Appendix, Resources, and Glossary

of the

English Language Arts/ English Language Development Framework

for California Public Schools
Kindergarten Through Grade Twelve

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Appendix: The Role of Literature in the Common Core State Standards

by Carol Jago

> "Literature is the most astonishing technological means that humans have created, and now practiced for thousands of years, to capture experience. For me the thrill of literature involves entering into the life worlds of others. I'm from a particular, constricted place in time, and I suddenly am part of a huge world—other times, other places, other inner lives that I otherwise would have no access to."
>
> *Stephen Greenblatt, professor of humanities at Harvard and author of the 2012 Pulitzer Prize winner for nonfiction, The Swerve: How the World Became Modern.*

The California *English Language Arts/English Language Development Framework* offers guidelines for improving education and literacy. Teachers are urged to discard ineffective practices and embrace instructional methods that prepare students for post secondary education, the evolving world of work, and engaged citizenry. As we work towards meeting the Common Core State Standards, it is critical not to lose sight of the importance of educating the imagination through literature.

In an essay titled "Cultivating Wonder," David Coleman, one of the architects of the Common Core, explains that, "So much depends on a good question. A question invites students into a text or turns them away. A question provokes surprise or tedium. Some questions open up a text, and if followed, never let you see it the same way again . . . Excellence arises from the regular practice of work worth doing, reading things worth reading and asking questions worth answering."

Rich, complex literature stimulates the kind of creative thinking and questioning Coleman describes. It stimulates and educates a reader's imagination. In a world that increasingly values speed over all else, literature demands that students slow down, stop to think, pause to ponder, and reflect on important questions that have puzzled humankind for a very long time.[1]

The claim that the Common Core State Standards discourage the teaching of literature and privilege informational text over literary works in English classrooms is simply untrue. What seems to have caused confusion is the chart of percentages for informational and literary text cited in the Common Core State Standards' introduction. These percentages were taken from the 2009 National Assessment for Educational Progress (NAEP) Reading Framework (http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading09.pdf). They describe the balance of literary and informational text that appear on the NAEP reading assessment, a measure of students' reading skills across the disciplines. These numbers should not be interpreted to mean that 70 percent of what students read in an English class should be informational text. What they do suggest is that a large percentage of what students read throughout their school day should be nonfiction.

1 This focus on exposing students to rich literature and different types of complex text applies to all students, including English learners, and is woven throughout this *ELA/ELD Framework* with supportive discussion and specific examples of using literature.

Unfortunately, for many students it is only in English class that they are assigned reading. Too many students graduate without having read a single work of history, philosophy, or science. The Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects explicitly state that students need to be reading in every class.

"The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. . . . The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well." (2010, 4)

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It may be that in some schools English teachers are being told to cut back on literature. In fact, English teachers need to teach more poetry, more fiction, more drama, as well as more nonfiction. More reading equals more learning. We have evidence to prove it.

Vocabulary results from the 2011 NAEP Reading Assessment (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013452) demonstrate a strong correlation between vocabulary knowledge and reading comprehension. How do students build their vocabularies? Not by memorizing lists of obscure words but by reading complex texts, both literary and informational.

Time to Read

Common Core Anchor Standard 1 in reading calls for students to "read and comprehend literary and informational texts independently and proficiently." If students are not reading independently, at home, on their own, whether turning pages or flipping screens, they will never read proficiently. Complaints that today's busy, over-programmed kids don't have time for reading are demonstrably false. The 2010 Kaiser Family Media reports that young people ages 8–18 consume on average 7½ hours of entertainment media per day: playing video games, watching television, and social networking. These are the same students who say they don't have time to read. Children have time. Unfortunately, like Bartleby, too often they would simply prefer not to.

We need to make English classrooms vibrant places where compelling conversations about great works of literature take place every day. Classrooms need to be spaces where anyone who has not done the homework reading feels left out. They need to be places where students compare the lives of the Joads as they left the Dust Bowl to travel west to California in *Grapes of Wrath* with the lives of those who stayed behind through seven years with no rain in Timothy Egan's *The Worst Hard Time* (winner of the 2006 National Book Award for Nonfiction). This need not entail force-feeding students books they hate but rather inviting young readers to partake of the richest fare literature has to offer.

Stories like Lewis Carroll's *Alice in Wonderland*, A.A. Milne's tales of Winnie-the-Pooh, and the Uncle Remus stories about Br'er Rabbit feed the imaginations of young readers and resist simplistic narrative resolution. Such literature is compelling because of, not in spite of, its ambiguities. When such tales are rewritten and sanitized for easy digestion, the stories are stripped of their magic. As with fast food, the taste has instant appeal and is addictive, but the nutritional value is low. Too few children know the works of Lewis Carroll, Kenneth Grahame, or Rudyard Kipling in their original form. It is sad that so many Disneyland ticket-holders have never met Mr. Toad on the pages of *The Wind in the Willows*, never imagined Toad Hall nor watched Mr. Toad in court. Wearing a Winnie-the-Pooh backpack is no substitute for having A. A. Milne's verse read to you.

Making Complex Text Accessible

Literature study offers students windows to other worlds, other cultures, other times. It poses intellectual challenges, inviting and demanding that students stretch and grow. In *The Anatomy of Influence: Literature as a Way of Life,* Harold Bloom proposes three criteria for choosing works to be read and reread and taught to others: aesthetic splendor, cognitive power, and wisdom. That said, teachers need to do more than simply hand out copies of *Romeo and Juliet* and expect ninth graders to be enthralled by its aesthetic splendor. Making complex works accessible to young readers, particularly those whose reading and language skills lag behind their thinking skills, requires artful instruction.

For example, an effective way to introduce the major conflict in Sophocles' *Antigone* might be to have students write about a time when they stood up to authority—preparing them for the argument between Antigone and her uncle, the king, Creon. A much less effective "into" activity would be to prepare students for *Macbeth* and Lady Macbeth's "Out, damned spot! out, I say" speech by asking them to turn and talk with a partner about a time when they had a stubborn spot on their hands. Tapping prior experience must prepare students for the important issues they will encounter in the text.

Over the past decade many secondary teachers have tried to make literature study more contemporary and more relevant to students' lives. The hope was that if students did not have to struggle to read text that they might be more engaged. The result in terms of curriculum was a loss of rigor. It need not have been the case. Works by Toni Morrison, Maxine Hong Kingston, John Edgar Wideman, Jorge Borges, and James Baldwin have all the cognitive power and aesthetic splendor of Charles Dickens, Robert Louis Stevenson, F. Scott Fitzgerald, and Henry David Thoreau. But because these contemporary complex texts pose the very same textual challenges as the earlier works: difficult vocabulary, complicated syntax, figurative language, and length, we too often choose to teach simpler books. Rather than searching for works that pose no challenges, we need to design lessons that offer students the means for grappling with every aspect of complex text.

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Appendix B of the Common Core State Standards provides a list of text exemplars to represent the complexity, quality, and range of works students should be taught at each grade level. Though some critics decry the list as a *de facto* national reading list, the Common Core states clearly that, "The choices should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms. They expressly do not represent a partial or complete reading list" (2010, 2).

One exemplar from the Grades 2–3 list is William Steig's *Amos and Boris.* Notice the vocabulary and syntactical challenges this sentence from the story poses for young readers. "One night, in a phosphorescent sea, he marveled at the sight of some whales spouting luminous water; and later, lying on the deck of his boat gazing at the immense, starry sky, the tiny mouse Amos, a little speck of a living thing in the vast living universe, felt thoroughly akin to it all." If students are reading such wondrous words at eight-years old, imagine what they will be capable of at eighteen.

In Defense of Depressing Books

Students often wonder why so much of the literature they study in school is so depressing. *Romeo and Juliet* ends tragically. Anne Frank dies young. The jury decides against Atticus Finch. In *The Secret Garden* everyone in Mary Lennox's house dies of cholera. Yet expressed within many seemingly heart-breaking narratives are themes of enduring love and the resilience of the human spirit. Great books earn their beautiful endings.

