Grade 3: Figure 5.31. Framing Questions for Lesson Planning

G.3 Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks 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 scaffolding, accommodations, or modifications* will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?
*Scaffolding, accommodations, and modifications are discussed in Chapters 3 and 9.	

ELA Vignette

The following two vignettes illustrate how a teacher might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and considerations for close reading provided above. The first vignette presents a glimpse into an instructional unit and a closer look at a reading lesson during integrated ELA and science instruction. In this vignette, the focus of instruction is *collaborative summarizing*, which supports students' ability to read their informational texts more closely. While "summarizing the text" is a fourth grade CA CCSS for ELA/Literacy standard (RI.4.2), third grade students can learn to summarize smaller chunks of text (e.g., 1-2 paragraphs). This supports them to identify key details and words in the passage that help them to determine the main idea of the passage, or what the passage is mostly about, which is an important reading comprehension skill.

1907 The integrated ELA/science vignette is an example of appropriate instruction for
1908 all CA classrooms, and additional attention is provided for using the CA ELA/Literacy
1909 and CA ELD Standards in tandem for EL children. The second vignette presents a
1910 designated ELD lesson that builds into and from the integrated ELA/science lesson in
1911 order to support EL students in their steady development of academic English. This
1912 vignette focuses on closer analysis of the language of the texts students are reading in
1913 ELA/science.
1914

Vignette 5.3 Integrated ELA and Science Instruction in Grade Three: Collaborative Summarizing with Informational Texts

Background: In science, Mr. Franklin has been teaching his third graders about plants. He's been reading aloud and teaching his students to read complex literary and informational texts on the topic in both science and ELA. His class of thirty-three students is quite diverse with three quarters of the class comprised of culturally and linguistically diverse students. Fifteen of his students are ELs with several different home languages. Most of Mr. Franklin's EL students have been at the school since Kindergarten and most are at an early Bridging level of English language proficiency in most areas. A few of his ELs are at the expanding level of English language proficiency. Five of Mr. Franklin's students have been identified as having mild learning disabilities. Because of the diversity of needs in his classroom, Mr. Franklin looks for teaching approaches that will meet many of the learning needs of most of his students.
Lesson Context: Mr. Franklin and his third grade teaching team meet weekly to plan lessons, discuss student work and assessment results, and read articles to refine their practice. Lately, Mr. Franklin and his colleagues have noticed that when their students approach complex informational texts, many of them give up as soon as the language in the texts starts to become challenging. They work together to plan some lessons focusing intensively on teaching their students how to read complex informational texts closely. Using the resources in their staff professional library, they decide to teach their students a comprehension strategy called "collaborative summarizing." They plan a series of lessons to teach the process of the strategy incrementally over the next week and, if the strategy seems useful, they plan to incorporate it into their instruction two to three times per week, as recommended in the resources they find. They agree to check back with one another the following week to compare their observation notes on how their students responded to the instruction. Based on his collaborative planning with his colleagues, the learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards for Mr. Franklin's lesson the next day are the following:

Learning Target: The students will collaboratively summarize the main idea of short chunks of text, using key words and details.

Primary CA CCSS for ELA/Literacy Addressed:
RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea; SL.3.1 - Engage effectively in a range of collaborative discussions … ;
Primary CA ELD Standards Addressed (Expanding level shown):
ELD.PI.3.1 - Contribute to class, group, and partner discussions … ; ELD.PI.3.6 - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail … with moderate support; ELD.PI.10b - Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers; ELD.PII.3.7 - Condense clauses in a growing number of ways … to create precise and detailed sentences.

Lesson Excerpt: During ELA instruction the following day, Mr. Franklin introduces "collaborative summarizing" and explains to his students how to use it. He tells them he knows that sometimes, the

informational texts they read can feel challenging, but that this strategy will give them a way of understanding the texts better.

> Mr. Franklin: When I'm reading a tough informational text, every once in awhile, I have to stop and *summarize* what I just read to make sure I'm understanding the text. When you *summarize* what you've been reading, you put it into your own words. It's what the section is mostly about. It helps you figure out the main idea of the text. That's a really powerful comprehension strategy that you can use to understand the texts you're reading as you read on your own. Today, we're going to practice using this strategy. You like reading with a partner right? Well, today, you're going to get to read a short part of a text on *plants* with a partner, and you're going to work together to *summarize* it.

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

Collaborative Summarizing Process
Step 1: Find who or what is most important in the section. Step 2: Find out what the "who" or "what" are doing. Step 3: Use the most important words to summarize the section in 15 words or fewer. (It can be more than one sentence.)

Using a document reader to project the text for the students, Mr. Franklin first models, by thinking aloud, how to apply the strategy with the first section (two paragraphs) of a text on plants, one that the class has already read. He reads the paragraphs once as the students read chorally with him. Then, he goes back into the paragraph and models how to do step one. He circles the words that tell "who" or "what" is most important in the paragraphs, talking through the process as he does so that students know what he is thinking. He then models step two. Once he has his words circled, he models how to put them together to create a concise summary of the passage. He writes out multiple versions of the short sentence, crossing out words here and adding other words there, thinking aloud all the while, until he settles on a sentence he's satisfied with. Then, he rereads the paragraph to make sure his fifteen-word summary is accurate.

