

1589 **Grade 4:** Figure 6.18. Framing Questions for Lesson Planning

G4: Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> <li>• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</li> <li>• What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</li> <li>• Which clusters of CA CCSS for ELA/Literacy does this lesson address?</li> <li>• What background knowledge, skills, and experiences do my students have related to this lesson?</li> <li>• How complex are the texts and tasks I'll use?</li> <li>• How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills?</li> <li>• What types of supports (such as scaffolding), accommodations, or modifications* will individual students need for effectively engaging in the lesson tasks?</li> <li>• How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the English language proficiency levels of my students?</li> <li>• Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?</li> <li>• What language might be new for students and/or present challenges?</li> <li>• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?</li> </ul>
*Scaffolding, accommodations, and modifications are discussed in Chapters 3 and 9.	

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1591 **ELA/Literacy and ELD Vignettes**

1592 The following two vignettes illustrate how a teacher might implement the CA  
1593 CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and  
1594 additional considerations discussed above. The first vignette presents a glimpse into an  
1595 instructional unit and a closer look at a lesson during integrated ELA and Social Studies  
1596 instruction. In this vignette, the focus of instruction is *conducting research* and *writing*  
1597 *research reports* (biographies). The integrated ELA/social science vignette is an  
1598 example of appropriate instruction for all CA classrooms, and additional suggestions are  
1599 provided for using the CA ELA/Literacy and CA ELD Standards in tandem for EL  
1600 students. The second vignette presents a designated ELD lesson that builds into and  
1601 from the integrated ELA/science lesson in order to support EL students in their steady

1602 development of academic English. This vignette focuses on developing general  
 1603 academic vocabulary students need to know well in order to understand their social  
 1604 studies texts and for writing their biography research reports.

1605 ***ELA Vignette***

**Vignette 6.1 Integrated ELA and Social Studies Instruction in Grade Four:  
 Writing Biographies**

**Background:** Mrs. Patel’s class of thirty-two fourth graders write many different text types during the course of the school year. Currently, they are in the middle of a unit on writing biographies from research. At Mrs. Patel’s school, the K-5 teachers have developed a multi-grade scope and sequence for *literary nonfiction writing* by focusing on simple recounts of personal experiences in K-1, moving into autobiographies in grades 2-3, and then developing students’ research and writing skills further in grades 4-5 by focusing on biographies. In the fifth grade, the students write biographies of community members they interview, but fourth graders write biographies on famous people who made a positive contribution to society (e.g., Ruby Bridges, Cesar Chavez, Helen Keller, William Kamkwamba).

The school is diverse with multiple cultures and languages represented (in Mrs. Patel’s class, twelve different primary languages are represented), and students with disabilities are included in all instruction. The fourth grade teachers intentionally select biographies that reflect this diversity. Among the teachers’ main purposes for conducting this biography unit is to discuss with their students various complexities of life in different historical contexts and how the historical figures dealt with these complexities in courageous ways that not only benefited society but were also personally rewarding. Seven of Mrs. Patel’s students are ELs at the late Expanding or early Bridging level of English language proficiency, and five students are former ELs and in their first year of reclassification.

**Lesson Context:** At this point in the “Biographies” unit, Mrs. Patel’s students are researching a historical figure of their choice. Ultimately, each student will individually write a biography on the person they selected and provide an oral presentation based on what they wrote. They research their person in small research groups where they read books or articles and view multimedia about them; discuss the findings they’ve recorded in their notes; and work together to draft, edit, and revise their biographies and oral presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are encouraged to read in both languages.

Before she began the unit, Mrs. Patel asked her students to read a short biography and then write a “biography” of the person they read about. This “cold write” gave her a sense of her students’ understanding of the text type and helped focus her instruction on areas that the students needed to develop. She discovered that while the students had some good writing skills, they did not have a good sense of how to structure a biography or what type of information or language to include in them. Instead, most students’ writing was grouped into a short paragraph and included mostly what they liked about the person, along with a few loosely strung together events and facts.