Aristotle used the term *catharsis* to describe how the pitiable and fearful incidents that occur in Greek tragedy arouse powerful emotions in an audience. Though the audience suffers with the protagonist through a series of unfortunate events, viewers emerge from the theater satisfied. Despite the unhappy ending, the conflict has been resolved in a way that corresponds with the audience's experience of human nature and with the ironies of fate. A tragedy's outcome may not be the one we hoped for, but it nevertheless proceeds logically from the protagonist's actions. At the conclusion of the work, readers may feel like Samuel Taylor Coleridge's marriage guest after listening to the Ancient Mariner's tragic tale.

He went like one that hath been stunned,
And is of sense forlorn:
A sadder and a wiser man,
He rose the morrow morn.

Literature helps young people prepare for the challenges they are almost sure to face in their own lives. It demonstrates to students that they are not alone in their sadness.

Students also need to learn that poverty is not a temporary anomaly but pervasive social condition faced by many people. Richard Wright's autobiography, *Black Boy*, helps readers see how poverty can distort relationships, causing people to behave in unexpected ways. When the nine-year-old Richard is mugged coming home from the grocery store, his mother sends him back outside with a stick. She understands that the world is a brutal place, so rather than comforting her traumatized child, she forces him back out into the street to confront the trouble that surrounds him. The lesson she teaches is not merely one of violence but rather of survival. Ultimately Richard finds his way on and beyond those mean streets through reading and writing. *Black Boy* invites students to experience the debilitating effects of poverty and discrimination vicariously and to begin to understand why the struggle for economic justice and civil rights is everyone's business. Alongside history and philosophy, the study of literature offers a powerful means of understanding the problems that continue to beset humanity.

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Reading Fiction Fosters Empathy

In a lecture to the Reading Agency author Neil Gaiman explained why reading, libraries, and imagination are so important. He argues that using our imaginations and providing for others to use theirs is an obligation for all citizens. Reading fiction is particularly important because it builds empathy. "When you watch TV or see a film, you are looking at things happening to other people. Prose fiction is something you build up from 26 letters and a handful of punctuation marks, and you, and you alone, using your imagination, create a world and people it and look out through other eyes. You get to feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a 'me,' as well. You're being someone else, and when you return to your own world, you're going to be slightly changed. Empathy is a tool for building people into groups, for allowing us to function as more than self-obsessed individuals. You're also finding out something as

you read vitally important for making your way in the world. And it's this: The world doesn't have to be like this. Things can be different."

Gaiman also makes the case for the importance of escapist fiction in children's lives,

> If you were trapped in an impossible situation, in an unpleasant place, with people who meant you ill, and someone offered you a temporary escape, why wouldn't you take it? And escapist fiction is just that: fiction that opens a door, shows the sunlight outside, gives you a place to go where you are in control, are with people you want to be with (and books are real places, make no mistake about that); and more importantly, during your escape, books can also give you knowledge about the world and your predicament, give you weapons, give you armor: real things you can take back into your prison. Skills and knowledge and tools you can use to escape for real. As JRR Tolkien reminded us, the only people who inveigh against escape are jailers.

As we design language arts curriculum, let us ensure that pleasure reading, "escapist" reading, continues to have a place beside the close reading of complex texts students are performing with their teacher. We need not get caught up in either/or. This California *ELA/ELD Framework* challenges teachers to make room both for and in students' reading lives.

Reading in a Digital World

Some futurists argue that today's students no longer have the patience for words on a printed page. Is it time teachers simply accept that today's students no longer have the inclination to read anything more complex than a series of tweets? Are our children fundamentally different from past generations? Weaned on the lightning-quick access and brilliant images of the Internet and addicted to the constant exchange of social media, do they need a more interactive, digital learning environment to thrive?

The evidence supporting this view is powerful and persuasive. Jane McGonigal, a game designer working at the Institute for the Future, explains that online games are so compelling because they promote "blissful productivity." Gamers feel they are accomplishing something important, that the battles they are fighting have "epic meaning," and that they can be their best selves in this virtual environment. She has a point. Why else would people all over the world invest three billion hours a week playing video games? By the age of 21 the average gamer will have spent 10,000 hours playing video games, approximately the same amount of time spent in school between grades 5 and 12. It is no wonder that a generation of children, the same children whose NAEP reading scores are below proficient, are becoming expert gamers. Imagine if students put a comparable amount of effort into reading that they do into video games. Imagine if students felt so "blissfully productive" at the end of every school day that they were eager to return on the morrow for more.

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Unfortunately, teaching literature has too often been an occasion for teachers who know and love books to showcase what they love and show off what they know. Students come away from such classes—and this is when they are done well—in awe of their teachers but with little confidence in their own ability to read literature. Louise Rosenblatt said that, "The problem that a teacher faces first of all, then, is the creation of a situation favorable to a vital experience of literature. Unfortunately, many of the practices and much of the tone of literature teaching have precisely the opposite effect" (1983, 61). Classrooms from preschool through college should be places where that vital experience of literature takes place every day.

It is unrealistic to think that students will cheer when their teacher hands out copies of a Shakespeare play or a Homeric epic—let alone *Tess of the d'Urbervilles* or *The Grapes of Wrath.* The sheer weight of the volumes is daunting. But this is not a recent development in teenage behavior. Adolescent groans mask a deep hunger for meaning. They also mask students' fear that they will not be able to do this work. Nor will they be able to—without the help of a skilled teacher. Instead of making the excuse that today's students do not have the vocabulary, background knowledge, or stamina to read complex literature, we need to design lessons that build reading muscles page by page.

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Lily Wong Fillmore, a long-time researcher into English language learning, has made an impassioned plea to teachers not to dumb down texts for English learners. Worried about the "gradual erosion of the complexity of texts" offered to students, Fillmore posits that when teachers offer only simplified materials to their English learners, it is "niceness run amok." While she acknowledges that for the first year or two English learners need altered or alternate texts, ultimately they deserve the challenge of rich literature.

Teaching literature does not mean dragging students kicking and screaming through works they hate and poems they find opaque. It means nurturing the next generation of readers—readers who one day may choose to buy a ticket for a performance of *Twelfth Night,* who will excitedly order the latest James McBride novel for their e-reader, who can find solace in poetry during times of trouble. Much is made of the economic impact of education and how America needs an educated populace in order to be globally competitive, but of equal importance is preparing students' hearts and minds for whatever the future may hold. Writers from George Orwell to Kazuo Ishiguro, from Margaret Atwood to Chang-rae Lee have warned us of the danger of technology when divorced from humanity, but unless students read and heed their warnings we may be heading not for the best of all possible worlds but for the worst.

Access to Books Is a Human Right

Children (and adults) who read do not do so to enlarge their vocabularies or to improve their reading comprehension or to build background knowledge. While all of these things may occur as they devour book after book, readers read because it feels good. In her memoir *An American Childhood,* Annie Dillard recalls how it was for her to read as a child.

> Parents have no idea what their children are up to in their bedrooms: They are reading the same paragraphs over and over in a stupor of violent bloodshed. Their legs are limp with horror. They are reading the same paragraphs over and over, dizzy with gratification as the young lovers find each other in the French fort, as the boy avenges his father, as the sound of muskets in the woods signals the end of the siege. They could not move if the house caught fire. They hate the actual world. The actual world is a kind of tedious plane where dwells, and goes to school, the body, the boring body which houses the eyes to read the books and houses the heart the books enflame. The very boring body seems to require an inordinately big, very boring world to keep it up, a world where you have to spend far too much time, have to *do* time like a prisoner, always looking for a chance to slip away, to escape back home to books, or escape back home to any concentration—fanciful, mental, or physical—where you can lose yourself at last. Although I was hungry all the time, I could not bear to hold still and eat; it was too dull a thing to do, and had no appeal either to courage or to imagination (1988, 100).

Readers like Annie Dillard lose themselves in books the way gamers lose themselves in *World of Warcraft*. The Harry Potter and *Hunger Games* series produced young readers who yearned for the next installment, loved talking about what they were reading, and had no trouble finding time in their busy digital lives to read. The problem is not a lack of time but of desire. Students who do not love books often have seldom experienced the kind of thrill Annie Dillard describes. One reason may be that they do not read with sufficient fluency for the work of reading to move to the background and the pleasure of reading to be paramount. Another reason young readers turned back to their game controllers may be that their teachers weren't quick enough to serve up the next book, books like Philip Pulman's *The Golden Compass* or Madeleine L'Engle's *A Wrinkle in Time.*

Easy access to books is a human right and a civilized society's responsibility.

