

CALIFORNIA DIGITAL LEARNING INTEGRATION AND STANDARDS GUIDANCE

|||||

Section C Standards Guidance for English Language Arts, Literacy, and English Language Development

Adopted by the State Board of Education May 12, 2021





SECTION



STANDARDS GUIDANCE FOR ENGLISH LANGUAGE ARTS, LITERACY, AND ENGLISH LANGUAGE DEVELOPMENT



Digital Learning in English Language Arts, Literacy, and English Language Development

Chapter 1 presented a wide range of general recommendations associated with effective teaching in a digital learning environment. The information in this chapter provides several additional suggested strategies for a focused subset of topics most relevant to English Language Arts (ELA) and/or English Language Development (ELD) instruction and aligned to the ISTE Standards for Educators and National Standards for Quality Online Teaching, which were introduced in Chapter 1.

When implementing the strategies in this chapter, educators are encouraged to create ongoing partnerships with family members and caregivers who help their students with their learning. This cultivates a robust support system for students as they work through assignments that may be challenging. Educators might invite family and caregivers to online office hours and/or one-on-one meetings with students to identify interventions and resources and further strengthen the support system.

Preparing and Supporting Teachers for Digital Teaching

Professional Responsibilities

As referenced in Chapter 1, both the ISTE Standards for Educators and National Standards for Quality Online Teaching emphasize that it is vitally important for teachers to stay informed about the best digital learning practices by participating in quality professional development. In addition to the professional learning opportunities listed in Chapter 1 *Professional Responsibilities*, the National Council of Teachers of English provides several focused resources—including books, articles, and

journals—to build teachers’ knowledge of new digital tools and strategies they can use in online or blended learning settings.²⁰³ These resources are organized by grade band and feature ideas for specific activities for students.

Teacher Presence

In Chapter 1, both the ISTE Standards for Educators and National Standards for Quality Online Teaching emphasize the use of digital tools to foster teacher-student relationships that build students’ sense of belonging within the school community. This focus on relationships is especially important in distance learning, where teacher presence is critical to helping students feel best supported for their success. This does not suggest that teachers have to be connected to students synchronously all of the time. Instead, it can be achieved through a personalized note, quick feedback on an assignment, a private message of encouragement during group time, or email messages.

In the learning environment specifically, digital tools for ELA, literacy and ELD that allow teachers and peers to communicate feedback via video and/or audio help make the learning experience much more personable than purely text-based feedback. Additionally, videos allow students to stop and replay the content if they missed information the first time they heard it.

Digital Citizenship

Digital citizenship, as one of the core tenets of both the ISTE Standards for Educators and National Standards for Quality Online Teaching, calls on teachers to model, guide, and encourage legal, ethical, and safe behavior related to students’ technology use. Additionally, the CDE School Library Standards provide guidance to students for accessing, evaluating, and using information as well as to teachers for integrating information literacy skills into all areas of learning.²⁰⁴ Chapter 1 presented the DigCitCommit competencies²⁰⁵ as a framework through which teachers may consider reinforcing a comprehensive set of digital citizenship skills.

The ELA content area provides rich opportunities for practicing the “Informed” competency of the DigCitCommit framework—“I evaluate the accuracy, perspective, and validity of digital media and social posts.” Sources of information for this type of evaluation by students might include print materials, e-books, databases, websites, and internet search results. Reinforcing this competency complements the research

203 <https://ncte.org/resources/resources-virtual-instruction-online-learning/>

204 <https://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>

205 <https://iste.org>

and media skills currently incorporated in the College and Career Readiness (CCR) Anchor Standards of the California State Standards for ELA and Literacy:²⁰⁶

Students need the ability to gather, comprehend, evaluate, synthesize, and summarize information and ideas, to conduct original research to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new.

By giving students ample opportunities to reinforce these information and media literacy skills, students are empowered to navigate the information age and beyond. Suggested strategies for helping students practice this skill include the following:

- Hold a whole-group discussion about how to evaluate resources.^{207, 208} Working with the whole class, students can first reflect on how they typically search for information. Building on that discussion, the teacher might add ways for students to evaluate sources more effectively. The teacher can use Zoom [video conferencing tool] to facilitate breakout rooms where students can look at specific resources and make collaborative discussions as to whether or not they would use them and why. This process allows students to reinforce digital citizenship skills, while applying ELA/literacy and ELD skills of listening and speaking.
- Provide students with a checklist, such as this list of questions from Edutopia,²⁰⁹ to confirm the authenticity and validity of online resources. Older students can help develop the list or evaluate an existing list for gaps.
- Ask students to find online articles about the same event that present different facts. Use this as an opportunity to discuss heuristics and fallacies, such as confirmation bias. Some sample questions could include the following:
 - How do we respond to information or evidence that contradicts our beliefs or assumptions?
 - How can confirmation bias influence the way people select and respond to information?
 - How does confirmation bias affect our ability to judge information accuracy?

206 <https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

207 <https://www.youtube.com/watch?v=2VjZX-4Sfgw> [link no longer available]

208 <https://www.youtube.com/watch?v=mozpgvMm4zo> [link no longer available]

209 <https://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro>

- Develop a lesson in which students compare news from varied sources to identify and illustrate media bias.

Furthermore, ELA instruction may incorporate the “Alert” competency of the DigCitCommit framework—“I am aware of my online actions, and know how to be safe and create safe spaces for others online.” Suggested strategies to help students practice this skill include the following:

- Build a “Digital Citizenship Graphic Organizer” that asks students to reflect on their digital footprint.²¹⁰ To raise students’ awareness of varying perspectives and to reinforce the importance of remaining mindful of their actions in the online learning environment, teachers may have students use the “share screen” function of a video conferencing tool to have students share and discuss their reflections in the graphic organizer.
- Prompt students to reflect on their digital identity. In this writing or discussion exercise, students can first reflect on a well-known person (such as a music artist or leader they admire) and relate how the individual’s digital identity has impacted the artist/leader. From there, students can reflect on the impact of their own digital identity.
- Hold a group discussion on what it means to be positive, socially responsible, and empathetic online. What does it look like? What does it sound like? Brainstorm ways that students can practice these behaviors.
- Identify an opportunity to model the use of posting to social media and perform a “think aloud” to craft a post.

Teachers will find additional ideas for ELA/literacy and ELD lessons for digital citizenship in resources, such as Common Sense Media²¹¹ and Tech InCtrl.²¹² Refer to *Digital Citizenship* in Chapter 1 to learn about more strategies.

Data-Informed Instruction

Both the ISTE Standards for Educators and National Standards for Quality Online Teaching emphasize the importance of the teacher’s use of ongoing data to inform instruction. Within the context of ELA/literacy and ELD, there are many ways digital tools can be used for formative assessments to help determine pedagogical effectiveness. By analyzing formative data, the teacher is also able to determine individuals or

210 <https://www.commonsense.org/education/digital-citizenship/topic/digital-footprint-and-identity>

211 <https://www.commonsensemedia.org/search/digitalcitizenshipela>

212 <https://teachinctrl.org/english-language-arts/>

groups in need of additional support or acceleration and move toward more individualized instruction.

As mentioned in Chapter 2, assessment for learning allows teachers to take a glimpse at students' understanding of specific concepts frequently before, during, or following instruction.

This may be achieved through written work, such as synchronous entrance slips and asynchronous exit slips, or quick “check for understanding” questions to gauge student comprehension to adjust the speed of instruction accordingly. Online polling is another way teachers can quickly assess where students are with their understanding of a concept.

For writing projects, students might meet with teachers through virtual check-ins and reflect on their progress to identify next steps in their writing process. Teachers can create rubrics, such as a know/show chart (see Chapter 2, Figure 2.3) built in Google Forms [an online survey tool], that students can use to guide their self-assessment. Additionally, students can write in a shared document so that teachers can actively follow their progress to provide ongoing, supportive feedback and notes to help bolster students as they continue their writing process.

Assessment can also be varied and provide an opportunity to build student agency by incorporating choice boards. The choice boards can include options for writing activities, such as journal entries, letters, and postcards. Students can also use digital tools, such as Jamboard [collaborative digital whiteboard] or Padlet [online brainstorming tools] to create visual representations of their knowledge through picture collages and drawings, as well as video and/or audio recordings, using cell phones, slide shows, or cameras. Refer to *Data-Informed Instruction* in Chapter 1, as well as Chapter 2, to learn about more strategies.

Designing Meaningful Digital Learning Experiences

Aggregating Quality Synchronous vs. Asynchronous Instructional Time

Both the ISTE Standards for Educators and National Standards for Quality Online Teaching call on educators to design learning experiences that are best-suited for the specific context, such as deciding what information is better conveyed in real-time (synchronous) or without direct, simultaneous interaction (asynchronous).²¹³

213 <https://www.cde.ca.gov/ls/he/hn/guidanceplanning.asp>

As mentioned in Chapter 1, when meeting synchronously, it is advised to present content as concisely as possible and dedicate the majority of the time to engage in active learning activities. In the context of ELA/literacy and ELD, these might include, but not be limited to, the following:

- **Interactive Read-alouds:** When meeting synchronously with students for read-alouds activities to model pitch, tone, pace, and volume, teachers can invite students to read aloud as well. After each page, teachers can pause, ask questions of students to check for listening and comprehension, and ask students to provide comments and interpretations based on what is happening in the story. In this way, students are invited to practice their own speaking skills.
- **Co-Created Virtual Vocabulary Walls:** As students read the text asynchronously, teachers can ask students to identify words that they are curious about. Teachers can create a vocabulary wall using a shared document or digital graphic organizer (e.g., Padlet). When the class meets synchronously, the teacher and students can discuss what words are on the vocabulary wall. This shows students that they are not the only ones curious about or struggling with a certain word. This activity also gives students perspective on how others are relating to a term based on their cultural and experiential contexts.
- **Connections Between Text to Self:** As an optional activity, teachers can ask students to take pictures of their life experiences that are connected to what they are reading. Students can add their pictures to a shared digital space for the teacher to put together a collage. During the synchronous time together, students can reflect on why they took the picture they took, specifically relating it back to the readings.
- **Echo Reading:** During a synchronous session, teachers can invite students for an echo reading activity to increase fluency. When conducted in a large group, this can be done with students muted to avoid overlaps in audio. The teacher can also choose to do these echo readings with students individually.
- **Presentations to Increase Fluency:** Teachers can invite students to use digital tools to create interpretive presentations based on a story the class is reading. The student can create a version of the story based on their own lives, which can help them connect the text to their culture and experiences. The presentations can also increase students' fluency and provide students an opportunity to practice their listening and speaking skills.
- **On-Demand Writing Prompts:** During synchronous meetings, teachers can invite students to write in an electronic journal that students are keeping. While the students are writing, the teacher can interact in real time with students and provide encouraging comments and feedback.

- **Students Teaching Peers:** Invite students to teach their peers about certain concepts they are learning from their reading and writing practices. One of the best ways to learn something is to teach someone else (Koh, Lee, & Lim, 2018). Invite students to create informative and explanatory presentations or poster tutorials for other students. Teachers can record these tutorials (with permission from students and parents) and curate a collection of student-produced tutorials on a variety of topics, cultivating an ever-expanding library of tools that other students can use into the future. This activity also provides students a chance to take control of and have an empowered voice in their learning.

Asynchronous learning activities can include materials students need to review in order to prepare for synchronous time, such as short, teacher-created videos or audio files introducing lessons and background reading. Other activities include, but are not limited to, the following:

- **Virtual Field Trips:** To help bring stories to life, teachers can create virtual field trips for their students to explore a setting in which a story takes place.²¹⁴
- **Recorded Read-alouds:** Invite students to do read-alouds with their families, caregivers, and others in order to practice speaking. Teachers can ask students to record and share their read-alouds so they can provide feedback.
- **Daily Electronic Journals:** Ask students to keep a daily journal where they can reflect on their lives as they connect with the readings. This will allow students the opportunity to practice comprehension and writing.
- **Digital Writing Portfolio:** Teachers can invite students to set up a digital portfolio to collect the writing that students do throughout the year. At certain points, (e.g., quarterly), students can look back at how they have progressed over the year and add that reflection into their portfolio.
- **Character Descriptions:** Using a graphic organizer or digital comic strip software, students can provide an illustration of what a period character would be like today, providing students with an opportunity to connect what they are reading to their lives.

Many other general strategies and examples of learning activities for synchronous and asynchronous time can be found under *Aggregating Quality Synchronous vs. Asynchronous Instructional Time and Developmental Considerations* within Chapter 1. See the introductions to Chapters 11 through 16 for additional suggestions for when synchronous or asynchronous learning may be best suited in the context of ELA, literacy, and ELD instruction.

²¹⁴ <https://www.discoveryeducation.com/community/virtual-field-trips/>

Universal Design for Learning

The ISTE Standards for Educators and National Standards for Quality Online Teaching emphasize that educators must design digital learning experiences that take individual learner differences into careful consideration. This includes leveraging the Universal Design for Learning (UDL) framework, introduced in Chapter 1, to help support all learners with accessible learning experience design.

LD OnLine, a national education service organization working in partnership with the National Joint Committee on Learning Disabilities (NJCLD), shares a number of key technology-empowered approaches grounded in the UDL framework that teachers can use to “support struggling students and those with learning disabilities in acquiring background knowledge and vocabulary, improving their reading comprehension, and making connections between reading and writing.”²¹⁵

- Relieve cognitive load by using digital tools that have just-in-time support, such as built-in dictionaries, encyclopedias, thesaurus, so that students can focus on comprehending what they are reading and creating a written representation of their knowledge.
- Provide multiple ways for students to understand a concept. For instance, include videos, how-to diagrams, animations, illustrations, and other visual tools to help students make connections related to sequencing, interactions, and relationships between ideas, words, and concepts.
- Using digital text can allow students to enlarge fonts and change background colors. Students can also use text-to-speech (TTS) software to have the text read aloud to them. For those students who struggle with reading, hearing a passage read aloud can free up their cognitive space for attention and comprehension.
- Digital tools that allow students to annotate provide a way for students to build their skills in active reading. These tools typically include features like sticky notes, bookmarking, highlighting, and color coding.
- Digital tools provide word-prediction ability that can help students with suggested words or phrases. Nearly every platform, including iOS and Android mobile devices, Windows tablets, Chromebooks, Windows 10, and macOS includes this feature.²¹⁶

215 <http://www.ldonline.org/article/61304/>

216 <https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/word-prediction-technology-what-it-is-and-how-it-works>

- Graphic organizing software provides students a way to map out the connections between ideas, which can aid in their comprehension and transfer of learning.
- Voice recognition software, such as voice typing in Google Documents [collaborative online document], can help students express their ideas in different ways, especially for those who have difficulty with motor skills.

Other suggested strategies for integrating the UDL framework in ELA/literacy and ELD contexts may include, but are not limited to, the following:

- Use screencasting tools to share read-alouds so that students can review the recordings as many times as they need.
- Use synchronous learning tools that facilitate video discussions to offer collaborative spaces, where students can share their reflections on key concepts, as well as practice speaking and listening.
- Leverage tools, such as Quizzizz, Quizlet, and Kahoot! [online quiz applications], which feature digital flashcards that allow students to practice vocabulary. Students can also use Camstudio, Screencast-O-Matic, and Explain Everything [screencasting tools].
- Explore news websites specifically designed for students with different reading levels to support students where they are. These sites also provide many visuals to further aid students in fully understanding a concept.

CDE also includes a webpage with resources for supporting EL students in distance learning environments.²¹⁷ This page includes webinars from WestEd²¹⁸ that feature activities for EL students at various grade levels that provide multiple means of engagement with ELA/literacy and ELD content. The page also includes a curated list of resources designed for EL students developed by the California County Superintendents Educational Services Association (CCSESA) Curriculum and Instruction Subcommittee (CISC).²¹⁹

To support students with disabilities, organizations like Common Sense Education have curated useful tools for diverse learners.²²⁰ Refer to *Universal Design for Learning* in Chapter 1 to learn about more strategies.

²¹⁷ <https://www.cde.ca.gov/ci.cr.dl/dlconsiderations.asp>

²¹⁸ <https://www.wested.org/resources/webinars/>

²¹⁹ <https://padlet.com/molly1alex/slsb60tdtj4q9h2f>

²²⁰ <https://www.commonsense.org/education/top-picks/apps-and-websites-for-special-education-programs>

Infusing Opportunities for Creativity

The ISTE Standards for Educators call on educators to nurture creativity and creative expression to communicate ideas, knowledge, or connections. There are many ways to infuse imaginative and creative activities for students within ELA/literacy and ELD content. Some of these include, but are not limited to, the following:

- Host a literature circle using web conferencing tools. Students can engage in these literature circles, sometimes called literary seminars or book studies, where students can play specific leadership roles, ask reflective questions, and more.²²¹ These groups provide students with the opportunity to engage with other students in creative exploration of literature.
- Invite authors to give virtual book talks and engage with students, providing an opportunity for students to learn from a professional writer about concepts such as the writing process, literary analysis, as well as where their ideas originate from. Inviting members of the community to participate virtually can promote student creativity as they learn about how others relate to the literature.
- Encourage students to collaboratively create digital infographics that share information from resources they have evaluated and curated to support informative and explanatory writing. As students work in teams to complete the task, they learn how others perceive a particular resource, thus gaining additional skills in deciphering which resources are more reliable than others. As students explore the perspectives of others, they may also acquire new information that promotes or enriches their creativity.
- Invite students to create their own stories individually or with peers using Google Slides [online presentation tool]. If working in groups, each student can share the part of the story that they have been assigned using text, images, video, etc. Students might also assist each other in expanding the story and deciding which words might be better to use in certain places.

Refer to *Infusing Opportunities for Creativity* in Chapter 1 to learn about more strategies.

Encouraging Authentic Collaboration

The ISTE Standards for Educators call on educators to collaborate and co-learn with students to discover, use, and create new digital resources. This type of collaboration

221 <https://www.edutopia.org/article/virtual-literature-circles-create-safe-space-students>

in online learning environments is critical to establishing meaningful relationships, cultivating a supportive community, and providing a foundation to grow students' sense of belonging. In ELA/literacy and ELD, opportunities to encourage authentic collaboration can include, but are not limited to, the following:

- Invite students to create a video response to a specific reading and encourage other students to respond via video to that student's video with reflections or questions for their peer. Many learning management systems allow for this type of online discussion and peer, multimedia feedback.
- Encourage students to reflect with others on readings in a virtual, shared, inclusive space with others, and ask them to relate their responses to their own experiences. This not only provides students with the opportunity to share connections between readings and their own culture but also allows them to practice social awareness by developing a respect for the experiences of others.
- After providing appropriate protocols and guidance for students for productive and positive communication, teachers can invite them to engage in peer editing of each other's work. This also provides students with feedback and evaluation experiences to further reinforce digital collaboration skills.²²²

Some additional examples of encouraging authentic collaboration can be found from the International Literacy Association.²²³ Refer to *Encouraging Authentic Collaboration* in Chapter 1 to learn about more strategies.

²²² https://www.youtube.com/watch?v=0GCJC_pcBts [link no longer available]

²²³ <https://www.literacyworldwide.org/blog/literacy-now/2020/08/25/together-apart-fostering-collaboration-in-a-remote-learning-environment>

Introduction to Standards Guidance for English Language Arts, Literacy, and English Language Development

The *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*²²⁴ (ELA/Literacy Standards) and the *California English Language Development Standards*²²⁵ (ELD Standards) have wide-ranging importance. The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. And, because literacy and language are foundational to all learning, both sets of standards play a crucial role in ensuring that California (CA) students achieve content standards in every subject area.

Chapter 10 provided information about digital learning in English language arts, literacy, and English language development. The purpose of Chapters 11–16 is to present standards guidance and instructional considerations for ELA, literacy, and ELD instruction that are aligned with California's commitment to serve all students, with attention to equity and the whole child. These chapters prioritize critical areas of instructional focus for the continuum of learning from transitional kindergarten through grade twelve. Attention to these critical areas will ensure that students transition to the next grade level well prepared to learn new skills and concepts.

²²⁴ <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

²²⁵ <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

This guidance serves as a companion resource to the *ELA/Literacy Standards*, the *ELD Standards*, and the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA/ELD Framework). The organization of the standards highlights the relationships among the standards and reflects an integrated model of instruction. The standards guidance is intended to support teachers as they implement ELA, literacy, and ELD instruction in online, blended, or in-person learning environments.

The Big Picture of California's English Language Arts, Literacy, and English Language Development Instruction

The *ELA/ELD Framework* provides guidance on the implementation of the *ELA/Literacy Standards* and the *ELD Standards* and was the primary source for the standards guidance contained in Section C. See the *ELA/ELD Framework* for citations related to the research basis and state policies that informed the development of that document. This section is also informed by research and resources that have become available since the publication of the framework. See the references at the conclusion of this document, *California Digital Learning Integration and Standards Guidance*, for more current citations.

The Circles of Implementation graphic shared in Figure 11.1 depicts the big picture of implementation of ELA/literacy and ELD instruction as described in the framework.

The outer ring displays the overarching goals. By the time California's students complete high school, they have:

- developed the readiness for college, careers, and civic life;
- attained the capacities of literate individuals;
- become broadly literate; and
- acquired the skills for living and learning in the 21st century.

In the center of the graphic are the grade-level ELA/literacy standards, which identify year-end expectations for student knowledge and abilities and guide instructional planning. Embedded within the ELA/literacy standards are the ELD standards. Aligned with the ELA/literacy standards, they amplify areas of English language development that are crucial for academic learning. The ELD standards help teachers support students learning English as an additional language to interact in meaningful ways with others and with complex texts, engage in and learn through intellectually challenging tasks across the content areas, develop academic English, and develop

awareness about how English works so that they can use it intentionally and purposefully. Both sets of standards comprise the pathway to achievement of the overarching goals of ELA/literacy and ELD instruction.

