

1448 **Transitional Kindergarten:** Figure 4.18. Framing Questions for Lesson Planning

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

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1450 **TK ELA and ELD Vignettes**

1451 The following two vignettes illustrate how a teacher might implement the CA

1452 CCSS for ELA/Literacy and the CA ELD Standards using the framing questions

1453 provided in Figure 4.18. The first vignette for ELA instruction presents a glimpse into an

1454 instructional unit and a closer look at a lesson. In the vignette, the teacher uses a

1455 graphic organizer to support the children to orally retell multiple versions of a story she's

1456 read to them. The graphic organizer uses the terms *orientation*, *complication*, and

1457 *resolution* to organize the story grammar (e.g., characters, setting, plot) in sequence,

1458 and the terms provide a meaningful way of discussing text organization and features.

1459 The ELA Vignette is an example of appropriate instruction for all CA classrooms, and

1460 additional attention is provided for using the CA ELA/Literacy and CA ELD Standards in

1461 tandem for EL children. The second vignette presents a designated ELD lesson that

1462 builds into and from the ELA lesson in order to support EL children in their steady
1463 development of social and academic English.

1464 ***ELA Vignette***

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**Vignette 4.1: ELA Instruction in Transitional Kindergarten:
Retelling and Rewriting Stories**

Background: Ms. Campbell teaches in a two-way immersion school where the children learn in both Spanish and English. Half of her class of twenty-four transitional kindergarteners is comprised of native English speakers, and half is comprised of EL children dominant in Spanish and at the Emerging and Expanding levels of English language proficiency. The school's goal is to promote biliteracy and an appreciation for cultural diversity. Ms. Campbell engages her students in many rich language activities every day, half of the time in English, and half of the time in Spanish. She reads aloud to her students daily in both languages. She collaboratively plans lessons with her TK and Kindergarten teaching colleagues, and the team routinely swaps lesson plans.

Lesson Context: Over the past two weeks, Ms. Campbell has read aloud to her students several versions of the story “The Three Little Pigs,” both in English and in Spanish. The big ideas of the unit are that people tell stories to entertain and teach life lessons. At the end of the unit, the children will be able to retell stories using key details and vocabulary, applying their understandings of how stories are organized. They'll also be able to discuss some of the lessons the stories have taught.

Ms. Campbell's interactive read alouds have included much discussion about the characters and plot of the story, the vocabulary used, and similarities and differences between the versions. Last week, the class made a story map containing important details: the problem, characters, setting, and sequence of events. Yesterday, Ms. Campbell guided her students to orally retell the story with a partner, using pictures from the texts in cards, simple props, and the story map. Today, Ms. Campbell will guide the students to first retell and then collaboratively rewrite the story. The learning target and cluster of CCSS for ELA/Literacy and CA ELD Standards Ms. Campbell is focusing on are the following:

Learning Target: The children will retell and rewrite the story in order using colorful words and key details.

Primary CA CCSS for ELA/Literacy Addressed: *RL.K.2 - With prompting and support, retell familiar stories, including key details; SL.K.2 - Confirm understanding of a text read aloud ... W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred ... L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.*

Primary CA ELD Standards Addressed (Expanding level shown): *ELD.PI.K.12a - Retell texts and recount experiences using complete sentences and key words. ELD.PII.K.1 - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages ... ELD.PII.K.2 - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) ...*

Lesson Excerpts: Ms. Campbell calls her students to the carpet and reminds them that they've been reading lots of different versions of “The Three Little Pigs” and that yesterday, they spent a lot of time retelling the story. She tells them that today, they're going to use all of that great oral retelling to rewrite the story together. Using her computer tablet and a projector, Ms. Campbell

projects five pictures depicting important events from the story. She asks her students to take turns with a partner retelling the story, using the pictures. She listens to the children as they share, noting the language they use, their ability to sequence events, and any misunderstandings.

Ms. Campbell: Children, I really enjoyed listening to your retellings of story. Today, when I write down what you say, we need to make sure we get all those great details, like the characters and the setting, the problem, and the important events. Let's remind ourselves what we included in our story map.