After he models once, he repeats the process with the next passage, and this time, he invites the students to tell him which words to circle. Once he's guided the students through steps one and two, he asks the students to work in partners to create a collaborative summary, using the words. He walks around the room to observe students and gauge how they are taking up the strategy as they create their summaries. The passage the students summarize together is provided below.

What is Photosynthesis?

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

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

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

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

Rafael: And air, they need air, too. So, we could say, "Plants make their own food, and they need carbon dioxide, water, light, and then they make their food with it, and it's called photosynthesis." Wait, that's too many words.
Melanie: Yeah, and I think … I think the carbon dioxide … Isn't that a chemical that's *in* the air? So maybe we don't need to use the word "air."
Rafael: (Rereading the text with Melanie). Yeah, you're right. Okay, so let's cross out "air." What about "chloroplasts?" What are those again?

Melanie and Rafael reread the passage multiple times as they construct their summary, making sure that the words they're using are absolutely essential. When they construct their summary, they discuss to put the words together - in as few words as possible - so that it conveys the core meanings of the passage.

Rafael: Okay, so we could say, "Plants make their own food, and they use carbon dioxide, water, and light to do it. The chloroplasts in the leaves turn all that into sugar, and it's food. It's photosynthesis."
Melanie: That's way too many words. Maybe we can combine some of the ideas. How about, "Plants make their own food with the chloroplasts in their leaves …"
Rafael: In their cells. Here, it says that the chloroplasts are in their cells.
Melanie: Yeah, in their cells. So we could say that, and then say that they use the chloroplasts to make the food, right? They use it to make sugar and oxygen, and the sugar turns into food.
Rafael: Yeah, but I think that's still going to be too many words. How about … (Looks at the second sentence in the text.) Here! Here is says "Photosynthesis is ..." How about if we start with that?
Melanie: "Photosynthesis is when plants make their own food using carbon dioxide, water, and light." That's fourteen words!
Rafael: Do we need "chloroplasts?"
Melanie: I think this is what the passage is mostly about.
Rafael: Me, too.

Mr. Franklin checks the summary statements of each set of partners and provides support to those who need it. Students who finish are able to move to the next section and repeat the process. Once the allotted time for the task is up, Mr. Franklin asks the partners to share with another set of partners and compare notes. Then, he asks for volunteers to share their summary with the whole class. Mr. Franklin sees that some of his students are still not quite understanding the process, so he as the rest of the class works on the next section, he pulls these students to his teaching table to provide additional modeling and guided practice to make sure they completely comfortable with the strategy.

Teacher Reflection and Next Steps: Over the next several days, the students practice using "collaborative summarizing" as they read sections of their science informational texts. The following week, Mr. Franklin will introduce another layer of the strategy, which is for the students to work in groups of four. In order to ensure equitable participation in the task, he'll teach them to assume designated roles, which will be posted in the room on a chart for students to refer to. The students will take turns assuming different roles each time they engage in the task.

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

The following week during collaborative planning time, Mr. Franklin debriefs with his team. The teachers note how impressed they are with how much the students are discussing about the *content* of the passages by focusing on the *language* they'll use to summarize them. Mr. Franklin shares that a few of his students are still not quite understanding the strategy, even after his modeling and guided practice, so the teachers decide to model for each of their classes how to engage in the task. They think their

students will enjoy watching their teachers pretend to be third graders. This type of modeling will help reinforce the strategy for all students, and it may be the right type of scaffolding for the students who still find the strategy challenging.
Lesson adapted from Klingner, Vaughn, and Schumm (1998); Shanahan et al. (2010)

Resources
Web Sites:

- Readingrockets.org has ideas for Using Collaborative Strategic Reading (readingrockets.org).
- CSR Colorado provides resources for using Collaborative Strategic Reading.

Recommended Reading:
Janette Kettmann Klingner, Sharon Vaughn and Jeanne Shay Schumm (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The Elementary School Journal* 99 (1): 3-22.

Designated ELD Vignette

The example in Vignette 5.3 illustrates good teaching for all students. In addition to good first teaching with integrated ELD, EL children benefit from intentional and purposeful designated ELD instruction that stems from and builds into content instruction. The following vignette illustrates and example of how designated ELD can build from and into content instruction.

Vignette 5.4 Designated ELD Instruction in Grade Three:
Complex Sentences in Science Texts

Background: Mr. Franklin has noticed that some of his EL students at the Expanding level of English language proficiency experience challenges reading the language of the complex informational texts the class is using in integrated ELA and science (see Vignette #1 above). In particular, he's noticed that some of the domain-specific and general academic vocabulary, complex grammatical structures, and certain phrasings of the complex texts seem unfamiliar to students. Mr. Franklin often paraphrases and explains the meaning of the language as he reads complex informational texts aloud to students so that they will understand the content. However, he knows that his students need to gain greater independence with understanding the language in the complex texts in order to derive meaning, particularly as they continue to move up through the grades and the language they encounter becomes even more complex. He'd like for them to be able to use a greater variety of vocabulary and grammatical structures in their writing and speaking about science concepts and texts.

