings about the person they researched. This language analysis framework has helped the fourth-grade team identify critical areas that individual students still need to develop and consider additional ways to refine their teaching in the future.

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

Sources

Lesson adapted from

Pavlak, Christina M. 2013. "It Is Hard Fun: Scaffolded Biography Writing with English Learners." *The Reading Teacher* 66 (5): 405–414.

Rose, David and C. Acevedo. 2006. "Closing the Gap and Accelerating Learning in the Middle Years of Schooling." *Literacy Learning: The Middle Years* 14 (2): 32–45.

Spycher, Pamela 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" *Journal of Second Language Writing* 14 (4): 238–254.

Additional Information

Web sites

- The California History–Social Science Project (http://chssp.ucdavis.edu/) has many resources, lesson plans, and programs for teaching history and the related social sciences.
- Teachinghistory.org (http://teachinghistory.org/) has many ideas and resources for teaching about history.
- The South Australia Department of Education (http://www.decd.sa.gov.au/literacy/pages/Programs/programsresources/) has many resources for scaffolding the writing of various text types, including biographies (http://www.decd.sa.gov.au/literacy/files/links/Recount_Writing_June_2102.pdf).

Designated ELD Vignette

The example in vignette 5.1 illustrates good teaching for all students with particular instructional attention to the needs of ELs and other diverse learners. English learners additionally benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction. Vignette 5.2 presents designated ELD that builds into and from the integrated ELA/social studies unit in order to support EL students in their steady development of academic English. This vignette focuses on developing general academic vocabulary that students need to know well in order to understand their social studies texts and write their biography research reports.

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four

Background

Mrs. Patel's class is in the middle of a biography unit in which students conduct research on an important historical figure and learn how to write biographies. (See vignette 5.1.) For designated ELD, Mrs. Patel and her colleagues regroup their students so they can focus on the academic English language learning needs of their students in a targeted way. Mrs. Patel works with a group of ELs who have been in the school since kindergarten or first grade and are at the late Expanding and early Bridging levels of English language proficiency. Another teacher works with a group of ELs who came to the school at the beginning of third grade and are at the Emerging level of English language proficiency. A third teacher works with native English speaking students as well as those who have recently been reclassified from EL status. Mrs. Patel and her colleagues plan their designated ELD lessons together at the same time as they plan their integrated ELA/social studies biography unit. Some designated ELD time is devoted to supporting students to develop deep understandings of and proficiency using general academic and domain-specific vocabulary from the texts and tasks in ELA and other content areas. The vocabulary lessons they plan are differentiated to meet the particular language learning needs of the students. For example, some groups may receive particularly intensive instruction for a set of words.

Lesson Context

Throughout the biography unit, Mrs. Patel and her colleagues ensure that their ELs are engaged in all aspects of the biographical research project and that they are provided with the support they need for full participation. For example, when reading texts aloud or when highlighting and recording important information from the texts in a *biography deconstruction template*, Mrs. Patel explains the meanings of words and provides cognates when appropriate. She also explicitly teaches all students some of the words that they are encountering during integrated ELA/social studies instruction. However, Mrs. Patel and her colleagues recognize that their EL students need more intensive support in understanding and using some of these new terms, particularly general academic vocabulary. The teaching team uses a five-day cycle for teaching vocabulary in designated ELD, which is modified based in the different groups' evolving needs. This week, the words that the students in Mrs. Patel's class are learning are *unjust, respond, protest, justice,* and *discrimination.* The five-day cycle Mrs. Patel uses is summarized in the following chart.

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

Five-day vocabulary teaching cycle					
	Day One	**Day Two**	**Day Three**	**Day Four**	**Day Five**
Purpose	Linking background knowledge to new learning and building independent word learning skills	Explicit word learning and applying knowledge of the words through collaborative conversation	Explicit word learning and applying knowledge of the words through collaborative conversation	Explicitly learning about morphology and applying knowledge of all the words in an oral debate	Applying knowledge about the words *and how they work together* in writing
Lesson Sequence	Students • Rate their knowledge of the 5 words • Engage in readers theater or other oral language task containing the target words • Use morpho-logical and context clues to generate definitions in their own words	Students • Learn 2–3 words explicitly via a predictable routine • Discuss a worthy question with a partner using the new words	Students • Learn 2–3 words explicitly via a predictable routine • Discuss a worthy question with a partner using the new words	Students • Discuss their opinions in small groups, using the target words where relevant • Discuss useful morphological knowledge related to the words	Students • Write a short opinion piece using the target words • Review initial ratings and refine definitions

Lesson Excerpts

In today's lesson, Mrs. Patel's designated ELD class will learn two words explicitly—*unjust* and *respond*—and then discuss a worthy question using the words meaningfully in conversation. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

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

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

For teaching general academic vocabulary explicitly, Mrs. Patel uses a predictable routine that students are familiar with. The steps are as follows:

1. ***Introduce***: Tell the students the word they will learn, and briefly refer to where in the text they saw or heard it. Highlight morphology (e.g., the suffix *-tion* tells me the word is a noun). Identify any cognates in the students' primary language (e.g., *justice* in English is *justicia* in Spanish).
2. ***Explain the Meaning***: Explain what the word means in student-friendly terms, using one or two complete sentences.
3. ***Contextualize***: Explain, with appropriate elaboration, what the word means in the context of the text. Use photos or other visuals to enhance the explanation.
4. ***Give Real-life Examples***: Provide a few examples of how the word can be used in other grade-appropriate ways, relevant to the students, using photos or other visuals to enhance the explanation.
5. ***Guide Meaningful Use***: Invite students to use the word meaningfully in one or two think-pair-shares, with appropriate scaffolding (e.g., using a picture for a prompt or an open sentence frame).
6. ***Ask and Answer***: Ask short-answer questions to check for understanding. (This is not a test; the students are still learning the word.)
7. ***Extend***: Find ways to use the word often from now on, and encourage the students to use the word as much as they can. Encourage students to teach the word to their parents and other family members.

After Mrs. Patel uses this sequence to teach the two words explicitly, she provides the students with an opportunity to use the words meaningfully in an extended conversation that is directly related to what they are learning about in the biography unit. She has written a question and a couple of open sentence frames and displayed them using the document camera. She then asks the students to discuss the question in partners, drawing on examples from the biography unit (e.g., how historical figures responded to *unjust* situations) to enhance their conversations.

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

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

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

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

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

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

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

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

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

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

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

Vignette 5.2. General Academic Vocabulary in Biographies Designated ELD Instruction in Grade Four (cont.)

Teacher Reflection and Next Steps

At the end of the week, students write short opinion pieces in response to a scenario. Mrs. Patel requires them to use all five of the words they learned that week. When she reviews their opinion pieces, she sees that some students still do not quite understand the nuances of some of the words. She makes a note to observe these students carefully as they continue to use the words throughout the coming weeks. She also plans to work individually with those who could benefit from additional attention even though they may have had multiple opportunities to use the words in context because she realizes that students take up new information in different ways over time.

Mrs. Patel's colleague, Mr. Green, who works with the small group of newcomer ELs at the Emerging level of English language proficiency, describes the vocabulary instruction he provided that week. He also taught the five words explicitly. However, the level of scaffolding he provided was substantial. Because his colleagues indicated that this group of students was having difficulty sequencing their ideas in the biography unit activities, he also provided many opportunities for the students to use oral language so that they would feel more confident using this type of language when writing their biographies. For example, he asked students to orally recount personal experiences (e.g., what they did over the weekend in time order), and he worked with them to use language useful for recounting (e.g., past tense verbs, sequence terms). He also encouraged them to expand and connect their ideas in a variety of ways (e.g., by creating compound sentences or adding prepositional phrases to indicate when things happened). He used experiences that were more familiar to the students so that they could initially focus on stretching their language without worrying about the new content. Next, he drew connections to the content of the biography unit and supported students to use these language resources when recounting events in the lives of the people they were learning about. He also focused on two of the general academic vocabulary words the other teachers taught, but he spent more time on the words so that the students would feel confident using them.