Ms. Campbell points to the story map the class generated together (see Vignette 4.2 below for the story map) and guides them in chorally reading the information on it. Next, she sets the purpose for engaging in the next task.

Ms. Campbell: When we rewrite the story together, we also need to remember that one of the main purposes for telling stories is to entertain other people. So we have to make sure that the language we use is really colorful. For example, we can't just say that the pig built a house and the wolf blew it down. That would be kind of boring, wouldn't it? Instead, we need to use descriptive words and dialogue. We could say something like, "The wolf (taking a deep breath and inviting students to join her) huffed and he puffed and he blew the house down."

Tania: He destroyed the house!

Ms. Campbell: That's right! He destroyed the house. He absolutely demolished it. So, when we rewrite the story, let's make sure we use some of that colorful language and dialogue.

Ms. Campbell uses her computer tablet to project the "Story Rewriting Template" the class will use to rewrite the story. The template includes the same terms as the story map and groups the story grammar and sequence of events into three stages: *orientation*, *complication*, *resolution*. Rather than using the terms *beginning*, *middle*, and *end* (which all text types have), Ms. Campbell finds that using the terms *orientation*, *complication*, *resolution* helps her students discuss story organization because the terms are related to what's happening in the stages. She uses this template to guide the students to reconstruct the story with her. In the Story Rewriting Template below, the template Ms. Campbell uses with students is on the left, and her notes to herself about what each stage is are on the right.

Story Rewriting Template

Template to use with students	Ms. Campbell's notes for herself
<i>Story Title:</i>	<i>Orients</i> readers to the story - Introduces the characters and setting, foreshadows the problem
<i>Orientation</i>	
<i>Complication</i>	<i>Complicates</i> the story – Introduces the problem and shows how it things get <i>complicated</i> because of it Lots of events and dialogue here
<i>Resolution</i>	<i>Resolves</i> the problem in the story and wraps everything up
<i>(Optional) Story Theme(s)</i>	Articulates the life lesson(s) of the story

Ms. Campbell: When I look at our notes in the story map, it says that at the beginning of the story, Mama pig says goodbye. The three little pigs go to build their houses. Should I just write that?

Children: No!

Ms. Campbell: What should I write then. Ysenia?

Ysenia: We should start like, "Once upon a time."

Ms. Campbell: Oh, that's a great way to start a story. What does everyone think?

Children: (Nodding.) Yeah!

Ms. Campbell: Okay then. (Writing.) Once upon a time ... Then what? Turn to your partner and see if you can come up with our first sentence.

Ms. Campbell continues to guide the children to jointly reconstruct, or rewrite, the orientation stage of story, using the details in the story map and the colorful language of engaging storybooks. At the complication stage, she prompts the children to use language to signal to readers that something is shifting in the story.

Ms. Campbell: Okay, so now that we have the orientation stage written, we need to get into the complication stage. Remember, that's where the problem comes in and where things get *complicated*. What was the problem in this story? Martín?

Martín: The wolf wants to eat the pigs, but they don't want to get eaten.

Ms. Campbell: Yes, but things got a little complicated because the houses the pigs built weren't so sturdy, were they? Were the pigs surprised when the wolf comes? How can we use words to show that?

Jordan: We could write the pigs built their houses. And then a wolf came.

Ms. Campbell: Ooh, that's a great idea, Jordan. When you said that, it made me think something was changing in the story, that there was a problem coming. Is there a word we could use to let the reader know that something is changing, that things are getting *complicated*?

Several Children: Suddenly!

Ms. Campbell: Yes, we learned that word "suddenly" when we were reading the "Three Little Pigs" stories last week, didn't we. That really tells us something is changing. So, how about if we write, "*Suddenly*, a wolf came along." How does that sound?

Children: (Nodding.)

Ariel: And he was very hungry.

Rashidi: Very, very hungry.

Juanita: ¡Era muy feroz!

Ms. Campbell: Yes, he was ferocious! Let's all say that word together - ferocious. Oh, that adds a lot of colorful detail. How about if I write, "*Suddenly*, a ferocious wolf came along, and he was very, very hungry." How's that? That really let's me know things are going to get complicated, doesn't it?

