

2280 **KINDERGARTEN:** Figure 4.27. 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.	

2281

2282 The quality of the texts used for read alouds matters. Informational texts should

2283 be rich in content and contain both domain-specific and general academic vocabulary,

2284 and they should be interesting and engaging for young children. Narrative texts should

2285 contain an abundance of general academic vocabulary, be engaging, and provide

2286 multiple opportunities for students to make inferences. These storybooks should tell

2287 great stories, promote reflection and conversation about ideas and events, lend

2288 themselves to rich retellings, and engage children so much that they make them want to

2289 experience the stories over and over again (Beck, McKeown, and Kucan 2001).

2290 Questions posed during and after teacher read alouds should not only focus on

2291 literal comprehension (e.g., *Who are the characters? What's the setting?*), they should

2292 also promote deeper student thinking and extended discussions and provide

2293 opportunities for children to retell, infer, and elaborate (e.g., *How does Lilly feel about*
 2294 *her little brother after he is born? How do you know? Why do you think it's different after*
 2295 *Julius is born?*). Teachers should observe how their students develop understandings
 2296 about the concepts, comprehension strategies, and language addressed during read
 2297 alouds. Through tasks such as joint reconstructions of stories and oral retellings (see
 2298 Vignette 4.1 for transitional kindergarten), as well as student story writing, teachers can
 2299 identify specific areas in the CA CCSS for ELA/Literacy and the CA ELD Standards that
 2300 need further attention.

2301 **ELA and ELD Vignettes**

2302 The following two vignettes illustrate how a teacher might implement the CA
 2303 CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and
 2304 additional considerations for teacher read alouds provided above. The first vignette
 2305 presents a glimpse into an instructional unit and a closer look at parts of an ELA lesson
 2306 where the CCSS for ELA/Literacy and the CA ELD Standards are used in tandem. In
 2307 the vignette, the teacher uses a five-day planning template to guide him in building his
 2308 students' abilities to make meaning, express themselves effectively, develop language,
 2309 second vignette presents a designated ELD lesson that builds into and from the ELA
 2310 lesson in order to support EL children in their steady development of social and
 2311 academic English.

2312 **ELA Vignette**

Vignette 4.3 ELA Instruction in Kindergarten:

Read Alouds with Storybooks

Background: Mr. Nguyen reads aloud to his students daily during ELA instruction. He intentionally selects storybooks that have an engaging and fun plot because they promote extended discussions. The books he selects are also filled with general academic vocabulary and other rich language, which ensures that his thirty Kindergarteners, half of them ELs, are immersed in rich language. Most of the EL children are at the Expanding level of English language proficiency, and three are new to the U.S. and are at the early Emerging level of English language proficiency. Three of his students have moderate intellectual disabilities. When he reads aloud complex literary texts, Mr. Nguyen incorporates specific instructional strategies so that his students develop enthusiasm about the stories, listening comprehension skills, and sophisticated language. He also looks up specific words and phrases in the EL children's primary languages so that he can use them to strategically scaffold their comprehension of the English texts.

Lesson Context: Mr. Nguyen and his teaching colleagues collaboratively plan their read aloud lessons, as well as the designated ELD lessons that build into and from the read alouds. They've just planned a five-day series of lessons for the story *Wolf* by Becky Bloom. The teachers will read the story to their students three times over three consecutive days. Each time they read the story aloud, they'll model good reading behaviors, draw attention to vocabulary, and prompt

students to discuss comprehension questions (at first mostly literal and increasingly inferential). In the last two days, the teachers will guide their students to retell the story, first orally and then in writing. The team's planning map for the week is provided below.

Interactive Reading 5-day Planning Template		
<i>Book title and author:</i>		
<i>The problem (in child-friendly language):</i>		
<i>General academic vocabulary in the story:</i>		
<i>Selected words to teach more in depth later (~5):</i>		
Day 1	Day 2	Day 3
Places in the story to model making inferences:	Places in the story to model making inferences:	Places in the story to model making inferences:
Vocabulary to explain (E), act out (A) or show in the illustration (S):	Vocabulary to explain (E), act out (A) or show in the illustration (S):	Vocabulary to explain (E), act out (A) or show in the illustration (S):
Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):	Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):	Places to stop for think-pair-share (write questions and sentence frames, differentiated as needed):
Days 4-5		
Guided (with the teacher) or independent (in pairs or groups):		
<ul style="list-style-type: none"> • Oral retelling of the original story • Written retelling of the original story • Alternate version of the original story 		

At the end of the week, Mr. Nguyen will ask the students to work in pairs and choose to compose and illustrate a retelling of the original story or an alternate version of the story (e.g., with different characters, alternate ending). The learning target and cluster of CA CCSS for ELA/Literacy and CA ELD Standards Mr. Nguyen is focusing on today are the following:

Learning Target: The students will discuss text-dependent questions about a story they listen to. They'll practice being good conversation partners.