Over the course of the unit, Mrs. Patel reads aloud several biographies on different historical figures in order to provide modeling for how good biographies are written. She provides a supportive bridge between learning about historical figures and writing biographies independently by explicitly teaching her students how to write biographies. She focuses on the purpose of biographies of famous people, which is to tell about the important events and accomplishments in a person’s life and reveal why the person is significant. She also focuses on how writers make choices about vocabulary, grammatical structures, and text organization and structure to express their ideas effectively.

Mrs. Patel “deconstructs” biographies with her students in order to examine their structure and organization, discuss grammatical structures that are used to create relationships between or

expand ideas, and draw attention to vocabulary that precisely conveys ideas about the person and events. All of this attention to the “mentor texts” she reads aloud or with students provides modeling for writing that students may want to incorporate into their own biographies. This week, Mrs. Patel is reading aloud and guiding her students to read several short biographies on Martin Luther King, Jr. Yesterday, the class analyzed, or “deconstructed,” one of these biographies, and as they did, Mrs. Patel modeled how to record notes from the biography using a structured template, which is provided below.

<b>Biography Deconstruction Template</b>	
<b>Text Title:</b>	
<i>Stages and Important Information</i>	<i>Vocabulary</i>
<p><u>Orientation</u> (tells where and when the person lived)</p> <ul style="list-style-type: none"> <li>• Where and when the person was born</li> <li>• What things were like before the person’s accomplishments</li> </ul>	
<p><u>Sequence of Events</u> (tells what happened in the persons life in order)</p> <ul style="list-style-type: none"> <li>• Early life, growing up (family, school, hobbies, accomplishments)</li> <li>• Later life (family, jobs, accomplishments)</li> <li>• How they died or where they are now</li> </ul>	
<p><u>Evaluation</u> (tells why this person was significant)</p> <ul style="list-style-type: none"> <li>• Why people remember the person</li> <li>• The impact this person had on the world</li> <li>• Meaningful quote by this person that shows his or her character</li> </ul>	

**Lesson Excerpts:** In today’s lesson, Mrs. Patel is guiding her students to jointly construct a short biography on Dr. King using the notes the class generated in the “Deconstructing Biographies” template the previous day, their knowledge from reading or listening to texts and viewing short videos on Dr. King, and any relevant background knowledge they bring to the task. The learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today’s lesson are the following:

**Learning Target:** The students will collaboratively write a short biography to describe the life of Dr. Martin Luther King Jr., using precise vocabulary, powerful sentences, and appropriate text organization.

**Primary CCSS for ELA/Literacy Addressed:** *W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; W.4.4 - Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.4.7 -Conduct short research projects that build knowledge through investigation of different aspects of a topic; RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*

**Primary CA ELD Standards Addressed (Expanding level shown):** *ELD.PI.4.1 - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information; ELD.PI.4.10a - Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) ... ; ELD.PI.4.12a - Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing; ELD.PII.6 - Combine clauses in an increasing variety of ways to make connections between and join ideas in sentences ...*

The joint, or collaborative, construction of the short biography provides Mrs. Patel’s students with an opportunity to apply the content knowledge and language skills they’re learning in the biography unit in a scaffolded way. Mrs. Patel’s role is to guide her students thinking and stretch their language use as she encourages them to tell her what to write or revise in the short

biography. She uses the document reader so that all students can see the text as it develops, and at strategic points throughout the discussion, she poses the following types of questions:

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

For example, after writing the “orientation” stage together, and when the class is in the “sequence of events” stage, Mrs. Patel asks the students to refer to the notes they generated. She asks them to briefly share with a partner some of Dr. King’s accomplishments and then to discuss just one of them in depth, including why they think it is an accomplishment. She asks them to be ready to share their opinion with the rest of the class using an open sentence frame that contains the word “accomplishment” (i.e., One of Dr. King’s accomplishments was \_\_\_\_\_). After they’ve shared in partners, Emily volunteers to share what she and her partner, Awat, discussed.

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

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

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

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

Mrs. Patel: So, how can we put these ideas together in writing? Let’s start with what you said, “One of Dr. King’s accomplishments was \_\_\_\_.” (Writes this on the document reader.)