Maybe the door slammed behind J.K. Rowling and Suzanne Collins because there are too few librarians in our schools or because all over America public libraries, those testaments to the American Dream, are cutting staff and curtailing their hours. In the name of the California *ELA/ELD Framework*, we must work to reverse these trends. Easy access to books is a human right and a civilized society's responsibility.

A key principle guiding the development of this framework was that schooling must help all students achieve their highest potential. Part of this schooling includes skill in literacy and language and, as discussed in the introduction to this *ELA/ELD Framework*, providing individuals with access to extraordinary and "powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others." In 1780 John Adams wrote into the Massachusetts Constitution, "Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them."

Let us embrace our duty to cherish the interests of literature.

Book Resources for Teachers

One of the most important decisions teachers make is choosing books for their students. Selecting which books to teach, which to use in readers' circles, titles for classroom libraries, as well as suggestions for summer reading lists demands an enormous amount of reading and requires help.

The CDE Recommended Literature List at http://www.cde.ca.gov/ci/cr/rl/ is a searchable database of books to help students, teachers, and families find books that entertain, inform, and explore new ideas, cultures, and experiences. Some of the search categories that can be used for selection include the author, title, illustrator or translation; grade-level span; language of a book if other than English or if the title is bilingual; cultural designations; genre; classification; curriculum connections; awards; and discipline and topics or areas of focus within an academic discipline.

The lists that follow offer a plethora of outstanding books to stimulate students' minds and nourish their hearts.

Prize Winning Books for Young Readers

Blue Peter Book Award (awarded in the United Kingdom to authors and illustrators of children's books for either the best story or the best book with facts)
http://www.booktrust.org.uk/prizes/2

Caldecott Medal winners and honor books (awarded to artists of American picture books for children)
http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal

CILIP Carnegie & Kate Greenaway Book Award (awarded in the United Kingdom by librarians for outstanding books for children and young people and for outstanding books in terms of illustration)
http://www.carnegiegreenaway.org.uk

Coretta Scott King Book Award (awarded to authors and illustrators of African descent whose books promote an understanding and appreciation of the "American Dream")
http://www.ala.org/emiert/cskbookawards

Geisel Award (awarded to authors and illustrators of an American book for beginning readers)
http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward

Golden Kite Author Award and Golden Kite Illustration Award (presented to children's book authors and artists by their fellow authors and artists)
http://www.scbwi.org/awards/golden-kite-award/125854-2/

Hugo Award (aka the Science Fiction Achievement Award)
http://www.thehugoawards.org/

Jefferson Cup Award (honors a biography, historical fiction, or American history book that helps promote reading about America's past)
http://www.vla.org/the-jefferson-cup-award

Lee and Low Books New Voices Writers Award (awarded for a children's picture book by a writer of color)
http://www.leeandlow.com/p/new_voices_award.mhtml

Nebula Award (presented by Science Fiction and Fantasy Writers of America for the best novel, novella, novelette, and short story)
http://www.sfwa.org/2011/05/nebula-award-winners-announced/

Newbery Medal winners and honor books (awarded to authors of American literature for children)
http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal

Pura Belpré Medal (presented to Latino/Latina writers and illustrators whose works best portray, affirm, and celebrate the Latino cultural experience)
http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal

Scott O'Dell Historical Fiction Award
http://www.scottodell.com/Pages/ScottO%27DellAwardforHistoricalFiction.aspx

Schneider Family Book Award (honors authors or illustrators for books that portray an aspect of living with a disability)
http://www.ala.org/awardsgrants/awards/1/apply

Stonewall Book Award (honors books that relate to the gay/lesbian/bisexual/transgender experience)
http://www.ala.org/awardsgrants/awards/177/all_years

Outstanding Nonfiction for Young Readers

Booklist Editors' Choice Nonfiction Books for Youth
http://www.ala.org/awardsgrants/booklist-editors-choice-books-youth

California Reading Association's Eureka! Nonfiction Children's Book Award
http://www.californiareads.org/display.asp?p=awards_eureka

Cook Prize (honors science, technology, engineering, and math (STEM) picture books)
http://www.bankstreet.edu/center-childrens-literature/cook-prize/

Orbis Pictus Award (for outstanding nonfiction)
http://www.ncte.org/awards/orbispictus

Robert F. Sibert Informational Book Medal
http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal/sibertpast/sibertmedalpast

Prize Winning Books and Authors for Older Readers

American Library Association Alex Award (awarded to fiction or nonfiction works published for adults with significant appeal to teen readers)
http://www.ala.org/yalsa/booklists/alex

California Book Award (awarded to literature within California)
http://www.commonwealthclub.org/node/65620

Costa Book Award (presented to authors from the United Kingdom and Ireland)
http://www.costa.co.uk/costa-book-awards/welcome/

Los Angeles Times Book Award
http://events.latimes.com/bookprizes/previous-winners/winners-by-award/

Man Booker Prize (awarded to the best fiction book of the year by the Booker Prize Foundation promoting contemporary fiction)
http://www.themanbookerprize.com/

Michael L. Printz Award for Excellence in Young Adult Literature
http://www.ala.org/yalsa/printz

National Book Award (awarded by a consortium of book publishing groups to exceptional books written by Americans, given in the categories of fiction, nonfiction, poetry, and young people's literature)
http://www.nationalbook.org/nba2013.html

National Book Critics Circle Award
http://bookcritics.org/awards

Nobel Prize Winners in Literature
http://www.nobelprize.org/nobel_prizes/literature/

PEN Literary Award (recognition to writers of fiction, science writing, essays, sports writing, biographies, children's literature, translation, drama, or poetry)
http://www.pen.org/blog/announcing-2013-pen-literary-award-winners

Pulitzer Prize winners
http://www.pulitzer.org/bycat

Outstanding Nonfiction for Older Readers

American Library Association Notable Government Documents
http://www.ala.org/awardsgrants/notable-government-documents

American Rhetoric's Top 100 Speeches
http://www.americanrhetoric.com/top100speechesall.html

California Department of Education, California Remembering September 11, 2011
http://www.cde.ca.gov/ci/cr/lb/sept11.asp

YALSA Award for Excellence in Nonfiction
http://www.ala.org/yalsa/nonfiction-award

Outstanding Books Chosen by Young Readers for Young Readers

American Library Association Teens Top Ten
http://www.ala.org/awardsgrants/teens-top-ten

California Young Reader Medal winners
http://www.californiayoungreadermedal.org/winners/

International Reading Association Young Adults' Choices
http://www.literacyworldwide.org/get-resources/reading-lists/young-adults-choices-reading-list

Recommendations from Organizations

American Library Association Great Graphic Novels for Teens
http://www.ala.org/yalsa/great-graphic-novels

California Library Association Beatty Award Recipients (honors authors of books for children or young adults that best promote an awareness of California and its people)
http://www.cla-net.org/displaycommon.cfm?an=1&subarticlenbr=408

Christopher Award (awarded to books which affirm the highest values of the human spirit)
http://www.christophers.org/page.aspx?pid=217

Common Core en Español, State Standards Initiative Translation Project, Recommended Books
https://commoncore-espanol.sdcoe.net/Home

FOCOL Award (presented by the Los Angeles Public Library Children's Literature Department given to books that feature California content)
http://focalcentral.org/focalaward.php

International Reading Association Book Award
https://www.literacyworldwide.org/about-us/awards-grants/ila-children's-and-young-adults'-book-awards

Isabel Schon International Center for Spanish Books for Youth (information about high-quality books in Spanish for children and noteworthy books in English about Latinos)
http://www.sandiego.gov/public-library/services/ischoncenter/index.shtml

Mildred L. Batchelder Award (presented to an American publisher for a children's book originally published in a foreign language in a foreign country, and subsequently translated into English and published in the US)
http://www.ala.org/awardsgrants/mildred-l-batchelder-award

National Council for Social Studies trade books for young people
http://www.socialstudies.org/notable

National Science Teachers Association trade books for students K–12
http://www.nsta.org/publications/ostb/ostb2013.aspx

Northern California Book Award (given to Northern California authors)
http://www.nciba.com/book-awards.html