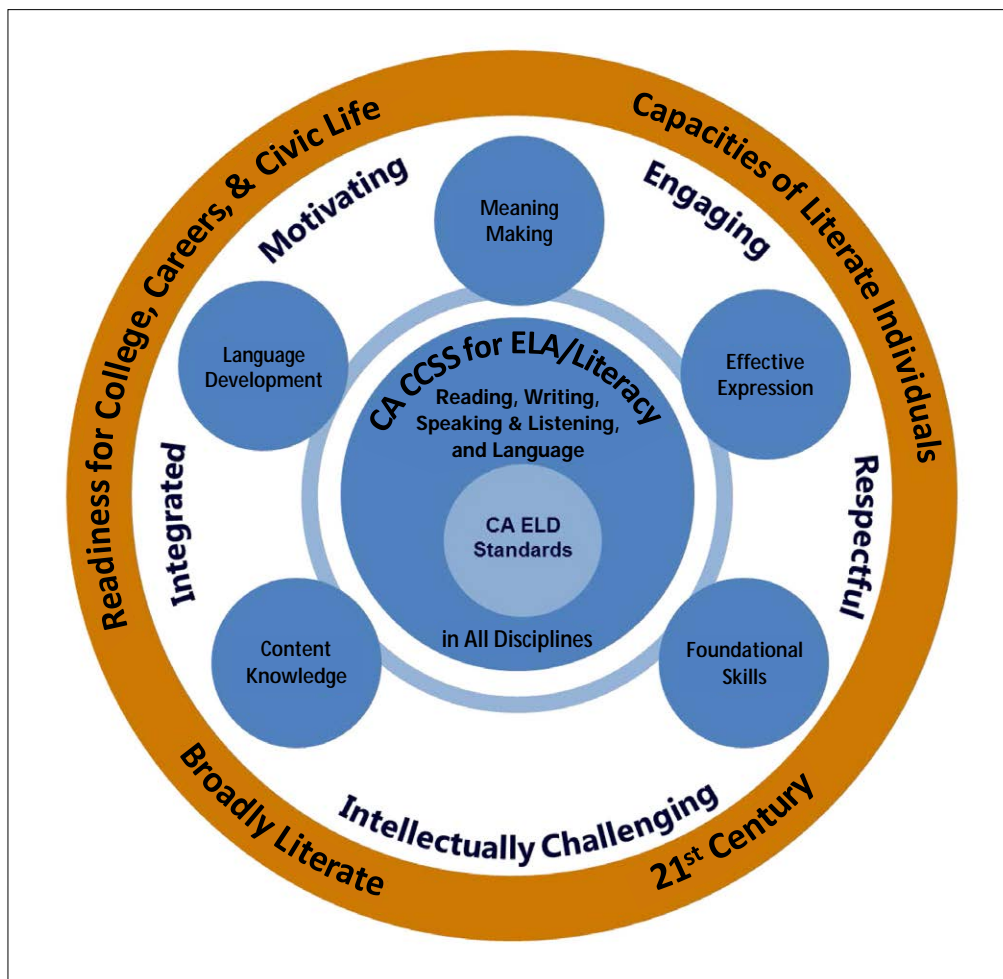


FIGURE 11.1. Big Picture of California's English Language Arts, Literacy, and English Language Development Instruction

Circling the standards are the crosscutting themes of the standards. Instruction across the strands of the ELA/literacy standards (Reading, Writing, Speaking and Listening, and Language) and the parts of the ELD standards (Part I: Interacting in Meaningful Ways, Part II: Learning About How English Works, and Part III: Using Foundational Skills) focuses on **Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills**. These themes, described in the chart below, highlight the interconnections among the strands of the ELA/literacy standards and the parts of the ELD standards; the themes guide ELA/literacy and ELD instruction and are considered critical areas of

instructional focus. Consistent with these ideas, the *ELA/ELD Framework* calls for teachers to teach the language arts as meaning making processes, facilitate students' language development, model and teach effective expression, expand students' content knowledge, and ensure that students acquire the foundational skills.

The field inside the outer ring and surrounding the crosscutting themes represents the context in which instruction occurs. Instruction reflects an integrated model of literacy, that is, the strands of the language arts—reading, writing, speaking, listening, and language—are closely intertwined with one another and integrated into every discipline. Instruction in English language development is integrated with and amplifies learning in English language arts and all content areas. Instruction is motivating and engaging; it draws upon and expands students' experiences and interests, is authentic and relevant, allows choice, and promotes active engagement. Instruction is respectful of all learners; it values and capitalizes on their funds of knowledge, promotes positive relationships, fosters a positive self-image, and is culturally relevant and sustaining. And instruction is intellectually challenging for all students.

CROSSCUTTING THEMES OF ELA/LITERACY AND ELD INSTRUCTION

At every grade level, instruction focuses on the following:

Meaning Making

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, composing text, engaging in research, participating in discussion, speaking with others, and giving and listening to and viewing presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, comprehension monitoring, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn; think; and express information, ideas, perspectives, and questions. The strands of the ELA/literacy standards—Reading, Writing, Speaking and Listening, and Language—all have language at the core,

as do the parts of the ELD standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen; interact with one another and learn about language; and engage with rich content in all disciplines. The foundational skills provide access to written language.

Effective Expression

Each strand of the ELA/literacy standards and each part of the ELD standards includes attention to effective expression. Students learn to examine the author’s craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the purpose, audience, context, and task.

Content Knowledge

Content knowledge, which includes literary, cultural, and domain knowledge, is a powerful contributor to comprehension of text and other sources of information and ideas. It also undergirds the ability to write effective opinions/arguments, explanatory/informational text, narratives, and other types of text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts, can research questions of interest, and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge building. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. **Their achievement is crucial, warranting high priority instructional attention in the early school years and thereafter as needed.** (See CDE’s *Resource Guide to the Foundational Skills*.²²⁶) Students who know how to decode, develop

²²⁶ <https://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf>

automaticity with an increasing number of words, and become fluent users of written language are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

An Important Note Regarding Students Who Are English Learners

Students who are English learners (EL) participate fully in the ELA/literacy and other content curriculum at the same time as they are learning English as an additional language. Teachers use the ELD Standards to support students in meeting both goals: achievement in ELA/literacy and other content curriculum and learning English. It is important to note that even as they are learning English, California values the primary languages of its students and encourages their continued development. This is recognized by the establishment of the State Seal of Biliteracy. In addition, California takes an additive stance to language development for all children. California views the “nonstandard” dialects of English (such as African American English or Chicana/Chicano English) that linguistically and culturally diverse students bring to school from their homes and communities as valuable assets—resources in their own right and solid foundations to be built upon for developing academic English.

Teachers support acceleration by providing explicit, intensive and extensive instruction in oral language and skills (depth and breadth of vocabulary, listening comprehension, discourse practices, as well as grammatical structures) and by ensuring EL students have many opportunities to participate in extended conversations. Teachers engage EL students in challenging curriculum and apprentice them into successful uses of academic language; teachers make the features of English transparent in order to build proficiency with and critical awareness of the features of discipline-specific academic language. Teachers invite EL students to use their language resources in English and/or native language as they engage in learning experiences. Planned and “just-in-time” scaffolding is provided based on daily assessments of EL students’ receptive and productive practices. Guidance on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools may be found on the CDE website.²²⁷ Refer to *Meeting the Needs of English Learners* in Chapter 1 to learn about more strategies.

227 <https://www.cde.ca.gov/sp/el/rm/>

An Important Note Regarding Students with Disabilities

Students with disabilities, a diverse group of children and youth with varying needs and abilities, have a right under the Individuals with Disabilities Education Act (IDEA) to an intellectually rich and engaging curriculum. Teachers work closely with education specialists, students, and families to provide access to grade-level curriculum with appropriate supports and services, including accommodations and modifications as needed. Support for students with diverse learning needs should begin with high quality first instruction and be augmented through any additional identified necessary supports outlined in Individual Educational Program (IEP) or 504 Plans. Some students need assistive technology, which is provided in all settings, including both virtual and in-class environments. Difficulty reading is the most common type of specific learning disability, and some students are diagnosed with dyslexia. It is important to note, however, that students experiencing difficulty reading do not necessarily have a learning disability. There are many causes of reading difficulties, including inadequate curriculum, instruction, and learning support. Special consideration should be given to students who are also learning English as an additional language, as this can make diagnosing learning disabilities more complex. Guidelines may be found about both dyslexia²²⁸ and support for EL students with disabilities²²⁹ on the CDE website. Refer to *Meeting the Needs of Students with Disabilities* in Chapter 1 to learn about more strategies.

Abbreviations and Numbering of Standards

ELA/Literacy Standards are abbreviated according to the following list:

- RL = Reading Literature
- RI = Reading Informational Text
- RF = Reading Foundational Skills
- W = Writing
- SL = Speaking and Listening
- L = Language
- RH = Reading in History/Social Studies (grades 6–12 only)

228 <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

229 <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

- RST = Reading in Science and Technical Subjects (grades 6–12 only)
- WHST = Writing in History/Social Studies, Science, and Technical subjects (grades 6–12 only)

Standards are designated by grade and standard number. For example, RI.3.1 refers to Reading Informational Text, grade 3, standard #1.

ELD Standards are abbreviated according to the following list:

- PI = Part I: Interacting in Meaningful Ways
- PII = Part II: Learning About How English Works
- PIII = Part III: Using Foundational Skills
- Em = Emerging (English proficiency level)
- Ex = Expanding (English proficiency level)
- Br = Bridging (English proficiency level)

Standards are designated by grade and standard number. For example, ELD.PI.8.3.Ex refers to Part I: Interacting in Meaningful Ways, grade 8, standard #3 at the Expanding English proficiency level.

Identification and Organization of the Standards

All ELA/literacy and ELD standards support students' attainment of the overarching goals of ELA/literacy instruction described in the 2014 *ELA/ELD Framework* and the increased attention to informational text, textual evidence, and text complexity called for in the adoption of the standards in 2010/13. These standards reflect critical areas of instructional focus, that is, the five crosscutting themes of meaning making, language development, effective expression, content knowledge, and foundational skills. Some standards have been identified as “key standards” in this document. These standards are likely to require significant instructional attention, and many provide an instructional context in which several standards can be addressed simultaneously due to their interrelationships or overlapping nature. They are also critical to the integration of literacy—the communication processes of reading, writing, speaking and listening, and language—in all academic disciplines.

Key standards and closely related additional standards in ELA/literacy have been identified for each of the five themes—or critical areas of instructional focus—for every grade. The organization of the standards highlights their relationships to one another, to key supporting ELD standards, and to one or more crosscutting themes. For example, in the table for the theme of meaning making in kindergarten, RL/RI.K.1 (“With prompting and support, ask and answer questions about key details in a text”)

and SL.K.2 (“Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.”) are interrelated and can be addressed at the same time instructionally, and so they are clustered together in a table cell. These, along with ELD Standard [PI.K.5.Ex](#) (“Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.”) are noted in the left-hand column. Bulleted comments are included in the right-hand column to clarify, contextualize, or emphasize an aspect of the standard(s) identified in the left-hand column or highlight instructional considerations. Related standards—those that can be addressed in the context of the key standard(s) or subsumed within it—are also included in these bullets as relevant. This is in keeping with the integrated model of literacy instruction.

The standards are presented as follows:

- Key ELA/literacy standards are listed according to the theme(s), or critical areas of focus, with which they are most closely aligned.
- Many key standards are repeated across themes because of the important role they play in supporting progress in the themes. Color coding is added to highlight this repetition. For example, Writing Standards 1–3 are strongly related to meaning making, effective expression, content knowledge, and foundational skills. These repeated key standards are also highlighted in purple in each of these theme charts.
- Some standards are presented in their full form, some are abbreviated, and some are merged as appropriate to convey the key ideas.
- Some substandards (e.g., RF.1.4a; RF.1.4b; RF.1.4c) are presented separately due to their distinctive nature and the special instructional attention they require.
- Key ELD standards at the Expanding proficiency level are included in cells where appropriate. They highlight and amplify language demands of the ELA/literacy standards and promote EL students’ opportunities and capacities to interact in meaningful ways during instruction and build EL students’ knowledge about how the English language works in different contexts to achieve specific communicative purposes. The ELD standards are addressed during integrated and designated ELD instruction.
- Related standards in ELA/literacy and ELD are identified in parentheses in bulleted comments in the right-hand column. It is important to note that standards from different strands—reading, writing, speaking and listening, and language—are identified in nearly every chart, highlighting the integrated nature of the language arts.

Decision Making: Synchronous and Asynchronous Instruction

Teachers must be thoughtful in determining what instruction to provide synchronously and what to provide asynchronously. Synchronous time may be quite limited, so it must be optimally used. Priority for synchronous instruction should be given to the learning content that most requires teachers' and/or peers' "in-the-moment" presence. Guidance for deciding whether learning experiences should be provided synchronously or asynchronously follow.

Choose synchronous delivery when the content is such that:

- students work toward understanding concepts or acquiring skills likely requires immediate feedback or clarification to avoid misunderstanding;
- "just-in-time" scaffolding to support learning should not be delayed;
- the teacher's next instructional moves are crucial for student learning and can best be determined by close observations of students' real-time performance; and
- student learning is enriched by real-time interactions, collaboration, and discussion.

Choose asynchronous delivery when the content is such that:

- the likelihood of students misunderstanding the content is low;
- students benefit from time to engage in learning experiences and explore concepts and resources at their own pace;
- students benefit from the opportunity to revisit content, such as instructional videos or comments posted asynchronously by peers; and
- delays in responses from teachers or peers will not serve as roadblocks to learning.

Organization of the Chapters

The following chapters are organized by the grade-level spans presented in the *ELA/ELD Framework*: transitional kindergarten through grade one; grades two and three; grades four and five; grades six through eight; and grades nine through twelve. A brief overview is provided for the span. An interview featuring a California educator engaging in distance learning is provided in one elementary grade span (grades two and three) and in the middle and high school spans. The span overviews are followed by grade-level discussions.

For each grade level, an introduction highlights important learning in the five crosscutting themes, as well as offers comments regarding synchronous and asynchronous instruction. The introduction to the grade level is followed by the presentation, by theme, of the key and related standards in ELA/literacy and ELD and instructional considerations. Each grade level concludes with a class spotlight, which provides an example of literacy instruction within a digital environment. Although the teachers and children named in the spotlights are fictional, the practices are authentic.

English Language Arts/Literacy and English Language Development in Transitional Kindergarten Through Grade One

Overview of the Span

The first years of schooling are a profoundly important time on the pathway to literacy, and the quality of the curriculum and instruction offered to children in the transitional kindergarten through grade one span has long lasting implications.

During these crucial years, instruction focuses on children's acquisition of the skills, knowledge, and dispositions that establish the foundation for a lifetime of learning. Special attention is given to ensuring children's progress in the foundational skills. Instruction is carefully specified and strategically sequenced and rich. Authentic experiences are provided in a developmentally appropriate environment that recognizes and responds to children's social-emotional, physical, and cognitive needs, all of which are critical to long-term literacy development. Young learners move and explore, engage in hands-on investigations, and interact freely and in structured ways with a range of peers and adults on interesting topics. They participate in self-directed and teacher-directed learning experiences.

Content and pedagogy in the grade span include the following:

Meaning Making: Children engage meaningfully with others and with a range of texts as listeners, writers, and readers. They learn to ask and answer questions to clarify and convey meaning. They are introduced to comprehension strategies and a variety of text structures, and they participate in conversations to share understandings about texts and topics. Teachers share and talk about texts to support meaning, and they establish an engaging and motivating context in which to teach and foster reading and listening comprehension.

Language Development: Because language is acquired largely through *exposure to and purposeful use of* language in a range of meaningful contexts, teachers establish language-rich environments. They model broad vocabulary and varied grammatical and discourse structures as they interact with children, deliver instruction, facilitate learning experiences across the curriculum, and discuss classroom routines. They read aloud texts that expand children’s language, engage children in genuine discussions about a range of topics using academic language, and provide stimulating social learning activities and investigations that fuel extended conversations.

Effective Expression: Children express themselves in writing by dictating their ideas to adults and by using pictures, marks, and their emerging knowledge of the alphabetic system. They learn how to participate in discussions (taking turns and listening attentively to the perspectives of others) and how to express their ideas more formally, such as through “show and tell” and other presentations. Their knowledge of language conventions expands through rich exposure to and regular reflections on language.

Content Knowledge: Children engage in many hands-on explorations, participate in shared research projects, and interact with informational text as listeners and beginning readers. Although there are many opportunities to pursue topics of personal interest, teachers also ensure that knowledge is built systematically by providing text sets (several books on a topic under investigation) and conceptually coherent curriculum so that concepts and domain-specific language are repeated and built upon. Children gain literary and cultural knowledge as they are exposed to a wide range of texts, including—importantly—those that reflect the diversity of humankind. All content areas (e.g., science, social studies, the arts) are considered crucial parts of the curriculum, and every child participates in all subject matter instruction.

Foundational Skills: Children manipulate and reflect on the sounds of spoken language as they are provided explicit instruction in phonemic awareness and, as they sing, engage with books that draw attention to the sounds of words, and play language games. They become increasingly familiar with the alphabetic system, learning letter-sound and spelling-sound correspondences. They apply their knowledge as they learn to decode words consisting of regular patterns and read simple text consisting of regular patterns and as they write for their own purposes. They learn relevant sight words in meaningful contexts. ***This grade span is a crucial period for acquiring the foundational skills, which must be given high priority to best position children for success with written language.***

Students who are English learners engage with the same intellectually stimulating content through careful scaffolding (planned and “just-in-time”) and guidance provided by the ELD Standards. At the same time, they are learning English as an additional language and are receiving instruction that attends to their steady progress along the ELD continuum. The cultural and language resources young children bring to the classroom are recognized as assets and are capitalized on in all instruction. Special attention is given to oral language development during this grade span. Learning about language occurs in meaningful, relevant contexts during both integrated and designated ELD instruction. Daily engagement with a range of language and literacy tasks (including singing, being read to, exploring books with peers, engaging in extended conversations, retelling stories and events, and many other learning tasks) is important for all children.

Synchronous and Asynchronous Instruction. Teachers should carefully consider which learning experiences are given priority during synchronous instruction. Some lessons are best conducted when teachers can make “in-the-moment” decisions about next instructional moves based on children’s performance as they engage in the lesson. For example, teachers introduce Elkonin boxes in small group synchronous settings to teach phoneme segmentation. They model, guide, observe, repeat instruction or provide scaffolds as needed, and decide when to advance the lesson. Teachers’ presence enables them to adjust instruction and ensure children’s understanding without delay.

Other learning activities can occur effectively without the teacher available in real-time. For example, bulleted comments in several charts in the following areas state that children should be exposed to a range of literature. Often this can occur asynchronously. Teachers might create video recordings of themselves reading books aloud. Depending on their purpose, teachers can pause during the read aloud and comment on interesting (and possibly unknown) words, highlighting word meanings in the text and commenting on other contexts in which the children might hear the words. Or teachers can pause during their reading to think aloud about a character’s motives or to make a prediction about what is ahead in the text. Depending on children’s technology skills and access and adult participation, children might be invited to leave an audio or video recording in response to the read aloud.

Standards for transitional kindergarten, kindergarten, and grade one are provided in this chapter.

Transitional Kindergarten

Transitional kindergarten programs capitalize on young children’s active, social, and inquisitive natures. Teachers draw on the California Preschool Learning

Foundations²³⁰ and, as appropriate, the ELD Standards to support all children's progress toward the kindergarten ELA/literacy standards. Language development is a crucial focus of the ELA/literacy curriculum this year, and children participate in numerous language exchanges daily. They learn to listen attentively to their peers and adults as well as to express their own thoughts. They use language purposefully, and they notice language as they make language choices and witness the impact of their words on others, learn new words, and are exposed to longer, syntactically complex sentences.

Foundational skills development receives high priority attention during this year. Instruction ensures children make great strides in learning the symbols of the written system (i.e., the alphabet) and acquiring phonemic awareness, and that they make progress in learning letter-sound correspondences. Instruction also ensures that children have many opportunities to interact with print in meaningful contexts—print that answers their questions (e.g., paper and digital text on a topic of interest), serves a purpose (e.g., labels, instructions), and is a written record of their ideas (e.g., a caption for a painting dictated to an adult). Teachers create print-rich environments, and children find print—and the tools to generate their own printed messages—in virtual and classroom activities and spaces.

Transitional kindergarteners also have conceptually coherent experiences with content (e.g., science, the arts, social studies) that build knowledge appropriate for their age, backgrounds, and interests and that expose them to a range of human experiences and perspectives.

Standards and instructional considerations for transitional kindergarten follow. Selected Preschool Foundations are included as they are drawn upon in transitional kindergarten. Many ELA/literacy standards can be addressed across the curriculum, that is, as a part of science, social studies, arts, and other subjects. ELA/literacy and content area instruction are mutually supportive, and to treat them as distinctly separate areas of instruction is to miss opportunities to enhance progress in both ELA/literacy and other subjects. The language arts complement and contribute to content instruction; they do not replace inquiry and other content approaches. The ELD standards promote progress for EL children in all curricular areas.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter. Refer to *Developmental Considerations* in Chapter 1 to learn about strategies for technology support for younger students.

230 <https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Some key standards are included in more than one theme. For example, SL.K.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in four theme charts that follow. In each case, the repeated standard is highlighted in pink to make the repetition obvious. Likewise, RL/RI.K.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for transitional kindergarten at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.K.1,10; W.K.1-3; SL.K.1,2 ELD.PI.K.1,5,6,10,11.Ex Preschool R.1.2,4.1; W.1.2; LS.1.1	<i>RL/RI.K.2,5,6,7,9; RI.K.2; W.K.6; SL.K.3,5,6 ELD.PII.K.1.Ex</i>
Language Development	RL/RI.K.4,10; SL.K.1; L.K.1f,6 ELD.PI.K.1,3,6,12b.Ex; PII.K.4,5.Ex Preschool LS.1.1,4,2.1,3.1	<i>RL/RI.K.2;SL.K.3,4,6;L.K.4,5 ELD.PI.K.7,8.Ex</i>
Effective Expression	RL/RI.K.10; W.K.1-3; SL.K.1 ELD.PI.K.1,3,7,10.Ex Preschool LS.1.1	<i>RL/RI.K.6; W.K.5;SL.K.3,4,6; L.K.2</i>
Content Knowledge	RL/RI.K.1,4,10; W.K.2,7; SL.K.1,2 ELD.PI.K.1,2,5,6,10,12b.Ex Preschool LS.1.1	<i>RL/RI.K.6; RI.K.8; W.K.8; SL.K.4,6</i>
Foundational Skills	RF.K.1d,2,3a,b,c,4; W.K.1-3; L.K.2c Preschool R. 2.1,3.1,2,3; W.1.2 ELD.PI.K.10.Ex	<i>RI.K.5; RF.K.1,3d; L.K.2d Preschool R.1.1,1.2</i>

Critical Area of Instructional Focus: Meaning Making

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Preschool R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.</p> <p>ELD.PI.K.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Text-dependent questions prompt children to attend closely to texts. Questions support young listeners' understanding of characters, settings, and major events in stories (<i>RL.K.3,9</i>); the main topic, key ideas, events, ideas, and information in informational text (<i>RI.K.2,3,7</i>); and the contributions of both text and illustrations to meaning (<i>RL/RI.K.7</i>). Questions also guide children to compare and contrast adventures and experiences of characters in familiar stories and to identify basic similarities and differences between two texts on the same topic (<i>RL/RI.K.9</i>; <i>ELD.PI.K.6.Ex</i>). • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented orally or through other media. Comprehension monitoring is evident when they pose questions to clarify meaning; engagement is evident when they question a character's behavior or ask about information provided in a text or otherwise presented (<i>SL.K.3</i>). • All children participate in teacher read-aloud experiences with increasingly complex texts (i.e., those in the grades 2–3 complexity band). Questions guide and build children's comprehension, preparing children for future independent reading of challenging texts. • Children engage with a variety of text types, including an equal balance of narrative and informational texts. Exposure to a wide range of texts contributes to children's literary, cultural, and domain knowledge as well as their familiarity with various text structures and features (<i>RL/RI.K.5</i>, <i>ELD.PII.K.1.Ex</i>)—all of which contribute to meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding. Activate relevant prior knowledge and use illustrations and context to make predictions.</p> <p>ELD.PI.K.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>ELD.PI.K.11.Ex Offer opinions and provide good reasons and some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • All children have many opportunities to participate in group read-aloud activities with a range of texts, with special and increasing attention to complex texts (i.e., for transitional kindergarteners, those in the grades 2–3 band or higher). • Activities may take many forms, such as retellings, discussion, writing, dramatic play, and drawing—all of which support and reveal children’s understanding of text (<i>RL/RI.K.2;SL.K.5</i>). • Teachers identify and talk about the roles of authors and illustrators of the books they share with children (<i>RL/RI.K.6</i>). • Teachers create opportunities for all children to select texts to read for study and enjoyment. • Teachers ensure that all children see themselves in texts. • Children have access to text in their home languages.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.K.1–3 Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory text and narrative.</p> <p>Preschool W.1.2 Write letters or letter-like shapes to represent words or ideas.</p> <p>Preschool R.1.2 Understand that print is something that is read and has specific meaning.</p> <p>ELD.PI.K.10.Ex Draw, dictate, and write to compose short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children use writing to communicate meaning (opinions, information, narratives), not simply to copy text or practice printing. They learn that writing is a meaning making process as they work to express themselves using written language. • Writing is an authentic, daily activity and occurs both in virtual and in-class settings. Children are prompted to write about what they care about. At the same time, teachers provide a stimulating environment that expands children’s interests and knowledge and exposes them to different purposes for writing (i.e., to communicate opinions, information, and stories).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Preschool LS.1.1 Use language to communicate with others for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <p>ELD.PI.K.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Children have multiple daily opportunities to engage in brief and extended conversations with a range of others in a range of contexts for a range of purposes in both virtual and in-class settings. Conversations include ones in which children share opinions, experiences, and information; respond to texts and learning activities; and listen to and ask questions of others. Children’s understandings of topics and texts are enhanced through engagement with others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. They gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), signaling that all children’s contributions matter to the group.