Ms. Campbell guides the children to use the colorful language from the stories they've been reading, including dialogue and general academic vocabulary.

Ms. Campbell: And what does the wolf do when he knocks on the first little pig's door? What does he say?

Children: Little pig, little pig, let me in!

Ms. Campbell: (Writing.) And how does the wolf say it? Does he whisper it, like this?

Children: No!

Sara: He roars!

Ms. Campbell: Does everyone like that? And then what does the little pig say?

Children: Not by the hair of my chinny chin chin!

Ms. Campbell: And how does he say that, Miguel?

Miguel: He scared.

Ms. Campbell: Yes, he's scared, isn't he. So does he shout it, like this (shouting). Does he whimper, like this (whimpering).

Miguel: I think he whimper.

Ms. Campbell: I think so, too!

When the children are finished reconstructing the story with Ms. Campbell, they read the story together. The next day, Ms. Campbell will guide them to rewrite the story in Spanish. She'll use the text from the reconstructed stories in English and Spanish to make a bilingual big book that will reside in the classroom library corner. She'll use photographs she's taken of the children

acting out the story in the dramatic play center to illustrate the book.

Teacher Reflection and Next Steps:

Ms. Campbell brings her observation notes and the reconstructed stories to her collaborative planning time with her TK and K teaching colleagues. She shares the evidence she's collected to show her colleagues she guided her students to use new language. She also shares that she's noticed that some students have been using some of the new language in their oral retellings and in the stories they dictate to other adults who work in the classroom. One colleague asks Ms. Campbell if she can use the lesson plan and also if she can observe her the next time she engages her students in a story reconstruction activity.

Lesson adapted from Derewianka and Jones (2012) and Gibbons, P. (2002)

Resources

Websites:

- Reading Rockets has [ideas for reading aloud](http://www.readingrockets.org) (<http://www.readingrockets.org>).
- Doing What Works has ideas for [interactive reading in preschool](http://dww.ed.gov) (dww.ed.gov).
- D.E.A.R. (drop everything and read) with families [short video](http://teachingchannel.org) on teachingchannel.org.

Recommended reading:

Collins, M. F. (2012). [Sagacious, sophisticated, and sedulous: The importance of discussing 50-cent words with preschoolers](#). *Young Children*. NAEYC.

Shedd, M.K. and Duke, N.K. (2008). [The Power of Planning: Developing Effective Read Alouds](#). *Beyond the Journal: Young Children on the Web*. NAEYC.

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Designated ELD Vignette

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The example in vignette 4.1 illustrates good teaching for all students, with particular attention to the learning needs of English learners and other learners who have specialized learning needs. In addition to good first teaching with integrated ELD, EL children benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction. The following vignette is an example of how designated ELD can build into and from the ELA instruction described in Vignette 4.1.

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**Vignette 4.2: Designated ELD Instruction in Transitional Kindergarten
Retelling Stories Using Past Tense Verbs and Expanded Sentences**

Background: At the beginning of the year, six of Mrs. Campbell's students were at the early Emerging level of English language proficiency, and by this point in the year, they're able to express themselves using short sentences and learned phrases when they interact with peers in English. The other six were at the early Expanding level and are able to interact using English about a variety of topics and in more extended exchanges. Ms. Campbell and her colleagues plan their designated ELD lessons when they plan their ELA and other lessons in anticipation of and in response to their students' language development needs for these content areas.

Lesson Context: Ms. Campbell works with her twelve EL children in two small groups of six in order to provide designated ELD instruction that is tailored to their language learning needs. The other children in the class engage in tasks at learning centers, some of them supervised by parent volunteers. In ELA instruction, Ms. Campbell has just guided her students to rewrite, or jointly reconstruct, the story, "The Three Little Pigs" (see Vignette 4.1 above). As she observed her students during their oral retellings of the story in English, she noticed that her ELs at the Emerging level of English language proficiency were not always using past tense verbs or expanding their sentences with much detail. She'd like for the children to feel more confident

orally retelling stories, so she plans to focus on these two areas of language in her ELD lessons this week. Ms. Campbell's learning targets and the cluster of CA ELD Standards in focus for today's lesson are the following:

Learning Target: The students will retell the story in order using past tense verbs and expanded sentences.