Source

Lesson adapted from

Pavlak, Christina M. 2013. "It Is Hard Fun: Scaffolded Biography Writing with English Learners." *The Reading Teacher* 66 (5): 405–414.

Additional Information

Web sites

- Word Generation (http://wg.serpmedia.org/) has many ideas for teaching academic vocabulary in context.

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **standard English learners**, and other **culturally and**

linguistically diverse learners, as well as **students experiencing difficulties** with one or more of the themes of ELA/literacy and ELD instruction (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners and enlist the support of colleagues and others as appropriate. (See figure 5.18.) For example, a teacher might observe during a lesson that a student or a group of students needs more challenge and so adapt the main lesson or provide alternatives that achieve the same objectives. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*.

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

Figure 5.18. Collaboration

Collaboration: A Necessity

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

Grade Five

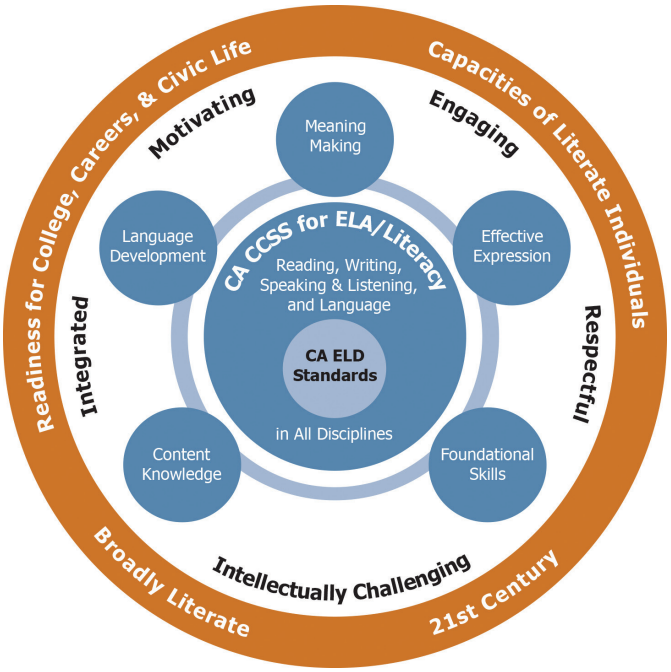
Grade five is often the final year of elementary school for students before they transition to middle school in grade six. Like grade four, it is a critically important year during which students need to consolidate their literacy skills and apply them across content areas and in different settings.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

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

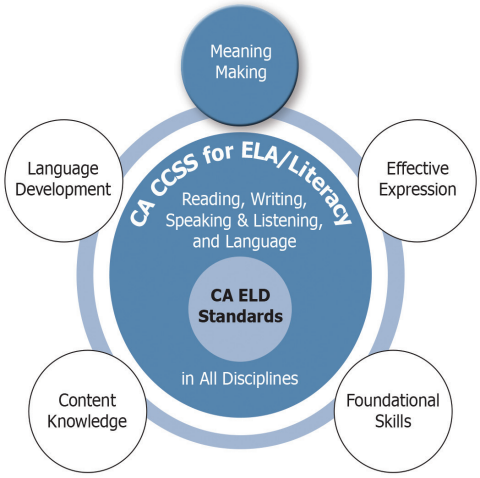
Key Themes of ELA/Literacy and ELD Instruction in Grade Five

In this section, the key themes of ELA/literacy and ELD instruction are discussed as they apply to grade five. These include **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. Instruction occurs in an integrated, motivating, engaging, respectful, and intellectually challenging context. Teachers recognize the importance of this grade-level for students on the pathway toward the ultimate goals of transitional kindergarten through grade-twelve schooling: Students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and develop acquire the skills for living and learning in the 21st century. See figure 5.19.

Figure 5.19. Circles of Implementation of ELA/Literacy and ELD Instruction



Meaning Making



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

As noted in previous sections, teachers develop text dependent questions to prompt different kinds of thinking about both literary and informational text. Students are supported to disentangle the meanings of potentially problematic concepts, important academic vocabulary, and complex text and grammatical structures. They locate main ideas and supporting details. They identify arguments and evidence in texts. They examine the author's craft. (See the meaning making sections in the overview of the span and grade four sections of this chapter for more on these topics.)

In addition to having students answer questions, teachers ensure that students ask questions of the text. They also teach students how to use a variety of strategies to comprehend difficult text. Importantly, they ensure that all students read complex text, knowing that students build skill with such text by engaging with it. And, they continue to read aloud (and think aloud) from complex text, modeling meaning making for students and expanding their exposure to sophisticated content, ideas, and language.

Students in grade five are now able to approach text with greater purpose, and they begin to realize that they can interact with a text in ways that allow them to more deeply understand the text's meaning and also question its premises. Over the course of days, teachers guide students through a series of experiences designed to guide them to extract and construct meaning and to take a critical stance with the text. For example, fifth graders may engage with a challenging informational text on a topic of interest, such as expanding recycling services in the school and community. Deep engagement with the text is designed intentionally and purposefully in the following way.

Before reading a text, students

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

Students in grade five are now able to approach text with greater purpose, and they begin to realize that they can interact with a text in ways that allow them to more deeply understand the text's meaning and also question its premises.

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

As students read the text, they:

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

After students have read the article and annotated it, they:

- Review their content and purpose statements and use them to create a summary of the article. They sort through and discard statements that are similar or not as important to the main idea until they arrive at the gist of the article. They use the remaining statements to write a brief summary.
- Conclude their work with the article by considering questions such as the following: "Did the author convince you that he or she had a good plan to increase recycling? Why or why not?" "How does the information fit with what we already know? Other texts we have read?" "Are certain interests served by this article? Does the author have a bias? What language, images, or features of the text suggests this?" "What information is left out of the article that might have given the reader a different perspective of the issue?" After discussing these questions in their table groups and taking notes, students write their responses in a concluding quickwrite.
- Read other texts on the same topic or view related media and explore the similarities and differences in ideas and information.

This is just one example of how teachers might facilitate their students' deep engagements with texts. Whatever the overarching approach or sequence of tasks, teachers need to ensure that all students build advanced skill in meaning making with complex text and provide the appropriate additional and differentiated support to those students who are learning English as an additional

language, students with disabilities, and students experiencing difficulty with reading texts. (See chapter 9 of this *ELA/ELD Framework*.) Keeping motivation high, especially through student choice and peer collaboration, is crucial. In addition, teachers should continue to read aloud and facilitate discussions about complex texts that stretch students' thinking and language

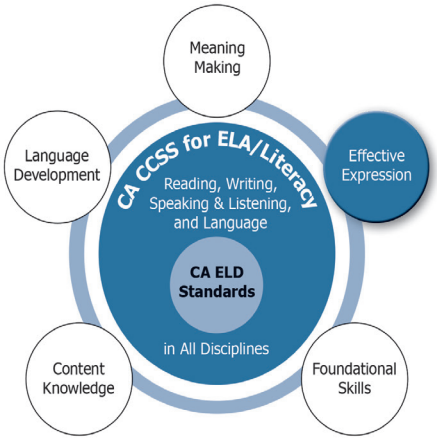
Language Development

Language development continues to be a priority in grade five. A multifaceted approach is taken to vocabulary instruction. As discussed in chapter 2 of this *ELA/ELD Framework* and in the overview of the grade span in this chapter, teachers provide a comprehensive program of vocabulary instruction in which they do the following:

- Ensure students have extensive experiences with academic language
- Establish a word-conscious environment
- Teach words
- Teach word-learning strategies.
- Support students to develop language awareness

Considerable emphasis is placed on reflecting on language. For example, students discuss language choices, and they examine the author's craft of a variety of genres. Some texts may serve as mentor texts, ones that contain targeted features that students emulate in their own writing. This emphasis on reflecting on and discussing language is critical for ELs in the fifth grade as school may be the only place where they have an opportunity to receive this explicit guidance in English. Teachers should take the time to engage students in deep discussions about language, in addition to teaching language explicitly. This dual effort assists ELs, and other students, in developing academic English and awareness of how language works and supports them in making deliberate choices about language use.