Critical Area of Instructional Focus: Language Development

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.4 Ask and answer questions about unknown words in a text.</p> <p>ELD.PI.K.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> Teachers ask questions not to quiz children on their knowledge but to guide children in noticing words and their impact on meaning (<i>ELD.PI.K.7,8.Ex</i>) and to model and prompt an enthusiastic interest in learning and sharing new words. They help children clarify the meaning of unknown and multiple-meaning words and support exploration of word relationships and nuances in meaning (<i>L.K.4,5</i>). As appropriate, teachers support children in using new words in novel contexts. Read-alouds especially can provide opportunities to expand children’s vocabulary and are selected, in part, on the basis of the richness of the language. Multiple texts on the same topic (e.g., informational texts about frogs) maximize students’ exposure to domain-specific vocabulary. Teachers leverage EL students’ experiences and native language to support vocabulary development.
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELD.PI.K.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> Texts are a key source of language and teachers share a wide variety of texts, particularly those that use rich vocabulary and complex sentence structures. Teachers ensure that all children engage with texts daily whether in virtual or in-class settings. Discussions related to texts provide opportunities to talk about and use new vocabulary and sentence structures.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <hr/> <p>Preschool LS.1.1 Use language to communicate with others for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <p>ELD.PI.K.1,3.Ex Contribute to class, group, and partner discussions; offer opinions in conversations using an expanded set of learned phrases as well as open responses.</p>	<ul style="list-style-type: none"> • Opportunities to use language contribute to language development. Children engage in brief and extended conversations daily with a range of others in a range of contexts for a range of purposes in both virtual and in-class settings. Conversations include ones in which children share opinions, experiences, and information; respond to texts and learning activities; and listen to and ask questions of others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. They gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), signaling that all children's contributions matter to the group.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>Preschool LS 1.4 Use language to construct extended narratives that are real or fictional.</p> <p>Preschool LS.3.1 Understand and use increasingly complex and longer sentences.</p> <p>ELD.PII.K.4,5.Ex Expand noun phrases in a growing number of ways; expand sentences with prepositional phrases in shared language activities guided by the teacher and with increasing independence.</p>	<ul style="list-style-type: none"> Teachers prompt children to provide detail and “say more,” demonstrating sincere interest in what children say (<i>SL.K.4</i>). They encourage children to retell stories (<i>RL.K.2</i>) and share their opinions, experiences, and knowledge with others.
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Preschool LS 2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p> <p>ELD.PI.K.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> Teachers model, scaffold (planned and “just-in-time”), and prompt the use of target words, especially those encountered in a text and discussions, in multiple contexts. Multiple daily opportunities to use language are crucial for language development.

Critical Area of Instructional Focus: Effective Expression

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELD.PI.K.7.Ex Describe the language an author uses to present an idea, with prompting and moderate support.</p>	<ul style="list-style-type: none"> Children listen to stories, poetry, and informational texts that are models of effective expression. Teachers guide children in identifying language or structures that evoke responses and emotions (e.g., laughter, surprise) or vivid mental images, provide clear explanations or interesting organization (e.g., use of a familiar pattern, such as days of the week, to develop a story or present information), or in some way capture readers' or listeners' attention (e.g., use of alliterations). Children become increasingly aware of the author's craft.
<p>W.K.1–3 Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory text, and to narrate.</p> <p>ELD.PI.K.10.Ex Draw, dictate, and write to compose short literary texts and informational texts, collaboratively with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> Teachers express interest and ask questions to prompt clear communication when taking children's dictation while also honoring children's ideas and language. Teachers encourage children to add details and to share with others and respond to suggestions (<i>W.K.5</i>). Teachers encourage children's interest in and enthusiasm for one another's written efforts. Authentic written expression opportunities are provided frequently. Children are prompted to write about what they care about. At the same time, teachers provide a stimulating environment—both in virtual and in-class settings—that expands children's interests and prompts their use of different text types. When teachers compose with children, they model conventions (e.g., capitalization, punctuation) and selectively draw attention to them (<i>L.K.2</i>). Teachers foster children's identities as authors, and they talk about the authors and illustrators of the books they share with children (<i>RL/RI.K.6</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <hr/> <p>Preschool LS 1.1 Children extend their understanding and usage of language to communicate with others effectively.</p> <p>ELD.PI.K.1,3.Ex Contribute to class, group, and partner discussions; offer opinions in conversations using an expanded set of learned phrases as well as open responses.</p>	<ul style="list-style-type: none"> • Children learn to listen carefully to others and to communicate their ideas clearly as they work to continue a conversation through multiple exchanges. They learn—with teacher guidance—to stay on topic and to ask and answer clarifying questions or seek help or information (<i>SL.K.3</i>). • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. Teachers gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), communicating that all children’s contributions matter to the group. When appropriate, teachers prompt children to provide detail in descriptions of people, places, things, and events (<i>SL.K.4</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELD.PI.K.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Informational texts that build children’s knowledge are a crucial component of literacy programs at every grade level, including transitional kindergarten. Text sets on a given topic contribute to building knowledge. Children have access to informational text in their home languages to amplify domain knowledge and support meaning making. • Text selections are based on grade-level content standards and learning experiences in different subject areas (e.g., science, social studies), children’s interests, and cultural experiences. • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about the text. Expressions of interest and curiosity—when pursued—lead to more knowledge building. • Teachers guide children to identify reasons an author gives to support points in a text (<i>RI.K.8; ELD.PI.K.7.Ex</i>). In doing so, they are laying the groundwork for children’s ability to critically evaluate and build arguments from evidence in future grades.
<p>RI.K.4 Ask and answer questions about unknown words in a text.</p> <p>ELD.PI.K.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Many words in informational text, in particular, are domain-specific; as children learn this vocabulary, they build knowledge. Importantly, vocabulary is learned in a meaningful context, and children have opportunities to use newly acquired vocabulary as they engage in content-related activities and investigations.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELD.PI.K.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Group reading activities ensure that children are exposed to a high volume of wide-ranging content-rich texts. This expands their knowledge of the natural and social world and, likely, broadens their interests. • Instructional units are organized around conceptually related topics so that knowledge and related vocabulary are built. • Children have access to informational text in their home languages to amplify domain knowledge and support meaning making.
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects.</p> <p>ELD.PI.K.2,10.Ex Collaborate with the teacher and peers on joint composing projects of informational and literary texts; draw, dictate, and write to compose short literary texts and informational texts, collaboratively with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children have many opportunities to convey what they are learning about topics of interest and topics under study in grade-level investigations. • Children pursue their interests and build content knowledge. Instruction also piques children's interest in new topics. Teachers ensure that children experience a coherent curriculum in science, social studies, the arts, and all content areas. • Children are guided and supported to recall information from experiences or gather information from provided sources to answer a question (<i>W.K.8</i>). • Children work cooperatively, in both virtual and in-class settings, to explore topics of common interest. They build knowledge and increasingly effective communication skills as they have many opportunities to share their ideas with one another.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <hr/> <p>Preschool LS 1.1 Children extend their understanding and usage of language to communicate with others effectively.</p> <p>ELD.PI.K.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Conversations contribute to knowledge building. Children regularly share existing and new knowledge with one another in discussions before, during, and after engaging with texts and participating in investigations. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. Teachers gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), communicating that all children's contributions matter to the group. When appropriate, teachers prompt children to provide detail in descriptions of people, places, things, and events (<i>SL.K.4</i>).

Critical Area of Instructional Focus: Foundational Skills

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Preschool R.3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p>	<ul style="list-style-type: none"> • Each of the print concepts identified in RF.K.1 (e.g., directionality, print is used to convey language) as well as the ability to identify the front and back covers and the title page of a book (<i>RI.K.5; Preschool R.1.1,1.2</i>) is important, but priority instructional time is given to ensuring that TK children make considerable progress in recognizing and naming the upper- and lower-case letters of the alphabet. Attention is drawn to the use of these symbols in multiple meaningful contexts (e.g., children’s names). • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages.
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Preschool R.2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <p>Preschool R.2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, <i>with</i> the support of pictures or objects.</p>	<ul style="list-style-type: none"> • Especially important is that children develop phonemic awareness, specifically that they can isolate and pronounce the initial, medial, and final sounds in three-phoneme (CVC) spoken words and blend two to three phonemes into words. TK children make progress toward this skill. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.K.3a,b Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant and associate the long and short sounds with the common spellings for the five major vowels.</p> <p>Preschool R.3.3 Begin to recognize that letters have sounds.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds.</p>	<ul style="list-style-type: none"> • Transitional kindergartners make progress learning letter-sound correspondences. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties. • Some transitional kindergarten children may start to spell simple words phonetically, drawing on existing knowledge of sound-letter relationships (<i>L.K.2d</i>; <i>RF.K.3d</i>). This is modeled and encouraged (e.g., as a teacher records a child’s thoughts on a painting) but not demanded.
<p>RF.K.3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>Preschool R.3.1 Recognize own name or other common words in print.</p>	<ul style="list-style-type: none"> • In transitional kindergarten and kindergarten, regularly spelled words (e.g., <i>she, my</i>) may be taught as sight words. However, in subsequent grade-levels, only irregularly spelled words are taught as sight words. [Note: Here a “sight word” is a word that does not reflect common letter-sound or spelling-sound correspondences (e.g., <i>of</i>) and so must be learned by sight rather than through decoding.]
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> • Children have many opportunities to handle and examine a variety of books, both familiar and unfamiliar. Access in virtual settings needs to be ensured. Children may engage in pretend reading; some may begin to attend closely to print and recognize or ask questions about letters or words.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.K.1–3 Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory text, and to narrate.</p> <p>Preschool W.1.2 Write letters or letter-like shapes to represent words or ideas.</p> <p>ELD.PI.K.10.Ex Draw, dictate, and write to compose short literary texts and informational texts, collaboratively with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children are encouraged to apply their emerging knowledge of the code to write on their own. Their efforts will contribute to their understanding of the alphabetic principle. An overemphasis on accuracy by the teacher or child may inhibit children's insights into the code and their willingness to compose. • Some transitional kindergarten children start to spell simple words phonetically, drawing on existing knowledge of sound-letter relationships (<i>L.K.2d</i>). This is modeled and encouraged but not demanded.



CLASS SPOTLIGHT

All 23 transitional kindergarten students are logged into the video conference and are greeting each other. Ty Jenkins is ready to start the synchronous session with a class routine that focuses on the ELA/literacy and ELD themes of meaning making and language development. During this time and the read aloud that follows, Mr. Jenkins is building his students' background knowledge and vocabulary. He joins the children's conversation saying, "Hello, busy bees! I'm super excited to see you all this morning. I think we're ready for See It, Say It Time!" Several students clap, and others make happy noises. Jiovanni says, "He called us bees, so I think the picture will be a bee." Mr. Jenkins responds, "Maybe. Let's look." He shares his screen, and the students see an image of a girl covered in paint. The paint is all over the living room, and there are paint footprints on the floor. Mr. Jenkins says, "Let's look carefully at this picture. We're going to use our sentence frame 'I see' When you are ready, let me know." Clarissa says, "Mr. Jenkins, Clarissa." The teacher responds, "Yes Clarissa, go." She responds, "I see a girl who was painting. She painted herself." "Mr. Jenkins, Paul." "Yes Paul, go." "I see white paint on the floor like her foot." Mr. Jenkins says, "I see that, too. Those are called footprints. Can

you all say footprints?” The students continue until Mr. Jenkins says, “Okay, we’re ready to talk about emotions. What emotions do you see? What emotions do you think others in the apartment might have?” “Mr. Jenkins, Ashley.” “Yes Ashley, go.” “I think she is happy. She is happy because of her smile, and it looks fun.” “Mr. Jenkins, Mario.” “Yes Mario, go.” “I think that her mom will get mad because there is a mess.” The students continue discussing emotional reactions, and then Mr. Jenkins asks, “What happened five minutes before this picture was taken?” The students theorize about adults leaving the room, something burning in the kitchen, a baby that needs to be taken care of, a dad who had to go to the bathroom, and so on. Later, Mr. Jenkins asks the students what will happen next, and they talk about cleaning up the room, showering, and one student says, “I think that they will have to move because they are gonna get in a lot of trouble.” In addition to supporting the children’s meaning making and language development, he is also providing them a safe place to talk and share their experiences. Each picture is connected with a book that he will read aloud to his class later in the day. Today’s read-aloud will be *Louisa Loves Art* (Light, 2015) about a little boy who paints over his older sister’s artwork.

Prominent ELA/Literacy/ELD Themes: Meaning Making, Language Development

Associated Standards: RL/RI.K.1,10; SL.K.1,2; ELD.PI.K.3,5.Ex

Kindergarten

Kindergarteners learn through play, social interactions, and teacher-directed instruction. Children increase their understanding of the purposes of print as they engage daily with a wide variety of texts and in their own daily attempts to express their ideas and knowledge in writing. Instruction includes a significant focus on how print works, and teachers ensure that kindergarten children make considerable progress in understanding the logic of the alphabetic code. They give priority attention to letter knowledge, phonemic awareness, letter-sound relationships, and, for many children, initial decoding of simple, regular words.

Reading aloud to children from high-quality texts occurs regularly in that it serves to broaden children’s language and their knowledge of the natural and social world, while also stirring their imaginations and igniting their curiosity. Teachers engage in thinking aloud about texts to model reading as a meaning making experience, and children talk a great deal with one another about texts and other learning experiences.

Standards and instructional considerations for kindergarten follow. Many can be addressed across the curriculum, that is, as a part of science, social studies, arts, and other subjects. ELA/literacy and content area instruction are mutually supportive, and to treat them as distinctly separate areas of instruction is to miss opportunities to enhance progress in both ELA/literacy and other subjects. The language arts complement and contribute to content instruction; they do not replace inquiry and other content approaches.

Teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.K.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in four theme charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.K.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for kindergarten at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.K.1,10; RF.K.4; W.K.1-3; SL.K.1,2 ELD.PI.K.1,5,6,10,11.Ex	RL/RI.K.2,3,5,7,9; W.K.6; SL.K.3,4,6 ELD.PII.K.1.Ex
Language Development	RL/RI.K.4,10; SL.K.1; L.K.1f,6 ELD.PI.K.1,3,6,12b.Ex; PII.K.4,5.Ex	RL.K.2;SL.K.4,6; L.K.4,5 ELD.PI.K.7,8.Ex
Effective Expression	RL/RI.K.10; W.K.1-3,5; SL.K.1 ELD.PI.K.1,3,7,10.Ex	RL/RI.K.6;SL.K.3,4,6; L.K.1,2
Content Knowledge	RL/RI.K.1,4,10; W.K.2,7; SL.K.1,2 ELD.PI.K.1,2,5,6,10,12b.Ex	RI.K.8; W.K.8; SL.K.3,4,6
Foundational Skills	RF.K.1d,2,3a,b,c,d ,4; W.K.1-3; L.K.2c,d ELD.PI.K.10.Ex	RI.K.5; RF.K.1,2d,f,3d

Critical Area of Instructional Focus: Meaning Making

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELD.PI.K.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Text-dependent questions prompt children to attend closely to texts (<i>ELD.PI.K.6.Ex</i>). Questions are developed to support young listeners' understanding of characters, settings, and major events in stories (<i>RL.K.3,9</i>); the main topic, key ideas, events, ideas, and information in informational text (<i>RI.K.2,3,7</i>); and the contributions of both text and illustrations to meaning (<i>RL/RI.K.7</i>). Questions also guide children to compare and contrast adventures and experiences of characters in familiar stories and to identify basic similarities and differences between two texts on the same topic (<i>RL/RI.K.9</i>). • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented through other media. Comprehension monitoring is evident when they ask questions to clarify meaning; engagement is evident when they question a character's behavior, for example, or ask about information provided in a text or otherwise presented (<i>SL.K.3</i>). • All children participate in teacher read-aloud experiences with increasingly complex texts (i.e., those in the grades 2–3 complexity band). Questions guide and build children's comprehension, preparing children for future independent reading of challenging texts. • Children engage with a variety of text types, including an equal balance of narrative and informational texts. Exposure to a wide range of texts contributes to children's literary, cultural, and domain knowledge as well as their familiarity with various text structures and features (<i>RL/RI.K.5</i>; <i>ELD.PII.K.1.Ex</i>)—all of which contribute to meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding. Activate relevant prior knowledge and use illustrations and context to make predictions.</p> <p>ELD.PI.K.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>ELD.PI.K.11.Ex Offer opinions and provide good reasons and some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • All children have many opportunities to participate in group read-aloud activities with a range of texts, with special and increasing attention to complex texts (i.e., for kindergarteners, those in the grades 2–3 band or higher). • Activities may take many forms, such as retellings, discussion, writing, dramatic play, and drawing—all of which support and reveal children's understanding of text. (<i>RL/RI.K.2; SL.K.5</i>). • Teachers identify and talk about the roles of authors and illustrators of the books they share with children (<i>RL/RI.K.6</i>). • Teachers create opportunities for all children to select texts to read for study and enjoyment. • Teachers ensure that all children see themselves in texts. • Children have access to text in their home languages.
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> • As they learn foundational skills and begin to engage with books as readers, children are prompted to read with purpose and understanding, not just focus on accurate pronunciation of words. Children understand that we read texts to gain meaning.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.K.1–3 Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory text, and narrative.</p> <p>ELD.PI.K.10.Ex Draw, dictate, and write to compose short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Students write to communicate meaning (opinions, information, narratives), not simply to copy text or practice printing. They learn that writing is a meaning making process as they work to express themselves using written language. • Writing is an authentic, daily activity and occurs in both virtual and in-class settings. Children are prompted to write about what they care about. At the same time, teachers provide a stimulating, content rich environment that expands children's interests and knowledge and exposes them to different purposes for writing (i.e., to communicate opinions, information, and stories). • Writing about texts deepens comprehension. Children also write in response to a range of learning activities across the curriculum. • Children are provided opportunities to explore and, with support, use a variety of digital tools to individually and collaboratively produce and publish writing (<i>W.K.6</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.K.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Children have multiple daily opportunities to engage in brief and extended conversations with a range of others in a range of contexts for a range of purposes in both virtual and in-class settings. Conversations include ones in which children share opinions, experiences, and information; respond to texts and learning activities; and listen to and ask questions of others. Children's understandings of topics and texts are enhanced through engagement with others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. Teachers gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), communicating that all children's contributions matter to the group. When appropriate, teachers prompt children to provide detail in descriptions of people, places, things, and events (<i>SL.K.4</i>).

Critical Area of Instructional Focus: Language Development

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.4 Ask and answer questions about unknown words in a text.</p> <hr/> <p>ELD.PI.K.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Teachers ask questions not to quiz children on their knowledge but to guide children in noticing words and their impact on meaning (<i>ELD.PI.K.7,8. Ex</i>) and to model and prompt an enthusiastic interest in learning and sharing new words. Teachers support children to use new words in novel contexts. They help children clarify the meaning of unknown and multiple-meaning words and support exploration of word relationships and nuances in meaning (<i>L.K.4,5</i>). • Read-alouds especially can provide opportunities to expand children’s vocabulary and are selected, in part, on the basis of the richness of the language. • Multiple texts on the same topic (e.g., informational texts about sea turtles)—and talking about key words (e.g., carapace)—will maximize children’s exposure to domain-specific vocabulary. • When addressing multiple-meaning words, meaning making is crucial as it is the context in which a multiple-meaning word occurs that determines its meaning (e.g., to tie a bow on a gift vs. to tie a rope to the bow of the boat). • Teachers leverage all children’s experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELD.PI.K.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Texts are a key source of language and teachers share a wide variety of texts, particularly those that use rich vocabulary and complex sentence structures. Teachers ensure that all children engage with texts daily whether in virtual or in-class settings. • Discussions related to texts provide many opportunities to talk about and use new vocabulary and sentence structures.
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.K.1,3.Ex Contribute to class, group, and partner discussions and offer opinions in conversations using an expanded set of learned phrases as well as open responses.</p>	<ul style="list-style-type: none"> • Opportunities to use language contribute to language development. Children engage in brief and extended conversations daily with a range of others in a range of contexts for a range of purposes in both virtual and in-class settings. Conversations include ones in which children share opinions, experiences, and information; respond to texts and learning experiences throughout the curriculum; and listen to and ask questions of others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. Teachers gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), signaling that all children's contributions matter to the group.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>ELD.PII.K.4,5.Ex Expand noun phrases in a growing number of ways and expand sentences with prepositional phrases in shared language activities guided by the teacher and with increasing independence.</p>	<ul style="list-style-type: none"> Teachers prompt children to provide detail and “say more,” demonstrating sincere interest in what children say (<i>SL.K.4</i>). They encourage children to retell stories (<i>RL.K.2</i>) and share their opinions, experiences, and knowledge with others.
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>ELD.PI.K.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> Teachers model, scaffold (planned and “just-in-time”), and prompt the use of target words, especially those encountered in a text and discussions, in multiple contexts. Multiple daily opportunities to use language are crucial for language development.