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

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

Mrs. Patel: I like all of these ideas, and you’re using so many important words to add precision and connect the ideas. I think we’re getting close. There’s a word that I think might fit really well here, and it’s a word we wrote on our chart yesterday. It’s the word “force.” It sounds like you’re saying that Dr. King wanted to *force* people to pay attention to the racial discrimination happening in Birmingham. But he wanted to do it by protesting nonviolently so that the changes that had to happen could be peaceful.

Mrs. Patel continues to stretch her students’ thinking and language in this way, and after a lively discussion, prompting from Mrs. Patel, and much revising, the passage the class generates is the following:

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

Mrs. Patel guides her students to complete the short biography in this way – using important vocabulary and helping them to structure their sentences - until they have a jointly constructed text, which she posts in the classroom so it can serve as a “mentor text” for students to refer to as they write their own biographies. By facilitating the shared writing of a short biography in this way, Mrs. Patel strategically supports her students to develop deeper understandings of important historical events and to use their growing knowledge language to convey their understandings in ways they may not be able to do on their own.

When they write their biographies, Mrs. Patel notices that some of her students, particularly her ELs at the Expanding level of English language proficiency, make some grammatical errors, but she intentionally does not correct every error. Instead, she is selective about her feedback as she knows that her students will continue to make errors as they stretch themselves with new writing tasks where they use increasingly complex language. She recognizes that focusing too much on their errors will divert their attention from the important knowledge of writing and writing skills she’s teaching them, so she is strategic and focuses primarily on the areas of writing she’s emphasized in instruction (e.g., purpose, content ideas, text organization and structure, grammatical structures, vocabulary). In addition, as they edit and revise their drafts in their research groups, the students support one another to refine their writing by using a checklist that helps them attend to these same areas, as well as conventions (e.g., punctuation, spelling).

#### **Teacher Reflection & Next Steps:**

At the end of the unit, when Mrs. Patel meets with her fourth grade colleagues to examine their students’ biographies, they use a rubric that focuses on literary nonfiction writing, based on the CA CCSS for ELA/Literacy and the CA ELD Standards. They also compare the pre-writing “cold write” students did with their final writing projects. They find that, over the course of the unit, most students grew in their ability to organize their texts in stages (orientation, sequence of events, evaluation) and to use many of the language features taught during the unit (vocabulary, complex sentences, cohesion words and phrases), all of which has helped the students convey their understandings about the person they’ve been researching. This analysis helps the teachers focus on critical areas that individual students need to continue to develop.

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

Lesson adapted from Pavlak (2013), Rose & Acevedo (2006), and Spycher (2007)

#### **Resources**

##### Websites:

- [Teachinghistory.org](http://Teachinghistory.org) has many ideas and resources for teaching about history.
- The [Genre Project](http://Genre Project) has many ideas for scaffolding writing development.

##### Recommended reading:

Pavlak, C. M. 2013. “It is hard fun: Scaffolded biography writing with English Learners.” *The Reading Teacher* 66 (5): 405-414.

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### ***Designated ELD Vignette***

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The example in Vignette 6.1 illustrates good teaching for all students with

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particular instructional attention to the needs of ELs and other diverse learners. In

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addition to good first teaching with integrated ELD, EL students benefit from intentional