Effective Expression



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

Writing

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

In grade five, students advance their ability to write logically organized and clearly supported opinion pieces, informational/explanatory texts, and narratives. They provide ample detail and use precise language. They include formatting and multimedia components as appropriate. They use a

Grade-five students make productive use of the Internet and other technology to inform and publish their writing. They have sufficient command of keyboarding skills and type a minimum of two pages in a single setting.

variety of techniques to communicate clearly and interest readers. Grade-five students make productive use of the Internet and other technology to inform and publish their writing. They have sufficient command of keyboarding skills and type a minimum of two pages in a single setting.

Writing is understood to be a highly purposeful and meaningful act. Students write to learn and to express themselves. They engage in process writing, which may take days or weeks on some projects. They take pride in refining and sharing selected works.

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

The following informative piece, from the NGA/CCSSO (2010b: Appendix C), was written in class (see figure 5.20). Annotations from Appendix C follow the example. Additional examples of student writing may be found at EdSteps, a large public library of student writing led by the CCSSO.

Figure 5.20. Grade Five Writing Sample

Author Response: Roald Dahl

By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobble funding. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, disgusting thoughts. Some of his stories that have those things are *Charlie and the Chocolate Factory*, *Matilda*, *The Witches* and *Danny the Champion of the World*. The Witches is the book that I am reading right now, and it is like *The BFG*, another book that is by Roald Dahl. They are alike because in *The BFG*, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. *The Witches* has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible.

Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.

Annotation

The writer of this piece

- Introduces the topic clearly, provides a general observation and focus, and groups related information logically.
  - *Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear.*
- Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - *He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobble funking.*
  - *Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together.*
  - *In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life.*
- Links ideas within and across categories of information using words, phrases, and clauses.
  - *The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because . . .*
- Uses precise language and domain-specific vocabulary to inform about or explain the topic.
  - *Roald Dahl uses a lot of similes.*
  - *I have noticed that the plot or the main problem of the story . . .*
  - *All the characters . . .*
- Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010b. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix C*, 29–30. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

The CA CCSS for ELA/Literacy and the CA ELD Standards inform teachers in their analysis of student writing and provision of timely and strategic feedback. The CA ELD Standards provide guidance on the types of English language resources EL students at different proficiency levels can be expected to use proficiently at the end of each English language proficiency level. An example of an EL student's writing with annotations and analysis based on the CA ELD Standards is provided in chapter 8 of this *ELA/ELD Framework*.

Discussing

In grade five, students engage in more sustained discussions than in previous grades. They are more skillful in synthesizing information from a variety of sources and in building on the comments of others. They are able to express opinions that are not shared by others, and they are accepting of diverse viewpoints. Importantly, considerable attention is devoted to providing evidence for opinions and interpretations.

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

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

Presenting

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

In grade five, students creatively and critically prepare presentations. They consider format and media and how to make the presentation informative and interesting to their audience.

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

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

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

Students in grade five also memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

The attention to evidence is especially important as students at this grade are moving toward the development of skill in construction of arguments that is vital in the years ahead. Scaffolding is provided and progress is closely monitored. Formative assessment allows teachers to provide immediate and subsequent instruction that addresses individual and group needs.

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

Using Language Conventions

Use of language conventions contributes to effective expression. Language conventions in grammar and usage taught in grade five (L.5.1) include those in figure 5.21.

Figure 5.21. Language Conventions in Grade Five

Language Standard 1	Abbreviated Definitions and Examples
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	*Conjunctions* (connecting words used to join single words, phrases, and clauses): *and*, *but*, *or, because, although* *Prepositions* (words expressing temporal or spatial relationships): *before*, *until*, *over*, *around*, *through* *Interjections* (sudden, short exclamations): *Ha! Alas! Ouch!*
b. Form and use the perfect verb tenses.	Present Perfect (expresses an action begun in the past and extending into the present): *I **have walked** many miles.* *Past Perfect* (expresses an action completed in the past before a different past action) *I **had walked** home by the time she called.* *Future Perfect* (expresses an action that will be completed in the future before a different future action): *I **will have walked** home by the time she arrives.*
c. Use verb tense to convey various times, sequences, states, and conditions.	*Times*: *I **will go** tomorrow*. I **went** yesterday. Sequences: She **completed** her homework and then **went** to her friend's house. *States*: *Sammy **was** an energetic dog.* *Conditions*: *If it **rains**, we **will go** to the movies. If it **had rained**, we **would be watching** a movie right now.*
d. Recognize and correct inappropriate shifts in verb tense.	*He **completed** the project and **shuts** down the computer* is corrected to *He **completed** the project and **shut** down the computer.*
e. Use correlative conjunctions.	Word pairs that join words or groups of words of equal weight in a sentence: *either/or*, *whether/or*, *neither/nor*, *just as/so*

Language conventions of capitalization and punctuation taught in grade five (L.5.2) include the following:

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

Conventions taught in previous grades are reinforced in this grade, particularly those displayed in the language progressive skills chart provided by the CDE (2013b, 40), which include the following:

Grade Three

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

Grade Four

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

While the goal for all students is to use English purposefully with as few errors as possible, students who are learning English as an additional language will likely make approximations in word choice and grammar that are a normal part of language development.

Spelling instruction continues (L.5.2e) and is closely aligned with vocabulary instruction in Greek and Latin affixes and roots (L.5.4b) and with decoding instruction that addresses morphological components of multisyllabic words (RF.5.3a). See the discussion of spelling in chapter 4 of this *ELA/ELD Framework*.

It is critical for teachers of ELs to use the CA ELD Standards as a guide for what they can reasonably expect their EL students at different English language proficiency levels to be able to do in terms of language conventions. While the goal for all students is to use English purposefully with as few errors as possible, students who are learning English as an additional language will likely make approximations in word choice and grammar that are a normal part of language development. Teachers should observe their students' language use carefully and make strategic choices in terms of the type of feedback they provide students. English learners should receive explicit messages from teachers and other adults that the classroom environment is a safe place to take risks with speaking and writing in English and that it is through meaningful interactions with English and others that language develops. This does not mean that teachers should ignore incorrect grammatical constructions or vocabulary choices, but that they should provide judicious feedback to students that is understandable and purposeful and that also leads to greater student autonomy in refining and revising one's own language use.

Content Knowledge

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

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

As noted in the overview of the span of this chapter, wide reading and engaging in research are both crucial for expanding students' content knowledge. Content area research provides rich opportunities for multi-modal experiences, such as historical reenactments. Grade-five students have daily opportunities to read books of their choice, and they pursue questions that interest them. Students have access to a classroom and school library that is well stocked with high quality trade books. They should have an independent reading program. (See chapter 2 of this *ELA/ELD Framework* for a discussion of wide and independent reading.)

Text sets are particularly useful for building students' knowledge and academic language. Figure 5.22 identifies informational texts related to the American Revolution.

Figure 5.22. Books Related to the American Revolution

Historical Fiction:
The Fighting Ground by Avi (1984)
Toliver's Secret by Esther Wood Brady (1976)
Give Me Liberty by Laura Elliot (2006)
Phoebe the Spy by Judith Berry Griffin (1977)
Guns for General Washington: A Story of the American Revolution by Seymour Reit (1990)
Graphic Novel:
Road to Revolution! by Stan Mack and Susan Champlin (2009)
Picture Books:
Sleds on Boston Common: A Story from the American Revolution by Louise Borden (2000)
Redcoats and Petticoats by Katherine Kirkpatrick (1999)
Hanukkah at Valley Forge by Stephen Krensky (2006)
Saving the Liberty Bell by Megan McDonald (2005)
Emma's Journal: The Story of a Colonial Girl Marissa Moss by Marissa Moss (1999)
The Scarlet Stockings Spy by Trinka Hakes Noble (2004)
Colonial Voices: Hear Them Speak by Kay Winters (2008)

Foundational Skills

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

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

Fluency continues to be promoted through skilled models who demonstrate accurate, appropriately paced, and expressive reading aloud with increasingly sophisticated text. Students engage in repeated readings for authentic purposes, such as preparing for an oral rendering of a text,

reader's theatre, audio recordings, and reading aloud to younger students. As noted previously, wide reading especially contributes to fluency, as well as to other aspects of literacy development.