Primary CA CCSS for ELA/Literacy Addressed: *RL.K.1 - With prompting and support, ask and answer questions about key details in a text; RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts); SL.K.1 - Participate in collaborative conversations with diverse partners, follow agreed-upon rules, and continue a conversation through multiple exchanges; SL.K.2 - Confirm understanding of a text read aloud.*

Primary CA ELD Standards Addressed (Expanding level shown): *ELD.PI.K.1 – Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.K.3 - Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X.), as well as open responses, in order to gain and/or hold the floor. ELD.PI.K.5 - Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.*

Lesson Excerpt: On the first day, Mr. Nguyen invites his students to the carpet to listen to the story. He briefly *previews what the problem of the story is* since this is often challenging for students to perceive on their own.

Mr. Nguyen: Today, you're going to meet a hungry wolf. At first, he wants to eat some farm animals – a cow, a pig, and a duck. But the farm animals are much more interested in reading their books, so they *ignore* him. That means they don't pay attention to him *at all*. He doesn't like that, and he tries to get them to pay attention to him.

His students are all very engaged as Mr. Nguyen reads, in large part because the story is so well written, but also because Mr. Nguyen *models enthusiasm and intonation*, and he acts out the voices of the interesting characters when there's dialogue. He frequently invites the students to read along with him particularly engaging passages, for example when the pig explains to the Wolf that the farm is for educated animals.

Mr. Nguyen: "Educated animals ... Educated animals!" the Wolf repeated to himself. Let's all repeat that together, and let's say it like the Wolf would.

Mr. Nguyen also models how to make inferences at strategic points in the story by thinking aloud.

Mr. Nguyen: I'm thinking the reason the animals aren't paying attention to the wolf is because they're so *engrossed*, or interested in their books. Even though he's leaping and howling at them, they're more interested in reading. I think they must love to read and that they're probably reading really good books!

At one or two strategic points throughout the story, he *stops and asks his students to think* about a text-dependent question he poses and then prompts the students to share their ideas with a partner. His students engage in "think-pair-share" frequently, and they quickly turn to their designated partner to discuss their ideas.

Mr. Nguyen: "You've got a long way to go." That means, "you have a lot of work to do." Why do you think the duck told the Wolf, "You've got a long way to go?"

Mr. Nguyen points to the illustration in the book, which shows the wolf laboriously reading his book out loud, the pig annoyed and glaring at him, and the other animals ignoring him. He's found that adding this level of visual support helps his students with learning disabilities and his ELs at the early Emerging level to comprehend better and be more actively engaged in the partner discussion. It also helps all of the children describe the relationship between illustrations and text in stories. After Mr. Nguyen poses the question, he is quiet for several seconds so his students can think.

Mr. Nguyen: Now that you have an idea, you can use this sentence frame when you share it with your partner. Listen to me first, and then we'll say it together: "Maybe the animals think that ____." Remember to help your partner, add on to what your partner says, or to ask a question, if you need to. Don't stop your conversation until I call you back.

The children take turns sharing their ideas with their partners, and Mr. Nguyen listens to his students as they share. He has intentionally placed his ELs at the early Emerging levels next to friends who speak the same primary language, and he encourages them to communicate in their primary language when they need to. Also when needed, he prompts them to use gestures (e.g., nodding) and simple phrases (e.g., I think ... Can you say that again?) in order to actively participate in the conversations.

Alicia: Maybe the animals think that, think that ... the wolf ...

Sam: (Nodding in encouragement and waiting.)

Alicia: Maybe the wolf is ...

Sam: Maybe the animals think that ...

Alicia: (Nodding) Maybe the animals think that they don't like him. Your turn.

Sam: I can add on to you because maybe the animals think that he don't read good.

Alicia: Yeah. They read good. They only like to read.

Sam: And the wolf, he don't read good like them.

Mr. Nguyen: (Signaling for students to face him.) I heard some great ideas. I heard someone say that maybe the animals think that the Wolf doesn't read very well, and that's why they told him he has a long way to go. Here (pointing to the text) it says that

the animals just kept on reading. It seems like they weren't even interested in hearing him read. It looks like that's what's happening in the illustration, too. Maybe that's what the pig means when he says "you've got a long way to go." Maybe they think he needs to practice reading a lot more, or that he has a long way to go before he can read as well as they do.