Critical Area of Instructional Focus: Effective Expression

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELD.PI.K.7.Ex Describe the language an author uses to present an idea, with prompting and moderate support.</p>	<ul style="list-style-type: none"> Children listen to stories, poetry, and informational texts that are models of effective expression. Teachers guide children in identifying language or structures that evoke responses and emotions (e.g., laughter, surprise) or vivid mental images, provide clear explanations or interesting organization (e.g., use of a familiar pattern, such as days of the week, to develop a story or present information), or in some way capture readers’ or listeners’ attention (e.g., use of alliterations). Children become increasingly aware of the author’s craft.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.K.1–3 Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory text, and to narrate.</p> <p>ELD.PI.K.10.Ex Draw, dictate, and write to compose short literary texts and informational texts, collaboratively with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Teachers express interest and ask questions to prompt clear communication when taking children’s dictation while also honoring children’s ideas and language. Teachers encourage children to add details and to share with others and respond to suggestions (<i>W.K.5</i>). Teachers encourage children’s interest in and enthusiasm for one another’s written efforts. • Writing is a daily activity (writing volume contributes to progress) and an authentic one. Children are prompted to write about what they care about. At the same time, teachers provide a stimulating, content rich environment that expands children’s interests and prompts their use of different text types. • Exemplar texts conveying opinions, information, and stories are used at times as models of excellent writing. Teachers draw explicit attention to different types of texts and provide guidance in group and individual writing projects. • Teachers foster children’s identities as authors, and they talk about the authors and illustrators of the books they share with children (<i>RL/RI.K.6</i>).
<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> • Sharing writing with an audience contributes to children’s understanding of the clarity and impact of their written communication. • Teachers selectively focus on conventions (<i>L.K.1,2</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.K.1,3.Ex Contribute to class, group, and partner discussions; offer opinions in conversations using an expanded set of learned phrases as well as open responses.</p>	<ul style="list-style-type: none"> • Children learn to listen carefully to others and to communicate their ideas clearly in order to continue a conversation through multiple exchanges. They learn—with teacher guidance—to stay on topic and to ask and answer clarifying questions or seek help or information (<i>SL.K.3</i>). • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. Teachers gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), communicating that all children’s contributions matter to the group. When appropriate, teachers prompt children to provide detail in descriptions of people, places, things, and events (<i>SL.K.4</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELD.PI.K.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Informational texts that build children’s knowledge are a crucial component of literacy programs at every grade level, including kindergarten. Text sets on a given topic and volume of exposure to texts, in addition to information presented by orally or through other media, contribute to building knowledge. Children have access to informational text in their home languages to amplify domain knowledge and support meaning making. • Book selections are based on grade-level content standards and learning experiences in different subjects (e.g., science, social studies), children’s interests, and cultural experiences. • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about the text. Expressions of interest and curiosity—when pursued—lead to more knowledge building. • Teachers guide children to identify reasons an author gives to support points in a text (<i>RI.K.8; ELD.PI.K.7.Ex</i>). In doing so, they are laying the groundwork for children’s ability to critically evaluate and build arguments from evidence in future grades.
<p>RI.K.4 Ask and answer questions about unknown words in a text.</p> <p>ELD.PI.K.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Many words in informational text, in particular, are domain-specific; as children learn this vocabulary, they build knowledge. Importantly, vocabulary is learned in a meaningful context, and children have opportunities to use newly acquired vocabulary as they engage in content-related activities and investigations.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>ELD.PI.K.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Group reading activities ensure that children are exposed to a high volume of wide-ranging content-rich texts. This expands their knowledge of the natural and social world and their vocabulary and, likely, broadens their interests. • Instructional units are organized around conceptually-related topics so that knowledge and related vocabulary are built. • Children have access to informational text in their home languages to amplify domain knowledge and support meaning making.
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7 Participate in shared research and writing projects.</p> <p>ELD.PI.K.2,10.Ex Collaborate with the teacher and peers on joint composing projects of informational and literary texts; draw, dictate, and write to compose short literary texts and informational texts, collaboratively with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children have many opportunities to convey in written form what they are learning about topics of interest and topics under study in grade-level investigations across the curriculum (e.g., science, social studies, the arts).(W.K.8) • Children pursue their interests and build content knowledge. Instruction also piques children's interest in new topics. Teachers ensure that children experience a coherent curriculum in science, social studies, the arts, and all content areas. • Children are guided and supported to recall information from experiences or gather information from provided sources to answer a question (W.K.8). • Children work cooperatively, in both virtual and in-class settings, to explore topics of common interest. They build knowledge and increasingly effective communication skills as they have many opportunities to share their ideas with one another.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <hr/> <p>ELD.PI.K.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Conversations contribute to knowledge building. Children regularly share existing and new knowledge with one another in discussions before, during, and after engaging with texts and participating in investigations. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to conversations. Teachers gently guide children to speak audibly, and to express their thoughts, feelings, and ideas clearly (<i>SL.K.6</i>), communicating that all children's contributions matter to the group. When appropriate, teachers prompt children to provide detail in descriptions of people, places, things, and events (<i>SL.K.4</i>).

Critical Area of Instructional Focus: Foundational Skills

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Each of the print concepts identified in RF.K.1 (e.g., directionality, print is used to convey language) as well as the ability to identify the front and back covers and the title page of a book (<i>RI.K.5</i>) are important, but priority attention is given to ensuring that children learn to recognize and name all upper- and lower-case letters of the alphabet. Attention is drawn to the use of these symbols in multiple meaningful contexts (e.g., in their names, on labels, in books). • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> • Especially important is that children develop phonemic awareness, specifically that they can isolate and pronounce the initial, medial, and final sounds in three-phoneme (CVC) spoken words (<i>RF.K.2d</i>) and blend two to three phonemes into words (<i>RF.K.2f</i>). • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.K.3a,b Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant and associate the long and short sounds with the common spellings (graphemes for the five major vowels).</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes.).</p>	<ul style="list-style-type: none"> • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> • Children have many opportunities to use what they are learning about sound-letter relationships and the phonological structure of spoken language (especially phonemic awareness) to generate the spellings for simple words. • Pronunciation differences due to native language, dialect influences, or regional accent may influence phonetic spelling. Teachers handle this respectfully, affirming children's matches between sounds and symbols while supporting recognition of differences.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.K.3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<ul style="list-style-type: none"> • In kindergarten regularly spelled words (e.g., <i>she, my</i>) may be taught as sight words. However, in subsequent grade-levels, only irregularly spelled words are taught as sight words. [Note: Here a “sight word” is a word that does not reflect common letter-sound or spelling-sound correspondences (e.g., <i>of</i>) and so must be learned by sight rather than through decoding.] • It is important for future reading progress that more emphasis is placed on learning the logic of the code than memorizing long lists of words. However, learning some words by sight is important as this will open opportunities for children to engage with texts that contain words with patterns they have not yet learned.
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> • Ample time to practice reading with books that reflect what children are learning about printed language (i.e., decodable books) is crucial for learning. However, children also are thoughtfully exposed to orthographic diversity—that is, the variation in letter-sound and spelling-sound correspondences (e.g., the letter “s” may be pronounced /s/ or /z/). In the years ahead, children are taught to try different reasonable pronunciations and determine which one results in a real word (e.g., the “ow” spelling in <i>row</i> and <i>cow</i>) or, if both pronunciations result in real words (e.g., to <i>bow</i> to the audience and to put a <i>bow</i> on a gift), determine which one makes sense in the context. • Even when accuracy and fluency are the primary focus of a lesson or activity, teachers ensure meaning making and understanding of vocabulary. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.K.1–3 Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory text, and to narrate.</p> <p>ELD.PI.K.10.Ex Draw, dictate, and write to compose short literary texts and informational texts, collaboratively with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> Children are encouraged to apply their emerging knowledge of the code to write on their own. Their efforts will contribute to their understanding of the alphabetic principle. An overemphasis on accuracy—whether by children or the teacher—may inhibit children’s insights into the code and their willingness to compose. Some kindergarten children start to spell simple words phonetically, drawing on existing knowledge of sound-letter relationships (<i>L.K.2d</i>). This is modeled and encouraged but not demanded.



CLASS SPOTLIGHT

Erica Williams knows that phonemic awareness development plays a crucial role in literacy development, and she ensures regular practice and close monitoring of her kindergarteners’ progress on this foundational skill. During a synchronous online learning session with a small group, she reminds the children that they have been focusing on individual sounds they hear in spoken words. As a warmup, she asks children to think about the sound at the beginning of their names and asks volunteers to share with the group. Jenny indicates that she will share. “My name starts like this: /j/!” “Yes,” says Ms. Williams, “Jenny begins with /j/.” Let’s all move our mouths to make that sound—/j/.” The children look into their cameras and shape their lips into the /j/ position, then they giggle at their silly faces. Berto speaks next, saying “/b/ for me!” “Yes! Berto begins with /b/.” Again, the children move their mouths into position to make the /b/ sound. After each child shares, Ms. Williams reminds them that they have also worked on identifying all the sounds in some words, not just the initial sound. “Cat consists of the sounds /c/-/a/-/t/ and ship consists of the sounds /sh/-/i/-/p/.” The children nod. Then, she shares her screen to display a Google Drawing of three Elkonin boxes side by side. Below the Elkonin boxes are several round disks. The children recognize the items and are ready to participate. “Listen and watch,” Ms. Williams says. “My word is *man*. Say *man*.” Then, she segments the word into its three sounds

and moves a disk into a box as she says the sound: “/m/” (moving a disk into the far left box), “/a/” (moving a second disk into the middle box, “/n/,” moving a third disk into the far right box). Then, she says the sounds blended into the word, “man!” She models several more words. Next, she asks children to click on the link to the Google Drawing she shared with the children so they can manipulate the disks. She asks Aubrie to take control and repeat the process with one of the words she modeled, *man*. Ms. Williams is mindful that speaking clearly is important when addressing phonemic awareness—especially in a distance context. She also ensures that she uses words that are in the children’s speaking vocabulary, and when a word contains a sound that is not in the native language of some of her students, she gives the sound special emphasis, momentarily stopping from sharing her screen so the children can watch her mouth closely as she says the sound. She shares her screen again and continues the activity with several other three-phoneme words, giving different children the opportunity to move the disks. Once Ms. Williams is confident that her students can do the task, she will give all children their own Google Drawing with the Elkonin boxes and disks and will post on the class site a set of familiar pictures (all three-phoneme words that they have reviewed and can name, such as *fan*, *rug*, *bug*, *mitt*, *pig*) so that they may practice on their own.

Prominent ELA/Literacy/ELD Theme: Foundational Skills

Associated Standards: RF.K.2d,f; ELD.PIII

Grade One

Remarkable advances in literacy, language, and content knowledge acquisition occur during this grade. Children continue to learn skills that enable them to read and write with increasing independence. Special attention is given to ensuring that they are phonemically aware, know letter-sound and common spelling-sound correspondences, can accurately decode (sound out) regularly-spelled one- and two-syllable printed words, and develop automaticity with the alphabetic system through ample practice of new learning in meaningful contexts. In addition to using their growing knowledge of the alphabetic system to read, children harness their understandings of the alphabetic code to share their own ideas and knowledge in writing. Initially, they spell words phonetically; as they progress, they employ common spelling patterns they are learning.

At the same time that foundational skills are being developed, meaning making is addressed; in fact, it undergirds all learning. Children engage with a range of high-quality texts as listeners and readers. They participate in thoughtful discussions about texts and topics, learning how to build on the comments of others and to ask questions to clear up confusion or gather additional information. Ample time is devoted to enriching children’s language and supporting their ability to express themselves effectively. Vocabulary development is given considerable attention. Concurrently, children have extended—not superficial, single-lesson—experiences in the content areas that expand their language and their knowledge of the world as well as the range of human experiences and perspectives.

Standards and instructional considerations for grade one follow. Many can be addressed across the curriculum, that is, as a part of science, social studies, arts, and other subjects. ELA/literacy and content area instruction are mutually supportive, and to treat them as distinctly separate areas of instruction is to miss opportunities to enhance progress in both ELA/literacy and other subjects. The language arts complement and contribute to content instruction; they do not replace inquiry and other content approaches.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, W.1.1–3 appear as key standards in the following charts: Meaning Making (as children use writing to convey meaning), Effective Expression (as they begin to work toward using precise language and conventions to craft their thoughts in writing), Content Knowledge (as they consolidate understandings of topics under exploration by writing about them), and Foundational Skills (as they apply and integrate their expanding knowledge of the code). In each case, W.1.1–3 is displayed with a purple background to make the repetition obvious. Likewise, SL.1.1 is crucial as teachers support children’s meaning making, language development, effective expression, and content knowledge. Thus, it is included in four theme charts, with a different color (in this case, pink) used to highlight the repetition. Presented first is a chart depicting the standards for grade one at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.1.1,10; RF.1.4; W.1.1-3; SL.1.1,2,3 ELD.PI.1.1,5,6,10,11.Ex	RL/RI.1.2,3,5,7,9; RI.1.6; RF.1.1; SL.1.5 ELD.PI.1.1.Ex
Language Development	RL/RI.1.4,10; SL.1.1; L.1.1j,6 ELD.PI.1.1,3,6,12b.Ex; PII.1.4,5	RL/RI.1.4; SL.1.6; L.1.4,5 ELD.PI.1.7,8.Ex; PII.1.3-5.Ex
Effective Expression	RL/RI.1.10; RF.1.4; W.1.1-3,5; SL.1.1 ELD.PI.1.1,3,7,8,10.Ex	RL.1.4-6; W.1.6; SL.1.3,4; L.1.1,2,6 ELD.PII.1.1.Ex
Content Knowledge	RL/RI.1.1,10; RI.1.4; W.1.2,7; SL.1.1,2,3 ELD.PI.1.1,5,6,10,12b.Ex	RI.1.5,8; RF.1.1-4; W.1.8; SL.1.5 ELD.PI.1.7.Ex; PII.1.1.Ex
Foundational Skills	RF.1.2,3a,b,c,e,g,4; L.2.2d,e; W.1.1-3 ELD.PI.1.10.Ex	RF.1.2d,f

Critical Area of Instructional Focus: Meaning Making

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.1.1 Ask and answer questions about key details in a text.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>ELD.PI.1.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Text-dependent questions prompt children to attend closely to texts; questions are developed to support children’s understanding of the central message, characters, settings, and major events in stories (<i>RL.1.2,3,7,9</i>) and the main topic, key ideas, events, ideas, and information in informational text (<i>RI.1.2,3,6,7</i>), including identifying basic similarities and differences between two texts on the same topic (<i>RI.1.9</i>). (<i>ELD.PI.1.6.Ex</i>). • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented through other media. Comprehension monitoring is evident when they ask questions to clarify meaning; engagement is evident when they question a character’s behavior or ask about information provided in a text or otherwise presented. • All children participate in teacher read-aloud experiences with increasingly complex texts (i.e., those in the grades 2–3 complexity band). Questions guide and build children’s comprehension, preparing children for future independent reading of challenging texts. • Children engage as listeners and readers with a variety of text types, including an equal balance of narrative and informational texts, as well as other sources of information. Exposure to a wide range of texts contributes to children’s literary, cultural, and domain knowledge, as well as their familiarity with various text structures and features (<i>RL/RI.1.5; ELD.PII.1.1.Ex</i>)—all of which contribute to meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.1.10 With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1. Activate relevant prior knowledge and confirm predictions made about what will happen next in a text.</p> <p>ELD.PI.1.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>ELD.PI.1.11.Ex Offer opinions and provide good reasons and some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • Children read and discuss texts of different types, sometimes drawing to share or clarify their ideas, thoughts, and feelings (<i>SL.1.5</i>). Special attention given to books with appropriate complexity for grade one. Teachers ensure that all students read daily; volume of reading contributes to reading development. Children’s awareness of the organization and basic features of print expands with instruction and exposure (<i>RF.1.1</i>). • Teachers support children in meaning making, including by guiding them to draw on prior knowledge, make and confirm predictions about what happens next in a text, and distinguishing between information provided in illustrations and text (<i>RI.1.6</i>). • Teachers create opportunities for all children to select texts to read for study and enjoyment. • Teachers ensure that all children see themselves in texts.
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Attention is given to meaning making as the reason for developing the foundational skills. This is also the reason that children use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Teachers ensure that children become accurate decoders and that they build automaticity quickly so that decoding efforts are not so demanding that they prevent meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.1.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.1.10.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • The understanding that meaning is conveyed through writing is crucial, and children learn that writing takes different forms depending on an author's purpose. Experiences listening to and reading different types of texts contribute to their understanding of differences among text types and progress in writing different text types (<i>RL.1.5; ELD.PII.1.1.Ex</i>). • Writing is an authentic, daily activity and occurs in both virtual and in-class settings. Children are prompted to write about what they care about. At the same time, teachers provide a stimulating environment that expands children's interests. • Writing about texts read or listened to can deepen comprehension. Children also write in response to learning activities across the curriculum.
<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.1.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Children have daily opportunities to engage in conversations with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. Children's understandings of topics and texts are enhanced through engagement with others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Language Development

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <hr/> <p>ELD.PI.1.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Words are drawn from texts (or other media and contexts) with which the children are engaged rather than a list divorced from any context. • Teachers ask questions not to quiz children on their knowledge but to guide children in noticing words and their impact on meaning (<i>RL/RI.1.4; ELD.PI.1.7–8.Ex</i>) and to model and prompt an enthusiastic interest in learning and sharing new words. Teachers support children in using new words in novel contexts (<i>L.1.6</i>). • Read-alouds especially can provide opportunities to expand children’s vocabulary and are selected, in part, on the basis of the richness of the language. Read-alouds include books in the grades 2–3 complexity band or higher. • Teachers guide children in understanding nuances in word meanings (<i>L.1.5; ELD.PI.1.8</i>). • When addressing multiple-meaning words (<i>L.1.4</i>), meaning making is crucial as it is the context in which a multiple-meaning word occurs that determines its meaning (e.g., to tie a <i>bow</i> on a gift vs. to tie a rope to the <i>bow</i> of the boat). • Children learn to use different strategies to determine word meanings, including sentence-level context and word parts, such as affixes and roots (<i>L.1.4</i>). • Teachers leverage all children’s experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.1.10 With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1.</p> <p>ELD.PI.1.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Texts, including those read independently, by groups of children, and read aloud by a teacher, are a key source of language. Teachers ensure that all children engage with language-rich texts daily, whether in virtual or in-class settings. • Discussions related to texts provide opportunities to talk about and use new vocabulary and sentence structures.
<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.1.1,3.Ex Contribute to class, group, and partner discussions and offer opinions and negotiate with others in conversations using an expanded set of learned phrases as well as open responses.</p>	<ul style="list-style-type: none"> • Opportunities to use language contributes to language development. Children engage in brief and extended daily conversations with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>ELD.PII.1.4,5.Ex Expand noun phrases in a growing number of ways, and expand sentences with prepositional phrases in shared language activities guided by the teacher and with increasing independence.</p>	<ul style="list-style-type: none"> • Teachers guide students to produce complete sentences when appropriate to task and situation (SL.1.6). They selectively draw children’s attention to complex sentences in texts, guiding children’s reflections on the components of the sentences, and encouraging their use of increasingly complex sentences. They guide deconstruction and construction of complex sentences for understanding their structure and meaning making. • Other substandards within L.1.1 support children’s knowledge of the conventions of Standard English (e.g., matching nouns and verbs, using determiners) and although these conventions are addressed, more attention is given to expanding children’s vocabulary and use of complex sentence structures.
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>ELD.PI.1.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Teachers model, scaffold (planned and “just-in-time”), and prompt the use of target words, especially those encountered in a text and discussions, in multiple contexts. Opportunities to use language are crucial for language development.

Critical Area of Instructional Focus: Effective Expression

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.1.10 With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1.</p> <p>ELD.PI.1.7,8.Ex Describe the language writers or speakers use to present or support an idea, with prompting and moderate support and distinguish how two different words with similar meaning produce shades of meaning and a different effect on the audience.</p>	<ul style="list-style-type: none"> Children read and are read stories, poetry, and informational texts that are models of effective expression. Teachers guide children in identifying language or structures that evoke responses and emotions (e.g., laughter, surprise) or vivid mental images, provide clear explanations or interesting organization (e.g., using a familiar pattern, such as days of the week, to develop a story or present information), or in some way capture readers' or listeners' attention (e.g., use of alliterations). Children also can identify who is telling the story at various points in the text and determine how an author provides this information (<i>RL.1.6</i>). Children become increasingly aware of the author's craft (<i>RL.1.4,5</i>).
<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> Teachers model reading aloud fluently a variety of text types. They vary their pace and use expression appropriate for the text. They also share other effective models of fluent reading using different media sources. Children have regular opportunities to read aloud individually and chorally after rehearsal. Reading aloud is treated as a joyful, community-building process, as children share their own work or engage in a performance (e.g., readers theatre) for others in virtual or in-class settings (<i>SL.1.4</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, included some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>ELD.PI.1.10.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children use writing for different purposes: to convey their opinions, information, and narratives. • Children write daily and are given explicit guidance on how to effectively construct and develop different types of texts (<i>ELD.PI.1.1.Ex</i>). Exemplar texts are shared as models. • Sharing writing with an audience contributes to children's understanding of the clarity and impact of their written communication. Oral reading of their work provides children an authentic reason for rehearsal, which contributes to fluent presentation (<i>RF.1.4</i>). • Motivation is crucial; children write about what interests them, and teachers create learning contexts that expand their interests. • Children become more skilled at writing as volume and range of writing increase. • Teachers prompt children to use new vocabulary they are acquiring to communicate their thoughts more effectively and with increasing precision (<i>L.1.6</i>). • Children are provided opportunities to use a variety of digital tools to individually and collaboratively produce and publish writing (<i>W.1.6</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> • Children’s writing receives regular feedback from an interested audience, so children become more effective at expressing their opinions, information, and narratives. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in self-assessment and goal setting. • Teachers selectively focus on conventions as appropriate (<i>L.1.1,2</i>).
<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.1.1,3.Ex Contribute to class, group, and partner discussions; offer opinions and negotiate with others in conversations using an expanded set of learned phrases as well as open responses.</p>	<ul style="list-style-type: none"> • Children learn to listen carefully to others and to communicate their ideas clearly. In asking and responding to questions focused on clarifying any confusion, children learn—with teacher guidance—that how they (and others) express themselves impacts communication (<i>SL.1.3</i>). • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Content Knowledge

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.1.1 Ask and answer questions about key details in a text.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>ELD.PI.1.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Informational texts that build children’s knowledge are a crucial component of literacy programs at every grade level, including the primary grades. Texts sets on a given topic and volume of reading contribute to building knowledge. Children have access to informational text in their home languages to amplify domain knowledge and support meaning making. • Some books are selected on the basis of grade-level content standards and learning experiences in different subjects (e.g., science, social studies), and—importantly—children’s interests, and cultural experiences. • Teachers guide children to identify reasons an author gives to support points in a text (<i>RI.1.8</i>; <i>ELD.PI.1.7.Ex</i>). In doing so, they are laying the groundwork for children’s ability to critically evaluate and build arguments from evidence in future grades. • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented orally or through other media. Expressions of interest and curiosity—when pursued—lead to more knowledge building.
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELD.PI.1.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Many words in informational text, in particular, are domain-specific; as children learn this vocabulary in context, they build knowledge. Importantly, vocabulary is learned in a meaningful context, and children have opportunities to use newly acquired vocabulary as they engage in content-related activities and investigations.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.1.10 With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1. Activate relevant prior knowledge and confirm predictions made about what will happen next in a text.</p> <p>ELD.PI.1.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Children independently and with others read and discuss texts of different types daily, including a high volume of content-rich texts. Importantly, independent engagement with texts is enabled by their progress in foundational skills (<i>RF.1.1–4</i>). • At times, children create drawings or other visual displays to share their understandings and ideas (<i>SL.1.5</i>). This expands their knowledge of the natural and world, vocabulary, and familiarity with various text structures and features (<i>RI.1.5, ELD. PII.1.1.Ex</i>). • Children have access to informational text in their home languages to amplify domain knowledge and support meaning making.
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>ELD.PI.1.10.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children have many opportunities to write about what they are learning as they pursue their interests and engage in grade-level investigations. • Children are provided access to multiple sources of information on a topic (<i>W.1.8</i>). • Children pursue their interests and build content knowledge. Instruction also piques children’s interest in new topics. Teachers ensure that children experience a coherent curriculum in science, social studies, the arts, and all content areas. • Children are guided and supported to recall information from experiences or gather information from provided sources to answer a question (<i>W.1.8</i>). • Children work cooperatively, in both virtual and in-class settings, to explore topics of common interest. They build knowledge and increasingly effective communication skills as they have many opportunities to share their ideas with one another.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.1.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Conversations contribute to knowledge building. Children regularly share existing and new knowledge with one another in discussions before, during, and after engaging with texts and participating in investigations. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Foundational Skills

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<ul style="list-style-type: none"> • Especially important is that children orally produce single-syllable words by blending sounds (phonemes, including consonant blends) (<i>RF.1.2b</i>) and segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (<i>RF.1.2d</i>). • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<ul style="list-style-type: none"> • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • Children are guided to use what they are learning about letter-sound relationships and the phonological structure of spoken language (especially phonemic awareness) to read untaught words and to generate spellings of words that reflect the letter-sound and spelling-sound correspondences they have been taught. • Children have many opportunities to practice regularly spelled one-syllable words in a variety of contexts. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<ul style="list-style-type: none"> • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words in syllables.</p>	<ul style="list-style-type: none"> • Children see many examples of what they learn in a variety of contexts. However, children also are thoughtfully exposed to orthographic diversity—that is, the variation in letter-sound and spelling-sound correspondences (e.g., the vowel combination “ea” may be pronounced as a long or short e sound as in <i>bead</i> and <i>bread</i>). Children are taught to try different pronunciations and determine which one makes sense in the context. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • A strong foundation in letter-sound, spelling-sound, and decoding regularly spelled one-syllable words is important. Children also learn to decode words with inflectional endings (<i>RF.1.3f</i>). • Children learn that every syllable has a vowel sound (<i>RF.1.3d</i>), and using their phonological awareness, they can identify the number of syllables in spoken words. • Word analysis skills are used to decode two-syllable words. Children develop automaticity with them after ample practice decoding them. (It is only irregularly spelled words that are taught as sight words from this grade forward.)
<p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>L.1.2d Use conventional spelling for frequently occurring irregular words.</p>	<ul style="list-style-type: none"> • Teachers help children identify the spellings in the words that are regular (e.g., “fr” and “m” in <i>from</i>) and those that are not (e.g., the “o” in <i>from</i>). Few words are entirely irregularly spelled; “of” is one of them. • Multiple exposures in a variety of contexts are needed for children to build rapid recognition of these words.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> Teachers model fluent reading, and children are given ample time to practice reading with attention to accuracy in order to develop automaticity with decoding. Volume of reading contributes significantly to progress. Even when accuracy and fluency are the primary focus of a lesson or activity, teachers ensure meaning making and understanding of vocabulary. Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
W.1.1–3 Write opinion pieces, informative/explanatory texts, and narratives. ELD.PI.1.10.Ex Write short literary texts and informational texts, collaboratively and with increasing independence.	<ul style="list-style-type: none"> Children are provided ample writing opportunities to use their developing knowledge of the code to convey their opinions, knowledge, and narratives. Children are prompted to use phonics and word analysis skills they have learned. However, children are not expected to accurately spell words containing sound-spelling patterns they have not yet been taught. Their best attempts, drawing on their phonemic awareness and their existing knowledge of the code, are encouraged.