Figure 5.23 provides mean oral reading rates of grade-five students. Students reading more than ten words correct per minute below the 50th percentile will need instructional support. For example, a grade-five student who reads 99 or fewer words per minute correctly in the fall should be provided targeted instruction after an assessment of his or her particular needs is conducted. As noted elsewhere, fluency rates must be cautiously interpreted with speakers of languages other than English. In addition, fluency rates are difficult to apply to students who are deaf and hard of hearing who use American Sign Language. When students storysign, they are actually interpreting the story from one language (printed English) to another (American Sign Language). In this case, fluency rates in the figure do not apply.

Figure 5.23. Mean Oral Reading Rate of Grade Five Students

Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
90	166	182	194	.9
75	139	156	168	.9
50	**110**	**127**	**139**	**.9**
25	85	99	109	.8
10	61	74	83	.7

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

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

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

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines. Figure 5.16 in the overview of the span outlines general guidance on providing instruction to ELs on foundational literacy skills aligned to the CA CCSS for ELA/Literacy Foundational Skills Standards. This guidance is intended to provide a general overview, and does not address the full set of potential individual characteristics of EL students that needs to be taken into consideration in designing and providing foundational literacy skills instruction (e.g., students who have changed schools or programs frequently, or who have interrupted schooling in either their native language or English). See the grade span section of this chapter and chapter 2 of this *ELA/ELD Framework* for additional guidance on providing foundational skills instruction to ELs.

An Integrated and Interdisciplinary Approach

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

Snapshot 5.5. Sentence Combining with Grant Wood's Painting, *American Gothic*
Integrated ELA/Literacy and Visual Arts in Grade Five

The students in Mrs. Louis-Dewar's fifth-grade class have enjoyed their study of art from various regions in the United States. Today she plans to share Grant Wood's painting, *American Gothic*. Because she wants to support the sentence combining skills the students' have been working on during language arts, she decides to share only half of the image at a time. She covers the right portion of the print of the painting, so only the woman and part of the building and landscape in the background are displayed. Mrs. Louis-Dewar asks the students to view the image for a moment, then turn to a neighbor and describe what they observe. She indicates that in this task, every idea needs to be expressed as a simple sentence, and she provides examples. Then, after the students have had a few moments to talk in pairs, she asks for volunteers to share one observation with the class.

Peter says, "I see a woman." William offers, "She's wearing an apron." Mrs. Louis-Dewar records their observations on her tablet and projects them on the interactive white board. After collecting and recording additional observations, prompting as needed for more, she covers the left half of the image and reveals the right half. This time before asking the entire class to share, she gives the students a few minutes to individually generate a list of simple sentences describing what they see in this portion of the painting. Afterwards, as they share some of their sentences, she records them on her tablet.

Mrs. Louis-Dewar then displays the entire image, and the students describe what they see and note how each half of the work contributes to the whole. The class discusses the artwork noticing and identifying nuances in the painting and using the vocabulary of the visual arts, such as *harmony* and *balance*. They comment on the artist's choices of color and ask questions about the subjects depicted and the time period in which the work was created.

Mrs. Louis-Dewar returns to the students' sentences and asks them to work with a partner to combine sentences from the two lists to generate a paragraph describing the image. She models doing so and ensures that students understand what is expected. One example she models is a simple sentence with an expanded noun phrase, and another example is a complex sentence. Daniel and Erica get straight to the task and, after generating and refining their first sentences with enthusiasm and some giggling, settle on "The balding bespectacled farmer holds a pitchfork as he stands next to the woman in black attire partially covered by a brown apron. The two are unsmiling, and perhaps unhappy, as they gaze into the distance,

Snapshot 5.5. Sentence Combining with Grant Wood's Painting, *American Gothic*
Integrated ELA/Literacy and Visual Arts in Grade Five (cont.)

the white farmhouse and red barn at their backs." Both partners record the sentences. They continue to develop their paragraph, adding adjectives, adverbs, and prepositional phrases to their sentences and using subordinating conjunctions to create complex sentences and coordinating conjunctions to create compound sentences. They read their sentences aloud to each other to hear how they sound and ask Mrs. Louis-Dewar for assistance with punctuation.

Mrs. Louis-Dewar circulates through the room assisting student pairs as needed by providing feedback and language prompts. When every pair has finished writing and refining their paragraphs, she has each student practice reading aloud with his or her partner the jointly constructed paragraphs. Then they separate, each taking their own copy in hand, and individually meet with other students to read aloud their paragraph and listen to several other paragraphs. Finally, the class reconvenes and discusses the activity and the process of generating interesting sentences and paragraphs that capture the art they viewed. They are impressed with themselves and are eager to learn more about the painting and the artist.

Resource

Wood, Grant. *American Gothic*. 1930. The Art Institute of Chicago. http://www.artic.edu/aic/collections/artwork/6565

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

Related CA ELD Standards: ELD.PI.5.1, 2, 3, 7, 10b, 12a; ELD.PII.5.1–7

Related Visual Arts and Performing Arts Content Standards:

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

Visual Arts 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

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

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

Snapshot 5.6. Student-Initiated Research and Action Project Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five

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

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

And so began a project that would take weeks of observation, interviewing, and Internet research; proposal development; communication with various constituencies; and measurements and calculations to construct a new walkway at the site. Based on their research, the students determined that signs asking people to please not walk on the grass, posted years ago on the front lawn, were ineffective. Nearly 100 students and parents (even teachers!) cut across the lawn every day and had worn a pathway that turned to mud every time it rained. This pathway was the source of the mud in their classroom and other classrooms as well. The students explored alternatives to rerouting people to the existing walkways and concluded that constructing a new walkway would be the most effective solution to the problem. They determined the width of the walkway by observing people's walking behavior (in pairs? triads?) and calculated the total area involved; researched the cost, longevity, and problems associated with bark, rock, and concrete walkways; drew plans for a new walkway; and engaged in oral and written communications in which they articulated their argument to site administrators, the parent organization, and district-level administrators.

Snapshot 5.6. Student-Initiated Research and Action Project Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five (cont.)

They also spoke with city personnel about building and accessibility codes. When they were told there were insufficient funds to construct a new walkway, with the permission of the site administrator, the students wrote a letter to the families served by the school, sharing the results of their research, images of the damage to classroom carpets, and a detailed design of the proposed walkway. Mr. Hubert supported students in using general academic and domain-specific vocabulary, as well as language effective for persuading; such as "We should improve our learning environment . . ." and "This is definitely an issue that affects . . ." in their letters and conversations with officials. He also helped them structure their letters cohesively. The students asked the community for donations of materials and labor. The fruits of their efforts were realized when, in early spring, the school and local community, with leadership from several parents who were skilled in construction, poured a new concrete walkway.

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

CA CCSS for ELA/Literacy: R.I.5.4; W.5.1, 2, 7; SL.5.4–6; L.5.1–3, 6

Related CA ELD Standards: ELD.PI.5.1, 3, 10a, 12a, 11a-b; ELD.PII.5.1

Related CA Model School Library Standards:

5-1.2 Formulate appropriate questions

5-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

5-4.2 Seek, produce, and share information

Related CA CCSS for Mathematics:

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

MP.2 Reason abstractly and quantitatively.

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

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

5.MD.5 Relate volume to operations of multiplication and addition and solve real-world and mathematical problems involving volume.

Related CA Next Generation Science Standards:

Engineering Design

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

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Related CA Visual and Performing Arts Content Standards:

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

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

Snapshot 5.7. Silent Film Festival About Mars
Integrated ELA/Literacy, Visual Arts, and Theatre in Grade Five

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

When students are finished reading and discussing the texts, they work in small teams to create a short silent film about traveling to Mars, using classroom tablets. After Ms. Johnson reviews rubrics that specify qualities for successful storyboards and film productions, each team begins brainstorming by mapping out the story structure of their film through a storyboard application, which will guide their production. The teams work together to design characters' costumes and set pieces and to cast the film within their team. The students also have an opportunity to create or identify music they would like to use in the film. After filming and editing the footage together, complete with title screen and credit roll, they share the first draft with Ms. Johnson, who refers to the two rubrics when she meets with each team. The teams then take time to revise, edit, and polish their work. Their work culminates in a "Silent Film Festival" where parents and school staff are invited to come and watch the films the fifth graders have created. The project concludes with the students completing self-evaluations of their individual contributions to the team projects, based on the two rubrics, as well as a reflection of what it was like to work collaboratively as a team. Ms. Johnson reviews all of the evaluations and reflections and provides individual feedback.