1611 and purposeful designated ELD instruction that stems from and builds into content  
 1612 instruction. The following vignette illustrates an example of how designated ELD can  
 1613 build from and into lessons in ELA and social studies.  
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<b>Vignette 6.2 Designated ELD Instruction in Grade Four: General Academic Vocabulary in Biographies</b>					
<p><b>Background:</b> Mrs. Patel’s class is in the middle of a “Biographies” unit where the students conduct research on an important historical figure and learn how to write biographies (see Vignette 6.1 above). For designated ELD, Mrs. Patel and her colleagues “regroup” their students so that they can focus on the academic language learning needs of their students in a targeted way. Mrs. Patel and one works with a group of ELs who have been in the school since Kindergarten or first grade and are at the late Expanding and early Bridging levels of English language proficiency. Another teacher works with a group of ELs who came to the school at the beginning of third grade and are at the Emerging level of English language proficiency. A third teacher works with native English speaking students and students who have recently reclassified from EL status. Mrs. Patel and her colleagues plan their designated ELD lessons together as they plan their “biographies” unit. The vocabulary lessons they plan are differentiated to meet the particular language learning needs of the students. For example, some groups may receive particularly intensive instruction for a set of words, while another group may receive less intensive instruction for some words.</p> <p><b>Lesson Context:</b> Throughout the “biographies” unit, Mrs. Patel and her colleagues provide support to their ELs to ensure their full participation. For example, when reading texts aloud or when pulling out information from the texts and writing it in the “Biography Deconstruction” template, Mrs. Patel explains the meaning of new words and provides cognates when appropriate. She also teaches some of the words from the texts the class is reading more explicitly to all students during integrated ELA and social studies instruction. However, while their ELs are engaged in all aspects of the biographies research project, Mrs. Patel and her colleagues recognize that they need more intensive support in understanding and using general academic vocabulary. Mrs. Patel uses a five-day cycle for teaching vocabulary in designated ELD. This week, the words the students are learning are <i>unjust, respond, protest, justice, discrimination</i>. The five-day cycle Mrs. Patel uses is provided below.</p>					
<b>Five-day vocabulary teaching cycle</b>					
	<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>	<b>Day Four</b>	<b>Day Five</b>
<b>Purpose:</b>	Linking background knowledge to new learning and building independent word learning skills.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicitly learning about morphology and applying knowledge of all the words in an oral debate.	Applying knowledge of all the words <i>and how they work together</i> in writing.

<b>Activities:</b>	<p>Students: - rate their knowledge of the 5 words; - engage in readers theater or other oral language task containing the target words; - use morphological and context clues to generate definitions in their own words.</p>	<p>Students: - learn 2-3 words explicitly via a predictable routine; - discuss a worthy question with a partner using the new words.</p>	<p>Students: - learn 2-3 words explicitly via a predictable routine; - discuss a worthy question with a partner using the new words.</p>	<p>Students: - discuss their opinions in small groups, using the target words where relevant; - discuss useful morphological knowledge related to the words.</p>	<p>Students: - write a short opinion piece using the target words; - review initial ratings and refine definitions.</p>
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**Lesson Excerpts:** In today’s lesson, Mrs. Patel’s designated ELD class will learn two words explicitly – *unjust* and *respond* - and then discuss a “worthy” question using the words meaningfully in their conversation. The learning target and cluster of CA ELD Standards in focus for today’s lesson are the following:

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

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

Mrs. Patel uses a predictable routine for teaching general academic vocabulary explicitly, which the students are familiar with. The steps of the routine are as follows:

1. Tell the students what the word they’ll learn is, and briefly refer to the place in the text where they first saw or heard it. Highlight morphology (e.g., the suffix “-tion” tells me it’s a noun). Identify any cognates in the students’ primary language (e.g., *justicia* in Spanish).
2. Explain what the word means in student-friendly terms (1-2 sentences). Draw on the student generated definition from day one, and use complete sentences.
3. Explain what the word means in the context of the text. Use photos or other visuals to enhance the explanation.
4. Provide a few examples of how the word can be used in other grade-appropriate ways, using photos or other visuals where needed.
5. Guide the students to use the word meaningfully in one or two think-pair-shares, with appropriate scaffolding (using a picture for a prompt, open sentence frames, etc.).
6. Ask short-answer questions to check for understanding (it’s not a test – they’re still learning the word).
7. Find ways to use the word a lot from now on, and encourage the students to use the word as much as they can. Encourage students to teach the word to their parents when they go home.

After she teaches the two words explicitly, Mrs. Patel provides the students with an

opportunity to use the words meaningfully in a conversation that is directly related to what they're learning about in the "Biographies" unit. She's written a question and a couple of sentence frames on the document reader, and she asks the students to discuss the question in partners, drawing on examples from the biographies unit (e.g., how historical figures responded to unjust situations) to enhance their conversations.