CLASS SPOTLIGHT

As part of their asynchronous learning time, the students in Paul Lomelo's class read aloud to their stuffed animals and pets, using decodable texts that have been sent home. The parents in Mr. Lomelo's class record their child reading once per week for about three or four minutes and share the videos with him. Mr. Lomelo uses these videos to analyze his students' fluency and accuracy in decoding. He uses this information to form small groups for needs-based instruction in foundational skills. In addition, Mr. Lomelo reads texts to his students during synchronous lessons. During these read-alouds, Mr. Lomelo asks text-dependent questions that require his students to use their listening comprehension skills. He knows that meaning making is another important instructional theme that should be given attention daily. After reading Eric Carle's *The Very Hungry Caterpillar* a second time, Mr. Lomelo asked students

which foods made the caterpillar sick. The students used the hand-raise function to let him know that they wanted to share. Later, Mr. Lomelo asked the students if the caterpillar was telling the story or a narrator. He called on Cassie first to respond. She said, “It’s a narrator.” Mr. Lomelo asked how she knew, but she was not sure. Mr. Lomelo called on Adam next, who responded, “I think maybe because it says he?” Mr. Lomelo responded, “We are learning a lot about texts and if they are real or not. We can’t always be sure, but sometimes there are good clues, right readers?” Jessie asked to talk next and said, “If it was the caterpillar it would say I, like he was talking.” Mr. Lomelo said, “I think all of these clues help us know that it’s not the caterpillar that is telling the story, right? But does that mean it is true or probably not true?” The students are all talking at once, saying that it’s not true because caterpillars don’t talk. To follow-up the discussion, Mr. Lomelo asks students to retell the information from the text on video and to load the video in their learning management system.

Prominent ELA/Literacy/ELD Themes: Foundational Skills, Meaning Making

Associated Standards: RL/RI.1.1,2,5,6; RF.1.3,4; ELD.PI.1.1,3,5,7.Ex

English Language Arts/Literacy and English Language Development in Grades Two and Three

Overview of the Span

Grades two and three are exciting years as children become increasingly fluent with written language. They use their knowledge of the alphabetic code and of language in general to achieve their own goals as readers and writers. They engage with progressively more complex, high-quality literary and informational text, expand their knowledge in the content areas, and continue to develop as effective communicators.

The grades two and three span is a pivotal time for children as they acquire more sophisticated comprehension, language, and decoding skills and develop the fluency necessary to propel them into more advanced reading, including independently reading chapter books and grade-appropriate complex texts. Accuracy and automaticity in decoding are high priorities, and children are provided ample opportunities to employ their developing skills as readers and writers. Vocabulary development for meaning making, effective expression, and knowledge acquisition is a significant focus across the disciplines. Children participate in content area investigations, conduct research, and engage in extended academic conversations with diverse others daily.

Content and pedagogy in the grade span include the following:

Meaning Making: Teachers facilitate literal and inferential comprehension, and they teach students to closely read and reread increasingly complex text for different purposes. Children learn to refer explicitly to the text as the basis for answers to questions about the text. They ponder an author's purpose and characters' and authors' points of view. They also learn how images contribute to meaning. Children determine and recount main ideas and supporting details of a

text read aloud or information presented in diverse media and formats. They have many opportunities to convey meaning in writing, discussions, and presentations.

Language Development: Children continue to be exposed to rich language through teacher modeling and read-aloud texts and engage in purposeful use of language in meaningful, stimulating contexts. Systematic attention is given to vocabulary development. Children use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas; and they learn morphological units of words (e.g., prefixes). Children increase their awareness of language, describing how words and phrases supply rhythm and meaning in a story, poem, or song, and comparing formal and informal uses of English.

Effective Expression: Children build on previous learning to write more detailed and cohesive texts for a variety of purposes across the disciplines. They learn to use feedback to revise and edit their work. They become more skilled in expressing their ideas in discussions. Teachers ensure topics are sufficiently compelling to spark discussion, prepare higher-order questions that prompt deep thinking, ask follow-up questions, and provide opportunities for children to lead discussions. Children plan and deliver presentations. They gain increasing command over oral and written language conventions.

Content Knowledge: All students have full access to science, history/social studies, the arts, and all other content instruction, which is integrated with literacy and language. Students also engage in wide group and independent reading, interact with high-quality and increasingly complex informational texts, and participate in research projects and content investigations, all of which contribute to their literary, cultural, and domain knowledge. They read several texts on the same topic or by the same author and compare and contrast the texts.

Foundational Skills: Foundational skills continue to be systematically taught during the grade span. Children learn to read multisyllabic words and words with complex spelling patterns. The number of high-frequency irregularly spelled words they can recognize effortlessly increases substantially. Fluency is a high priority, and children have many opportunities to engage reading. Teachers act on the knowledge that reading volume contributes to children's fluency, comprehension, language development, and knowledge acquisition, and they provide instruction to ensure all students can engage with grade-level text.

Students who are English learners engage in equally intellectually stimulating content through careful scaffolding (planned and “just-in-time”) and guidance provided by the ELD standards. At the same time, they are learning English as an additional language and receiving instruction that attends to their steady progress along the

ELD continuum. Oral language development continues to be a significant emphasis during this grade span, and children have many opportunities to use language for different purposes in varied, meaningful contexts and engage in extended conversations. Instruction capitalizes on the cultural and language resources each child brings to the classroom.

Synchronous and Asynchronous Instruction. Teachers should carefully consider which learning experiences are given priority during synchronous instruction. Teachers identify lessons that are best conducted when they can make “in-the-moment” decisions about next instructional moves based on children’s performance as they engage in the lesson. For example, teachers provide real-time instruction on decoding two-syllable words. They teach, engage students in guided practice, observe their independent attempts at decoding, and reteach with scaffolding as needed. Teachers know that if instructional support is delayed, progress is slowed considerably, and misunderstandings may persist. Other activities can occur effectively without the teacher available in real-time. For example, some writing activities can occur asynchronously, such as when students provide feedback to the written work of their peers and then the authors make revisions in response to feedback. See the discussions of synchronous and asynchronous instruction in Chapters 10 and 11.

The following vignette features an interview with a third-grade teacher about her implementation of distance learning with her students. Discussions of standards and instructional considerations for each of grades two and three follow the vignette.



VOICES FROM THE FIELD

Lisa Chavez | Kingston Elementary School | Hesperia, CA

The shift to distance learning has pushed all educators to reimagine what teaching and learning might look like. For Lisa Chavez, this has meant coming up with inventive ways to use digital tools while adhering to pedagogical best practices.

Chavez is a 20-year veteran who currently teaches third grade at Kingston Elementary School in the Hesperia Unified School District. Here, she discusses the creative ways she uses technology to engage her young students—tapping into their interests and showing how the content they are learning is relevant to their everyday lives.

How are you using digital tools to enhance learning?

Developing students' content knowledge through research projects and content investigations is important. Therefore, we're working on a community-based project right now, and that is going well. For third grade social studies, students have to learn about their local community. So, I talked to our local museum curator, and he took me out to the local landmarks where I recorded short educational videos for the students on Flipgrid [video-based discussion software], which has just been the best tool for me this year. My students are now using it to leave video questions for the museum curator, and he's leaving video responses back for them. He and the students love the interaction, and it's getting them to appreciate the history of the town they live in.

Hesperia has been around since the 1880s, so this place has a lot of history. I think it's important the kids know it. We also made a young authors book about the town landmarks. The kids looked at old black and white pictures and then drew them and sent them to me on ClassDojo [school communications software]. Then, I compiled it all in Google Docs [collaborative online word processing software] and turned it into a class book.

Another program I love is Kami, a text annotation and editing tool that's integrated with Google Classroom [software for creating, distributing, and grading assignments]. I can share documents for students to read, and they can go through and highlight key passages and annotate main points or questions in text boxes. I love that the tool allows students to work independently to identify important passages. And they can look up any unfamiliar words themselves using the dictionary feature. I can also easily post feedback for them.

It's pretty amazing and also helpful for teachers when we have to share data with other teachers. For instance, just this last week, I was asked to send student work samples to our school leadership team. That was really easy to pull together for them.

I've also been using Jamboard, the digital whiteboard tool, as a way for students to talk to me and each other about their readings. For my more advanced readers, we've been doing this for "Charlotte's Web." I sent home actual copies of the book because I wanted to give them some time away from the screen. So, they're reading the physical book asynchronously. But to provide ample opportunities for students to express their ideas through discussion, I use Jamboard during synchronous time to allow students to leave reflections and talk about the reading among themselves.

To facilitate inferential comprehension, kids read the text or look at the pictures in the book and leave notes on the virtual whiteboard about their interpretations

of the evidence they see. They get really into it. Some even get creative with the kind of feedback and predictions they want to give, which I encourage because it shows they are engaging with the story.

How do you use technology to motivate students to engage with challenging reading materials or do independent reading across subject areas?

You have to really tune in to your kids' interests and the things that they love. That's how you reach all the learning standards and get them excited and motivated to drive their own learning. Like right now, my kids are all about Perseverance, the NASA rover that just landed on Mars. We're doing NASA's Mission to Mars Student Challenge, and they're going to flip when they see the certificates NASA just mailed us. But that's how you get kids interested in learning more and reading independently across different subject areas.

I find additional readings on Epic [online educator resource] and assign it to them. And they love it because they're interested in the topic. To promote students' content knowledge across subject areas, I try to find activities like this that can incorporate science, literacy, and social studies all together so they can find different ways to be engaged.

Another way to bolster engagement is to focus on student choice, but honestly, it's more difficult virtually because it's exponentially more work for teachers. And we all have limited time and resources right now. The important thing is to give them a choice in terms of how they want to express their learning, and they get to be creative in the process.

How do you choose the tools you use for your classes? Any advice for other teachers or parents seeking out appropriate education technology for their students?

It has to be easy for me but also easy enough for students to use. If they can't use the tool, it doesn't matter how cool the features are or how good I am at using it—it doesn't work. It's also important to have a variety of creative and interactive features so students can build skills and learn different ways to express themselves.

We, as teachers, are constantly learning, too. I love to see students and teachers empowered. One of the awesome things about what's happened this past year is seeing teachers—who felt they couldn't do technology before—learn new skills and now confidently teach other teachers how to use new programs and tools with their students.

Technology should be used as a way to express your creativity, be connected, and feel empowered. No one should ever feel intimidated about using it. It's just

a tool. You take a risk, and we'll all learn this together. If it doesn't work the first time, we'll try again and work together to figure it out.

What role does social and emotional learning play in your teaching? Can technology help there, too?

I feel like social and emotional learning should be its own subject area but also incorporated into our everyday lessons. For example, every morning, I start with a short check-in activity on Zoom [video conferencing software]. I created my own version of those “How are you feeling today?” graphics with 10 images of different faces and emotions. I put them in a Google Form [a survey tool], so students can click on the face that represents how they are doing each day. I also include questions like, “Is there something you want me to know?” This way, they can answer those questions privately, and I can check up on them.

Some days, I'll also play a short video. I got this idea from a teacher named Megan Venezia. She has these daily ClassDojo check-ins with the little Dojo monster talking about being scared or feeling intimidated and things like that. I'll play the little video, and that becomes a mini social and emotional learning lesson to start the day.

Grade Two

Teachers ensure that children in grade two engage in wide and independent reading and have access to high-quality literary and informational text on a range of topics. Texts that are shared with children are increasingly complex. Teachers model and discuss how to navigate challenging words, sentences, and passages to determine meaning. Children's knowledge, vocabulary, and syntax grow as they listen and discuss texts read aloud and as they read text independently. Children begin to write well-organized, detailed texts of different genres, especially in response to texts and topics under investigation in different subject matter. They plan and deliver presentations to share stories and knowledge, with increasing attention to detail, sequence and language.

The important work of understanding and using the alphabetic code continues. Teachers give ample instructional time to ensure that children learn the remaining common spelling-sound correspondences and can accurately decode two-syllable words and words with common prefixes. They provide support and practice so children can decode nearly effortlessly.

Standards and instructional considerations for grade two follow. Many can be addressed across the curriculum, that is, as a part of science, social studies, arts,

and other subjects. ELA/literacy and content area instruction are mutually supportive, and to treat them as distinctly separate areas of instruction is to miss opportunities to enhance progress in both ELA/literacy and other subjects. The language arts complement and contribute to content instruction; they do not replace inquiry and other content approaches.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.2.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.2.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grade two at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.2.1,10; RF.2.4; W.2.1-3; SL.2.1,3,4 ELD.PI.2.1,5,6,9,10.Ex	RL/RI.2.2,3,5,7,9; L.2.4,5 ELD.PI.2.7,8.Ex; PII.2.1.Ex
Language Development	RL/RI.2.4,10; RF.2.4; SL.3.1,4; L.2.6 ELD.PI.2.1,3,6,12b.Ex; PII.2.3-5	RF.2.3a,b; SL.2.3; L.2.4,5 ELD.PI.2.7,8.Ex
Effective Expression	RL/RI.2.10; RF.2.4; W.2.1-3,4,5; SL.2.1,4 ELD.PI.2.1,4,7-10.Ex	RL.2.4-7; RI.2.8; W.2.4,6; SL.2.3,5; L.2.1-3,6 ELD.PI.2.2,11.Ex; PII.2.1-7.Ex
Content Knowledge	RL/RI.2.1,10; RI.2.4; W.2.2,7; SL.2.1,3; L.2.4,5 ELD.PI.2.1,5,6,10,12b.Ex	RI.2.5,7-9; RF.2.3,4 ELD.PI.2.7.Ex; PII.2.1.Ex
Foundational Skills	RF.2.3a,b,c,d,e,f,4; L.2.2b,d; W.2.1-3 ELD.PI.2.10.Ex	RL/RI.2.10; SL.2.5

Critical Area of Instructional Focus: Meaning Making

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELD.PI.2.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Every child regularly engages with grade-level text, with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and the needs of the learner. • Text-dependent questions prompt children to attend closely to texts. Questions are developed to support children’s understanding of the central message, lesson, or moral and characters’ responses to major events and challenges in stories (<i>RL.2.2,3,7,9</i>) and the main topic or purpose and connection between events, ideas or concepts, and steps in technical procedures in informational text (<i>RI.2.2,3,6,7</i>). Questions also guide children to compare and contrast two or more versions of the same story or on the same topic (<i>RL/RI.2.9</i>). (<i>ELD.PI.2.6.Ex</i>). • Children not only answer questions posed by the teacher, but they are also encouraged to ask different types of questions about a text or information presented through other media. Comprehension monitoring is evident when they ask questions to clarify meaning; engagement is evident when they question a character’s behavior or ask about information provided in a text or otherwise presented. • All children participate in teacher read-aloud experiences with increasingly complex texts (i.e., those in the grades 3–4 complexity band). Questions and instructions guide children to navigate the language and concepts of challenging text. • Children engage as listeners, discussants, and readers with a range of text types. Exposure to a broad range of texts contributes to literary knowledge, cultural knowledge, domain knowledge, as well as familiarity with various text structures and features (<i>RL/RI.2.5</i>; <i>ELD.PII.2.1.Ex</i>)—all of which contribute to meaning making efforts.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.2.10 By the end of the year, read and comprehend texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the band.</p> <p>ELD.PI.2.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Children read and discuss texts of different types, and they begin in this grade to read appropriately-leveled complex literary and informational texts with considerable support. Teachers ensure that all students participate and read daily. Volume of reading contributes to reading development. • Teachers support children in meaning making, teaching children how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>L.2.4,5</i>; <i>ELD.PI.2.7,8.Ex</i>; <i>ELD.PII.2.1,2</i>) and interpret images (<i>RI.2.7</i>). Children at times are prompted to reread a text for different purposes, such as to examine organization, word choice, sentence structures, or development of an idea. • Teachers create opportunities for all children to select texts to read for study and enjoyment. • Teachers ensure that all children see themselves in texts.
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Attention is given to meaning making as the reason for continuing to develop accurate word recognition and building fluency. This is also the reason that students use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>W.2.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.2.10.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children write routinely about a range of topics, particularly those they care about. They write in a variety of contexts, including in response to learning activities across the curriculum. Some pieces developed over an extended time period as children engage in research, reflection, and revision, and other pieces are written in a short time. The focus is on conveying meaning with a purpose and audience in mind. • Writing about texts enhances reading comprehension. Children also write in response to learning activities across the curriculum.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.2.1,4 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups; plan and deliver presentations.</p>	<ul style="list-style-type: none"> • Children have multiple daily opportunities to engage in conversations with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. Children’s understandings of topics and texts are enhanced through engagement with others.
<p>ELD.PI.2.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver brief oral presentations.</p>	<ul style="list-style-type: none"> • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions), and teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Language Development

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <hr/> <p>ELD.PI.2.12b Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Words and phrases are drawn from texts (or other media) with which the children are engaged rather than a list divorced of any context. • Increasingly complex text (including read-alouds in the grades 3–4 complexity band) and rich content curriculum (e.g., science, social studies, the arts) provide opportunities to learn new words and phrases. • Teachers guide children to notice words and their impact on meaning (<i>ELD.PI.2.7,8.Ex</i>) and model and prompt an enthusiastic interest in learning and sharing new words. Teachers support children to use new words in novel contexts (<i>L.2.6; ELD.PI.2.3–5.Ex</i>). • Teachers guide children in understanding nuances in word meanings (<i>L.2.5; ELD.PI.2.8</i>). • When addressing multiple-meaning words (<i>L.2.4</i>), meaning making is crucial as it is the context in which a multiple-meaning word occurs that determines its meaning (e.g., to tie a <i>bow</i> on a gift vs. to tie a rope to the <i>bow</i> of the boat). • Children learn to use different strategies to determine word meanings, including sentence-level context and word parts, such as affixes and roots (<i>L.2.4</i>). • Teachers leverage all children’s experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.2.10 By the end of the year, read and comprehend texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the band.</p> <p>ELD.PI.2.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Texts, including those read independently, by groups of children, and read aloud by a teacher, are a key source of language. Teachers ensure that all children engage with language-rich print or digital texts daily, whether in virtual or in-class settings. • Discussions related to texts provide opportunities to talk about and use new vocabulary and sentence structures.
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Text is a rich source of academic vocabulary and complex linguistic structures. Teachers should ensure that students have strong word analysis skills and sufficient fluency to support voluminous reading, which in turn contributes to students' language development.
<p>SL.2.1,4 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups; plan and deliver presentations.</p> <p>ELD.PI.2.1,3.Ex Contribute to class, group, and partner discussions, including sustained dialog, and offer opinions and negotiate with others in conversations using an expanded set of learned phrases as well as open responses.</p>	<ul style="list-style-type: none"> • Opportunities to use language contribute to language development. Children engage in brief and extended conversations daily with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions), and teachers ensure equitable opportunities for all learners to contribute to discussions.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>ELD.PII.2.3–5.Ex Use a growing number of verb types and tenses, noun phrases, and adverbials with increasing independence.</p>	<ul style="list-style-type: none"> Teachers provide language rich contexts to ensure students' exposure to and opportunities to use an increasingly broad vocabulary. They read aloud books from the grades 4–5 complexity band, provide a wide choice of texts for students to read individually or in groups that will expand their language, and they engage students in coherent and stimulating subject area instruction that introduces them to new concepts and accompanying language. Teachers model, scaffold (planned and “just-in-time”), and prompt the use of target words and phrases in multiple contexts. Opportunities to use language are crucial for language development.

