

2895 **Grade 1:** Figure 4.36. Framing Questions for Lesson Planning

| Framing Questions for All Students | Add for English Learners |
|---|---|
| <ul style="list-style-type: none"> • What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks I'll use? • How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills? • What types of supports (such as scaffolding), accommodations, or modifications,* will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction? | <ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes? |
| *Scaffolding, accommodations, and modifications are discussed in Chapters 3 and 9. | |

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2897 **ELA and ELD Vignettes**

2898 The following two vignettes illustrate how a teacher might implement the CA

2899 CCSS for ELA/Literacy and the CA ELD Standards using the framing questions

2900 provided in Figure 4.36. The first vignette for integrated ELA and science instruction

2901 presents a glimpse into an instructional unit and a closer look at a lesson. In the

2902 vignette, the teacher guides her students' thinking about the science concepts

2903 presented in the text, and she provides them with opportunities to discuss the text in

2904 order to make meaning. She focuses on supporting students to identify the main idea of

2905 a section in a text, using textual evidence to support their ideas. She also guides the

2906 students to pay closer attention to the language in the informational text she reads

2907 aloud and to use the language of the text as they express their understandings. The

2908 ELA Vignette is an example of appropriate instruction for all CA classrooms, and
 2909 additional attention is provided for using the CA ELA/Literacy and CA ELD Standards in
 2910 tandem for EL children. The second vignette presents a designated ELD lesson that
 2911 builds into and from the ELA lesson in order to support EL children in their steady
 2912 development of social and academic English.

2913 ***ELA Vignette***

| Vignette 4.5: ELA/Science Instruction in First Grade | |
|--|--|
| Read Alouds with Informational Texts | |
| <p>Background: Ms. Fabian reads aloud informational texts to her students daily during integrated science and ELA instruction. She intentionally selects informational texts rich in content knowledge that are engaging and that provide opportunities for her students to discuss their ideas and develop academic language. Her class of thirty-five first graders consists of fifteen native English speakers and twenty EL children with several primary languages. Most of the EL children began the year at an expanding level of English language proficiency and are conversant in everyday English.</p> | |
| <p>Lesson Context: During integrated science and ELA instruction, Mrs. Fabian is teaching her first graders about bees. Her goal for the end of the unit is for the children to write and illustrate their own informational texts, which will provide descriptions of bees (e.g., their anatomy, habitat, behavior) and also explain how bees pollinate crops and why they are so important to humans. The children actively listen to multiple informational texts on the topic and ask and answer questions about the information they're learning. They've viewed videos and visited websites about bees and pollination, observed (from a distance) bees pollinating flowers in the school garden, and acted out the process of pollination using models of bees and large flowers with "pollen" in them.</p> <p>The class began generating a "bee word wall" with vocabulary - accompanied by illustrations and photographs - from the informational texts and activities in the unit. The words are grouped semantically. For example, the words describing the bee's anatomy (head, thorax, abdomen, proboscis) are presented as labels for an illustration of a bee. The class continues to add terms as they progress through the unit. Mrs. Fabian strategically "code switches" between English and Spanish to scaffold understanding for her Spanish-speaking EL students and uses words in the primary language of her other EL students as often as she can.</p> | |
| <p>Lesson Excerpts: In today's lesson, Mrs. Fabian will be modeling for her students how to read a section of the informational text closely, and she'll guide them to discuss the content of the text using domain-specific vocabulary from the text. Her goal is not for students to know every single fact from the passage but, rather, to focus their attention on what's most important and to think about how the author presented ideas. Her learning target and the clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for the lesson are the following:</p> | |
| <p>Learning Target: The students will identify the main topic of an informational text they listen to, using good reasons and evidence to support their ideas.</p> | |
| <p>Primary CA CCSS for ELA/Literacy Addressed: <i>RI.1.2 - Identify the main topic and retell key details of a text; RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text; RI.1.7 - Use the illustrations and details in a text to describe its key ideas; W.1.7 - Participate in shared research and writing projects ... ; SL.1.1 - Participate in collaborative conversations with diverse partners; SL.1.2 - Ask and answer questions about key details in a text read aloud ... ; L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts...</i></p> | |
| <p>Primary CA ELD Standards Addressed (Expanding level shown): <i>ELD.PI.1 - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.5 - Demonstrate active listening to read-alouds and</i></p> | |

oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support; ELD.PI.11 - Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content); ELD.PI.12b - Use a growing number of general academic and domain-specific words ...