Reading Rockets (education initiative of WETA) Latino and Spanish-Language Favorites
http://www.readingrockets.org/articles/books/c367

University of Toledo Diversity Book Award (chart of book awards for diversity awarded by different organizations)
http://libguides.utoledo.edu/content.php?pid=70654&sid=523405

Young Adult Library Services Association Outstanding Books for the College Bound
http://www.ala.org/yalsa/outstanding-books-college-bound

"Best Books" lists

Alma Flor Ada, Professor Emerita at the University of San Francisco (reading lists for English and Spanish, including supporting book information for teachers)
http://almaflorada.com/

California Readers (yearly list of suggested titles of California authors and illustrators to consider for library purchases)
http://www.prweb.com/releases/2011/11/prweb1021444.htm

Center for the Study of Multicultural Children's Literature
http://www.patmora.com/images/blog-best-multi-2013.pdf

Classic literature from the Cincinnati and Hamilton County Library
http://www.cincinnatilibrary.org/booklists/?id=classics

The Guardian's 100 greatest novels of all time
http://www.theguardian.com/books/2003/oct/12/features.fiction

The Guardian's 100 greatest nonfiction books of all time
http://www.theguardian.com/books/2011/jun/14/100-greatest-non-fiction-books

Isabel Schon International Center for Spanish Books for Youth
http://www.sandiego.gov/public-library/services/ischoncenter/index.shtml

Kirkus Book Reviews
https://www.kirkusreviews.com/

The Modern Library 100 Best Novels
http://www.modernlibrary.com/top-100/100-best-novels/

The Modern Library 100 Best Nonfiction Books
http://www.modernlibrary.com/top-100/100-best-nonfiction/

National Education Association Bilingual Booklist – Lectura Recomendada
http://www.nea.org/grants/bilingual-booklist.html

New York Times best literary biographies
http://www.nytimes.com/ref/books/literary-biographies.html

The Top Ten Essays Since 1950
http://www.publishersweekly.com/pw/by-topic/industry-news/tip-sheet/article/54337-the-top-10-essays-since-1950.html

School Library Journal reviews and best books
http://bookverdict.com/

Washington Post best presidential biographies
http://www.washingtonpost.com/blogs/the-fix/wp/2012/12/05/the-best-of-the-best-presidential-biographies-2/

Poetry Recommendations

The Boston Globe best poetry list
http://www.bostonglobe.com/arts/books/2013/12/28/best-poetry/UZDnx2360CfH1lO1hDX95H/story.html

Children's Literature Council
http://www.childrensliteraturecouncil.org/myra_cohn_livingston_award.htm

Great Poems to Teach
http://www.poets.org/page.php/prmID/86

The Poetry Foundation
http://www.poetryfoundation.org/article/246782?utm_source=twitter&utm_medium=social_media&utm_campaign=general_marketing

Poem Hunter Top 500 poems
http://www.poemhunter.com/p/m/l.asp?p=1&l=top500 (link no longer available)

Poems to Memorize
http://www.poets.org/viewmedia.php/prmMID/17111

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Resources

Common Core State Standards for ELA/Literacy

Academic Language and Literacy (http://jeffzwiers.org)
This site is focused on helping educators accelerate and deepen students' learning of academic language, literacy, and content understandings in all classrooms. The site provides information and tools to help teachers, schools, and parents to build language, literacy, thinking, and content in all students.

Achieve the Core (Student Achievement Partners) (http://www.achievethecore.org/)
The achievethecore.org site provides free, high-quality resources compiled by Student Achievement Partners (developers of the CCSS) for educators implementing the CCSS, including professional learning modules, handouts, presentations, sample lessons, and lesson videos on the foundations of English language arts and literacy across subjects.

America Achieves (http://commoncore.americaachieves.org/)
This Web page offers support to leaders and communities to build high quality educational systems and success for students in careers, college, and citizenship. The support includes disseminating tools for implementing the CCSS, such as lesson plans, videos, and professional development on assessing the quality of resources.

CDE Child Development Division Resources (http://www.cde.ca.gov/sp/cd/re/cddpublications.asp)
This Web page offers information and resources regarding early education, including publications related to the alignment of the Common Core State Standards and the California preschool learning foundations and an implementation guide for transitional kindergarten.

CDE Common Core State Standards Resources (http://www.cde.ca.gov/ci/cc/)
This Web page offers information, download links, and FAQs related to the California Common Core State Standards in English language arts, literacy, and mathematics. In addition, all County Offices of Education have resources on their Web sites to support the implementation of the standards.

CDE CCSS Professional Learning Modules for Educators (http://www.cde.ca.gov/re/cc/ccssplm.asp)
This Web page links to professional learning modules (PLMs) that support educators in delivering curriculum aligned to the CCSS to all pupils. Topics including a general overview of the standards, reading of informational text, writing to inform, argue, and analyze, content literacy in technical subjects, and an overview of the CA English Language Development Standards. These modules are available online at no cost.

CDE English Language Arts (http://www.cde.ca.gov/ci/rl/index.asp)
This Web page is an index to current curriculum frameworks and content standards, instructional materials and resources, and a collection of recommended literature for students in kindergarten through grade twelve.

CDE Reading/Language Arts Professional Development (http://www.cde.ca.gov/pd/ca/rl/)
This Web page offers resources for professional development to improve classroom instruction in reading and language arts. It includes links to the *Parent Handbook for English Language Arts*, the Striving Readers Comprehensive Literacy Program, and outside resources for teaching reading.

California Reading and Literature Project (http://csmp.ucop.edu/crlp)
This project provides professional development programs, resources, and research in language and literacy instruction, including a focus on academic English language development, and links universities with schools and districts in collaborative partnerships.

The California Subject Matter Project (http://csmp.ucop.edu)
The California Subject Matter Project (CSMP) professional development programs support teachers' use of standards and literacy strategies to foster achievement among all students, especially English learners and students with low literacy and content-area knowledge. CSMP programs provide research-based, classroom-tested, and discipline-specific strategies to support student literacy.

California Writing Project (http://csmp.ucop.edu/home/program_list/?projids=28)
The California Writing Project provides professional development programs, resources, and research to improve student writing and learning by improving the teaching of writing.

Common Core en Español (https://commoncore-espanol.sdcoe.net/)
As part of the State Standards Initiative Translation Project, housed at the San Diego County Office of Education, the Common Core en Español is the Spanish version of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

Common Core Standards Matrix for the Nutrition Competencies, Grades K–6 (http://projecteat.acoe.org/sites/default/files/Common%20Core%20Standards%20Matrix%20for%20the%20Nutrition%20Competencies.pdf)
This matrix, used and developed by the Alameda County Office of Education, links all the Nutrition Competencies to the CA CCSS for ELA/Literacy and CCSSM as well as to Science, Physical Education, and Social Studies standards for kindergarten through grade six.

Council of Chief State Officers (CCSSO) (http://www.ccsso.org/Resources.html)
CCSSO is nonpartisan organization of public officials who head departments of elementary and secondary education throughout the nation. CCSSO provides leadership, advocacy, and technical assistance on major education issues, including resources on the implementation of the CCSS.

Edmodo Basal Alignment Project (https://www.edmodo.com/)
The Basal Alignment Project (BAP) builds district capacity to better align existing materials to the CCSS for ELA/Literacy while new materials are being developed and published. School districts, publishers, educator organizations, and others can link to the site or download and adapt materials that can be widely available to teachers and students.

International Education and Resource Network (http://us.iearn.org/projects)
The International Education and Resource Network (iEARN) is a non-profit organization enabling young people worldwide, working in collaboration and dialogue, to make a meaningful contribution to the health and welfare of the planet and its people by engaging in respectful dialogue and collaborative action. The iEARN web site has teacher-designed lessons that link projects to the CCSS and support educators in using technologies to promote student interaction in global project

ILA – ELA Common Core State Standards (https://www.literacyworldwide.org/blog/literacy-daily/2012/10/08/ira-releases-guidance-for-ela-common-core-state-standards)
The International Literacy Association (ILA) offers a variety of tools to help in the process of implementing the CCSS for ELA/Literacy. (ILA was formerly known as the IRA, International Reading Association.)