Primary CA ELD Standards Addressed (Emerging level shown): ELD.PI.K.12a - Retell texts and recount experiences using complete sentences and key words; ELD.PII.K.3b - Use simple verb tenses appropriate for the text type and discipline to convey time ... ; ELD.PII.K.4 - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) ... ; ELD.PII.K.5 - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) ...

Lesson Excerpts:

Ms. Campbell invites the six EL children at the Emerging level of English language proficiency over to the teaching table. She tells them that today, they're going to get to retell the story of the "Three Little Pigs" again, and that this time, they're going to focus on adding a lot of details to their retellings and making sure listeners know that the story happened in the past. She points to the story map, which the class generated the previous week.

The Three Little Pigs				
Characters		Setting		Problem
Three little pigs Big bad wolf Mama pig		The countryside Next to the forest		The wolf wants to eat the pigs, and the pigs don't want to be eaten.
Events				
Once upon a time → ----- → ----- → ----- → The end				
Orientation	Complication			Resolution
Mama pig says goodbye. The three little pigs go to build their houses.	The first little pig builds a house of straw. The wolf blows it down.	The second little pig builds a house of sticks. The wolf blows it down.	The third little pig builds a house of bricks. The wolf can't blow it down.	The third little pig tricks the wolf and the three pigs live together in the brick house.

Mrs. Campbell places the same five pictures the students have already used for orally retelling on the table in front of them, and she hands each of the children a popsicle stick puppet (three pigs and three wolves). She explains that when there's dialogue, they'll each have a chance to act out how the character is saying the dialogue using the puppets.

Ms. Campbell: Children, let's retell the story together. The first time, I'm going to say what's happening, and then you're going to repeat what I say. I want you to notice how when we tell stories, we use words, or verbs, that tell us the story already happened, or it's in the past. So, we don't say, there *are* three little pigs. We say, there *were* three little pigs because it happened a long time ago.

Maria: Once upon a time.

Ms. Campbell: Yes, once upon a time means it happened a long time ago. And we don't say, the wolf *blows* the house down because that would mean it's happening right now. It happened a long time ago, in the story, so we say, the wolf *blew* their houses down. Say that with me – blew. I want you to listen for the words, or verbs, that let us know it happened a long time ago. I'll retell what's happening in each picture, and then you repeat after me. (Pointing to the first picture.) Once upon a time, there *were* three little pigs.

The children repeat what Ms. Campbell says as they retell the story using the pictures. In her retelling, she intentionally models expanded sentences (using adjectives and prepositional phrases) that contain details about the characters and events.

Ms. Campbell: The *frightened little* pig ran into his house.

Two of the Children: The frighten little pig run to his house.

Ms. Campbell: Let's say that again. Listen carefully. The *frightened little* pig ran into his house.

Children: The *frightened little* pig ran into his house.

After the children have retold the story with Ms. Campbell, she asks them to work in partners to retell the story (one partner has a wolf, and the other has a pig). As the children retell the story, Ms. Campbell listens carefully and provides strategic scaffolding.

Maria: The pig saw the wolf and he scared and he ran away.

Ms. Campbell: Yes, that's right. And how can we let people who are listening know a little more about the pig and the wolf? Are they little, are they big, are they nice, are they scary?

Maria: The little pig saw the big, scary wolf and he scared. He ran away to his house.

Rafael: The wolf huff and he puff and he blew the house down.

Ms. Campbell: That's wonderful that you said *blew*, Rafael! That let's us know the story happened in the past. But remember we have to show with all the action words that the story happened in the past, or a long time ago, so we have to say the wolf *huffed* and he *puffed* and he *blew* the house down. Say it with me.

Ms. Campbell stresses the –ed suffix in the words “huffed” and “puffed” to make sure Rafael hears the endings, and she has him say the sentence with her to make sure he has guided practice. She doesn't correct everything the children say, as she knows this might make them feel overly self-conscious and detract from their focus on meaning making. Instead, she is strategic with her corrective feedback and focuses primarily on past tense verbs and expanded sentences.