Mrs. Fabian begins by *briefly* activating the students' background knowledge about bees and previewing the passage they'll be reading closely.

Mrs. Fabian: Children, we've been learning a lot about bees lately. I'm going to give you one minute to take turns sharing with your partner at least three things you know about bees. If both of you are done sharing before the minute is up, you can share even more things.

The children quickly turn to their partners and share their ideas animatedly, using the "bee word wall" as a reference. Mrs. Fabian observes them to determine which ideas students are expressing and how they are expressing them.

Mrs. Fabian: Wow! I can tell you already know a lot about bees. Today, we are going to learn something new. We are going reread a couple of pages in one book we've been reading, "The Honeymakers" by Gail Gibbons. As you listen, I'd like for you to think about what this part is *mostly* about. (Reading from a passage mid-way through the book) "At each flower the forager bee collects nectar with her proboscis. She stores the nectar in a special part of her body called the crop, or honey stomach. This stomach is separate from her other stomach" (Gibbons, p. 14).

As Mrs. Fabian reads these first three sentences in the passage she's focusing on, she points to the illustrations depicting some of the domain specific vocabulary (*proboscis*, *crop*). She briefly explains other vocabulary (e.g., *nectar*, or the sweet juice inside the flower) to make sure all students understand the text. While the children are familiar with this content as they've been learning about it in science, the language is still quite new for them. After she's read the third sentence, she stops and asks the children a question.

Mrs. Fabian: The author is giving us a lot of information here. What do you think this part of the book is *mostly* about? Think for a moment (pauses for several seconds). When you share your idea, use this sentence frame: This part is *mostly* about . Let's say that together.

After the children say the open sentence frame chorally with Mrs. Fabian, they use it to share their ideas, while Mrs. Fabian listens carefully. She notices that one of her EL students, Chue has a good grasp on the main idea, and he's shared with his partner some evidence from the text to support his idea. A few other students are sharing their ideas but are still not quite sure about what the main idea from the passage is.

Mrs. Fabian: Chue, can you tell me what you shared with your partner?

Chue: I share that the part is *mostly* about the bees when they get nectar.

Mrs. Fabian: Can you explain why you think that? What happened in this part that makes you think that?

Chue: Because it talking about how the forager bee get nectar from the flower with the proboscis and then it put it in it stomach.

Mrs. Fabian: That's good evidence that tells me that this part is mostly about the forager bees collecting nectar. Children, listen carefully as I reread that part so we can make sure we're getting the main idea (rereads the passage). Thumbs up or down everyone if you agree that this part is mostly about the bees collecting nectar.

Mrs. Fabian writes "bees collecting nectar" on the chart next to her. As she reads the next part of the passage, she again uses the illustrations to point out some of the words that are depicted in them (pollen, pollen basket) and she acts out some of the bee behavior the passage describes (e.g., collect). The information in this part of the passage is relatively new for the children, and Mrs. Fabian asks another question to promote their understanding of the passage and to model how to read a text more closely.

Mrs. Fabian: “As she goes from flower to flower she comes in contact with a yellow powder called pollen. Some of the pollen is collected in little ‘baskets’ formed by the special hairs on her hind legs. As the forager bee collects nectar, she carries pollen from flower to flower. This process is called pollination.” And down here, in this corner, it says, “This makes seeds to grow new plants” (Gibbons, pp.14-15). Now, here’s some pretty new information for us. This might be a little trickier than the last one we did, but what do you think this part of the book is *mostly* about? And why do you think that? Think about the details.

Mrs. Fabian places the open book under the document reader so the children can refer to the illustrations and text as they discuss their ideas in partners. As she listens to her students, she observes that most of them say that the part is mostly about pollen, and some students are saying it’s about “baskets,” or “seeds.” The children point to the illustrations as they discuss their understandings.

Mrs. Fabian: Inés, what do you think?

Inés: I think it’s mostly about the pollen.

Mrs. Fabian: And can you explain more? Why do you think it’s mostly about pollen?

Inés: Because it says that the bee gets pollen on its legs and then it goes to the flowers.

Mrs. Fabian: Okay, let’s read that again. (Rereads the part.)

Inés: I think maybe it’s about pollination?

Mrs. Fabian: That’s a big word, isn’t it? Let’s all say that word together.

Children: (Chorally with Mrs. Fabian) Pollination.

Mrs. Fabian: And what makes you think that, Inés?

Inés: (Shrugging.)

Mrs. Fabian: Can someone add on to what Inés said? Brandon?