Linking Language Arts and Nutrition (http://www.californiahealthykids.org/nutrition_languagearts)
This Web page resource was developed by the *Network for a Healthy California* of the California Department of Public Health (*Network*) and the California Healthy Kids Resource Center to support *Network*-funded, student-based programs to provide effective, standards-based language arts and nutrition instruction. Each lesson addresses the CA CCSS in ELA/Literacy and in health education.

NCTE Resources Supporting Students in a Time of Core Standards (http://www.ncte.org/standards/common-core)
This Web page from the National Council of Teachers of English offers books, online learning, journal articles, and lesson plans.

Teaching Channel (https://www.teachingchannel.org)
The Teaching Channel is a video showcase of inspiring and effective teaching practices in schools to improve the outcomes of all students. The video library offers educators a wide range of subjects for grades K–12 and includes information on alignment with the CCSS and ancillary materials for teachers to use in their own classrooms.

TextProject (http://www.textproject.org)
This project aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction. Priorities include creating projects and prototypes for student reading programs, providing teacher support resources and classroom reading activities, and supporting and disseminating related research.

U.S. Department of Education—Lessons in Reading/Language Arts (http://free.ed.gov/english-language-arts/reading/- link no longer available)
This Web page provides a source of lessons and units for teaching reading and language arts.

English Learners

CDE English Language Development Standards (http://www.cde.ca.gov/sp/el/er/eldstandards.asp?print=yes)
This Web page links to the California English Language Development (CA ELD) Standards adopted in November 2012 and the standards implementation plan and resources.

CDE English Learners (http://www.cde.ca.gov/sp/el/)
This Web page provides a set of links to programs and information to improve the language proficiency of English learners and help them meet content standards adopted by the State Board of Education.

CDE State Seal of Biliteracy (http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)
The State Seal of Biliteracy (SSB) provides recognition to high schools students who have demonstrated proficiency in speaking, reading, and writing in one or more languages in addition to English. This Web page offers information and resources for a school district, county office of education, or charter school for the criteria to establish the SSB award. The SSB insignia is affixed to the diploma or transcript of each qualifying student.

Colorín Colorado (http://www.colorincolorado.org/)
A free Web-based service that provides information, activities, and advice for educators and Spanish-speaking families of English language learners.

Council of Chief State School Officers (CCSSO) – State Collaboratives on Assessment and Student Standards (SCASS) – ELLs (http://www.ccsso.org/Resources/Programs/English_Language_Learners_(ELL).html)
The English language learner (ELL) SCASS constitutes the only national, sustained forum among state education agencies, researchers, and policy experts on issues of standards and assessment for English language learners. The ELL SCASS explores issues of policy implementation, particularly focusing on the connection of the standards and assessment system to state policies that affect instruction, curriculum, professional supports, and leadership for ELLs. The ELL SCASS Web page is updated regularly with information about the organization's various foci and activities.

Culturally Responsive Teaching (http://www.alliance.brown.edu)
The Education Alliance, a department at Brown University, promotes educational change to provide all students equitable opportunities to succeed. They advocate for populations whose access to excellent education has been limited or denied. The Education Alliance partners with schools, districts, and state departments of education to apply research findings in developing solutions to educational challenges. They focus on district and school improvement, with special attention to underperformance and issues of equity and diversity, and design and deliver expert services around planning, professional learning, and research and evaluation.

De Orilla a Orilla (From Shore to Shore) (www.orillas.org)
De Orilla a Orilla is an international teacher-researcher project focused on documenting promising classroom practices for intercultural learning over global learning networks. It is an international clearinghouse for establishing long-distance team-teaching partnerships between pairs or groups of teachers forming "partner" classes with a multinational and multilingual focus (including primarily Spanish, English, French, Portuguese, Haitian, and American and French Canadian Sign Languages).

Understanding Language (http://ell.stanford.edu/)
An initiative aimed to heighten educator awareness of the critical role that language plays in the CCSS and the Next Generation Science Standards and seeks to improve academic outcomes for English language learners (ELLs) by drawing attention to critical aspects of instructional practice and by advocating for necessary policy supports at the state and local levels. The initiative team, housed at Stanford University, has developed and presented papers and webinars addressing language and literacy issues, and sets of teaching resources that exemplify high-quality instruction for ELLs.

Literacy in Content Areas

Achieve the Core (Student Achievement Partners) (http://www.achievethecore.org/)
The achievethecore.org site provides free, high-quality resources compiled by Student Achievement Partners (writers of the CCSS) for educators implementing the CCSS, including professional learning modules, handouts, presentations, sample lessons, and lesson videos on the foundations of English language arts and literacy across subjects.

The Arts and the Common Core: A Review of Connections Between the CCSS and the National Arts Standards Conceptual Framework (http://nccas.wikispaces.com/Common+Core+Alignment)
A report released by the College Board, in collaboration with the National Coalition for Core Arts Standards, that details the alignment between the CCSS for ELA and mathematics and the National Core Arts Standards.

Calisphere (http://www.calisphere.universityofcalifornia.edu/)
Calisphere is the University of California's free public gateway to a world of primary sources, including photographs, documents, newspaper pages, political cartoons, works of art, diaries, transcribed oral histories, advertising, and other unique cultural artifacts, revealing the diverse history and culture of California and its role in national and world history. Calisphere's content has been selected from the libraries and museums of the UC campuses, and from a variety of cultural heritage organizations across California.

Guiding Principles for the Arts: Grades K–12 (http://usny.nysed.gov/rttt/docs/guidingprinciples-arts.pdf)
David Coleman, one of the primary authors of the CCSS, elaborates on the relationship between the standards and the arts.

History Blueprint (http://historyblueprint.org/)
This site offers curricula, aligned with both the California Content Standards for History–Social Science and the CCSS for Literacy in History/Social Studies, developed by the History Blueprint Team at the California History–Social Science Project. Lessons combine historical investigation, carefully selected primary sources, activities to strengthen reading and writing, and practice evaluating arguments based on historical evidence.

Los Angeles County Office of Education (LACOE) (http://commoncore.lacoe.edu/documents/preparing_students_civic_education_connections.pdf)
A publication on civics education offered by LACOE, "Preparing Students for College, Career and CITIZENSHIP: A Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects."

Next Generation of Science Standards (NGSS) (http://www.nextgenscience.org/next-generation-science-standards)
New science standards developed through a collaborative, state-led process managed by Achieve, and adopted by the CDE State Board of Education, are arranged across content disciplines and grades. The NGSS is based on the *Framework for K-12 Science Education* developed by the National Research Council. Appendix M in the NGSS demonstrates the connections of the science standards to the CCSS for Literacy in Science and Technical Subjects.

Universal Access

CDE Special Education (http://www.cde.ca.gov/sp/se/)
A Web page with links to information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and nonacademic skills.

Los Angeles Unified School District/Academic English Mastery/Closing the Achievement Gap Branch (http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/217/MEXICAN%20AMERICAN_TEACHER%20GUIDE.PDF)
This link is to the "Teachers Guide to Supporting Mexican American Standard English Learners" produced by the LAUSD Instructional Support Services, Academic English Mastery/Closing the Achievement Gap Branch. The purpose of this guide is to serve as a reference manual for teachers and an introduction to the characteristic linguistic features of Mexican American Language, also referenced as Chicano English.

Multi-Tier System of Supports (http://www.kansasmtss.org/resources.html)
A Multi-Tier System of Supports (MTSS) describes how schools go about providing supports for each child to be successful and the processes and tools teachers use to make decisions. When compared to RtI, MTSS addresses a much broader variety of issues including: the identification of a student with specific learning disabilities under IDEA, an individual student problem solving approach to interventions, and a standard protocol approach to interventions or possibly a school wide approach.

Universal Design for Learning Center (http://www.udlcenter.org/)
The National Center on UDL supports the effective implementation of Universal Design for Learning (UDL) by connecting stakeholders in the field and providing resources and information on relevant topics. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Universal Design for Learning Curriculum Toolkit (http://udl-toolkit.cast.org/)
The Toolkit is an open-source Web application designed to support the creation of interactive, multimedia curricula according to the principles of Universal Design for Learning (UDL). The feature set includes a system of supports and scaffolds based explicitly on the UDL Guidelines that can be customized to any curricular context. Teachers can use the application to track students' progress; see and compare their responses, highlighting, and notes; and provide individual or group feedback.