Throughout the story, Mr. Nguyen pauses when he comes to general academic vocabulary that his students may not know or only partially understand. He acts out some of the words (e.g., *peered*, *budge*), points to illustrations in the text for others (*emerging*), and briefly explains others (*educated*, *ignored*, *satisfied*, *impressed*).

Mr. Nguyen: "You have *improved*," remarked the pig. When you improve, that means you get better at doing something.

At the end of the story, Mr. Nguyen asks a final question to stretch his students' analytical thinking.

Mr. Nguyen: Why do you think the other animals want Wolf to keep reading to him now?

Over the next two days, when he reads the story aloud again, Mr. Nguyen continues to model good reading behaviors, focus on vocabulary and other rich language (e.g., his eyes were playing tricks on him), and provide lots of opportunities for the children to discuss their comprehension of the text. By the third read, the children are able to discuss more analytical questions in extended ways. For example, by the third read, the children have a more nuanced understanding of why the animals ignored the Wolf and can explain their ideas more precisely (e.g., *because he was acting in an "uneducated" way and couldn't read like them*). They are also able to answer the questions "What do you think the Wolf learned by the end of the story? How do you know?" with a greater amount of evidence from the text, including how the Wolf's behavior and appearance changed throughout the story.

Throughout the week, Mr. Nguyen keeps notes on the things his students are saying and doing. The log has sections for groups of students (e.g., students having difficulty with listening comprehension, students with special needs, EL children) so that he can support them strategically. On the fourth day, Mr. Nguyen guides the children in an oral retelling of the story. On the fifth day, he engages the children in a "joint reconstruction of text," where he guides them to retell the story as he writes it on a document reader, scaffolding their use of sophisticated language and supporting them to extend their ideas.

Teacher Reflection: At the end of the week, Mr. Nguyen reviews the notes in his observation log. He notices that during the think-pair-share discussions on the first read, his ELs at the early Emerging level of English language proficiency struggled to communicate in English, and two used their primary language to share ideas for a couple of the questions. However, by the third read, all three spoke more confidently, using short phrases in English and the sentence frames he provided. He makes a note to ask his teaching colleagues for ideas about supporting these students to participate more actively in English on the first read. At the same time, he's pleased that they listened actively during the first read and that after hearing the story repeatedly, they were able to communicate their ideas in English. Returning to his notes, Mr. Nguyen is also pleased to see that the three children with moderate intellectual disabilities were engaged during all three read alouds, and he attributes this to the scaffolding and structure he provided.

Mr. Nguyen sends home an information sheet – provided in English and in the primary language of the EL children - with ideas for parents to interact with their children when reading aloud to them at home.

Lesson adapted from Beck and McKeown (2007), McGee and Schickedanz (2007), Ota and Spycher (2011)

Resources

Websites:

- Doing What Works has many ideas for [teaching reading comprehension](http://dww.ed.gov) strategies (dww.ed.gov).
- Colorín Colorado has [read aloud tips for parents](http://www.colorincolorado.org) in eleven languages (<http://www.colorincolorado.org>).
- D.E.A.R. (drop everything and read) with families [short video](http://teachingchannel.org) on teachingchannel.org.

Recommended reading:

McGee, L. M. and Schickedanz, J. A. (2007). [Repeated Interactive Read Alouds in Preschool and Kindergarten](#). *The Reading Teacher*, 60 (8), 742–751.

2313

2314 **Designated ELD Vignette**

2315 The example in the ELA vignette above illustrates good teaching for all students

2316 with a particular focus on the needs of EL children and children with disabilities. In

2317 addition to good first teaching, EL children benefit from intentional and purposeful

2318 designated ELD instruction, which the following vignette illustrates.

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Vignette 4.4: Designated ELD Instruction in Kindergarten: General Academic Vocabulary Instruction from Storybooks	
<p>Background: Mr. Nguyen has just read his students the story “Wolf” by Becky Bloom (see Vignette 4.3 above). During the read aloud, he paused when he came to several general academic vocabulary words to point to illustrations showing the meanings or act out or explain their meanings. Despite this embedded vocabulary instruction, Mr. Nguyen has observed that many of his ELs have a hard time understanding or using the words orally. He wants all of his students to be able to understand these types of words when he reads them stories and use the words when they retell stories or compose their own original stories. He explicitly teaches some general academic vocabulary during ELA instruction. However, he also uses part of his designated ELD time to teach additional general academic words explicitly so that his EL students can rapidly build their vocabulary repertoires in ways that are tailored to their specific language learning needs.</p> <p>Lesson Context: Mr. Nguyen and his kindergarten teaching team plan their vocabulary lessons together. They use a structured routine for teaching vocabulary that the children know well and enjoy because it makes learning the new words fun. The lesson incorporates several key elements: contextualizing the word in the story, providing a child-friendly explanation of its meaning along several examples of the word used meaningfully, and ample opportunities for the children to practice using the word with appropriate levels of scaffolding. The teachers teach 4-5 words per week using this routine during ELA instruction, and they develop the children’s knowledge of the words over time by using the words frequently and providing opportunities for the children to use the words in meaningful ways. The lesson-planning template the team uses is provided below.</p>	
General Academic Vocabulary Instruction - Lesson Plan Template (Whole group and small group)	
<p>Story: Word: Cognates: Timing: (should take 5-10 min., depending on the word)</p>	