Brandon: It said that the bees get the pollen on their legs and then it goes to the flower. (Pauses.)

Mrs. Fabian: And then what happens?

Brandon: And then it’s called pollination. It makes seeds so the plants grow.

Mrs. Fabian: Oh, so what you’re all saying is that the bee gets pollen on its legs, in its pollen baskets, and when it goes from flower to flower, it gets pollen on the other flowers. And that’s what makes the flowers make seeds so they can grow plants. And that’s called the *process* of pollination.

Chue: We did that. When we had the flowers and the yellow powder – the pollen.

Mrs. Fabian: Yes, that’s right, you acted out the process of pollination. Let’s reread this part just to make sure we have the main idea right (rereads). Okay, so thumbs up or down if you think this part is mostly about the process of pollination.

Mrs. Fabian writes “the process of pollination” under “the bee collecting nectar.” Rereading the passage again, she guides the students to tell her how she should label a drawing she’s prepared in advance, which illustrates bee pollination (a bee going from flower to flower). Later, she’ll post the diagram on the “bee word wall.” To wrap up the lesson, Mrs. Fabian models making an inference and guides the children to think a little more deeply about the text.

Mrs. Fabian: Hmm. I’m noticing something interesting here. First the author told us about the *bee collecting nectar*, and then she told us about the *process of pollination*. I wonder why she put these two ideas in the same passage. Why do you think she did that? (Pauses to let the children refer to the illustrations and text as they think about the question.)

Mrs. Fabian: Share what you were thinking with your partner (listens to the children share). Solange and Carlos, what did the two of you share with one another?

Solange: Maybe they get the nectar and the pollen at the same time when they go to the flower?

Carlos: And then they carry the pollen on their legs to another flower. And they get more

nectar and more pollen, and then they keep doing that.

Mrs. Fabian: (Nodding.) I'm thinking that, too. I'm thinking that the author wanted to show that the bees are getting pollen on their legs from all those flowers *while* they're collecting nectar, and that's why she's telling us these two things at the same time. They are happening at the same time, and that's how the pollen travels from one flower to another. What was that big word we learned?

Children: Pollination!

To wrap up the lesson, Mrs. Fabian asks the students to continue to be good scientists when they observe what's happening around them and to notice what's happening – from a distance - when they see a bee outside of school, in a video, or in a book. She asks them to make connections to the text she read to them and to what they are learning in science instruction and to ask themselves questions: Does the bee have *pollen* in its pollen baskets? Is the pollen getting on the flowers? Is the bee getting the *nectar* with its *proboscis*?

Teacher Reflection and Next Steps:

Over the course of the unit, Mrs. Fabian observes her students carefully. She's particularly interested to see if the children are understanding the science concepts they are learning about and if they are using new vocabulary and grammatical structures in their discussions and in writing. For the culminating project, student-written informational texts about bees, Mrs. Fabian provides a writing template that prompts the children to express their understandings, using the new language they've developed.

| All About Bees, by _____ | | |
|--------------------------|--------------------|------------------------|
| p. 1 Introduction | p. 4 Bee jobs | p. 7 Pollination |
| p. 2 Bee anatomy | p. 5 Metamorphosis | p. 8 Bee dances |
| p. 3 The beehive | p. 6 Honey | p. 9 Interesting facts |

As they write their texts, the children refer to the “bee word wall,” charts and sentence frames posted throughout the room (from their conversations about bees), and numerous informational texts on the topic, which Mrs. Fabian has placed on their tables and in the classroom library. Once finished, each child reads their book to the class in the “Author’s Chair,” and the books are placed in the classroom library corner to be read over and over again.

But what about...? One student, Maryam, has just arrived to the U.S. from Somalia and is at the early emerging level of English language proficiency. Mrs. Fabian watches Maryam carefully, and she assigns her a “buddy,” Tanaad, another first grader who speaks Somali and is a good class helper. Maryam sits next to Tanaad during partner talk and at first listens as Tanaad and his partner discuss the science content. Mrs. Fabian models for Maryam and prompts her to use some simple words and phrases (e.g., *yes, no, what's that?, I don't know, I think X.*) so that she can contribute her ideas to conversations. Maryam is expected to participate in class chants, poems, and songs about bees and pollination, even if she is only able to say a few words at first. At first, she's a little shy, but very soon, she participates enthusiastically in these group language activities because it's fun.