UCLA Center X (http://centerx.gseis.ucla.edu)
UCLA Center X is dedicated to dramatically changing schooling for underserved students. Center X provides a unique setting where researchers and practitioners collaborate to design and conduct programs that prepare and support K–12 teachers and administrators committed to social justice, instructional excellence, the integration of research and practice, and caring in urban schools. Together, these communities transform public schooling through inquiry and change, by asking questions and solving problems, fueled by passionate resolve and persistent effort.

Instructional Resources

American Printing House for the Blind (http://www.aph.org/)
The American Printing House for the Blind provides materials to help students with vision impairments access curriculum and daily living.

California Commission on Teacher Credentialing (http://www.ctc.ca.gov)
This Web site provides information about credentialing requirements for California teachers. The 2009 California Standards for the Teaching Profession (CSTP) are posted at http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf.

CDE Clearinghouse for Specialized Media and Translations (CSMT) (http://www.cde.ca.gov/re/pn/sm/)
The CSMT (part of the Curriculum Frameworks and Instructional Resources Division) provides materials and information for students needing access to the core curriculum in various formats (e.g., braille, large print).

CDE Instructional Materials Ordering and Distribution System (IMODS) (http://csmt.cde.ca.gov/index.aspx)
Free instructional materials are provided for students with disabilities through the CDE Clearinghouse for Specialized Media and Translations in various formats such as braille, large print, audio, digital talking books, and electronic files.

CDE Instructional Materials Price List (http://www3.cde.ca.gov/impricelist/implsearch.aspx)
The CDE has a searchable list of all state-adopted instructional materials for kindergarten through grade eight. The list is updated with each new adoption of instructional materials, and publishers have the right to submit price increases for existing lists every two years.

CDE Social Content Review (http://www.cde.ca.gov/ci/cr/cf/lc.asp)
This Web page includes a searchable CDE database of supplemental instructional materials that have passed a social content review. Although these materials are not considered state-approved or state-adopted, they have met all of the requirements in the *Education Code* for social content.

California Learning Resource Network (http://www.clrn.org/home/- link no longer available)
The California Learning Resource Network (CLRN) Web site provides information and Web links on electronic, standards-aligned learning resources (e.g., software, videos, DVDs, CD-ROMs) and assessment tools.

California State University Transitional Kindergarten Community (http://teachingcommons.cdl.edu/tk/index.html)
The CSU Transitional Kindergarten Community is a community for CSU faculty and educators across California preparing educators for Transitional Kindergarten programs and involved in the state's Transitional Kindergarten practices and policies. The Community is part of a CSU system-wide project supported by the David and Lucile Packard Foundation. The goals of the project are: (a) to develop developmentally appropriate preparation approaches that equip future Transitional Kindergarten teachers with the expertise needed to teach young children effectively and (b) to share with educators and organizations involved in in-service preparation of current teachers and administrators for Transitional Kindergarten in order to enhance the success of the work of each entity.

Digital Chalkboard (https://www.mydigitalchalkboard.org/) (previously known as Brokers of Expertise)
The Digital Chalkboard supports an online community of California public and district educators to collaborate through group participation and discussions and provides access to educational classroom and administrative resources. Users share instructional practices through links, video, pictures, or documents, allowing other teachers to replicate similar innovations in their classrooms. The Web site hosts the CDE CCSS Professional Development Modules. The system is supported through annual K–12 High Speed Network funds.

National Federation of the Blind (https://nfb.org/)
The National Federation of the Blind provides information about teaching students who are blind.

National Instructional Materials Access Center (http://www.nimac.us/)
The National Instructional Materials Access Center provides digital files in multiple formats including braille files and DAISY files which are accessible by students who are blind.

The Partnership for 21st Century Skills (http://www.p21.org/)
A national organization that advocates 21st century readiness skills for every student and provides tools and resources incorporating the 4Cs into education (critical thinking and problem solving, communication, collaboration, and creativity and innovation).

School Libraries

American Association of School Librarians (ALA) (http://www.ala.org/aasl/)
The ALA provides advocacy resources for librarians and library users. One resource is an annual list of "The Best West Sites for Teaching and Learning" which honors Internet sites that provide enhanced learning and curriculum for school librarians and their teacher collaborations. They also produce the "Best Apps for Teaching and Learning" which honors apps of exceptional value to inquiry based teaching and learning.

CDE School Libraries (http://www.cde.ca.gov/ci/cr/lb/index.asp)
This CDE Web page provides information on California's Model School Library Standards, including an alignment document with the CCSS for ELA, improving school libraries in California, and library funding.

Courses of Study

CDE Career Technical Education Model Curriculum Standards (http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp?print=yes)
This Web page provides information about the CTE Model Curriculum Standards, adopted in January 2013, that are designed to prepare students to be both career- and college-ready.

CDE Elementary School Resources (http://www.cde.ca.gov/ci/gs/em/index.asp)
This Web page includes links to various resources about elementary education in California.

CDE Gifted and Talented Education (GATE) (http://www.cde.ca.gov/sp/gt/gt/)
This Web page provides information about the purpose of the GATE program, requests for applications and application renewal dates, principal apportionment calculations, Advanced Placement, and International Baccalaureate programs.

CDE State Minimum Course Requirements (http://www.cde.ca.gov/ci/gs/hs/hsgrmin.asp)
This Web page lists state-level course requirements for high school graduation in California.

UC Curriculum Integration (UCCI) (http://ucci.ucop.edu/about/index.html)
The UCCI program is dedicated to supporting California high schools as the work to ensure that more students are prepared for success in college and career. The UCCI program focuses on assisting high schools with the development of career technical education courses that also meet UC's criteria for fulfilling the "a–g" subject requirements for admission to UC and the California state universities. This Web page provides links to UC-approved UCCI courses available for any high school in California to teach.

Statewide Accountability

Testing and Accountability Web Page (http://www.cde.ca.gov/ta/)
This Web page provides links to information about various elements of the statewide accountability system, including the CAHSEE, the CAASPP, the STAR program, and statewide interventions.

DataQuest (http://dq.cde.ca.gov/dataquest/)
Dataquest is a resource for state, county, district, and school-level reports. It provides information on a variety of topics, including test scores, enrollment figures, and school staffing.

Federal Accountability

Elementary and Secondary Education Act (http://www.cde.ca.gov/nclb/)
This Web page provides links to state and federal resources about the requirements of the Elementary and Secondary Education Act (The No Child Left Behind Act of 2001).

Title I, Part A (http://www.cde.ca.gov/sp/sw/t1/titleparta.asp)
This Web page provides information about Title I, Part A federal funds and how to meet the educational needs of low-achieving students in California's highest-poverty schools.

Title III (http://www.cde.ca.gov/sp/el/t3/)
This Web page provides information about language instruction for limited-English-proficient and immigrant students.

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Glossary of Selected Terms

African American English (AAE). (AKA African American Vernacular English [AAVE]) A dialect of American English used by many African Americans in certain settings and circumstances. Like other dialects of English, AAE is a regular, systematic language variety that contrasts with other dialects in terms of its grammar, pronunciation, and vocabulary (Center for Applied Linguistics).

alphabetic principle. In alphabetic writing systems, graphemes represent phonemes; in other words, printed letters and letter combinations represent individual sounds of spoken language.

alternative educational programs for English learners (see below).

> **Developmental Bilingual Education (DBE).** Also referred to as *maintenance bilingual education* and *late-exit bilingual education,* is an enrichment form of dual language education that uses English learners' home language and English for literacy and academic instruction throughout the elementary grade levels and, whenever possible, school as well.
>
> **Dual Language Immersion Program.** (AKA two-way bilingual education) Provides integrated language and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. In dual language immersion programs, language learning is integrated with content instruction.
>
> **Transitional Bilingual Education Program.** This program, also sometimes referred to as early-exit bilingual education, provides academic instruction in the ELs home language as they learn English. As students acquire oral English proficiency, the language of academic subjects gradually shifts from the students' home language to English.

automaticity. The ability to recognize a word (or series of words) in text effortlessly and rapidly.

base words. A free morpheme (one that can stand alone in word formation), usually of Anglo-Saxon origin, to which affixes can be added.

blending. To combine individual units of sound (e.g., syllables, onsets and rimes, and phonemes) into a single word or utterance.