Critical Area of Instructional Focus: Effective Expression

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.2.10 By the end of the year, read and comprehend texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the band.</p> <p>ELD.PI.2.7,8.Ex Describe the language writers or speakers use to present or support an idea, with prompting and moderate support; distinguish how two different words with similar meaning produce shades of meaning and different effects on the audience.</p>	<ul style="list-style-type: none"> Children read and are read stories, poetry, and informational texts that are models of effective expression. Teachers guide children in identifying language or structures that evoke responses and emotions (e.g., laughter, surprise) or vivid mental images, provide clear explanations or interesting organization, or in some way capture readers' or listeners' attention (e.g., use of alliterations). They become increasingly aware of the author's craft (<i>RL.2.4–7</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Teachers model reading aloud fluently a variety of text types. They vary their pace and use expression appropriate for the text. They also share other effective models of fluent reading using different media sources. • Children have regular opportunities to read aloud individually or chorally after rehearsal. Reading aloud is treated as a joyful process, as children share their own work or engage in a performance (e.g., readers theatre) for peers in the classroom or virtually. Children have opportunities to create audio recordings (<i>SL.2.5</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, included details, and provide a sense of closure.</p> <p>ELD.PI.2.10.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Students use writing for different purposes: to convey their opinions, information, and narratives. New to this grade are attention to details and use of linking words to connect ideas (<i>ELD.PI.2.11.Ex; PII.2.2.Ex</i>). As appropriate, they add drawings or other visual displays to their writing to clarify their ideas, thoughts, and feelings (<i>SL.2.5</i>). • Students write daily and are given explicit guidance on how to effectively organize different types of text to suit their purpose (<i>W.2.4; ELD.PII.2.1.Ex</i>). Exemplar texts are shared as models. • Sharing writing with an audience contributes to children's understanding of the clarity and impact of their written communication. • Motivation is crucial; students write about what interests them, and teachers create learning contexts that expand their interests. • Teachers prompt children to use new vocabulary they are acquiring to communicate their thoughts more effectively and with increasing precision (<i>L.2.6</i>). • Children become more skilled at writing as volume and range of writing increase. • Children use a variety of digital tools to produce and publish writing, including in collaboration with peers (<i>W.2.6</i>). • Opportunities to orally read their work—or any text—to others provide an authentic reason for rehearsal, which supports fluent presentation (<i>RF.2.4</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.2.4,5 With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose; focus on a topic and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> • Children’s writing receives regular, specific feedback, so children become increasingly effective at expressing opinions, information, and narratives. Feedback focuses—as appropriate for the context and with consideration of the learner’s purpose, skills, and English proficiency—on organization and topic development as well as word choice and conventions (<i>L.2.1–3; ELD. PII.2.1–7.Ex</i>). Children use feedback to evaluate and analyze language choices and revise writing products. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in self-assessment and goal setting.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.2.1,4 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups; plan and deliver presentations.</p> <p>ELD.PI.2.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver brief oral presentations.</p> <p>ELD.PI.2.4.Ex Adjust language choices according to the purpose, task, and audience, with moderate support.</p>	<ul style="list-style-type: none"> • Children have multiple daily opportunities to engage in conversations with a range of others in a range of contexts for a range of purposes. Children follow agreed-upon rules for discussions and build on one another's comments. They ask for and provide clarification as needed, and teachers support them in producing complete sentences to ensure clarity and provide detail (<i>SL.2.3; L.2.6</i>). Children learn that how they (and others) express themselves impacts communication. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions. • Children plan and deliver presentations that include attention to relevant, descriptive details, reflects a logical sequence, and provides a conclusion. As appropriate, they add drawings or other visual displays to clarify their ideas, thoughts, and feelings and may create audio recordings of stories or poems (<i>SL.2.5</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.2.1 Ask and answer questions such as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text (RI.1.1).</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELD.PI.2.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.</p>	<ul style="list-style-type: none"> • Texts and other sources of information that build children’s knowledge are a crucial component of every grade level, including the primary grades. Texts sets on a given topic situated in coherent subject area instruction contribute to building knowledge. Moreover, text sets provide opportunities for children to compare and contrast important points presented in different texts on the same topic and describe how authors support specific points made in a text (<i>RI.2.8,9; ELD.PI.2.7.Ex</i>). • Text-dependent questions guide children’s comprehension of text as well as their understanding of specific images in the text and how they contribute to meaning (<i>RI.2.7</i>). They ensure that children attend to and learn how to interpret different types of images included in texts. • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented through other media. They also ask questions of speakers to gather more information or deepen understanding of a topic. Expressions of interest and curiosity—when encouraged and pursued—lead to more knowledge building. • Reading volume contributes to knowledge; children read independently and in collaboration with peers and adults daily, including books of their own choosing.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>L.2.4,5 Determine the meaning of unknown and multiple-meaning words and phrases; demonstrate understanding of word relationships and nuances in word meanings.</p> <hr/> <p>ELD.PI.2.12b.Ex Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> Many words in informational text, in particular, are domain-specific; as children learn this vocabulary, they build knowledge. Importantly, vocabulary is learned in a meaningful context, and children have opportunities to use newly acquired vocabulary as they engage in content-related activities and investigations.
<p>RI/RI.2.10 By the end of the year, read and comprehend literature and informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the band.</p> <p>ELD.PI.2.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> Children independently and with others read and discuss texts of different types daily, including a high volume of content-rich texts. Importantly, independent engagement with texts is enabled by their progress in foundational skills (<i>RF.2.3,4</i>). Reading expands their knowledge of the natural and social world, language (especially vocabulary), and familiarity with various text structures and features (<i>RI.2.5; ELD.PII.2.1.Ex</i>). Children have access to informational text in their home languages to amplify domain knowledge and support meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELD.PI.2.10.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children have many opportunities to convey what they are learning about topics of their choosing and topics under study in grade-level investigations. • Children pursue their interests and build content knowledge. Instruction also piques children's interest in new topics. Teachers ensure that children experience a coherent curriculum in science, social studies, the arts, and all content areas. • Children are guided and supported to recall information from experiences or gather information from provided sources to answer a question (W.2.8). • Children work cooperatively, in both virtual and in-class settings, to explore topics of common interest. They build knowledge and increasingly effective communication skills as they have many opportunities to share their ideas with one another.
<p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELD.PI.2.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Conversations contribute to knowledge building. Children regularly share existing and new knowledge with one another in discussions before, during, and after engaging with texts and participating in investigations. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions), and teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Foundational Skills

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>L.2.2.d Generalize learned spelling patterns when writing words.</p>	<ul style="list-style-type: none"> • Children have many opportunities to use what they are learning to generate spellings of words. Decoding and encoding are reciprocal processes with progress in one supporting progress in the other. It is productive to teach them in tandem.
<p>RF.2.3c Decode regularly spelled two-syllable words with long vowels.</p>	<ul style="list-style-type: none"> • A strong foundation in spelling-sound correspondences and decoding regularly spelled one-syllable words is ensured. • Children have many opportunities to use what they are learning in a variety of contexts. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>RF.2.3d Decode words with common prefixes and suffixes.</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word.</p>	<ul style="list-style-type: none"> • Becoming aware of word parts contributes to decoding and meaning.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> • Children become comfortable with orthographic diversity—that is, the variation in letter-sound and spelling-sound correspondences (e.g., the vowel combination “ea” may be pronounced as a long or short e sound as in <i>bead</i> and <i>bread</i>). Children are taught to try different pronunciations and determine which one makes sense in the context.
RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Teachers help children identify the spellings in these words that are regular (e.g., “sh” and “d” in <i>should</i>) and those that are not (e.g., the “oul” in <i>should</i>). Few words are entirely irregularly spelled; “of” is one of them. • Multiple exposures in a variety of contexts are needed for children to build rapid recognition of these words. • Where possible, children learn the logic of the spellings of words that do not conform to conventional spellings (e.g., words of foreign origin).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Teachers model fluent reading, and children are given ample time to practice reading with attention to accuracy in order to develop automaticity with decoding (<i>RL/RI.2.10</i>). Teachers identify texts that children find worth reading, maintaining children's interest and motivation to read. Volume of reading contributes significantly to progress. • Even when accuracy and fluency are the primary focus of a lesson or activity, teachers ensure meaning making and understanding of vocabulary. • Children create audio recordings of stories or poems (<i>SL.2.5</i>), which provide an authentic reason to rehearse for accurate, expressive, and appropriately paced renderings of the text for an audience (e.g., peers, families, communities, themselves). Teachers ensure positive, motivating experiences. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>W.2.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.2.10.Ex Write longer literary and informational texts collaboratively and with increasing independence.</p>	<ul style="list-style-type: none"> • Children are provided ample writing opportunities to use their developing knowledge of the code to convey their opinions, knowledge, and narratives. Writing volume contributes to skill development.



CLASS SPOTLIGHT

The students in Hector Alvarez’s second grade class are working on building fluency, an important foundational skill. Mr. Alvarez knows that fluency includes accuracy, automaticity, and prosody. Although fluency is often assessed by determining a child’s rate of reading, he knows that rate should vary with the text and reflect its meaning. He shares his screen to display a poem he had read aloud to students and discussed the prior day. His students had found it humorous. Today, he is going to focus on having the students read it. He selected the poem because he anticipated that his students would enjoy it and because it includes several words containing recently learned prefixes. He reads the poem aloud and asks his students to follow along. Then, he asks them to locate words that contain one of the new prefixes. “Does anyone see a word containing the prefix “mis” that we’ve been talking about?” Rudy signals that he has a response and is called on. “I see *misplace* and *mis- mis-misunderstand*.” “Excellent, Rudy!” Mr. Alvarez replies, and he reviews the meaning of the prefix in this context. Mr. Alvarez knows that teaching prefixes supports both decoding and language development. He highlights those words on the screen and asks everyone to say the two words. At the same time, a few students have used their emerging keyboarding skills to type one or both of the words into the chat box. Mr. Alvarez acknowledges this and says that next year keyboarding will start in earnest! He reads the poem aloud again using dramatic pauses and appropriate expression that reflects the message of the poem. Then, he invites students to read aloud along with him. Students turn on their microphones and a cacophony of voices are heard. Next, Mr. Alvarez places the students into small breakout rooms, giving each group access to the poem. Mr. Alvarez has carefully organized the groupings so that EL students are engaged with peers at more advanced levels of English proficiency. Their task is to practice reading the poem as a group. When they return to the full class, each group will give its choral rendition of the poem. He checks in on each group to see their progress, provides feedback, and encourages rehearsal. He knows that repeated readings for authentic reasons supports fluency development.

Prominent ELA/Literacy/ELD Themes: Foundational Skills, Language Development, Effective Expression

Associated Standards: RF.2.3,4; L.2.4b; ELD.PIII

Grade Three

Students in grade three engage in a high volume of reading, which solidifies their phonics and word analysis skills; expands their vocabulary, syntax, and knowledge; exposes them to effective language, visual information, and text structures. At the same time, volume of reading contributes to students finding personal value in text and a growing appreciation of a range of human experience.

Teachers ensure that all students engage meaningfully with complex text, and they provide instruction, model thinking, and develop questions and tasks that support students' progress. As readers and listeners, students in grade three learn to distinguish their own point of view from that of the author, narrator, or characters. They also distinguish shades of meaning and literal from nonliteral language, and they describe the logical connection between sentences and paragraphs in a text. They prepare for discussions, presentations, and writing, and they choose words and phrases for effect. Students begin to develop skill in keyboarding and cursive.

Instruction in phonics and word analysis continues. Prior learning is reinforced, and new learning includes identifying and knowing the meaning of common prefixes and derivational suffixes and decoding multisyllabic words, including those with Latin suffixes.

Standards and instructional considerations for grade three follow. Many can be addressed across the curriculum, that is, as a part of science, social studies, arts, and other subjects. ELA/literacy and content area instruction are mutually supportive, and to treat them as distinctly separate areas of instruction is to miss opportunities to enhance progress in both ELA/literacy and other subjects. The language arts complement and contribute to content instruction; they do not replace inquiry and other content approaches.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.3.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.3.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grade three at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.3.1,10; RF.3.4; W.3.1-3; SL.3.1,3,4 ELD.PI.3.1,6,9,10a,11.Ex	RL/RI.3.2,3,5,7,9; RI.3.6; W.3.10; SL.3.2,5; L.3.3-5 ELD.PI.3.7,8; PII.3.1,2.Ex
Language Development	RL/RI.3.4,10; RF.3.4; SL.3.1,4; L.3.4,5,6 ELD.PI.3.1,3,6,9,12.Ex	RF.3.3a,b; SL.3.3; L.3.4,5 ELD.PI.3.5,8.Ex; PII.3.3-5.Ex
Effective Expression	RL/RI.3.1,10; RF.3.4; W.4.1-3,5; SL.4.1,4 ELD.PI.3.1,4,7-10.Ex	RL.3.4-7; RI.3.8; W.3.4,6; SL.3.5; L.3.1-6 ELD.PI.3.8; PII.3.1-7.Ex
Content Knowledge	RL/RI.3.1,10; RI.3.4; W.3.2,7,8,9; SL.3.1,3,4; L.3.4,5 ELD.PI.3.1,5,6,9,10,12.Ex	RI.3.5,6,7,9; RF.3.3,4; W.3.7,8; SL.3.4a ELD.PII.3.1.Ex
Foundational Skills	RF.3.3a,b,c,d,4; L.3.2f,3.4b; W.3.1-3 ELD.PI.3.10.Ex	RL/RI.3.10; SL.3.5

Critical Area of Instructional Focus: Meaning Making

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>ELD.PI.3.11.Ex Offer opinions and provide good reasons and some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • Every student regularly engages with grade-level text, with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner. Text-dependent questions prompt students to attend closely to texts of information shared by a speaker. Questions guide students’ understanding of central message, lesson, or moral (<i>RL.3.2</i>), characters (<i>RL.3.3,7,9</i>) and the main idea (<i>RI.3.2; SL.3.2</i>) and connection between events, ideas, and steps in technical procedures in informational text (<i>RI.3.3,7,9</i>). New to this grade are students’ explanations of their thinking and their explicit reference to the text as the basis for responses and attention to distinguishing their own point of view from that of the author of a text (<i>RI.3.6</i>). • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented through other media. Comprehension monitoring is evident when they ask questions to clarify meaning; engagement is evident when they question a character’s behavior or ask about information provided in a text or otherwise presented. • All children participate in teacher read-aloud experiences with increasingly complex texts (i.e., those in the grades 4–5 complexity band). Questions and instructions guide children to navigate the language and concepts of challenging text. • Children engage as listeners, discussants, and readers with a range of text types, including an equal balance of narrative and informational texts, as well as other text types and media. Exposure to a broad range of texts contributes to literary knowledge, cultural knowledge, and domain knowledge as well as familiarity with various text structures and features (<i>RL/RI.3.5; ELD.PII.3.1.Ex</i>)—all of which contribute to meaning making efforts.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.3.10 By the end of the year, read and comprehend literature and informational texts in the grades 2–3 text complexity band independently and proficiently.</p> <p>ELD.PI.3.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Children read and discuss increasingly complex texts of different types regularly, with special attention given to books with appropriate complexity for grade three. Teachers ensure that all students read daily; volume of reading contributes to reading development. Teachers provide access to compelling works of literature that spark discussions worth having. • Teachers support children in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>L.3.4,5</i>; <i>ELD.PI.3.7,8.Ex</i>; <i>ELD.PII.3.1,2</i>) and interpret illustrations (<i>RI.3.7</i>). Teachers guide deconstruction of complex sentences and paragraphs for understanding their structures and meaning making. • Teachers create opportunities for all children to select texts to read for study and enjoyment. • Teachers ensure that all children see themselves in texts.
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Attention is given to meaning making as the reason for continuing to develop accurate word recognition and building fluency. This is also the reason that learners use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>W.3.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.3.10a.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children write routinely about a range of topics, particularly those they care about, with some pieces developed over an extended time period as children engage in research, reflection, and revision, and other pieces written in a short time. Children focus on conveying meaning with a purpose and audience in mind. (<i>W.3.10</i>) • Writing about texts enhances reading comprehension. Children also write in response to learning activities across the curriculum.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.3.1,4 Engage effectively in a range of collaborative conversations with diverse partners about grade 3 topics and texts; plan and deliver presentations.</p> <hr/> <p>ELD.PI.3.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver brief oral presentations.</p>	<ul style="list-style-type: none"> • Children have daily opportunities to engage in conversations with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others for clarification or more detail. Children's understandings of topics and texts are enhanced through engagement with others. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions. • Children plan and deliver presentations with attention to conveying meaning to an audience. They consider organization, sequence, supporting details, and vocabulary to ensure effective communication. They add visual displays when appropriate to emphasize or enhance certain facts or details (<i>SL.3.5</i>).

Critical Area of Instructional Focus: Language Development

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.3.4 Determine the meaning of literal and nonliteral language and general academic and domain-specific words and phrases in a text.</p> <p>L.3.4,5 Determine the meaning of unknown and multiple-meaning words and phrases; demonstrate understanding of word relationships and nuances in word meanings.</p> <hr/> <p>ELD.PI.3.12 Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> • Words and phrases are drawn from texts (or other media) with which the children are engaged rather than a list divorced from any context. • Increasingly complex text and rich content curriculum (e.g., science, social studies, the arts) provide opportunities to expand language. • Read-alouds especially can provide opportunities to broaden children’s vocabulary and are selected, in part, on the basis of the richness of the language. Read-alouds include books in the grade 4–5 band or higher. • Teachers model an enthusiasm for words and prompt children’s interest in words, as well as their use of new words in novel contexts (<i>L.3.6; ELD.PI.3.3–5</i>). • Teachers guide children in understanding nuances in word meanings (<i>L.3.5; ELD.PI.3.8</i>). • When addressing multiple-meaning words (<i>L.3.4</i>), meaning making is crucial as it is the context in which a multiple-meaning word occurs that determines its meaning (e.g., to tie a <i>bow</i> on a gift vs. to tie a rope to the <i>bow</i> of the boat). • Children learn to use different strategies to determine word meanings, including sentence-level context and word parts, such as affixes and roots, and they use resources to clarify precise meanings (<i>L.3.4; RF.3.3a,b</i>). • Teachers leverage all children’s experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.3.10 By the end of the year, read and comprehend literature and informational texts in the grades 2–3 text complexity band independently and proficiently.</p> <p>ELD.PI.3.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Texts, including those read independently, by groups of children, and read aloud by a teacher, are a key source of language. Teachers ensure that all children engage with language-rich print or digital texts daily, whether in virtual or in-class settings. • Discussions related to texts provide opportunities to talk about and use new vocabulary and sentence structures.
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Text is a rich source of academic vocabulary and complex linguistic structures. Teachers should ensure that students have strong word analysis skills and sufficient fluency to support voluminous reading, which in turn contributes to students' language development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.3.1,4 Engage effectively in a range of collaborative conversations with diverse partners about grade 3 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.3.1,3,9.Ex Contribute to class, group, and partner discussions; offer opinions and negotiate with others in conversations using an expanded set of learned phrases as well as open responses; and plan and deliver brief oral presentations.</p>	<ul style="list-style-type: none"> • Opportunities to use language contribute to language development. Children engage in brief and extended conversations daily with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. Children in this grade come to discussions prepared, and they become more skilled at staying on topic, asking relevant questions, gaining or holding the floor, and providing counterarguments. They offer elaboration and detail while asking and answering questions (<i>SL.3.3; ELD.PII.3.3–5.Ex</i>). • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions. • Children plan and deliver presentations with attention to descriptive details and clear and specific vocabulary.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>ELD.PI.3.12.Ex Use a growing number of general academic and domain-specific words while speaking and writing.</p>	<ul style="list-style-type: none"> Teachers provide language rich contexts to ensure learners' exposure to and opportunities to use an increasingly broad vocabulary. They read aloud books from the grades 4–5 complexity band or higher, provide a wide choice of texts for children to read individually or in groups that will expand their language, and engage children in coherent and stimulating subject area instruction that introduces them to new concepts and accompanying language. Teachers model, scaffold (planned and “just-in-time”), and prompt the use of target words and phrases in multiple contexts. Opportunities to use language are crucial for language development.

Critical Area of Instructional Focus: Effective Expression

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.3.10 By the end of the year, read and comprehend literature and informational texts in the grades 2–3 text complexity band independently and proficiently.</p> <p>ELD.PI.3.7,8.Ex Describe specific language writers or speakers use to present or support an idea, with prompting and moderate support; distinguish how different words with similar means produce shades of meaning and different effects on the audience.</p>	<ul style="list-style-type: none"> Children read and are read stories, poetry, and informational texts that are models of effective expression. Teachers guide children in identifying language or structures that evoke responses and emotions or vivid mental images, establish mood, provide clear explanations or interesting organization, or in some way capture readers' or listeners' attention (e.g., use of alliterations). They guide children to identify the logical connections between particular sentences and paragraphs in a text (<i>RI.3.8</i>). Children become increasingly aware of the author's craft (<i>RL.3.4–7</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Teachers model reading aloud fluently a variety of text types. They vary their pace and use expression appropriate for the text. They also share other effective models of fluent reading using different media sources. • Children have regular opportunities to read aloud individually and chorally after rehearsal. Reading aloud is treated as a joyful, community-building process, as children share their own work or engage in a performance (e.g., readers theatre) for others live in the classroom or virtually or shared as an audio recording (<i>SL.3.5</i>).
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELD.PI.3.10.Ex Write short literary texts and informational texts, collaboratively and with an adult, with peers, and with increasing independence.</p>	<ul style="list-style-type: none"> • Children regularly use writing for different purposes: to convey their opinions, information, and narratives. They become more skilled at writing as volume and range of writing increase. • Children are given explicit guidance on how to effectively organize different types of texts (<i>W.3.4</i>; <i>ELD.PI.3.1</i>) and choose words and phrases for effect (<i>L.3.3,4</i>; <i>ELD.PI.3.8</i>). Teachers share models of effective writing. • Motivation is crucial; children write about what interests them, and teachers create learning contexts that expand their interests. • Teachers prompt children to use new vocabulary they are acquiring to communicate their thoughts more effectively and with increasing precision (<i>L.3.6</i>). • Opportunities for children to orally read their work—or any text—to others provide an authentic reason for rehearsal, which supports fluent presentation (<i>RF.3.4</i>). • Children learn to use cursive to write as well as to use technology (with guidance) to produce and publish writing, including using keyboarding skills (<i>W.3.6</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> • Children’s writing receives regular, specific feedback, so children become increasingly effective at expressing opinions, information, and narratives. Feedback focuses—as appropriate for the context and with consideration of the writer’s motivation, skills, and English proficiency—on topic development, word choice and conventions (<i>L.3.1–3</i>; <i>ELD.PI.3.1–7</i>). Primary attention is given to communicating meaningfully. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in self-assessment and goal setting.
<p>SL.3.1,4 Engage effectively in a range of collaborative conversations with diverse partners about grade 3 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.3.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver brief oral presentations.</p> <p>ELD.PI.3.4.Ex Adjust language choices according to the purpose, task, and audience, with moderate support.</p>	<ul style="list-style-type: none"> • Children have daily opportunities to engage in conversations with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others for clarification or more detail. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions. • Children plan and deliver presentations with attention to conveying meaning to an audience. They consider organization, sequence, supporting details, and vocabulary to ensure effective communication. They add visual displays when appropriate to emphasize or enhance certain facts or details (<i>SL.3.5</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.3.1 Ask and answer questions to demonstrate understanding of key details in a text, referring explicitly to the text as the basis for answers.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>ELD.PI.3.5.Ex Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.</p>	<ul style="list-style-type: none"> • Teachers ensure that all children have many opportunities to engage with information presented in texts and through other sources, which contribute to children’s knowledge of the natural and social world. Text sets on a given topic situated in coherent subject area instruction contribute to building knowledge. Moreover, text sets provide opportunities for children to compare and contrast important points presented in different texts on the same topic. (<i>RI.3.9; ELD.PI.3.7.Ex</i>). • Teachers pose text-dependent questions that prompt children’s close attention to the text as the source for responses, including as they compare and contrast important points presented by different texts on the same topic and use information presented in illustrations (e.g., maps, photographs) (<i>RI.3.7,9</i>). Questions also guide students to distinguish their own point of view from that of the author of a text (<i>RI.3.6</i>). • Children not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented through other media. They also ask questions of speakers to gather more information or deepen understanding of a topic. Expressions of interest and curiosity—when pursued—lead to more knowledge building. • Reading volume contributes to knowledge; children read independently and in collaboration with others daily, including books of their own choosing.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text.</p> <p>L.3.4,5 Determine the meaning of unknown and multiple-meaning words and phrases; demonstrate understanding of word relationships and nuances in word meanings.</p> <hr/> <p>ELD.PI.3.12 Use a growing number of general academic and domain-specific words.</p>	<ul style="list-style-type: none"> Many words in informational text, in particular, are domain-specific; as students learn this vocabulary, they build knowledge. Importantly, vocabulary is learned in a meaningful context, and students have opportunities to use newly acquired vocabulary as they engage in content-related activities and investigations.
<p>RL/RI.3.10 By the end of the year, read and comprehend literature and informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently independently and proficiently.</p> <hr/> <p>ELD.PI.3.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> Children independently and with others read and discuss texts daily, including a range of content-rich texts. Reading expands their knowledge of the natural and social world, language, and familiarity with various text structures and features (<i>RI.3.5; ELD.PII.3.1.Ex</i>). Reading volume contributes to knowledge; children read independently and in collaboration with others daily, including books of their own choosing. Importantly, independent engagement with texts is enabled by their continuing progress in foundational skills (<i>RF.3.3,4</i>). Children have access to informational text in their home languages to amplify domain knowledge and support meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.7,8 Conduct short research projects that build knowledge about a topic; recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>ELD.PI.3.10.Ex Write longer informational texts collaboratively and with increasing independence using appropriate text organization; paraphrase texts and recount experiences.</p>	<ul style="list-style-type: none"> • Children have many opportunities to convey what they are learning about topics of their own choosing and topics under study in grade-level subject area investigations. • Children pursue their interests, conducting research that builds knowledge about a topic. Instruction also piques children’s interest in new topics. • Children are provided guidance on gathering and organizing information on topics. Models of effective informational text are shared with students (<i>ELD.PI.3.1.Ex</i>). • Children share what they have learned by planning and delivering a well-organized presentation on a topic.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.3.1,4 Engage effectively in a range of collaborative conversations with diverse partners about grade 3 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.3.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver brief oral presentations.</p>	<ul style="list-style-type: none"> • Conversations contribute to knowledge building. Children regularly share existing and new knowledge with one another in discussions before, during, and after engaging with texts and participating in investigations. • Teachers ensure a community culture in which all children feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions. • Children plan and deliver presentations to share knowledge with others, sometimes after gathering relevant information or engaging in research projects (W.3.7,8). They carefully consider organization, key ideas, and relevant details.