Mrs. Fabian encourages the class to make Maryam feel welcome and successful in her English language development, and her peers encourage her to participate in the activities with them. Before long, Maryam is chatting on the playground and in the classroom using everyday English. With encouragement from Mrs. Fabian and her classmates she begins to participate more in discussions about texts and content. In addition to social English, she is learning the academic English in the bee unit alongside the other children, labeling her drawings with words related to pollination (*pollen, bee, fly*) and using more and more of the words in her spoken interaction with others.

Lesson adapted from Heisey and Kucan (2010), Shanahan, et. al (2010), Spycher, P. (2009); Yopp and Yopp (2012).

Text excerpts are from Gail Gibbons (1997). *The Honeymakers*. New York, NY: Harper Collins.

Resources:

Websites:

Readwritethink has [lesson ideas](http://www.readwritethink.org) for teaching students to read informational texts (www.readwritethink.org).

Readingrockets has ideas for [using informational texts](http://www.readingrockets.org) (www.readingrockets.org).

Recommended reading:

Heisey, N., and Kucan, L. 2010. [Introducing Science Concepts to Primary Students Through Read-Alouds: Interactions and Multiple Texts Make the Difference](#). *The Reading Teacher* 63 (8): 666–676.

2914

2915 ***Designated ELD Vignette***

2916 The example in the ELA vignette above illustrates good teaching for all students

2917 with a particular focus on the needs of EL children and children with special needs. In

2918 addition to good first teaching, EL children benefit from intentional and purposeful

2919 designated ELD instruction, which the following vignette illustrates.

2920

Vignette 4.6 Designated ELD Instruction in First Grade

Unpacking Sentences

Background: During an integrated ELA and science unit on bees, Mrs. Fabian observes all of her students carefully as they discuss the science concepts and use new language (see Vignette 4.5 above). She finds that some of her EL students at the Expanding level of English language proficiency are having difficulty describing and explaining their ideas using domain-specific and general academic vocabulary and complex sentences. This makes it difficult for them to convey their understandings of the content she is teaching them, and she suspects that if they if they're not understanding the language in the texts, they may not be fully understanding the science concepts.

Lesson Context: Mrs. Fabian meets with her first grade team and asks for their ideas in addressing her EL students' language learning needs. The other teachers on the team share that they've had similar challenges, and they decide to work together to plan a series of designated ELD lessons, differentiated by English language proficiency levels, to address their students' language learning needs. The team begins by analyzing the informational science texts they are using for a) the language that is critical for students to understand the science content and b) language that they would like for their students to produce orally and in writing. Some of this language is domain-specific vocabulary, which the teachers decide to address daily in both integrated ELA/science and in designated ELD. In addition to vocabulary, the team also notices that many of the sentences in the informational texts for instruction are densely packed with information, and they determine that rather than simplifying the language for their EL students, they should delve into the language so that their EL students can begin to understand it better. They refer to the CA ELD Standards to see what types of vocabulary and grammatical structures their EL children at the Expanding level should be able to use, and they incorporate this guidance into their planning. They decide to show their students how to "unpack" some of the densely packed sentences in the science texts they are using. They learned this technique in a professional learning seminar provided by their district, and they've adapted it to meet their students' needs. The write the procedure they will use so that they can refine it after they see how it works.

Unpacking Sentences

1. Start with a text you are already using.
2. Identify sentences students find challenging to understand.
3. Focus on meaning: Show students how to unpack the meanings in the sentence by writing a list of simple sentences below it that express the meanings of the sentence.
4. Focus on form: Show students important features of the sentence (for example, how conjunctions are used to connect two ideas in a complex sentence, how propositional phrases are used to add details, vocabulary).
5. Guided practice: Guide the students to help you with steps 3 and 4.
6. Keep it simple: Focus on one or two things and use some everyday language examples, as well as examples from the complex texts.

(Adapted from Christie, 2005; Derewianka, 2012; Wong Fillmore, 2013)

In today's lesson, Mrs. Fabian will introduce the "sentence unpacking" technique in order to model how to read/listen to their texts more closely. The learning targets and cluster of CA ELD Standards Mrs. Fabian focuses on are the following:

Learning Target: The students will discuss how to join two ideas to show when things are happening.

Primary CA ELD Standards Addressed (Expanding level shown): ELD.PI.1 - *Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.7 - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support; ELD.PII.6 - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.), in shared language activities guided by the teacher and with increasing independence.*

Lesson Excerpts: During designated ELD time, Mrs. Fabian tells her students that in the science books she reads to them, there is often a lot of information packed tightly into the sentences, so she is going to show them some ways to "unpack" the sentences so they can understand the meaning better. She shows her students a tightly packed suitcase.