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

The students later read Brian Selznick's *The Invention of Hugo Cabret*, in which George Méliès and silent film play special roles.

Resources

Berger, Melvin. 1992. *Discovering Mars: The Amazing Story of the Red Planet*. New York: Scholastic.
Edison, Thomas. 1920. *A Trip to Mars* (film). Available at https://www.youtube.com/watch?v=np7VImsSMQM
Méliès, George. 1902. *A Trip to the Moon* (film). Available at https://www.youtube.com/watch?v=xbGd_240ynk
Selznick, Brian. 2007. *The Invention of Hugo Cabret*. New York: Scholastic.

CA CCSS for ELA/Literacy: RL.5.7, 9; RI.5.7; W.5.3; SL.5.1, 5

Related CA Visual and Performing Arts Content Standards:

Theatre 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

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

Theatre 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Snapshot 5.7. Silent Film Festival About Mars
Integrated ELA/Literacy, Visual Arts, and Theatre in Grade Five (cont.)

Visual Arts 2.1 Use one-point perspective to create the illusion of space.

Visual Arts 2.2 Create gesture and contour observational drawings.

Visual Arts 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Visual Arts 2.6 Use perspective in an original work of art to create a real or imaginary scene.

Visual Arts 2.7 Communicate values, opinions, or personal insights through an original work of art.

Visual Arts 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

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

Snapshot 5.8. Close Reading of the Preamble to the Constitution
Integrated ELA/Literacy and History in Grade Five

In Ms. Brouhard's fifth-grade class, students have been studying the founding of the Republic. Students will now focus closely on the Preamble to the Constitution. A close reading of two drafts of the Preamble helps students further develop their ability to compare and contrast arguments and make their own historical interpretations. In answering the lesson focus question, ***What was the purpose of the Preamble?,*** students prepare to learn about the rights and responsibilities detailed in the Constitution and the purpose for its structure of government.

After introducing the focus question, *What was the purpose of the Preamble?,* Ms. Brouhard distributes two different copies of the Preamble, one written in August of 1787, and the other, the final, approved by the Framers the following month. Students first read both versions independently, annotating any differences between the two drafts. In pairs, students next discuss any changes they noticed between the first and final draft and then speculate about the reasons for those changes.

The students then complete a guided sentence deconstruction activity, which is designed to help students see how words and phrases are combined to make meaning and convey information. Students sort the text into four categories: (1) prepositional phrases that illustrate time and relationship; (2) nouns and adjectives that show the students the subject of a sentence; (3) action words, such as verbs and adverbs, to highlight the action taking place; and (4) nouns and adjectives that show who or what is receiving the action. Through this close analysis and structured follow-up discussion activity, Ms. Brouhard helps students understand the idea that the people of the United States created a government to protect the personal and national interests of the people not only for themselves but also for future generations.

Snapshot 5.8. Close Reading of the Preamble to the Constitution Integrated ELA/Literacy and History in Grade Five (cont.)

Next, Ms. Brouhard prepares her students for writing and reinforces new learning by providing them with a structured paraphrase practice using the two Preamble drafts and their sentence deconstruction notes.

After substantial analysis of the two Preambles and practice paraphrasing their meaning, students then turn to the focus question, *What was the purpose of the Preamble?* Ms. Brouhard first guides her students through a deconstruction of the question to make sure they all understand the task at hand, and then, using sentence frames, she shows them how to emphasize evidence gleaned from the primary sources in order to formulate their own interpretations.

Resources

Draft Preamble to the United States Constitution, August, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Alfred Whital Stern Collection of Lincolniana. (http://hdl.loc.gov/loc.rbc/bdsdcc.c01a1)

Preamble to the United States Constitution, September 17, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Continental Congress & Constitutional Convention Broadsides Collection. (http://hdl.loc.gov/loc.rbc/bdsdcc.c0801)

CA CCSS for ELA/Literacy: RI.5.1; W.5.1a, b, d, W.5.8; L.5.6

Related CA History–Social Science Content Standard:

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

Source

California History–Social Science Project, University of California, Davis. This example is summarized from a full unit, and available for free download, developed as a part of the Teaching Democracy project, a partnership between Cal Humanities (www.calhum.org) and the California History–Social Science Project (CHSSP) (http://chssp.ucdavis.edu). Contributors: Jennifer Brouhard, Oakland Unified School District and Tuyen Tran, Ph.D., CHSSP.

English Language Development in Grade Five

In grade five, EL students are rapidly learning English as an additional language, learning deep content knowledge through English, and learning about how English works to make meaning in different ways depending on a variety of factors, including the content area. English language development occurs throughout the day across the disciplines and also during a time specifically designated to help ELs develop advanced levels of English based on their language learning needs. In integrated ELD, fifth-grade teachers use the CA ELD Standards to *augment* the ELA/literacy and all other content instruction they provide.

For example, to help ELs at the Emerging level of English language proficiency to write a story, a teacher might provide substantial support in the form of a graphic organizer that structures the narrative into predictable stages (e.g., orientation, complication, resolution). She gives the students a model story to use as a mentor text and highlights particular language that is expected in stories (e.g., dialogue, prepositional phrases for adding details about

English language development occurs throughout the day across the disciplines and also during a time specifically designated to help ELs develop advanced levels of English based on their language learning needs.

where, when, how, and so forth.). She also provides sentence frames for discussing their ideas for their original stories in pairs or small groups or paragraph frames for writing descriptions of settings or characters in their stories, and she also provides bilingual dictionaries so the students can include precise vocabulary (e.g., to describe characters or settings) and text connectives (e.g., a little while later . . . , all of a sudden . . .) to introduce transitions or plot twists.

Students at the Expanding and Bridging levels of English language proficiency may or may not need this level of linguistic support, depending on their prior experiences, skills, and abilities. However, all students need differing levels of scaffolding depending on the task, the text, and their familiarity with the content and language required to understand and engage in discussion. For example, as they advance along the ELD continuum and write longer and more detailed stories with increasing independence, ELs at the Bridging level of English language proficiency may need substantial scaffolding in attending to register, including an understanding of their audience's expectations for the type of language that should be used in different kinds of stories (mysteries versus folktales, for example). Figure 5.24 presents a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during ELA.

Figure 5.24. Using the CA ELD Standards in Integrated ELD

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

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

- Building students' abilities to engage in a variety of collaborative discussions about content and texts
- Developing students' understanding of and proficiency using the academic vocabulary and various grammatical structures encountered in fifth-grade texts and tasks

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

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

During designated ELD students engage in discussions related to the content knowledge *they are learning in ELA and other content areas, and these discussions promote the use of the language from those content areas. Students also* discuss the new language *they are learning to use.*

Since designated ELD builds into and from ELA and other content areas, the focus of instruction in grade five depends on what students are learning and what they are reading and writing throughout the day. As the texts students are asked to read become increasingly dense with academic language, designated ELD may focus more on reading and writing at different points in the year, particularly for students at the Expanding and Bridging levels of English language proficiency.

Fifth graders are preparing to move into secondary schooling. Their instructional program, including designated ELD, should reflect the anticipated linguistic and academic challenges of the secondary curriculum and prepare them for these challenges. An intensive focus on language, building into and from content instruction, enhances students' ability to use English effectively in a range of disciplines, raises their awareness of how English works in those disciplines, and builds their content knowledge. Examples of designated ELD aligned to different content areas are provided in the following snapshots as well as in the vignettes that conclude this grade-level section. For an extended discussion of how the CA ELD Standards are used throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards and as the principal standards during designated ELD, see chapters 1 and 2 of this *ELA/ELD Framework*.

Fifth graders are preparing to move into secondary schooling. Their instructional program, including designated ELD, should reflect the anticipated linguistic and academic challenges of the secondary curriculum and prepare them for these challenges.