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

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

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

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

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

Mr. Franklin distributes copies of the book to the children and asks them to work in pairs. He prompts them not to read the text but instead to look at the illustrations and to take turns describing what is happening in them. He tells them to encourage their partners to provide lots of details in their descriptions. As the students engage in the task, he listens to them and notes in his observation journal whether they are using complex sentences to express time relationships(e.g., *When the fruit opens, it breaks open*). He notes that a few students are but most are not and are instead using simple sentences.

After several minutes, Mr. Franklin stops the children and orally models using complex sentences with time-related subordinating conjunctions in conversational ways:

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

He explains that, when they look closely at the language they use, they can find out how it works. On his document reader, he shows the children the same complex sentences he's just provided orally. He explains that each sentence has two ideas that are happening. Sometimes the events are happening at the same time, and sometimes they are happening "in order" – one event first, and the other second. He underlines the subordinate clauses and highlights with a different color the subordinating conjunctions (before, when, while) while explaining that the words that are highlighted let us know when the two events in the sentence are happening:

Showing When Events Happen

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

	a story. I read you a story, *after* you come in from recess.	 happens second, happens first	

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

> Mr. Franklin: What would happen if the words before or after or when were taken away? What if I said, "I go to bed. I brush my teeth."
> Mai: We can't know when it happens.
> David: It doesn't make sense!
> Mr. Franklin: Right, sometimes it doesn't make sense. I can tell you about when things happen if I use the words after, before, while, and other words that show time. We're going to play a game doing that, and then we're going to see how those words are used in *From Seed to Plant.*

Mr. Franklin reads the sentence frames he's written on the white board with the children. He asks them to take turns making up two events and to use the sentence frames to show when the events happened. Sentence frames:

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

After the children have practiced the complex sentences using familiar language, he shows them how these same ways of telling when something is happening shows up in *From Seed to Plant*. He uses his document reader to show several sentences from the book. After each sentence, he thinks aloud, rephrasing what the sentences mean (e.g., I think this means…The word 'before' tells me that…). He underlines the subordinate clauses and highlights the subordinating conjunctions.

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

Mr. Franklin discusses the meaning of the sentences with the students and guides them to articulate what the two events are and how the words *before, while,* and *when* are creating a relationship of time between the two events. Next, he asks the children to go back through *From Seed to Plant* again, but this time, he asks them to use the words *when*, *before*, and *while* to explain what is happening to their partner, using the pictures to help them. After, they can check what the text says and compare.

At the end of the lesson, Mr. Franklin asks the students to be listening for when their friends or teachers connect their ideas in different ways. Sometimes the ideas will be two events, but sometimes they will be other ideas. He tells them that they'll be learning about those other ways on another day Mr. Franklin also encourages his students to use these types of sentences more often in their own speaking and writing.

Teacher Reflection
When the third grade teachers meet the following week, they share their experiences teaching the designated ELD lessons they'd planned to the different groups of EL students. Mr. Franklin's colleague,

Mrs. Garcia, teaches the EL students at an Emerging level of English language proficiency, children who have been in the country for a year or less and needed substantial scaffolding to access the complex text. Mrs. Garcia shares that she modified the ELD lessons by starting the week with providing time for students to discuss the illustrations of the text, as well as other pictures, using simple sentences so that they could become familiar with the vocabulary and syntax. This preparation appeared to support these children when they began to tackle the complex sentences. Next, she spent some time with the students chorally chanting poems containing the subordinating conjunctions *before, while,* and *after* (e.g., Before I go to bed, I brush my teeth. Before I go to school, I eat my breakfast.). The class then created a big book using compound and complex sentences to describe the illustrations in *From Seed to Plant*.

Lessons based on Gibbons, 2002; Christie, 2005; Derewianka and Jones, 2012

Resources

Websites:

- The Text Project has many resources about how to support students to read complex texts.

Recommended reading:

See "7 Actions that Teachers Can Take Right Now: Text Complexity" for ideas for supporting students to read complex texts.

Conclusion

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

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods, including communication with families, in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners and collaborate with others. (See Figure 5.32.)

Utilizing the strategies described throughout this framework will assist teachers in designing and providing lessons that will guide most students to successfully achieve the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards. However, some students will need additional supports and even interventions. Intervening early,

before students experience years of stress and failure, has been shown to dramatically decrease future reading problems. Research has shown that reading problems become increasing more resistant to intervention and treatment after the third grade. Ensuring the success of all students requires a school-level system for early identification of students who are “at-risk” or beginning to have difficulty with reading skills and a school-level system for providing those students with supports and interventions they need to become proficient readers by the third grade (Torgesen, 2006).

Third grade is a critical year, one of extraordinarily progress. Students reach new heights in gaining information and expressing opinions in their reading, writing, and speaking. They exercise their power to research new fields throughout the curriculum and become inspired by the plights and accomplishments of the characters and historical figures they meet in literature. May their deepening literacy skills keep pace to give passage to their developing interests and curiosities.

Figure 5.32. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they 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.