Mrs. Fabian: Sometimes, it is hard to see what all the things are inside the suitcase when it is all packed in tightly like that. (Pulling out some of the things that are packed inside - a shirt, a pair of pants, some books and shoes. When we *unpack* the suitcase, we can see all the different things that are in there. Some sentences are similar to the suitcase. Sometimes it is hard to see all the different things that are inside of a sentence, but when we *unpack* it, we can see the different meanings in it.

Mrs. Fabian reads a passage from one of the informational texts about bees that she has previously read and discussed with the whole class. She follows the procedure her team has decided to use in order to show the students how to "unpack" densely packed sentences for their meanings.

Mrs. Fabian: Children, today we're going to be looking closely at a couple sentences we've seen in the books we've been reading about bees. Here's the first sentence.

She shows the children a sentence from the book "The Honeymakers" by Gail Gibbons, which is written on a sentence strip and placed in the pocket chart.

"As the forager bee collects nectar, she carries pollen from flower to flower" (Gibbons, p. 15)

Mrs. Fabian: I'm going to model for you how I unpack sentences that have a lot of information in them. (Points the sentence and reads it slowly.) Hmm. It seems like this

sentence is mostly about a bee because the bee is doing some different things.

As Mrs. Fabian models unpacking the sentence through thinking aloud, she pulls shorter sentence strips from behind the original sentence and places them in the rows below, thereby visually “unpacking” the meaning of the sentence in front of the students. She reads each sentence as she places it in the pocket chart.

There’s a forager bee.
The bee collects nectar.
The bee has pollen on its legs.
The bee carries the pollen to many flowers.

Mrs. Fabian: That’s how I unpack all the ideas in the sentence, but really there are two big ideas. The first is that the bee is collecting nectar, and the second is that the bee is carrying pollen to the flowers. But these ideas are connected in a special way. There’s a really important word in the sentence that’s connecting the ideas. The word “as” at the beginning of the sentence tells me that the two ideas are happening at the same time.

Mrs. Fabian pulls out another sentence strip and places it under the sentences.

As = At the same time

She has the children read with her chorally the original sentence, the “unpacked” sentences, and the sentence with the word “as” on it. She models unpacking another sentence and follows the procedure of thinking aloud as she pulls the shorter sentences from the pocket chart.

While a worker bee crawls around an apple blossom, the bee is dusted with pollen.

There’s a worker bee.
There’s an apple blossom.
The bee crawls around an apple blossom.
There’s pollen.
The bee gets pollen on its body.
The pollen is like dust.

Mrs. Fabian: Hmm. Here, it says that something *will be transferred* to another blossom. I think the thing that’s being transferred, or moved, is pollen, which comes right before that word “which.” But something or someone is transferring, or moving, the pollen from one place to another. I think that *the bee* will transfer, or move, pollen from one flower to another flower. So that’s why I wrote that the bee *transfer* the pollen to another flower. Sometimes that’s hard to figure out, but if you unpack the sentence, it’s easier to understand the meanings in it. Let’s read the original sentence and the unpacked sentences together.

Children: (Reading the sentences chorally.)

Mrs. Fabian: Did anyone notice that there’s another special word at the beginning of the sentence that tells us *when* something is happening?

Carla: While?

Mrs. Fabian: Yes, the word “while” is like the word “as.” It tells us that two or more things are happening at the same time. The words “while” and “as” are important for showing how the two ideas are connected.

Mrs. Fabian pulls out another sentence strip and places it below the others.

While = At the same time

Mrs. Fabian: Let's read the original sentence together again, and then see if you and your partner can tell me what two things are happening at the same time.

Mrs. Fabian guides her students in unpacking other sentences from the texts they're using in integrated ELA and science. Each sentence is a complex sentence containing the subordinate conjunctions "as" or "while." She writes each sentence on the chart paper, reads them with the students, and guides them to tell her what is happening in the sentence so that she can write the unpacked, or simpler sentences, the students tell her on the chart paper. During this process, there is a lot of discussion about the meaning of the original sentence, and she explicitly draws their attention to the way the two ideas are connected using the words "as" and "while."

Mrs. Fabian: When you connect your ideas using the words "while" and "as," it doesn't matter which idea you put first. For example, I can say, "While you watched me, I wrote a sentence." Or, I can say, "I wrote a sentence while you watched me." I can say, "While I washed the dishes, I sang a song." Or, I can say, "I sang a song, while I washed the dishes." We're going to play a little game connecting ideas.