Snapshot 5.9. Connecting Photographs and Cultural Backgrounds Designated ELD Connected to ELA and the Visual Arts in Grade Five

Ms. Avila's class includes many children from diverse backgrounds, including English learners who are recent immigrants from several different countries. She has found an engaging way to foster her students' cultural awareness and appreciation for artistic diversity, all the while building their English language and literacy skills. Each Monday, Ms. Avila provides an integrated ELA/global art mini-lesson by showing the students a photograph of a piece of art (e.g., a painting, sculpture, mask, carving), explaining some important things about it (e.g., what it is made of, its title), and then showing a map of the location where the art was created. She encourages much discussion, and she draws connections between the country or region where the art was produced and the U.S.

For example, one day, the students discuss photographs from the Angkor complex in Cambodia, one of the most important archaeological sites in Southeast Asia. She focuses her students' attention on a 12th century Khmer stone bas-relief (individual figures, groups of figures, or entire scenes cut into stone walls) from Angkor Wat. Many of Ms. Avila's students are Cambodian American, and she wants to foster appreciation and pride among these students in their cultural heritage while also expanding the knowledge and perspectives of other students in the class, who may not know much about their peers' cultural backgrounds. She selected this particular bas-relief because of its intriguing content—a depiction of a battle—which she anticipates will result in much animated discussion.

Next she shows the students a map of Cambodia in the 12th century, at the height of the Khmer Empire, and a current map of the Kingdom of Cambodia. Ms. Avila explains that the Khmer culture has a rich and fascinating history and that in the recent past, many families immigrated from Cambodia to their new home in the U.S. In fact, she explains, many Cambodian families settled right in their own community. Many of Ms. Avila's students enthusiastically volunteer that they are Cambodian too, and that they have seen photographs of the Angkor complex. She acknowledges their cultural expertise and tells the other students that these classmates may know details about the art they will see that will be helpful in their explorations.

Ms. Avila then asks her students to discuss the photographs and maps in their table groups, and after a few minutes, she facilitates a brief whole class discussion, in which students ask questions, express their impressions of the art, and make connections to their personal and cultural experiences. (On another day, the students will create their own *bas-relief* using foam and cast paper.)

During designated ELD, Ms. Avila sometimes builds into and from the content of integrated ELA/art to support her EL students in developing English. When she works with a small group of students at the Emerging level of English language proficiency, using the CA ELD Standards as a guide, she extends the conversation begun earlier in the day and has pairs of students describe several photographs of Khmer stone bas-reliefs. First, however, she asks the students to briefly examine the photographs and brainstorm a list of words they might want to use in their conversations. The students have heard many terms in the integrated ELA/art lesson (e.g., *huge*, *stone*, *bas-relief*, *warriors*), and listening to the students recall them gives her an opportunity to formatively assess some of the language they have *taken up*.

After the students have shared, she writes the words they tell her on a chart, so they can refer to them as they describe the photographs. She also provides them with some additional to take turns describing the photographs, which are projected on the board, and to make their

Snapshot 5.9. Connecting Photographs and Cultural Backgrounds Designated ELD Connected to ELA and the Visual Arts in Grade Five (cont.)

terms, which she briefly explains and then adds to the word bank. She prompts the students to take turns describing the photographs, which are projected on the board, and to make their descriptions as rich as they can. She provides her students with a few sentence frames (e.g., The stone bas-relief shows ___. These (animals/people) are ___.) and explains that they can use these structures if they need them but that they can also describe the art in their own way. She models for the students what she expects to hear as she points to different parts of one photograph (e.g., The stone bas-relief shows a lot of Khmer warriors fighting in a huge battle. These warriors are riding elephants). Ms. Avila listens to the students as they describe the bas-relief scenes, and she provides just-in-time scaffolding to help them expand and enrich their descriptions, using the words they previously generated together.

Afterward, Ms. Avila guides the class in a jointly constructed description of one of the photographs that the class has selected. First, she asks the students to tell her words and phrases that might be useful in writing descriptions of the photographs the students discussed. She then shows the photograph that the class selected and prompts the students to provide a rich description of it, first by briefly turning to a partner and generating ideas, and then by asking students to tell her their ideas. She writes the sentences that the class agrees are richly descriptive using a document camera so that all can see the description as it unfolds; students suggest more precise words, prepositional phrases, or other editing and revising they think is necessary. Finally, she asks the students to work in pairs to select another photograph and write a short description, based on their initial conversations and incorporating some of the language from the jointly constructed description and the word and phrase bank the class generated.

CA ELD Standards (Emerging): ELD.PI.5.1, 6, 10a, 12a; ELD.PII.5.4-7
CA CCSS for ELA/Literacy: SL.4–5.1; W.4–5.4; L.4–5.3; L.4–5.6
Related CA Visual and Performing Arts Content Standards:
Visual Arts 3.2 (Grade 5) Identify and describe various fine, traditional, and folk arts from historical periods worldwide.
Visual Arts 1.1 (Grade 5) Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

Additional Information

- Stone, Richard. 2009. "Divining Angkor." *National Geographic*. (http://ngm.nationalgeographic.com/2009/07/angkor/stone-text)
- Ancient Megastructures: Angkor Wat (National Geographic TV) (http://natgeotv.com/ca/ancient-megastructures/videos/angkor-wat-how-was-it-built)

ELA/Literacy and ELD in Action in Grade Five

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

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of conducting research to build deep knowledge of a topic and writing to convey this growing knowledge. For example, all students in grade five "conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic" (W.5.7) *and* EL students at the Bridging level "write longer and more detailed literary and informational texts . . . collaboratively . . . and independently using appropriate text organization and growing understanding of register" (ELD. P1.5.10a). In integrated ELA and science, conducting and writing about research involves engaging meaningfully in science practices and learning to use English in particular, specialized ways—interpreting information through wide and careful reading on a science topic; discussing different aspects of the topic both informally and more formally; and writing about what has been learned to inform, explain, or persuade.

Teachers should analyze the texts students will use ahead of time to identify the intellectual challenges and linguistic demands of the texts.

Accordingly, teachers prepare artfully integrated sequence of lessons that support students to produce oral and written texts that both represent their growing understandings and stretch them to use the specialized language of science. Teachers select texts appropriate for research tasks that are interesting and engaging, and they also provide opportunities for students to select texts, Web-based resources, and other media sources for research projects on their own as these foster a sense of self-efficacy in students and also build their capacity to be self-reliant. In addition to using print texts, students use multimedia resources (e.g., the Internet, digital media, photographs) and interact with one another as they engage in science practices (e.g., developing and using models, planning and carrying out investigations, engaging in argument from evidence).

Teachers should analyze the texts students will use ahead of time to identify the intellectual challenges and linguistic demands of the texts. Teachers consider the ideas from the texts students will discuss, the concepts students need to understand deeply, and the kind of language they wish to observe their students using in oral and written tasks. Teachers plan carefully sequenced tasks in which students develop these understandings and abilities, and they provide many appropriately scaffolded opportunities for students to use academic English meaningfully by interacting with their peers (e.g., in discussions or collaborative writing tasks) before they are asked to produce the language independently. Teachers use and discuss *mentor texts*—the kinds of texts that students should eventually be able to write on their own—so that students have models to emulate. In addition, teachers provide concrete methods for students to read their texts analytically and offer appropriate levels of scaffolding to ensure success.

Teachers use and discuss mentor texts*—the kinds of texts that students should eventually be able to write on their own—so that students have models to emulate. In addition, teachers provide concrete methods for students to read their texts analytically and offer appropriate levels of scaffolding to ensure success.*

Importantly, for all students and especially ELs, teachers explicitly draw attention to the language—including vocabulary, grammatical structures, text organization and structure—in the informational texts used in the curricular unit. Science informational texts contain an abundance of domain-specific vocabulary (e.g., *photosynthesis, ecosystem, igneous*), as well as general academic vocabulary (e.g., *development, analysis*), and teachers attend to their students' development of these types of vocabulary. In addition, science texts make use of *nominalization*, which is the process of creating a noun or noun phrase from another part of speech or condensing large amounts of information (e.g., an event or concept) into a noun or noun phrase

(e.g., destroy → destruction, survive → survival, all the things that happen in a science process → the phenomenon of __). Science texts also tend to contain long noun phrases (e.g., their extremely brittle and delicate bones); these sometimes make the texts challenging for students to comprehend, as it may be difficult for students to identify the boundaries that delineate the noun phrase (Fang, Lamme, and Pringle 2010). All of these ways of using English in science contribute to the informational density of science texts and make them potentially challenging for students to interpret. (For additional information on aspects of academic English, see chapter 2 of this *ELA/ELD Framework* and chapters 4 and 5 of the *CA ELD Standards* 2014, 145–176.)