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

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

<b>How to be a good conversationalist</b>	
<p><i>To ask for clarification:</i></p> <p>Can you say more about _ ? What do you mean by _____?</p>	<p><i>To affirm or agree:</i></p> <p>That's a really good point. I like what you said about _ because _ .</p>
<p><i>To build or add on:</i></p> <p>I'd like to add on to what you said. Also, _____.</p>	<p><i>To disagree respectfully:</i></p> <p>I'm not sure I agree with _____ because _____. I can see your point. However, _____.</p>

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

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

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

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

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

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

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

**Teacher Reflection & Next Steps:** At the end of the week, the students write short opinion pieces in response to a scenario. Mrs. Patel requires them to use all five of the words they learned that week. When she reviews their opinion pieces, she sees that some students are still not quite understanding the nuances of some of the words, and she makes a note to observe these students carefully as the students continue to use the words throughout the coming weeks and to work individually with those who need additional attention.

Mrs. Patel's colleague, Mr. Green, who works with the small group of newcomer ELs at the Emerging level of English language proficiency, shares about the vocabulary instruction he



provided that week. He also taught the five words explicitly. However, the level of scaffolding he provided was substantial. Because his colleagues indicated that this group of students was having difficulty sequencing their ideas in the Biography unit activities, he also provided many opportunities for the students to orally use language for recounting experiences so that they would feel more confident using this type of language when they write their biographies. For example, he guided the students to orally recount personal experiences (e.g., what they did over the weekend in sequence), and he worked with them to use language typical of recounts (e.g., past tense verbs, sequence words). He also encouraged them to expand and connect their ideas in different ways (e.g., by creating compound sentences or adding prepositional phrases to indicate when things happened). He used experiences that were more familiar to the students so that they could initially focus on stretching their language without worrying about the new content knowledge. Next, he drew connections to the content of the “biographies” unit.

Lesson adapted from Carlo et al. (2004), Lesaux & Kieffer (2010), Spycher (2009)

### Resources

#### Websites:

- [Word Generation](#) has many ideas for teaching academic vocabulary in context.

#### Recommended reading:

Kieffer, M. J. and Lesaux, N. K. 2007. “Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom.” *The Reading Teacher* 61 (2): 134-144.

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## 1616 Conclusion

1617 The information and ideas in this grade-level section are provided to guide  
1618 teachers in their instructional planning. Recognizing California’s richly diverse student  
1619 population is critical for instructional and program planning and delivery. Teachers are  
1620 responsible for educating a variety of learners, including **advanced learners, students**  
1621 **with disabilities, ELs at different English language proficiency levels, Standard**  
1622 **English learners**, and other **culturally and linguistically diverse learners**, as well as  
1623 **students experiencing difficulties** with one or another of the themes presented in this  
1624 chapter (meaning making, effective expression, language development, content  
1625 knowledge, and foundational skills).

1626 It is beyond the scope of a curriculum framework to provide guidance on meeting  
1627 the learning needs of every student because each student comes to teachers with  
1628 unique needs, histories, and circumstances. Teachers must know their students well  
1629 through appropriate assessment practices and other methods, including communication  
1630 with families, in order to design effective instruction for them. They need to adapt and  
1631 refine instruction as appropriate for individual learners and enlist the support of  
1632 colleagues as appropriate. For example, a teacher might observe during a lesson that a

1633 student or a group of students needs more challenge and so adapt the main lesson or  
1634 provide alternatives that achieve the same objectives. Information about meeting the  
1635 needs of diverse learners, scaffolding, and modifying or adapting instruction is provided  
1636 in Chapters 3 and 9.

1637 Fourth grade students are the new sophisticates as they enter the upper  
1638 elementary years. With excellent instruction and an inviting and stimulating setting, they  
1639 revel in the advanced concepts, words, and ways of thinking they encounter and  
1640 undertake longer projects, books, and interactions. They relish multiple syllables,  
1641 complex clauses, and texts of every variety. They take pride in creating reports,  
1642 presentations, and creative pieces. May they exercise their literacy skills with such  
1643 fluidity and ease that the language arts become their tools for new investigations and  
1644 inspired expression.

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1647 Figure 6.19. 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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