Critical Area of Instructional Focus: Foundational Skills

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.3.3a Identify and know the meaning of the most prefixes and derivational suffixes.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>RF.3.3b Decode words with common Latin suffixes.</p>	<ul style="list-style-type: none"> • Attention to word parts contributes to decoding and meaning.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.3.3c Decode multisyllable words.</p> <p>L.3.2f Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<ul style="list-style-type: none"> • A strong foundation in decoding regularly spelled one-syllable words is ensured. • Decoding and encoding are reciprocal processes with progress in one supporting progress in the other. They are often taught in tandem. • Children have many opportunities to use what they are learning in a variety of contexts. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>RF.3.3d Read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Teachers help children identify the spellings in the words that are regular. Few words are entirely irregularly spelled. • Multiple exposures in a variety of contexts are needed for children to build rapid recognition of these words. • Where possible, children learn the logic of the spellings of words that do not conform to conventional spellings (e.g., words of foreign origin).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Time to practice reading is crucial for developing automaticity with decoding. All students must be provided opportunities to read grade-level texts; some will need more support than others (<i>RL/RI.3.10</i>). Teachers identify texts that children find worth reading, maintaining children's interest and motivation to read. Volume of reading contributes significantly to progress. • Even when accuracy and fluency are the primary focus of a lesson or activity, teachers ensure meaning making and understanding of vocabulary. • Students create audio recordings of stories or poems (<i>SL.3.5</i>), which provide an authentic reason to rehearse for accurate, expressive, and appropriately paced renderings of the text for an audience (e.g., peers, families, communities, themselves). Teachers ensure positive, motivating experiences for such performances. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>W.3.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.3.10.Ex Write longer literary and informational texts collaboratively and with increasing independence.</p>	<ul style="list-style-type: none"> • Children are provided ample writing opportunities to use their expanding knowledge of the code to convey their opinions, knowledge, and narratives. Writing volume contributes to skill development.



CLASS SPOTLIGHT

The students in Brandi Henry’s third-grade class are in Web breakout rooms engaging in an activity that supports their language development and meaning making as well as builds their content knowledge. In preparation, Ms. Henry had posted on the class learning management system visuals and diagrams with labels of high utility, discipline-specific words the class generated previously. Before students moved into their breakout rooms, she reminded them of those resources. She also invited students to use their home language, adding that she expects someone in the group to write them in English as well. Each breakout room has a topic, and the students have to read two different texts about that topic. For example, Nicole, Blanca, Adam, and Sergio are focused on earthquakes. They have accessed a Google slide that contains a Venn diagram. They are currently discussing how the two texts they read are similar, and they are recording information in the area that overlaps the two circles. They have written their names on the bottom of the slide and chosen a font color so that their teacher knows who added what to the diagram. They talk about many things that are the same in the two texts including the average number of earthquakes in the state, the way that earthquakes are measured, the person who developed the scale, and the use of words like fault, after-shock, tremor, and epicenter. The teacher makes comments on their slide as they work. For example, next to the note about the number of earthquakes she wrote, “Maybe you want to label these as key details versus important points.” Near their list of vocabulary, she wrote, “I appreciate your word detective skills. Want to define these on the bottom of the page if you have time?” The students keep working, now focused on the differences that they found. As Blanca said, “The first one was more about what happens to people. We should add notes about the problems with buildings in those places and what can happen to the water.” Their conversation continues as they explore the differences between the two texts. Their teacher arrives in the breakout room, and Adam greets her, saying “This is really fun. We give ourselves a rating of 5 because our group is taking turns, and everybody is sharing.” Ms. Henry asks if they need any clarification and reminds them that they have two minutes before they all come back into the main room to hear more of the instructions. As she says, “I know that you’ll all need more time, but I want us to check in as a class so that we can help each other and make sure we understand the next step.”

Prominent ELA/Literacy/ELD Themes: Content Knowledge, Language Development, Meaning Making

Associated Standards: RI.3.2,4,9; W.3.6,7,8; SL.3.1,2; ELD.PI.3.1,6,10b,12.Ex

English Language Arts/Literacy and English Language Development in Grades Four and Five

Overview of the Span

Excellent instruction in the first years of schooling is imperative, but it does not guarantee success in the years ahead. Older students—those in grade four and above—must also be provided excellent instruction.

The grades four and five span is a critically important time as students consolidate their skills and apply them across content areas, in different settings, and for different purposes. Students engage in voluminous independent reading and rich subject matter. Attention is given to keeping motivation high, especially through student choice and peer collaboration, as students are challenged with increasingly complex text and tasks.

Content and pedagogy in the grade span include the following:

Meaning Making: Meaning making is the central focus of instruction. Students read exceptional literary and informational texts and share their understandings, insights, and responses with others. They draw evidence from texts to support analysis, reflection, and research; they identify the evidence a speaker or media source provides to support particular points. They engage deeply with content in all subject matter as readers, listeners, writers, researchers, and discussants—and through hands-on investigations.

Language Development: Language development is an ongoing focus of instruction. Special attention is given in this span to learning and purposefully using general and domain-specific academic language. Students use context and morphology as clues to the meaning of words, and they consult a variety of reference materials to clarify the precise meaning of key words and phrases and to

identify alternate word choices. They expand, combine, and condense sentences for meaning, interest, and style. They use transitional words, phrases, and clauses to create cohesion.

Effective Expression: Students produce multiple-paragraph texts in which the development and organization are appropriate to the task, purpose, and audience. They plan, revise, and edit their work. They become increasingly fluent in keyboarding. Students give well-organized, detailed presentations using multimedia to enhance and enrich communication. They learn about register and adapt their speech as appropriate for the context.

Content Knowledge: All students have full access to content instruction, which is integrated with literacy and language. Students also engage in wide reading, interact with high-quality informational texts, participate in an organized independent reading program, and engage in research projects and content investigations, all of which contribute to their knowledge.

Foundational Skills: Students know and readily apply phonics and word analysis skills, including syllabication and morphological analysis, in decoding words. They read with sufficient fluency to support comprehension. Teachers provide instructional support as needed for individual learners, and they provide plentiful opportunities for students to engage in independent reading.

Students who are English learners participate in intellectually stimulating instruction as they are learning English as an additional language. Planned and “just-in-time” scaffolding ensure progress. The path EL students take as they develop academic English requires risk-taking, and students will likely make approximations with word choice, grammar, and oral discourse practices as they gain new understandings. Steady advancement is best supported in a respectful setting that focuses on meaningful and extended interactions relevant to content under study. Feedback is strategically chosen, timely, and judicious.

Synchronous and Asynchronous Instruction. Teachers should carefully consider which learning experiences are given priority during synchronous instruction. Teachers identify lessons that are best conducted synchronously when they can make “in-the-moment” decisions about next instructional moves based on children’s performance as they engage in the lesson. For example, teachers provide real-time instruction on deconstructing complex sentences in challenging texts. They teach, provide many examples from texts students are reading or will read, observe their independent attempts at sentence deconstruction, and reteach with scaffolding as needed. Teachers know that their instruction in the moment matters and that if students are left to themselves to grapple with complex texts, they may experience frustration, and little progress will be made, widening the gap between those who are

successful with complex text and those who are not. Other activities can occur effectively without the teacher available in real-time. For example, teachers might provide asynchronous activities that contribute to students' familiarity with Greek and Latin roots.

Standards for each of grades four and five are provided in this chapter.

Grade Four

Students in grade four experience the shift from primary to upper elementary school. They take on more complex texts across all subject matter. They determine themes in literary text and the main ideas presented in informational text. They attend to details and text structures and features. They interpret information presented in different forms, such as diagrams and animations. A significant milestone is that students write clear and coherent multi-paragraph texts. They keyboard a minimum of one page in a single sitting. Their writing incorporates detail, precise language, and linking words and phrases. Vocabulary instruction focuses on the use of Greek and Latin affixes and roots as clues to the meaning of a word, as well as the use of context. Additionally, it is in grade four that students learn to differentiate between contexts that call for formal English and informal English.

By this grade, the foundational skills should be well developed. If not, teachers provide targeted, and likely intensive, instruction to ensure that all students can independently access and use printed language. They ensure that all students continue to develop as readers of complex text—avoiding simply reading aloud challenging grade-level text to students and summarizing the content for them. They do, however, continue to read aloud from books above the grade band to expose students to continue to broaden their language and their knowledge as well as to have a shared class experience.

Standards and instructional considerations for grade four follow. Many can be addressed across the curriculum, that is, as a part of science, social studies, arts, and other subjects. ELA/literacy and content area instruction are mutually supportive, and to treat them as distinctly separate areas of instruction is to miss opportunities to enhance progress in both ELA/literacy and other subjects. The language arts complement and contribute to content instruction; they do not replace inquiry and other content approaches.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.4.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.4.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grade four at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.4.1,10; RF.4.4; W.4.1-3,9; SL.4.1,3,4 ELD.PI.4.1,6a,9,10a,11a.Ex	RL/RI.4.2,3,5,7,9; W.4.10; SL.4.2,5; L.4.4,5 ELD.PII.4.1,2.Ex
Language Development	RL/RI.4.4,10; RF.4.4; SL.4.1,4; L.4.4,5,6 ELD.PI.4.1,3,6,9,12a.Ex	SL.4.6; L.4.3-5 ELD. PII.4.3-5.Ex
Effective Expression	RL/RI.4.10; RF.4.4; W.4.1-3,5; SL.4.1,4 ELD.PI.4.1,3,4,7-10.Ex	RL/RI.4.5,6; RL.4.4-7, RI.4.8; W.4.4,6 SL.4.5,6; L.4.3a,c ELD.PII.4.1-7.Ex
Content Knowledge	RL/RI.4.1,10; RI.4.4; W.4.2,7,8,9; SL.4.1,3,4; L.4.4,5 ELD.PI.4.1,6,9-11a.Ex	RI.4.6-9; RF.4.3,4; W.4.7,8 ELD.PI.4.6,7,12a.Ex; PII.4.1.Ex
Foundational Skills	RF.4.3,4; L.4.4b; W.4.1-3 ELD.PI.4.6b,10.Ex	RL/RI.4.10

Critical Area of Instructional Focus: Meaning Making

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.4.3 Identify the reasons and evidence a speaker or media source provides to support particular points.</p> <p>ELD.PI.4.6a,11a.Ex With moderate support describe ideas, phenomena, and text elements in greater detail based on close reading of a variety of grade-level texts; support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • Every student regularly engages with grade-level text, with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner. • Text-dependent questions prompt students to attend closely to written texts, speakers, or media sources and refer to details or specific information in a text, sometimes paraphrasing (<i>SL.4.2</i>), to determine a theme or main idea (<i>RL/RI.4.2</i>), describe in depth characters, settings, or events in stories or explain events, procedures, and ideas in an informational text (<i>RL/RI.4.3</i>), and compare the treatment of a topic, theme, or pattern of events across books from different cultures or integrate the information from two texts on the same topic (<i>RL/RI.4.9</i>). • Students not only answer questions posed by the teacher, but they are also encouraged to ask questions about a text or information presented through other media. Comprehension monitoring is evident when they ask questions to clarify meaning; engagement is evident when they question a character’s behavior or ask about information provided in a text or media source. • All students participate in teacher read-aloud experiences with increasingly complex texts (i.e., those in the grades 6–8 complexity band). Teachers guide students to navigate the language, concepts, and organization of challenging text. • Students engage as listeners, readers, writers, and discussants with a range of text types, which contribute to literary, cultural, and domain knowledge, as well as familiarity with various genres and text structures and features (<i>RL/RI.4.5</i>; <i>ELD.PI.4.1.Ex</i>)—all of which influence meaning making. Teachers provide access to compelling works of literature that spark discussions worth having.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.4.10 By the end of the year, read and comprehend literature and informational texts in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.4.6a.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts of different types daily, with special attention given to books with appropriate complexity for grade four. Volume of reading contributes to reading development. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>L.4.4,5</i>; <i>ELD.PI.4.1,2</i>), and interpret illustrations and information presented visually, orally, or quantitatively (<i>RL/RI.4.7</i>). Teachers guide the deconstruction of complex sentences and paragraphs for understanding their structures and meaning making. • Teachers create opportunities for all students to select texts to read for study and enjoyment. • Teachers ensure that all students see themselves in texts.
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Attention is given to meaning making as the reason for continuing to develop accurate word recognition and build fluency. This is also the reason that students use context to confirm or self-correct word recognition and understanding, rereading as necessary.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.4.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.4.10a.Ex Write longer literary texts and informational texts collaboratively and with an adult or peers with increasing independence.</p>	<ul style="list-style-type: none"> • Students write routinely about a range of topics, particularly those they care about, with some pieces developed over an extended time period as they engage in research, reflection, and revision, and others written in a short time. Students focus on conveying meaning with a purpose and audience in mind and for a range of discipline-specific tasks (<i>W.4.10</i>). • Teachers guide the co-construction of increasingly effective text aligned to purpose and audience. • Students write in response to texts, which supports and deepens comprehension. They also write in response to learning activities across the curriculum.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.4.1,4 Engage effectively in a range of collaborative conversations with diverse partners about grade 4 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.4.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver brief oral presentations.</p>	<ul style="list-style-type: none"> • Students have daily opportunities to engage in extended conversations with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. Students' understandings of topics and texts are enhanced through engagement with others. • Students become more skilled at staying on topic, asking relevant questions, gaining or holding the floor, and providing counterarguments. • Students plan and deliver presentations with attention to conveying meaning to an audience. They consider organization, sequence, supporting details, and vocabulary to ensure clear and coherent communication. They provide a context and add audio recordings and visual displays when appropriate to enhance the development of ideas or themes (<i>SL.4.5</i>). • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Language Development

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.4.4 Determine the meaning of words and phrases as they are used in a text, including allusions and general academic and domain-specific words and phrases.</p> <p>L.4.4,5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases; demonstrate understanding word relationships and nuances in word meanings.</p> <hr/> <p>ELD.PI.4.6b Use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.</p>	<ul style="list-style-type: none"> • Words and phrases are drawn from texts (or subject area instruction) with which the students are engaged rather than a list divorced from any context. • Increasingly complex literary and informational text as well as rich content curriculum (e.g., science, social studies, the arts) provide opportunities to learn new words and phrases. Students demonstrate an understanding of word relationships and nuances in meaning (<i>L.4.5</i>). • Read-alouds especially can provide opportunities to expand students' vocabulary and are selected, in part, on the basis of the richness of the language. Read-alouds include books in the above the grade 4–5 complexity. • Teachers model an enthusiasm for words and prompt students' interest in new words and their use of new words in novel contexts (<i>L.4.6; ELD. PII.4.3–5.Ex</i>). • When addressing multiple-meaning words (<i>L.4.4</i>), meaning making is crucial as it is the context in which a multiple-meaning word occurs that determines its meaning (e.g., to tie a <i>bow</i> on a gift vs. to tie a rope to the <i>bow</i> of the boat). • Students learn to use different strategies to determine word meanings, including sentence-level context and word parts, such as affixes and roots, and they use resources to clarify precise meanings. • Teachers leverage all students' experiences and EL students' native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.4.10 By the end of the year, read and comprehend literature and informational texts in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.4.6a.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Reading volume contributes to language development. Students read books of their choice independently, and they also read with others. • Teachers support students to read complex texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (L.5.5,6). Teachers also model strategies for independent word learning.
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Text is a rich source of academic vocabulary and complex linguistic structures. Teachers should ensure that students have strong word analysis skills and sufficient fluency to support voluminous reading, which in turn contributes to students' language development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.4.1,4 Engage effectively in a range of collaborative conversations with diverse partners about grade 4 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.4.1,3,9.Ex Contribute to class, group, and partner discussions; offer opinions and negotiate with or persuade others in conversations using an expanded set of learned phrases as well as open responses; plan and deliver brief oral presentations.</p>	<ul style="list-style-type: none"> • Opportunities to use language contribute to language development. Students engage in brief and extended conversations daily with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. • Students become more skilled at staying on topic, asking relevant questions, gaining or holding the floor, and providing counterarguments. • Students plan and deliver presentations with the understanding that the context calls for more formal language use and is different from informal discourse; they choose words and phrases to convey ideas precisely (<i>SL.4.6; L.4.3</i>). • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.4.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>ELD.PI.4.12a.Ex Use a growing number of general academic and domain-specific words while speaking and writing.</p>	<ul style="list-style-type: none"> • Teachers provide language rich contexts to ensure students’ exposure to and opportunities to use an increasingly broad vocabulary. They read aloud books from the grades 6–8 complexity band, provide a wide choice of texts for students to read individually or in groups that will expand their language, and engage students in coherent and stimulating subject area instruction that introduces them to new concepts and accompanying language. Teachers have access to diverse types of text in their home languages. • Teachers model, scaffold (planned and “just-in-time”), and prompt the use of target words and phrases in multiple contexts. Opportunities to use language are crucial for language development.

Critical Area of Instructional Focus: Effective Expression

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.4.10 By the end of the year, read and comprehend literature and informational texts in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.4.7,8.Ex Describe how well writers or speakers use specific language resources to support an opinion or present an idea, with prompting and moderate support; distinguish how different words with similar means and figurative language produce shades of meaning and different effects on the audience.</p>	<ul style="list-style-type: none"> Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering the choice of words and grammatical elements, clarity of structure, author’s point of view or purpose, or other features (<i>RL.4.4–7</i>). Starting in this grade, students explain how an author supports particular points in a text by using reasons and evidence (<i>RI.4.8</i>). They also examine the differences between different accounts of the same topic or events (<i>RI.4.6</i>), and how visual and quantitative information contributes to a text (<i>RI.4.7</i>). Students become increasingly aware of the author’s craft.
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> Teachers model reading aloud fluently a variety of text types. They vary their pace and use expression appropriate for the text. They also share other effective models of fluent reading using different media sources. Students have regular opportunities to read aloud individually or chorally after rehearsal. Reading aloud is treated as a joyful process as students share their own work or engage in a performance (e.g., readers theatre) live for others in class or virtual room or recorded (<i>SL.4.4,5</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELD.PI.4.10.Ex Write longer literary and informational texts collaboratively and with increasing independence using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<p>Students use writing for different purposes: to convey their opinions, information, and narratives.</p> <ul style="list-style-type: none"> • Students write daily and are given explicit guidance on how to effectively organize different types of texts (<i>W.4.4; ELD.PI.4.1.Ex</i>) and choose words and phrases for effect (<i>L.4.3a</i>). • New to this grade is that students produce multi-paragraph texts, sometimes using technology to produce and publish writing as well as to interact and collaborate with others. Students gain sufficient command of keyboarding skills to type a minimum of one page in a single sitting (<i>W.4.6</i>). • Motivation is crucial; students write about what interests them, and teachers create learning contexts that expand their interests. • Opportunities for students to orally read their work—or any text—to others provide an authentic reason for rehearsal, which supports fluent presentation (<i>RF.4.4</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> • Students' writing receives regular, specific feedback so students become increasingly effective at producing clear and coherent writing (<i>W.4.4; ELD.PII.4.2.Ex</i>). Feedback focuses—as appropriate for the context and with consideration of the student's motivation, skills, and English proficiency—on topic development, word choice and conventions (<i>L.4.1–3; ELD.PII.4.1–7.Ex</i>). Primary attention is given to communicating meaningfully. • Students evaluate feedback, make choices, and revise writing for coherence. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in self assessment and goal setting.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.4.1,4 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.4.1,3,9.Ex Contribute to class, group, and partner discussions; negotiate with others in conversations using an expanded set of learned phrases as well as open responses; and plan and deliver brief oral presentations.</p> <p>ELD.PI.4.4.Ex Adjust language choices according to the purpose, task, and audience, with moderate support.</p>	<ul style="list-style-type: none"> • Students have daily opportunities to engage in conversations with a range of others in a range of contexts for a range of purposes. Conversations include sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions. • Teachers consider the purpose of the task and the EL students' proficiency levels and group them heterogeneously with peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs. • Teachers assess conversations for their structure and language use and provide specific feedback aligned to academic language objectives. • Students plan and deliver presentations with attention to communicating their ideas effectively to an audience. They are precise in language, consider appropriate pacing, and use formal English rather than informal discourse as appropriate to the task (SL.4.6; L.4.3a,c). They include audio recordings and visual displays as appropriate (SL.4.5).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.4.3 Identify the reasons and evidence a speaker or media source provides to support particular points.</p> <p>ELD.PI.4.6a,11a.Ex With moderate support describe ideas, phenomena, and text elements in greater detail based on close reading of a variety of grade-level texts; support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • Informational texts that build students' knowledge are a crucial component of every grade level. Students gain knowledge through reading in every content area, and they learn how text structures vary across disciplines. Book selections are based on grade-level content standards and learning experiences in different content areas (e.g., science, social studies), and students' interests, and cultural experiences. • Students engage with multiple texts, speakers, and other media sources on a given topic, all of which contribute to building knowledge. Students look closely at sources, including information presented visually and quantitatively, to compare firsthand and secondhand accounts of the same event or topic, identify the evidence authors, speakers, and other sources provide for points made, and integrate information so they can speak or write knowledgeably about the subject. (<i>RI.4.6–9; ELD. PI.4.6,7.Ex</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases.</p> <p>L.4.4,5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases; demonstrate understanding word relationships and nuances in word meanings.</p> <hr/> <p>ELD.PI.4.6b.Ex Use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.</p>	<ul style="list-style-type: none"> Many words in informational text, in particular, are domain-specific; as students learn this vocabulary, they build knowledge. Importantly, vocabulary is learned in a meaningful context, and students have opportunities to use newly acquired vocabulary as they engage in content-related activities and investigations (<i>ELD.PI.4.12a.Ex</i>).
<p>RL/RI.4.10 By the end of the year, read and comprehend literature and informational texts in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <hr/> <p>ELD.PI.4.6.Ex Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> Students read and discuss texts daily, including a wide range of content-rich texts. This expands their knowledge of the natural and social world, general academic and domain-specific language, and familiarity with various text structures and features (<i>RI.4.5; ELA.PII.4.1.Ex</i>). Reading volume contributes to knowledge; students read independently and in collaboration with others daily, including books of their own choosing. Importantly, independent engagement with texts is enabled by their continuing progress in foundational skills (<i>RF.4.3,4</i>). Students have access to informational text in their home languages to amplify domain knowledge and support meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.7,8 Conduct short research projects that build knowledge through investigation of different aspects of a topic; recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p> <p>ELD.PI.4.10.Ex Write longer informational texts collaboratively and with increasing independence using appropriate text organization; write concise summaries of texts and experiences.</p>	<ul style="list-style-type: none"> • Students have many opportunities to convey what they are learning about topics of their own choosing and topics under study in grade-level subject area investigations. As they write, students process and consolidate new content. • Students are provided guidance on gathering and organizing information on topics. Models of effective informational text are shared with students (<i>ELD.PI.4.1.Ex</i>). • Students pursue their interests, conducting research that builds knowledge about a topic. Instruction also piques students' interest in new topics.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.4.1,4 Engage effectively in a range of collaborative conversations with diverse partners about grade 4 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.4.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver brief oral presentations.</p>	<ul style="list-style-type: none"> • Conversations contribute to knowledge building. Students regularly share existing and new knowledge with one another in discussions before, during, and after engaging with texts and participating in investigations. • Students become more skilled at staying on topic, asking relevant questions, gaining or holding the floor, and providing counterarguments. • Students plan and deliver presentations to share their experiences or knowledge with others, sometimes after gathering relevant information or engaging in research projects (W.4.7,8). They carefully consider organization, key ideas, and relevant details. • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Foundational Skills

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.4.3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.4.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>ELA.PI.4.6b.Ex Use knowledge of morphology to determine the meaning of unknown words on familiar topics.</p>	<ul style="list-style-type: none"> • Students continue to develop and apply word analysis skills to read unfamiliar words. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages, which supports deepening understandings of how English works. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Time to practice reading is crucial for developing automaticity with print. All students have regular opportunities to read grade-level texts; some will need more support than others (RL/RI.4.10). Teachers identify texts that students find worth reading, ones that maintain their interest and motivation to read. Volume of reading contributes significantly to progress. • Teachers need to listen to students read aloud at times, avoiding round robin and popcorn reading, in order to determine if and what support is needed. • Even when accuracy and fluency are the primary focus of a lesson or activity, teachers ensure meaning making and understanding of vocabulary. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.4.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.4.10.Ex Write longer literary and informational texts collaboratively and with increasing independence.</p>	<ul style="list-style-type: none"> Students are provided ample writing opportunities to use their deepening knowledge of the code to convey their opinions, knowledge, and narratives. Writing volume contributes to skill development.