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this *ELA/ELD Framework*. Lesson planning should anticipate year-end and unit goals, respond to students' needs, and incorporate the framing questions in figure 5.25.

Figure 5.25. Framing Questions for Lesson Planning

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

ELA/Literacy and ELD Vignettes

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

ELA/ Literacy Vignette

Vignette 5.3 presents a portion of an instructional unit and takes a closer look at a lesson during integrated ELA and science instruction where the focus is on *conducting research* and *writing research reports*. The integrated ELA/science vignette is an example of appropriate instruction for all California classrooms; additional suggestions are provided for using the CA CCSS for ELA/Literacy and CA ELD Standards in tandem for EL students.

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five

Background

Mr. Rodriguez's fifth-grade class contains a range of students, including 12 ELs at the Bridging level of English language proficiency and several students who are former ELs in their first and second years of reclassification. The class is in the middle of an integrated ELA and science unit on ecosystems. Mr. Rodriguez began the unit by building students' content knowledge of one local ecosystem (freshwater). He modeled the process of researching the ecosystem to foster conceptual scientific knowledge about ecosystems and develop his students' understandings of how science texts are written. Mr. Rodriguez is preparing his students to conduct their own research on an ecosystem of their choice, write an informational science report, and create a multimedia presentation about the ecosystem they research. Students work in groups to complete their written research reports and companion multimedia assignments. Mr. Rodriguez and his colleagues collaboratively designed this unit to incorporate specific instructional practices practices that they have found to be particularly helpful for ELs and for students with special needs. The teachers want to make sure that all of their students enter middle school ready to interact meaningfully with complex texts and tasks across the disciplines.

Lesson Context

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

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

During science instruction, students view multimedia and discuss the new concepts they are learning in structured extended discussions with guiding questions. They also engage in science practices, such as observing a freshwater ecosystem, assessing the water quality in the ecosystem, and identifying the connections between poor water quality and the overall health of the ecosystem. The class takes a walking fieldtrip to a local pond to collect data, which they document in their science journals and then discuss and record on a chart when they return to the classroom. They also design and conduct an experiment to investigate which everyday materials can most effectively filter dirty water.

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

Learning Target: The students will collaboratively reconstruct a complex text about ecosystems. They will apply their content knowledge and knowledge of the language of the text type.
CA CCSS for ELA/Literacy: *W.5.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly . . . ; W.5.4 – Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.5.7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; L.5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening; L.5.3a – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style . . . L.5.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases . . .*
CA ELD Standards (Bridging): *ELD.PI.5.1 – Contribute to class, group, and partner discussions . . . ; ELD.PI.5.4 – Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support; ELD.PI.5.10a – Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register; ELD.PII.5.4 – Expand noun phrases in an increasing variety of ways . . . ; ELD.PII.5.5 – Expand and enrich sentences with adverbials; ELD.PII.5.6 – Combine clauses in a wide variety of ways; ELD.PII.5.7 – Condense clauses in a variety of ways . . .*

Lesson Excerpts

In today's lesson, Mr. Rodriguez engages his students in a text reconstruction (also known as dictogloss) lesson. The goal, he explains to the class, is for them to learn how to write research reports. The purpose of this text type is to report on information from a variety of sources about a single topic. He reminds his students that they have read—and he has read aloud to them—many texts about ecosystems. He also recalls that they have been learning and

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

using language to discuss ecosystems as they have engaged in various science tasks related to ecosystems. He tells them that the purpose of the lesson is to apply their knowledge of ecosystems and their knowledge of the language used to describe and analyze ecosystems. The steps of today's lesson are written in Mr. Rodriguez's planning notebook as follows.

Text Reconstruction Procedure
1. *Read once:* Teacher reads a short section of the text (no more than 60 seconds) aloud while students **just listen.** 2. *Read twice:* Teacher reads the text a second time while students **listen and take notes** (bullet points with no more than a few words—make sure they know how). 3. *Reconstruct:* 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. *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**.)

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

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

A portion of the text Mr. Rodriguez reads follows.

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

Mr. Rodriguez reads the text twice. The first time his students just listen; the second time they take notes. Before today's lesson, he taught his students how to take brief notes, recording key words or phrases as they were reading a text or viewing a video. Today, they are using their notetaking skills in a new way while Mr. Rodriquez reads aloud. Afterwards, they

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

work in pairs to reconstruct the text. Mr. Rodriguez circulates around the room so he can listen to their conversations and provide support where needed. He stops at a table where Sarah and Ahmad are busy reconstructing their text.

Ahmad: I have *human survival*, *water*, and *40 percent of fish*. I think he said that the freshwater ecosystems, we have to have them for to survive.

Sarah: Yeah, I think that's right, and it makes sense because we learned about that. But I think there was something more about water. I have *drinking water*, so I think he said that the freshwater ecosystem give us most of our drinking water, so maybe that's why we have to have them to survive.

Ahmad: What should we write? How about, "We have to have the freshwater ecosystem for to survive because they give us most of our drinking water?"

Sarah: (Nodding.)

Mr. Rodriguez: Can we take a look at your notes again, Ahmad? Before you said you wrote, *human survival,* and I'm wondering if the two of you can figure out how to use that in your reconstruction.

Ahmad: (Thinking for a moment.) Can we write, "We have to have the freshwater ecosystem for human survival because they give us most of our drinking water?"

Mr. Rodriguez: What do you think, Sarah?

Sarah: Yeah, that sounds right. I think that sounds like what you said, and it sounds more like a science book.

Mr. Rodriguez: Yes, it does sound more like a science book. But why is *human survival* important here?

Ahmad: (Thinking.) Because we have to have the fresh drinking water so we can survive, so if we say *human survival*, that means the same thing.

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

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

After students have shared their reconstructions, Mr. Rodriguez shows the class the original text and asks them to talk briefly with their partners about similarities and differences. He

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

explains some of the domain-specific and general academic vocabulary and phrasing his students found particularly challenging to reconstruct (e.g., *highly vulnerable to pollution*, *despite their value and importance*).

Next Steps

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

Stages and phases	Information Report Outline
Stage 1	*General statements*: • Tell/define what ecosystems are • Identify what ecosystem this one is
Stage 2 Phases (subtopics)	*Description of the ecosystem*: • Describe the geography of the ecosystem • Describe what lives there and the food web • Describe the natural factors that harm the ecosystem • Describe what people have done to affect the ecosystem • Describe ways that people can fix the damage they have caused
Stage 3	*Conclusion*: Restate the gist of the report's findings and conclude with a general statement.

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

As they engaged in learning about the freshwater ecosystem, assessed the water quality in the local pond they visited, and learned about the consequences of unhealthy ecosystems, the students had many lively discussions about what kinds of changes they could make to help protect the ecosystem. Mr. Rodriguez brings in examples of letters to the editor that other students have written over the years on various topics. He guides his students in determining how an effective letter to the editor is constructed, including taking a stance that would be likely to give a writer greater credibility. The students also discuss the types of language

Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five (cont.)

resources and evidence they might want to select if they were to write their own letters to the editor of the local newspaper. They unanimously vote to work in small groups to write letters that identify different negative consequences of unhealthy freshwater ecosystems (e.g., fish asphyxiation, dirty water unfit for consumption, habitat depletion), choosing their writing groups based on interest. After exchanging the letters between groups for peer feedback based on a rubric for letters to the editor letters and a list of academic vocabulary used in the lesson, teams write final drafts. The students keep individual copies of the rubrics and final drafts in their writing portfolios to document growth over time. Each group's short letter is published within a few weeks, and the class is featured on the local news.