<p>Routine:</p> <ol style="list-style-type: none"> 1. Tell the students the word, and briefly show them the place in the story where they first heard it. Tell students any cognates in the students' primary language (e.g., <i>furious</i> in English is <i>furioso</i> in Spanish). 2. Explain what the word means in child-friendly terms (1-2 sentences). Use of the word in complete sentences so you don't sound like a dictionary. 3. Explain what the word means in the context of the story. 4. Provide a few examples of how the word can be used in other grade-appropriate ways. 5. Guide students to use the word meaningfully in one or two think-pair-shares (three, if needed), with appropriate scaffolding (using a picture for a prompt, open sentence frames, etc.). 6. Ask short-answer questions to check for understanding (not a test – they're still learning the word). 7. Find ways to use the word a lot from now on, and encourage the children to use the word as much as they can. Tell them to teach the word to their parents when they go home. 		
<p>If taught in small groups for ELD</p>		
<p>Children in group (names): EL proficiency level: Emerging, Expanding, Bridging Differentiated sentence frames for step 5 (see CA ELD Standards):</p>		
Emerging	Expanding	Bridging
<p>Mr. Nguyen teaches designated ELD during literacy centers. While the other children are engaged in independent tasks (e.g., at the dramatic play area, the library corner, the listening station, the writing station), he works with small groups of EL children at the same English language proficiency level so that he can focus on their particular language learning needs. The learning target and cluster of CA ELD Standards Mr. Nguyen is focusing on today are the following:</p>		
<p>Learning Target: The students will use general academic vocabulary meaningfully in complex sentences.</p>		
<p>Primary CA ELD Standards Addressed (Expanding level): <i>ELD.PI.K.12b - Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning ... ; ELD.PII.K.6 - Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) ...</i></p>		
<p>Lesson Excerpt:</p> <p>Mr. Nguyen sits at the teaching table facing five of his EL students who are at the Expanding level of English language proficiency. He shows them the book they read that morning, "Wolf," and briefly summarizes the plot of the story. Next, he tells them about the new word they're going to learn: <i>ignore</i>.</p> <p style="padding-left: 40px;">Mr. Nguyen: (Showing the illustration.) Today, you're going to learn a new word: ignore. Let's all say that together. In the story when the Wolf tried to scare the other animals, they just ignored him. When you ignore someone or something, you don't pay attention to it at all. You pretend it's not there. In the story, the animals ignored the Wolf – or pretended he wasn't there – because they wanted to read their books.</p> <p>Mr. Nguyen tells the children some other ways the word can be used so that they have models for</p>		

using the word in different situations.

Mr. Nguyen: You can use this word a lot and probably every day. For example, this morning, I noticed that Hector ignored a friend who was trying to play with him while I was reading you this story. Hector didn't pay attention to him at all because he wanted to listen to the story. Sometimes when I'm trying to take a nap, there's noise outside my house, but I just have to ignore it so I can go to sleep. Take a look at this picture. Sometimes, my dog ignores me when I call her. She just pretends I'm not there, and I have to tell her "Please don't ignore me."

By this point, the children have a good idea of what the word means, and now it's their turn to use it. Mr. Nguyen provides a structure the students are familiar with (think-pair-share), linguistic support (open sentence frames), and a good question to promote thinking and their meaningful use of the word.

Mr. Nguyen: Now it's time for you to use the word. Here's a picture of a baby bothering a dog (shows picture). It looks like the dog is ignoring the baby. Why do you think the dog is ignoring the baby? (Waits several seconds for students to do their own thinking.) I'm not sure what you were thinking, but I'm thinking that maybe he's ignoring the baby because he's a lot bigger than the baby, and he doesn't want to hurt her. Maybe he's ignoring the baby because he doesn't care if she pulls his ears. You can use your idea, or you can use my idea. Now you get to tell your partner the idea. Use this sentence frame: The dog is ignoring the baby because _ .