Chicana/ Chicano English. An ethnic dialect that children acquire as they acquire English in ethnic social settings during their language acquisition period. Chicana/Chicano English is to be distinguished from the English of second-language learners. Chicana/Chicano English is an independent, systematic, and rule governed language variety that bilingual and/or bidialectal people can and do choose to use, based on the context in which they find themselves. (See chapter 9 on access and equity of this *ELA/ELD Framework* for supporting details and description.)

cognates. Cognates are words in two or more different languages that are the same or similar in sound and/or spelling and that have similar or identical meanings, e.g., *democracy* in English and in Spanish *democracia.*

connecting words and phrases. Connecting words and phrases signal how different parts of a text are linked. In narratives and other text types organized by time or sequences of events, temporal connectives (e.g., *first, next*, *after awhile*, *the next day*) are often used. In text types organized around ideas, such as arguments and explanations, connectives may be used in various ways, such as: to show relationships between ideas (e.g., *on the contrary, for example*); to organize events or sequence ideas (e.g., *previously, until that time, first of all, to conclude*); or to add information (e.g., *in addition, furthermore*). (CA ELD Standards Glossary of Key Terms)

context. Context refers to the environment in which language is used, including disciplinary area, topic, audience, text type, and mode of communication.

contrastive analysis. The Contrastive Analysis Hypothesis posits that by contrasting the features of two languages, the difficulties that a language learner might encounter can be anticipated. (Crystal 2003; Fries 1952)

cross-linguistic transfer. The application of first language skills and knowledge to similar domains in the second language.

culturally responsive teaching. The use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. Culturally and linguistically responsive instruction validates and affirms the home language and culture of students.

Deaf. Individuals who consider themselves members of a cultural and linguistic minority and who use American Sign Language as their primary language.

decodable texts. Reading materials designed to prompt beginning readers to apply their increasing knowledge of phonics and practice full alphabetic decoding to identify words. In decodable texts, 75–80 percent of the words consist solely of previously taught spelling-sound correspondences and the remaining 20–25 percent of the words are previously taught high-frequency irregularly spelled words and story or content words. (Note: In kindergarten and early grade one, some words are temporarily irregular because the spelling-sound correspondences have not yet been taught. Examples are *she*, *me*, and *my*.) What is considered decodable text expands in accordance with new learning.

decoding. A series of strategies used selectively by readers to recognize and read written words. The reader locates cues (e.g., letter-sound correspondences) in a word that reveal enough about it to help in pronouncing it and attaching meaning to it.

Depth of Knowledge (DOK). Depth of Knowledge is the degree of understanding a student needs to respond to an assessment item. Norman Webb describes four DOK progressive levels as recall, skills, strategic thinking, and extended thinking.

designated English language development instruction. A protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build *into and from content instruction* in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

disciplinary literacy. The use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline. (McConachie & Petrosky, 2010)

domain-specific words and phrases. Vocabulary specific to a particular field of study (domain).

encoding. Transferring oral language into written language. Encoding is a process by which students segment sounds of a word (phonemes), translate each phoneme into its corresponding orthographic symbol (letter or letters), and then spell the word. Accurate encoding requires knowledge of predictable sound-symbol correspondences and phonic generalizations (spelling rules).

English Language Mainstream (ELM). A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to English language development instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

English learner/ English language learner. English learner means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child. (*Education Code* [*EC*] Section 306) (See chapter 9 on access and equity of this *ELA/ELD Framework* for further details.)

etymology. The study of the history of words.

evidence. Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

explicit instruction. The intentional design and delivery of information by the teacher to the students. It begins with (1) the teacher's modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher's direction and guidance; and (3) an opportunity for feedback.

expanded learning. Refers to before and after school, summer, and intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning programs should be student-centered, results-driven, include community partners, and complement but not replicate learning activities in the regular school day/year.

expository text. A traditional form of written composition that has as its primary purpose the communication of details, facts, and discipline- or content-specific information.

fluency. The apparently effortless written or spoken expression of ideas; reading fluency consists of accuracy, appropriate rate, and prosody (that is expression, which includes rhythm, phrasing, and intonation); freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.

formative assessment. A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals. (Smarter Balanced Assessment Consortium)

full alphabetic decoding. Utilizing all spelling-sound correspondences in a phonetically regular word (and blending them) to identify the word.

general academic words and phrases. Vocabulary that is found across text types, particularly in written texts that provide more nuanced or sophisticated ways of expressing meaning than everyday language (e.g., devastation, reluctance, significantly, misfortune, specificity); in the CA CCSS for ELA/Literacy, general academic words and phrases are analogous to Tier Two words and phrases.

genre. A term used to classify literary works, such as novel, mystery, historical fiction, biography, short story, or poetry.

gradual release of responsibility. The gradual release of responsibility model of instruction requires a progression from teacher modeling that shifts from the teacher assuming all the responsibility for performing a task to where the students assume responsibility. (Duke and Pearson 2002)

grapheme. The smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be just one letter, such as b, d, f, p, s or several letters, such as ch, sh, th, -ck, ea, -igh.

graphic organizer. A visual representation of facts and concepts from a text and their relationships within an organized frame.

inference. The process of arriving at a conclusion that cannot be derived directly from a text.

informational text. Text that has as its primary purpose the communication of technical information about a specific topic, event, experience, or circumstance. Informational text is typically found in the content areas (e.g., science, history–social science).

integrated English language development. English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

learning center or station. A location within a classroom in which students are presented with instructional materials, specific directions, clearly defined objectives, and opportunities for self-evaluation.

limited English proficient. An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; ii(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual (i) the ability to meet the State's proficient level of achievement on State Assessments described in section 1111 (b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (Elementary and Secondary Education Act [ESEA] Section 9101[25], U.S. Department of Education 2010, 20).

long-term English learner. An English learner who is enrolled in any of grades 6–12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to *EC* Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

metacognitive. Higher order thinking that enables understanding; awareness of one's own knowledge and thinking and ability to understand, control, and manipulate one's own cognitive processes. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

modality. Refers to the degree of ability, necessity, obligation, prohibition, certainty, or possibility of an action or situation. Understanding of modality allows speakers and writers to temper statements, give information about the degree of obligation or certainty of a situation or idea, or express the degree to which we are willing to entertain other possibilities may be considered**.** (CA ELD Standards Glossary of Key Terms)

morpheme. A linguistic unit of relatively stable meaning that cannot be divided into smaller meaningful parts; the smallest meaningful part of a word.

Multi-Tiered System of Supports (MTSS). A framework to provide all students with the best opportunities to succeed academically and behaviorally in school.

newcomer. Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries. (See page 544, Chapter 6, for a more detailed description.)

nominalization. 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. (CA ELD Standards Glossary of Key Terms)

nouns and noun phrases. Nouns and noun phrases represent people, places, things, or ideas. A noun phrase includes a noun (e.g., *ball*) plus its modifiers, including articles (e.g., ***the*** *ball*) and adjectives (e.g., *the* ***blue*** *ball*). (CA ELD Standards Glossary of Key Terms)

onset and rime. Intersyllabic units. The *onset* is the portion of the syllable that precedes the vowel (e.g., in the word *black* the onset is *bl*). The *rime* is the portion of the syllable that contains the vowel sound and consonants that follow (e.g., in the word *black* the rime is *ack*). Although not all syllables or words have an onset, all do have a rime (e.g., the word or syllable *out* is a rime without an onset).

orthography. The written system of a language, including correct spelling, according to established usage.

pedagogy. The science and art of teaching.

phonemes. The smallest units of speech that distinguish one utterance or word from another in a given language (e.g., the /*r*/ in *rug* or the /*b*/ in *bug*).

phonemic awareness. The ability to detect and manipulate the smallest units of sound (i.e., phonemes) in a spoken word.

phonics. A system of teaching reading and spelling that stresses the systematic relationship between symbols and sounds and the application of this knowledge to decoding words.

phonological awareness. A broad skill that includes identifying and manipulating units of oral language, including syllables, onsets and rimes, and phonemes.