Resources

National Geographic Society. n.d. "Freshwater Threats." *National Geographic.*

Sources

Lesson adapted from

Spycher, Pamela, and Karin Linn-Nieves. 2014. "Reconstructing, Deconstructing, and Constructing Complex Texts." In *The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K–5,* edited by Pam Spycher. Alexandria, Virginia: TESOL Press.

Swain, Merrill. 1998. "Focus on Form Through Conscious Reflection." In *Focus on Form in Classroom Second Language Acquisition*, edited by Catherine Doughty and Jessica Williams, 64-81. New York, NH: Cambridge University Press.

Wajnryb, Ruth. 1990. *Grammar Dictation*. Oxford: Oxford University Press.

Additional Information

Web sites

- The Public Broadcasting System (http://www.pbs.org) has more ideas for teaching about ecosystems (http://www.pbslearningmedia.org/).
- Achieve the Core (www.achievethecore.org) has student work samples (http://achievethecore.org/page/504/common-core-informative-explanatory-writing) and ideas on evaluating student writing.

Recommended reading

Derewianka, Beverly, and Pauline Jones. 2012. *Teaching Language in Context*. South Melbourne, Victoria: Oxford University Press.

Brisk, Maria E., Tracy Hodgson-Drysdale, and Cheryl O'Connor. 2011. "A Study of a Collaborative Instructional Project Informed by Systemic Functional Linguistics: Report Writing in the Elementary Grades." *Journal of Education* 191 (1): 1–12. (http://www.bu.edu/journalofeducation/files/2011/11/BUJOE-191.1.Brisketal.pdf).

Designated ELD Vignette

The example in vignette 5.3 illustrates good teaching for all students with particular attention to the learning needs of EL students. English learners additionally benefit from intentional and purposeful designated ELD instruction that *builds into and from* content instruction. Vignette 5.4 presents a designated ELD lesson that builds into and from the integrated ELA/science lesson in order to support EL students in their steady development of academic English. This vignette helps students write cohesive texts by using transitional words and phrases and examine how writers achieve cohesion by using a variety of language resources (e.g., pronouns, nominalization) to refer backward and forward in a text.

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five

Background

During designated ELD, Mr. Rodriguez delves deeper into the language of the texts the class is using for their ecosystems research projects. (See vignette 5.3). He and his colleagues are all teaching the same integrated ELA and science unit in their fifth-grade classroom. This makes it possible to share students when they regroup for designated ELD and provide instruction that builds into and from science and ELA, targeting their students' particular language learning needs. For his ELD class, Mr. Rodriguez works with a large group of EL fifth graders who are at the Bridging level of English language proficiency while one of his colleagues works with a small group of students at the Emerging level who are new to English, and a third teaches the native English speaking students and reclassified ELs.

Lesson Context

In integrated ELA and science instruction, Mr. Rodriguez has focused on text structure and organization and has taught his students general academic and domain-specific vocabulary pertaining to the ecosystem unit. He has also worked with his students, particularly during writing instruction, on structuring their sentences and paragraphs in more grammatically complex ways, according to the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Even so, he observes that some EL students at the Bridging level of English language proficiency experience challenges reading some of the complex science texts. He also observes that when they write, their texts are sometimes choppy and lack cohesion. The learning target and cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will discuss ways of using language that help create cohesion, including connecting and transition words and words for referring to ideas mentioned elsewhere in the text.
CA ELD Standards (Bridging): *ELD.PI.5.6a* – Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support; *ELD.PII.5.2a – Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts; ELD.PII.5.2b – Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.*

Lesson Excerpts

Today, Mr. Rodriguez is teaching his students how to identify words and phrases that help create cohesion, that is, help texts *hang together* or *flow*.

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

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

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five (cont.)

Cohesion:

- How information and ideas are connected in a text
- How a text hangs together and flows

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

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

> Wetlands perform many important roles as an ecosystem. One is to provide an important habitat for birds, fish, and other wildlife. Another is to contribute to flood protection by holding water like a sponge. By doing this, they keep river levels normal and filter the water. However, California's wetlands are in danger, and their ability to perform these important roles is threatened. Unfortunately, they continue to be drained for agriculture or filled for development. Other activities that harm them include modifications to the watershed such as dams or water diversions, not to mention climate change. Consequently, California has lost more than 90% of its wetlands, and today, many of the ones remaining are threatened. (California Environmental Protection Agency 2014)

Mr. Rodriguez highlights the terms that may be more familiar and transparent to students: *however, unfortunately, consequently*. He briefly explains the meaning of these words, noting that such *text connectives* are very useful for helping readers navigate through texts. He then delves more deeply into the language in the passage that serves a cohesive function by explaining that *however* is signaling to the reader that something different is going to be presented and that it will contrast with what came right before it. He models his understanding of the text by reading the rest of the sentence and then reading from the beginning of the passage, paying particular attention to the connecting word, *however*.

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

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five (cont.)

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

Ernesto: I think that when you use the word *consequently*, you're saying that something is happening because something else happened. Like, *consequently* means *it's a result*.

Mr. Rodriguez: Can you say more about that? What ideas is the word *consequently* connecting in this text?

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

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

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

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

> Wetlands perform many important roles as an ecosystem. **One** is to provide an important habitat for birds, fish, and other wildlife. **Another** is to contribute to flood protection by holding water like a sponge. By doing **this**, **they** keep river levels normal and filter the water. **However,** California's wetlands are in danger, and **their** ability to perform **these important roles** is threatened. **Unfortunately, they** continue to be drained for agriculture or filled for development. Other activities that harm **them** include modifications to the watershed such as dams or water diversions, not to mention climate change. **Consequently,** California has lost more than 90% of its wetlands, and today, many of **the ones** remaining are threatened. (California Environmental Protection Agency 2014)

After Mr. Rodriguez has modeled this process, he provides students with similar passages, and asks them to work in pairs to locate any words that create cohesion by following the same

Vignette 5.4. Learning About Cohesion in Science Designated ELD Instruction in Grade Five (cont.)

process he shared with them. At the end of the lesson, he asks students to share what they found and explain how the words they highlighted create cohesion in the text by linking ideas and information. As the class generates a list of words that help the text hang together, Mr. Rodriguez writes them down on a piece of chart paper for all to see. Later that week, the students will work in small groups to categorize one form of cohesive language, text connectives. The chart will be posted so that the students can draw upon the words and phrases when they write their research reports. Mr. Rodriguez chooses the categories, but the students decide where the words go (with his guidance), and they agree on a title for the chart, which follows.

Language to Connect Ideas (Cohesion)		
Adding	**Contrasting**	**Sequencing**
in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally
Cause/ Result	**Time**	**Clarifying**
therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
Words for referring back to people or things: they, their, it, them, this, these, those, one, another, the ones		

Teacher Reflection and Next Steps

After teaching these lessons on cohesion, Mr. Rodriguez observes that many of his students begin to use these language resources in their writing. For example, instead of repeating the word *ecosystems* in each sentence (e.g., Ecosystems are . . . , Ecosystems have . . . , Ecosystems can . . .), they use pronouns to refer back to the first usage of the word. Similarly, many of his students begin to experiment with the connecting words listed on the chart that the students generated during ELD. He also notices that his students are becoming more aware of this type of language they encounter while reading. Throughout the day, he responds enthusiastically when students tell him when they find other examples of cohesion.

Resources

Adapted from

California Environmental Protection Agency. 2014. "California Wetlands." *California Water Quality Monitoring Council.* (http://www.mywaterquality.ca.gov/eco_health/wetlands)

Additional Information

- National Geographic (www.nationalgeographic.com) has many resources for teachers on ecosystems, including freshwater ecosystems (http://environment.nationalgeographic.com/environment/freshwater/).

Conclusion

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

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in chapters 2 and 9 of this *ELA/ELD Framework*. Importantly, students will not receive the excellent education called for in this framework without genuine collaborations among those responsible for educating California' children and youth. (See figure 5.26.)

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

Figure 5.26. Collaboration

Collaboration: A Necessity

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

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