After the children say the sentence frame with Mr. Nguyen, they turn to their partner to share their idea. Mr. Nguyen makes sure that his sentence frames contain the new word and that they're "open," meaning that children can use the frame as a springboard to add a lot, and not just one or two words. He also makes sure to think about the grammatical structure of his sentence frames and to constantly stretch his students linguistically. The sentence frame he uses is a complex sentence, and he'd like for his students to use complex sentences to show the relationship between two ideas more often, rather than only using simple sentences to express themselves. He listens as the children share their ideas.

Marco: The dog is ignoring the baby because he's a lot bigger. Maybe he doesn't want to hurt it.

Alexi: The dog is ignoring the baby because he likes it.

Mr. Nguyen: Can you say a little more? What does he like?

Alexi: When she goes on him and pulls him. He loves the baby.

Mr. Nguyen: So he's ignoring the baby because he loves her, and he doesn't care if she pulls on his ears?

Alexi: (Nodding.) He ignoring her because he loves her, and he doesn't care if she hurt him.

Mr. Nguyen does not correct Alexi and require him to say "he's ignoring her" or "she hurts him" because he wants to keep Alexi's focus on the meaningful use of the word *ignore*. However, he makes a note in his observation log to address this grammatical point in another lesson. He asks the children another question and has them share their ideas with a partner, and then he asks them some short-answer questions to reinforce their understanding.

Mr. Nguyen: Now we're going to play a little game. If what I say is a good example of something you should ignore, say "ignore." If it's not, say "don't ignore." Your friend wants to play with you during circle time.

Children: (In unison.) Ignore.

Mr. Nguyen: Your friend falls off the swing and hurts herself.

Children: (In unison.) Don't ignore.

The vocabulary lesson has taken about eight minutes, and now the children have a solid

foundation for using the word. Mr. Nguyen will continue to develop the children’s knowledge of the word over time. The children will also learn many other words, some taught directly to the whole class, and many more they are exposed to through the rich stories and informational texts Mr. Nguyen reads aloud daily. Mr. Nguyen will often choose different words to teach his ELs at the Emerging level of proficiency, words that are important to understanding the stories he reads and that the other students in the class may already know well (e.g., dangerous, practice), as well as some everyday words the children may not pick on their own (e.g., town, village, farm).

Teacher Reflection and Next Steps:

Over the next week, Mr. Nguyen watches and listens to the children to see if they begin to use the word he taught them. He deliberately finds ways to use the word several times each day for the next week, and he posts the word, along with the picture of the dog and the baby, on the class “Big Kids Words” wall. Each week, he sends home a sheet with the new words and supportive illustration so that his students can “teach” their parents the new words they’re learning and so that parents can reinforce the learning.

Lesson adapted from Beck and McKeown (2001); Silverman (2007); Spycher (2009)

Resources

Website:

- Colorín Colorado has information about [selecting vocabulary words](#) to teach to ELs.

Recommended reading:

Beck, I., McKeown, M. and Kucan, L. (2002). [Taking Delight in Words: Using Oral Language To Build Young Children’s Vocabularies](#). Colorín Colorado.

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2321 **Conclusion**

2322 The information and ideas in this grade-level section are provided to guide
2323 teachers in their instructional planning. Recognizing California’s richly diverse student
2324 population is critical for instructional and program planning and delivery. Teachers are
2325 responsible for educating a variety of learners, including **advanced learners, students**
2326 **with disabilities, ELs at different English language proficiency levels, Standard**
2327 **English learners**, and other **culturally and linguistically diverse learners**, as well as
2328 **students experiencing difficulties** with one or another of the themes presented in this
2329 chapter (meaning making, effective expression, language development, content
2330 knowledge, and foundational skills).

2331 It is beyond the scope of a curriculum framework to provide guidance on meeting
2332 the learning needs of every child because each child comes to teachers with unique
2333 needs, histories, and circumstances. Teachers must know their students well through
2334 appropriate assessment practices and other methods, including communication with
2335 families, in order to design effective instruction for them. They need to adapt and refine
2336 instruction as appropriate for individual learners and capitalize on opportunities for
2337 collaboration with colleagues and others (see Figure 4.28).

2338 Kindergarten children have just embarked on the voyage of their lifetime. The
2339 world of words, stories, and ideas is a new adventure for them, and they bring fresh
2340 eyes to every schooling event. May those eyes find excitement in new concepts,
2341 comfort in familiar tales, and new-found pride in the skills and knowledge so recently
2342 acquired.

2343

2344 Figure 4.28. 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 students' work, discuss students' 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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