As the children retell the story, Ms. Campbell uses a rubric based on the CA ELD Standards, to guide her observation of their oral retellings. The rubric provides her with information about individual students' progress in particular areas of English language development, and this information helps her plan subsequent lessons intentionally and provide strategic scaffolding during content instruction.

Teacher Reflection and Next Steps:

Based on information from her oral retelling observation rubric, Ms. Campbell makes a note to continue to work on past tense verbs and expanded sentences with these six children in designated ELD for the rest of the week. She also makes a note to listen to the children carefully over the next couple of weeks as they retell stories during ELA instruction and at literacy stations to see if they begin to use past tense verbs and how they expand their sentences independently. She sends home with all of the children in the class a packet that contains the five pictures from the story, popsicle stick puppets, and the text of “The Three Little Pigs” in English and in Spanish with ideas for parents to read aloud and facilitate oral retellings at home in both languages. For these six children, she adds instructions for parents (in Spanish) to support their children to use past tense verbs and expanded sentences in English.

Lesson adapted from Derewianka and Jones (2012)

Resources

Websites:

- Colorín Colorado has [resources for ELs](http://www.colorincolorado.org) in preschool and TK (<http://www.colorincolorado.org>).
- NAEYC has many “[Messages in a Backpack](#)” in both English and Spanish about how

families can support their children’s language and literacy development

(<http://www.naeyc.org>).

Recommended reading:

Berkowitz, D. (2011). [Oral Storytelling: Building community through dialogue, engagement, and problem solving](#). Young Children. NAEYC.

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1476 **Conclusion**

1477 The information and ideas in this grade-level section are provided to guide
1478 teachers of transitional kindergarten children in their instructional planning. Recognizing
1479 California’s richly diverse student population is critical for instructional and program
1480 planning and delivery. Teachers are responsible for educating a variety of learners,
1481 including **advanced learners, students with disabilities, ELs at different English**
1482 **language proficiency levels, Standard English learners,** and other **culturally and**
1483 **linguistically diverse learners,** as well as **students experiencing difficulties** with
1484 one or another of the themes presented in this chapter (meaning making, effective
1485 expression, language development, content knowledge, and foundational skills).

1486 It is beyond the scope of a curriculum framework to provide guidance on meeting
1487 the learning needs of every child because each child comes to teachers with unique
1488 needs, histories, and circumstances. Teachers must know their students well through
1489 appropriate assessment practices and collaborations with families in order to design
1490 effective instruction for them. They need to adapt and refine instruction as appropriate
1491 for individual learners. Information about meeting the needs of diverse learners,
1492 scaffolding, and modifying or adapting instruction is provided in Chapters 3 and 9.

1493 Some children have had extensive experiences with language and literacy (in
1494 English or another language) prior to entering transitional kindergarten. They should not
1495 simply repeat those experiences in transitional kindergarten; instead they are
1496 challenged to engage with texts and other materials that interest and stretch them,
1497 extended their skills with printed language in meaningful contexts, and communicate
1498 and collaborate with peers and others (within and beyond the classroom) on interesting
1499 projects and learning experiences in all areas of the curricula.

1500 Some children have had fewer experiences with language and literacy prior to
1501 entering transitional kindergarten. They, too, are provided appropriately challenging
1502 instruction in an environment that facilitates their progress toward the kindergarten

1503 standards and that contributes to their understandings of the relevance and power of
1504 language and literacy in the curricula and their lives.

1505 With careful planning, articulation, and collaboration (see Figure 4.19) ,
1506 transitional kindergarten can meet its promise of preparing children for success in the
1507 school years ahead with a unique curriculum and developmentally appropriate
1508 instruction that builds on children’s natural curiosity about themselves, their peers, and
1509 their world and that actively engages them in learning.

1510 Transitional kindergarten children are just beginning their journey in school. As
1511 young children, they bring the joys and enthusiasms of new travelers to the enterprise of
1512 schooling. May they gain new confidence about the possibilities that await them in
1513 future years.

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1515 Figure 4.19. 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 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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