She hands the children sets of pictures where two things are happening simultaneously (e.g., children are playing on a playground while their parents watch them, a bee sucking nectar from a flower while it collects pollen on its legs), and she writes the words "while" and "as" at the top of a piece of chart paper. She asks the students work in pairs and form sentences with two ideas connected with the word "while" or "as," and she listens to them as they combine their ideas so that she can correct any misunderstandings right away. After the children have constructed multiple sentences in partners, she asks them to tell her some of them, and she writes them on the "while" and "as" chart.

Mrs. Fabian: Who can tell me why we might want to use the words "while" or "as?"

Thao: They help us put two ideas together.

Mrs. Fabian: Yes, they do. Can you say more?

Thao: (Thinking.) They make the two ideas happen at the same time?

Mrs. Fabian: Yes, that's right. The words "while" and "as" let us know that two ideas are happening at the same time. Today we unpacked sentences to find out what all the meanings are, and we looked especially closely at how the words "while" and "as" are used to connect ideas. From now on, I want you to be good language detectives. A good language detective is always thinking about how to unpack sentences to understand the meaning better. And a good language detective is someone who is always thinking about how words are used to make meaning. Who thinks they can be a good language detective?

Children: (Chorally). Me!

Teacher Reflection and Next Steps:

During designated ELD time for the rest of the science unit, Mrs. Fabian occasionally and at strategic times works with her students to unpack sentences in other science texts she is using, focusing on other aspects of the sentences that make them dense (e.g., long noun phrases, prepositional phrases). During the rest of the day, Mrs. Fabian observes her EL children to see if they are using the new language resources she's teaching them in their speaking and writing. She uses a rubric based on the CA ELD Standards to see how individual students are progressing with their use of particular language resources (e.g., vocabulary, grammatical structures, text organization). She encourages them to use the new language by prompting them with questions like, *How can you combine those two ideas to show they're happening at the same time?* The children do not always produce perfect sentences, and Mrs. Fabian chooses her corrective feedback carefully since she knows that the children are experimenting with language, practicing the grammatical structures that they will continue to learn as the unit progresses.

Lesson adapted from Christie, 2005; Derewianka and Jones; 2012; and Schleppegrell 2009.

Resources

Websites:

- The Council of the Great City Schools provides a [Classroom Example of Teaching Complex Text: Butterfly](#).

Recommended reading:

Read this article at the Reading Rockets website to see a framework for students' information report writing development in the elementary grades:

Donovan, C. A. and Smolkin, L. B. 2011. [Supporting Informational Writing in the Elementary Grades](#). *The Reading Teacher* 64: 406–416.

2921

2922 **Conclusion**

2923 The information and ideas in this grade-level section are provided to guide
2924 teachers in their instructional planning. Recognizing California's richly diverse student
2925 population is critical for instructional and program planning and delivery. Teachers are
2926 responsible for educating a variety of learners, including **advanced learners, students
2927 with disabilities, ELs at different English language proficiency levels, Standard
2928 English learners**, and other **culturally and linguistically diverse learners**, as well as
2929 **students experiencing difficulties** with one or another of the themes presented in this
2930 chapter (meaning making, effective expression, language development, content
2931 knowledge, and foundational skills).

2932 It is beyond the scope of a curriculum framework to provide guidance on meeting
2933 the learning needs of every student because each student comes to teachers with
2934 unique needs, histories, and circumstances. Teachers must know their students well
2935 through appropriate assessment practices and other methods, including communication
2936 with families, in order to design effective instruction for them. They need to adapt and
2937 refine instruction as appropriate for individual learners. For example, a teacher might
2938 anticipate before a lesson is taught--or observe during a lesson-- that a student or a
2939 group of students will need some additional or more intensive instruction in a particular
2940 area. Based on this evaluation of student needs, the teacher might provide individual or
2941 small group instruction, adapt the main lesson, or collaborate with a colleague. (See
2942 Figure 4.37.) Information about meeting the needs of diverse learners, scaffolding, and
2943 modifying or adapting instruction is provided in Chapters 3 and 9.

2944 First grade children have flung open the doors of literacy and become newly
2945 powerful in navigating their way with words, sentences, books, and texts of all types.

2946 They have just begun to glimpse where this road can take them. May they find paths
2947 that fill their imaginations with wonder and their minds with grand plans for the future.

2948

2949 Figure 4.37. Collaboration

Collaboration: A Necessity

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

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