plagiarism. Imitating the language or copying the words and/or thoughts of another without crediting the original author.

prewriting. The initial creative and planning stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize a piece of writing.

primary language. The first language a child learns to speak (*EC* Section 52163 [4] [g]). Primary language is a language other than English that is the language the pupil first learned or the language that is spoken in the pupil's home.

print concepts. Insights about the ways in which print works. Basic concepts about print include identification of a book's front and back covers and title page; directionality (knowledge that, in English, readers and writers move from left to right, top to bottom, front to back); spacing (distance used to separate words); recognition of letters and words; connection between spoken and written language; understanding of the function of capitalization and punctuation; sequencing, and locating skills.

print-rich environment. An environment in which students are provided many opportunities to interact with print and an abundance and variety of printed materials are available and accessible. Students have many opportunities to read and be read to.

proficiency level descriptors (PLDs). PLDs provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

> **Emerging.** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
>
> **Expanding.** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
>
> **Bridging.** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

project based learning (PBL). An extended process of inquiry in response to a complex question, problem, or challenge. Projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st century skills (such as collaboration, communication, and critical thinking), and create high-quality, authentic products and presentations.

prosody. The defining feature of expressive reading and combines all of the variables of timing, phrasing, emphasis, and intonation that speakers use to help convey aspects of meaning and to make their speech lively.

reading comprehension. The ability to apprehend meaning from print and understand text. At a literal level, comprehension is the understanding of what an author has explicitly stated or the specific details provided in a text. At a higher-order level, comprehension involves reflective and purposeful understanding and inference making that is thought-intensive, analytic, and interpretive.

rebus. A mode of expressing words and phrases by using pictures of objects whose names resemble those words.

reciprocal teaching. An instructional activity in which students become the teacher in a small group. Teachers model then help students guide group discussions using four strategies: summarizing, questioning, clarifying, and predicting. Reciprocal teaching encourages students to think about their own thought process, to be actively involved, monitor their comprehension as they read, and learn how to ask questions.

register. Refers to variation in the vocabulary, grammar, and discourse of a language to meet the expectations of a particular context. A context can be defined by numerous elements, such as audience, task, purpose, setting, social relationship, and mode of communication (written versus spoken). Specific examples of contextual variables are the nature of the communicative activity (e.g., talking with someone about a movie, persuading someone in a debate, or writing a science report); the nature of the relationship between the language users in the activity (e.g., friend-to-friend, expert-to-learner); the subject matter and topic (e.g., photosynthesis in science, the Civil War in history); and the medium through which a message is conveyed (e.g., a text message versus an essay). (CA ELD Standards Glossary of Key Terms)

revising. A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to editing, a larger-scale activity often associated with the overall content and structure of a text.

Response to Intervention (RtI) (aka RtI^2). Response to intervention, or response to intervention and instruction, integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

root word. A morpheme, usually of Latin origin in English, that cannot stand alone but that is used to form a family of words with related meanings. (Moats, 2000)

scaffolding. Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

schema. A reader's organized knowledge of the world that provides a basis for comprehending, learning, and remembering ideas in stories and texts.

self-monitoring. A metacognitive behavior by which students actively attend to their understanding of text. Self-monitoring includes the conscious effort to use decoding and comprehension strategies when students are aware they are experiencing difficulty.

sentence types.

Declarative – a sentence that makes a statement.

Exclamatory – a sentence that makes a vehement statement or conveys strong or sudden emotion.

Imperative – a sentence that expresses a command or request.

Interrogative – a sentence that asks a question or makes an inquiry.

shades of meaning. Created by using various language resources, including vocabulary, figurative language, phrasing, using dependent clauses to begin sentences in order to emphasize something, etc. For example, vocabulary can be used to evaluate (e.g., Misty was a stubborn horse) or express degree or intensity (e.g., It's very likely that . . . , It was an extremely gloomy room). In addition, phrases and clauses can be used to create nuances or precision and to shape how the message will be interpreted by readers/listeners.

sight vocabulary/ sight words. Words that are read automatically on sight because they are familiar to the reader. They may be words that are taught as wholes because they are irregularly spelled or because the spelling-sound correspondences have not yet been taught. The term also may refer to regularly-spelled words that have been decoded enough times that they are now recognized with little conscious effort (i.e., by sight).

source. A text used largely for informational purposes, as in research.

standard English. The most widely accepted and understood form of expression in English in the United States; used in the CCSS to refer to formal English writing and speaking; the particular focus of Language Standards 1 and 2.

Standard English learners (SELs). Native speakers of English who are ethnic minority students (e.g., African American, Native American, Southeast Asian American, Mexican American, and Native Pacific Islander) and whose mastery of the "standard English language" that is used in schools is limited. SELs use an ethnic-specific dialect of English in their homes and communities and use Standard English in limited ways in those communities. (LeMoine 1999, Okoye-Johnsom 2011)

story grammar. The important elements that typically constitute a story. In general the elements include plot, setting, characters, conflict or problem, attempts or resolution, twist or complication, and theme.

Structured English Immersion (SEI). "Sheltered English " or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. (*EC* Section 306)

structured/ guided practice. A phase of instruction that occurs after the teacher explicitly models, demonstrates, or introduces a skill or strategy. In this phase students practice newly learned skills or strategies under teacher supervision and receive feedback on performance.

summative assessment. Measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready. Accurately describes both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems. Assessments should be valid, reliable, and fair. (Smarter Balanced Assessment Consortium)

syllabication. The division of words into syllables, the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination.

syllable. A unit of speech consisting of one uninterrupted vowel sound which may or may not be flanked by one or more consonants; uttered with a single impulse of the voice.

syntax. The study of the rules and patterns for the formation of grammatical sentences and phrases.

systematic instruction. The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts.

technical subjects. A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music. (CCSS Glossary)

text complexity. The inherent difficulty of a text combined with consideration of reader and task variables; in the CCSS, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

text complexity band. A range of text difficulty corresponding to grade spans within the CCSS; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–College and Career Readiness.

text features. Structural items used to organize content and support comprehension, including print features, graphic aids, information aids, and organization aids. Examples of text features include titles, headings, margin notes, charts, diagrams, hyperlinks, icons, photographs, bold/color print, boxed texts, glossaries, and maps.

textual evidence. See evidence.

Universal Design for Learning (UDL). A set of principles for curriculum development that give all individuals equal opportunities to learn.

verb tenses. Verb tenses (present, past, future, simple, progressive, and perfect) help to convey time relationships, status of completion, or habitualness of an activity or state denoted by the verb (e.g., *she **ran** yesterday; she **runs** every day; she **will run** tomorrow; she **has been running** since she was in college*). (CA ELD Standards Glossary of Key Terms)

word analysis. Refers to the process used to decode words, progressing from decoding of individual letter-sound correspondences, letter combinations, phonics analysis and rules, and syllabication rules to analyzing structural elements (including prefixes, suffixes, and roots). Advanced word-analysis skills include strategies for identifying multisyllabic words.

word recognition. The identification and subsequent translation of the printed word into its corresponding sound, leading to accessing the word's meaning.

writing as a process (or process writing). The process used to create, develop, and complete a piece of writing. Depending on the purpose and audience for a particular piece of writing, students are taught to use the stages of prewriting, drafting, revising, editing, and publishing.

writing types and purposes (text types). Three major types of writing are identified in the CCSS:

Argument/ Opinion.[1] A reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. Students make claims about the worth or meaning of a literary work or words and defend their interpretations or judgments with evidence from text. In grades K–5, the term opinion refers to this developing form of argument.

Informational/ Expository. This writing conveys information accurately and serves one or more closely related purposes: to increase reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Narrative. This writing conveys experience, either real or imaginary, and uses time as its structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.
Works Cited

1 In the CCSS, argument and opinion are the identified writing types. Although the purposes of argumentative and persuasive writings are similar, such as to convince others to support a position or policy, the two types of writings are often motivated by different purposes. Persuasive texts often make claims that are not always substantiated, often appeal to the audience's emotions, and may not take opposing views into account. Argumentative writing is focused on substantiated claims that appeal to logical reasoning and evidence, appeal to the writer's credibility, and present opposing counterclaims or rebuttals.

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