CLASS SPOTLIGHT

Students in Ramal Setty’s fourth-grade class are learning about California history and geography. As part of their unit on the influence of geography on the Indigenous peoples of the region, his students are learning the domain-specific vocabulary needed to understand these concepts. The students are building content knowledge and expanding their language concurrently, both of which contribute to students’ meaning making. Terms such as *Coast Ranges*, *Central Valley*, *Mountains*, and *Desert Region* are utilized to describe the characteristics of each area and how it influenced human life. Mr. Setty explains that “each of these [terms] represent a deep body of knowledge about climate and terrain.” However, he has also noted that his students are beginning to confuse the distinct characteristics of each. In order to facilitate meaning making as students are studying the different regions, he uses a list-group-label process to organize and consolidate their semantic knowledge. He uses a multimedia bulletin board tool (Padlet) so that he and his students can manipulate the information.

Mr. Setty begins by asking students to create digital cards that represent characteristics of the regions they have been studying. Students are invited to include terms in their home language as well and English. Students list terms such as “lots of rain,” “hot and dry,” “árido y seco,” “rivers and fishing,” and “redwood forests.” After listing characteristics, he invites students to group them together into related terms. Students examine the map of California they have in their textbook and begin to group them into subcategories. Some students use their linguistic resources to translate terms. Under the direction of students, he moves like terms together. Thus, *hot* and *dry/árido y seco* are grouped with *arid*, while *mountains* and *volcanoes* are similarly grouped.

“Now let’s add labels to these categories,” says the teacher. He adds digital cards for the four major regions they are studying and puts them horizontally at the top of the screen. “Look at the groups we made again,” says the teacher. “Which groups might belong as descriptors for each of these regions?” Now the students are becoming more animated by the task. “*Cliffs and beaches* definitely go with *Coastal Region*,” offers Samuel. As Mr. Setty moves the two digital cards under Coastal Region, he asks, “I’d like everyone to look at the map. Who can explain what your evidence is that cliffs and beaches would be characteristics of the Coastal Region?” Mr. Setty shares three conversation expanders from which students can choose to explain evidence, agree or disagree, or challenge. Later, the teacher says, “Learning vocabulary is much more than knowing definitions. It requires ongoing review to deepen knowledge and enrich their schema.”

Prominent ELA/Literacy/ELD Themes: Content Knowledge, Language Development, Meaning Making

Associated Standards: RI.4.3,4,7,8; W.4.6,8,9; SL.4.2; L.4.6; ELD.PI.4.6,12a.Ex

Grade Five

Students in grade five approach text with greater purpose and critical stances. They voice their views in light of multiple perspectives and textual evidence. They begin to realize that they can interact with a text in ways that allow them to understand the text’s meaning more deeply and also question its premises. Students use several sources when conducting research projects. Their language and knowledge continues to expand as they engage in voluminous reading and participate in rich content instruction and discussions. They learn about the varieties of English used in stories, dramas, or poems. They become skilled at keyboarding, typing a minimum of two pages in a single setting, and use technology and media to learn and to share their ideas.

By this grade, foundational skills are used effortlessly; reinforcement is provided as necessary to ensure fluency with print. Word analysis and vocabulary instruction overlap as students use morphology to both decode and determine the meaning of words. In cases where foundational skills are not yet well established, teachers provide targeted, and likely intensive, instruction to ensure that all students can independently access and use printed language.

Teachers support students as they continue to develop as readers of increasingly complex text; they avoid practices that separate students from challenging grade-level text, such as reading aloud or summarizing the content of a text. They do, however, continue to read aloud from books above the grade band to expose students to text that broadens their language and their knowledge, and they read aloud books for a shared class experience.

Standards and instructional considerations for grade five follow. Many can be addressed across the curriculum, that is, as a part of science, social studies, arts, and other subjects. ELA/literacy and content area instruction are mutually supportive, and to treat them as distinctly separate areas of instruction is to miss opportunities to enhance progress in both ELA/literacy and other subjects. The language arts complement and contribute to content instruction; they do not replace inquiry and other content approaches.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme. For example, SL.5.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.5.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grade five at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.5.1,10; RF.5.4; W.5.1-3,9; SL.5.1,3,4 ELD.PI.5.1,6a,9,10a,11a.Ex	RL/RI.5.2,3,5,7,9; RL.5.6; RI.5.8; W.5.10; SL.5.2,5,8; L.5.4,5 ELD.PII.5.1,2.Ex
Language Development	RL/RI.5.4,10; RF.5.4; SL.5.1,4; L.5.4,5,6 ELD.PI.5.1,3,6,9,12a.Ex	L.5.4,5 ELD.PI.5.4.Ex; PII.5.3-5.Ex
Effective Expression	RL/RI.5.10; RF.5.4; W.5.1-3,5; SL.6.1,4; L.5.1 ELD.PI.5.1,3,4,7-10.Ex	RL/RI.5.5,6; RL.5.4-7; RI.5.8; W.5.7,8; SL.5.5 ELD.PI.5.2.Ex; PII.5.1-7.Ex
Content Knowledge	RL/RI.5.1,10; RI.5.4; W.5.2,7,8,9; SL.4.1,3,4; L.5.4,5 ELD.PI.4.1,6,9-11a.Ex	RI.5.5-9; RF.5.3,4; W.5.6; SL.5.5 ELD.PI.5.6,7,12a.Ex; PII.5.1.Ex
Foundational Skills	RF.4.3,4; L.5.4b; W.5.1-3 ELD.PI.5.6b,10.Ex	RL/RI.5.10

Critical Area of Instructional Focus: Meaning Making

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</p> <p>ELD.PI.5.6a,11a.Ex With moderate support explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing multimedia; support opinions or persuade others by expressing appropriate/ accurate reasons using some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • Every student regularly engages with grade-level text, with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner. • Text-dependent questions prompt students to attend closely to written texts, speakers, or media sources and refer to details or specific information in a text, at times quoting directly and at times summarizing (<i>SL.5.2</i>), to determine a theme or main idea (<i>RL/RI.5.2</i>); describe characters, settings, or events in stories or explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an informational text (<i>RL/RI.5.3</i>); and compare the treatment of a topic, theme, or pattern of events across books in the same genre or integrate the information from several texts on the same topic (<i>RL/RI.5.9</i>). Teachers analyze texts to create text-dependent questions and engage students in developing their own questions based on the text. • Students refer to the text or other sources to explain how an author, speaker, or media source uses reasons and evidence to support points (<i>RI.5.8</i>), and they draw evidence from different sources to support claims in their own writing. • All students participate in teacher read-aloud experiences with increasingly complex texts (i.e., those in the grades 6–8 complexity band). Teachers guide students to navigate the language, concepts, and organization of challenging text.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.5.10 By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>ELD.PI.5.6a.Ex Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts of different types daily, with special attention given to books with appropriate complexity for grade five. Volume of reading contributes to reading development. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>L.5.4,5; ELD.PII.5.1,2</i>), analyze how visual and multimedia elements contribute to a text (<i>RL.5.7</i>), and draw on information from multiple print or digital sources to answer questions (<i>RI.5.7</i>). Teachers guide the deconstruction of complex sentences and paragraphs for understanding their structures and meaning making. • Students engage as listeners, readers, and discussants with a range of text types, which contributes to literary, cultural, and domain knowledge, as well as familiarity with various genres and text structures and features (<i>RL/RI.5.5; ELD.PII.5.1.Ex</i>)—all of which influence meaning making. Teachers provide access to compelling works of literature that spark discussions worth having. • Teachers create opportunities for all students to select texts to read for study and enjoyment. • Teachers ensure that all students see themselves in texts.
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Attention is given to meaning making as the reason for continuing to develop accurate word recognition and building fluency. This is also the reason that students use context to confirm or self-correct word recognition and understanding, rereading as necessary.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.5.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.5.10a.Ex Write longer literary texts and informational texts collaboratively and with increasing independence by using appropriate text organization.</p>	<ul style="list-style-type: none"> • Students write routinely about a range of topics, particularly those they care about, with some pieces developed over an extended time period as they engage in research, reflection, and revision, and others written in a short time. Students focus on conveying meaning with a purpose and audience in mind and for a range of discipline-specific tasks (<i>W.5.10</i>). • Students write in response to texts, which supports and deepens comprehension. They also write in response to learning activities across the curriculum.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.5.1,4 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.5.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver longer oral presentations.</p>	<ul style="list-style-type: none"> • Students have multiple daily opportunities to engage in brief and extended discussions with a range of others in a range of contexts for a range of purposes. They share opinions, experiences, and information; respond to texts and learning experiences; and listen to and ask questions of others. Students' understandings of topics and texts are enhanced through engagement with others. • Students come prepared to discussions and carry out assigned roles; they elaborate on the comments of others and draw conclusions in light of what they learn by engaging with others. • Students plan and deliver presentations with attention to conveying meaning to an audience. They sequence ideas logically and use transition words to make clear links between opinions and evidence. They include multimedia components and visual displays to enhance development of main ideas and themes (<i>SL.5.5</i>). • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Language Development

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and general academic and domain-specific words and phrases.</p> <p>L.5.4,5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases; demonstrate understanding of word relationships and nuances in word meanings.</p> <hr/> <p>ELD.PI.5.6b.Ex Use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Words and phrases are drawn from texts (or subject area instruction) with which the students are engaged rather than a list divorced from any context. • Increasingly complex literary and informational text and rich content curriculum (e.g., science, social studies, the arts) provide opportunities to learn new words and phrases. Students demonstrate an understanding of word relationships and nuances in meaning (<i>L.5.5</i>). • Read-alouds especially provide opportunities to expand students' vocabulary and are selected, in part, on the basis of the richness of the language. Read-alouds include books in the grades 6–8 complexity band. • Teachers model enthusiasm for words and use strategies to promote students' interest in words and their use of new words in novel contexts (<i>L.5.6</i>; <i>ELD.PII.5.3–5</i>). • When addressing multiple-meaning words (<i>L.5.4</i>), meaning making is crucial as it is the context in which a multiple-meaning word occurs that determines its meaning (e.g., to tie a <i>bow</i> on a gift vs. to tie a rope to the <i>bow</i> of the boat). • Students learn to use different strategies to determine word meanings, including sentence-level context and word parts, such as affixes and roots, and they use resources to clarify precise meanings. • Teachers leverage all students' experiences and EL students' native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.5.10 By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>ELD.PI.5.6a.Ex Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> • Reading volume contributes to language development. Students independently and collaboratively read, write, and discuss increasingly challenging text. • Teachers support students to read complex texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (L.5.5,6). They model strategies for independent word learning. Teachers also draw attention to and facilitate students' command of increasingly complex grammatical structures found in text. • Writing about and discussing what they read provides students opportunities to use newly acquired language.
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Text is a rich source of academic vocabulary and complex sentence structures. Teachers should ensure that students have strong word analysis skills and sufficient fluency to support voluminous reading, which in turn contributes to their language development.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.5.1,4 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts; plan and deliver presentations.</p> <p>ELD.PI.5.1,3,9.Ex Contribute to class, group, and partner discussions; negotiate with others in conversations using an expanded set of learned phrases as well as open responses; and plan and deliver longer oral presentations.</p>	<ul style="list-style-type: none"> • Opportunities to use language contribute to language development. Students engage in brief and extended discussions daily with a range of others in a range of contexts for a range of purposes. They share opinions, experiences, and information; respond to texts and learning experiences; and listen to and ask questions of others. • Students come prepared to discussions and carry out assigned roles; they elaborate on the comments of others and draw conclusions in light of what they learn by engaging with others. • Students plan and deliver presentations with the understanding that the context calls for more formal language use and is different from informal discourse (<i>ELD.PI.5.4.Ex</i>). • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>ELD.PI.5.12a.Ex Use a growing number of general academic and domain-specific words while speaking and writing.</p>	<ul style="list-style-type: none"> Teachers provide language rich contexts to ensure students' exposure to and opportunities to use an increasingly broad vocabulary. They read aloud books in the grades 6–8 complexity band, provide a wide choice of texts for students to read individually or in groups that will expand their language, and engage students in coherent and stimulating subject area instruction that introduces them to new concepts and accompanying language. Teachers model, scaffold (planned and “just-in-time”), and prompt the use of target words and phrases in multiple contexts. Opportunities to use language are crucial for language development.

Critical Area of Instructional Focus: Effective Expression

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.5.10 By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>ELD.PI.5.7,8.Ex Explain how well writers and speakers use language resources to support an opinion or present an idea, with moderate support; distinguish how different words with similar meanings produce shades of meaning and different effects on the audience.</p>	<ul style="list-style-type: none"> Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering the choice of words and grammatical elements, clarity of structure, author's point of view or purpose, or other features (<i>RL.5.4–7</i>). They consider how a narrator's or speaker's point of view influences descriptions of events (<i>RL.5.6</i>). Students explain how an author supports particular points in a text by using reasons and evidence (<i>RI.5.8</i>). They also examine the differences between multiple accounts of the same topic or events (<i>RI.5.6</i>), and how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (<i>RL.5.4</i>). Students become increasingly aware of the author's craft.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> Teachers model reading aloud fluently a variety of text types. They vary their pace and use expression appropriate for the text. They also share other effective models of fluent reading using different media sources. Students have regular opportunities to read aloud individually or chorally after rehearsal. Reading aloud is treated as a joyful process as students share their own work or engage in a performance (e.g., readers theatre) live for others in class or virtual room or recorded (<i>SL.5.4,5</i>).
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELD.PI.5.10.Ex Write longer literary and informational texts collaboratively and with increasing independence and by using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<ul style="list-style-type: none"> Students write multiple-paragraph texts, varying the organization and use of language according to the task, purpose, and audience (<i>W.5.4</i>). They learn to expand, combine, and condense sentences for meaning, interest, and style (<i>L.5.3a</i>; <i>ELD.PII.5.6–7.Ex</i>). Teachers share mentor texts as examples and guide students in identifying effective organization and language (e.g., figurative language) and applying what they learn to their own writing (<i>RL.5.5</i>; <i>RI.5.8</i>; <i>L.5.5</i>). All students write daily in virtual and in-class settings—both independently and collaboratively (<i>W.5.10</i>). All students use technology to produce and publish writing and collaborate with others. They learn how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (<i>W.5.6</i>; <i>RL.5.6</i>; <i>ELD.PI.5.2.Ex</i>; <i>ELD.PII.5.1.Ex</i>). Motivation is crucial; students write about what interests them, and teachers create learning contexts that expand their interests. Opportunities for students to orally read their work—or any text—to others provide an authentic reason for rehearsal, which supports fluent presentation (<i>RF.5.4</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Students' writing receives regular, specific feedback so students become increasingly effective at expressing opinions, information, and narratives. Feedback focuses—as appropriate for the context and with consideration of the student's motivation, skills, and English proficiency—on topic development, organization, word choice and conventions (<i>L.5.1–3</i>; <i>ELD.P.II.5.1–7.Ex</i>). Primary attention is given to communicating meaningfully. • Students evaluate feedback, make choices, and revise writing for effectiveness and coherence. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in self assessment and goal setting.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.5.1,4 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts; plan and deliver presentations</p> <p>ELD.PI.5.1,3,9.Ex Contribute to class, group, and partner discussions; negotiate with others in conversations using an expanded set of learned phrases as well as open responses; and plan and deliver longer oral presentations.</p> <p>ELD.PI.5.4.Ex Adjust language choices according to the purpose, task, and audience, with moderate support.</p>	<ul style="list-style-type: none"> • All students have daily opportunities to engage in discussions with a range of others in a range of contexts for a range of purposes, including sharing opinions, experiences, and information; responding to texts and learning experiences; and listening to and asking questions of others. A variety of discussion structures are used. • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions. • Teachers consider the purpose of the task and the EL students' proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs. • Students plan and deliver presentations with attention to communicating their ideas effectively to an audience. They are precise in language use and use formal English rather than informal discourse as appropriate to the task (<i>SL.5.6; L.5.3</i>). They include multimedia components and visual displays as appropriate (<i>SL.5.5</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELD.PI.5.4 Adjust language choices according to purpose, task, and audience, with moderate support.</p>	<ul style="list-style-type: none"> • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language. • Teachers assess conversations for structure and language used and provide specific feedback aligned to academic language objectives. • Students learn to adapt their use of informal and formal English according to the needs of the context, task, and audience (<i>SL.5.6</i>). • Instruction is provided in meaningful contexts and students have authentic reasons to use what they are learning.

Critical Area of Instructional Focus: Content Knowledge

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</p> <p>ELD.PI.5.6a,11a.Ex With moderate support explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing multimedia; support opinions or persuade others by expressing appropriate/ accurate reasons using some textual evidence or relevant background knowledge.</p>	<ul style="list-style-type: none"> • Informational texts that build students' knowledge are a crucial component of every grade level. Students gain knowledge through reading in every content area, and they learn how text structures vary across disciplines. Book selections are based on grade-level content standards and learning experiences in different content areas (e.g., science, social studies), and students' interests, and cultural experiences. • Students engage with multiple texts, speakers, and other media sources on a given topic, all of which contribute to building knowledge. They look closely at sources to analyze multiple accounts of the same event or topic, including noting the point of view represented; explaining how an author, speaker, or other source uses reasons and evidence to support particular points; and integrating information so they can speak or write knowledgeably about the subject. (<i>RI.5.6–9; ELD.PI.5.6,7.Ex</i>). • Students cite specific text evidence for conclusions and inferences they make about the content and the intentions of an author.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases.</p> <p>L.5.4,5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases; demonstrate understanding of word relationships and nuances in word meanings.</p> <hr/> <p>ELD.PI.5.6b.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Many words in informational text, in particular, are domain-specific; as students learn this vocabulary, they build knowledge. Importantly, vocabulary is learned in a meaningful context, and students have opportunities to use newly acquired vocabulary as they engage in content-related activities and investigations (<i>ELD.PI.5.12a.Ex</i>).
<p>RI/RI.5.10 By the end of the year, read and comprehend literature and informational texts at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <hr/> <p>ELD.PI.5.6a.Ex Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<ul style="list-style-type: none"> Students read and discuss texts daily, including a wide range of content-rich texts. This expands their knowledge of the natural and social world, language, and familiarity with various text structures and features (<i>RI.5.5</i>; <i>ELD.PII.4.1.Ex</i>). Students increasingly become critical consumers of information and recognize different points of view represented in different texts on the same topic (<i>RI.5.6</i>). Reading volume contributes to knowledge; students read independently and in collaboration with others daily, including books of their own choosing. Importantly, independent engagement with texts is enabled by their continuing progress in foundational skills (<i>RF.5.3,4</i>). Students have access to informational text in their home languages to amplify domain knowledge and support meaning making.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.7,8 Conduct short research projects using several sources to build knowledge through investigation of different aspects of a topic; recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase in notes and finished work, and provide a list of sources.</p> <p>ELD.PI.5.10.Ex Write longer informational texts collaboratively and independently using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<ul style="list-style-type: none"> • Students pursue their interests, conducting research that builds knowledge about a topic. Instruction also piques students' interest in new topics. • Students have many opportunities to convey what they are learning about topics of their own choosing and topics under study in grade-level subject area investigations. As they write, students process and consolidate new knowledge. • Students use technology to collaborate and interact with others as well as to access and present information (<i>W.5.6; SL.5.5</i>). • Students are provided guidance on gathering and organizing information on topics. Models of effective informational text are shared with students (<i>ELD.PII.5.1.Ex</i>).

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.5.1,4 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts; plan and deliver presentations.</p> <hr/> <p>ELD.PI.5.1,9.Ex Contribute to class, group, and partner discussions; plan and deliver longer oral presentations.</p>	<ul style="list-style-type: none"> • Conversations contribute to knowledge building. Students regularly share existing and new knowledge with one another in discussions before, during, and after engaging with texts and participating in investigations. • Students come prepared to discussions and carry out assigned roles; they elaborate on the comments of others and draw conclusions in light of what they learn by engaging with others. • Students plan and deliver presentations to share their experiences or knowledge with others, sometimes after gathering relevant information or engaging in research projects that use several sources (<i>W.5.7,8</i>). They carefully consider organization, key ideas, and relevant details. • Teachers ensure a community culture in which all students feel comfortable contributing to conversations, are encouraged to do so, and feel heard and respected by others. Agreed-upon discussion norms are established (e.g., listening with care, valuing contributions, speaking one at a time, asking questions). Teachers ensure equitable opportunities for all learners to contribute to discussions.

Critical Area of Instructional Focus: Foundational Skills

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.5.3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.5.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>ELA.PII.5.6b.Ex Use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Students continue to develop and apply word analysis skills to read unfamiliar words. • Instruction in English for EL students capitalizes on similarities between the native language and English and highlights differences between the languages, which deepens understanding of how English works. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties.

KEY ELA/LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Time to practice reading is crucial for developing automaticity with print. All students have regular opportunities to read grade-level texts; some will need more support than others (<i>RL/RI.5.10</i>). Teachers identify texts that students find worth reading, ones that maintain their interest and motivation to read. Volume of reading contributes significantly to progress in reading. • Teachers need to listen to students read aloud at times, avoiding round robin and popcorn reading, in order to determine if and what support is needed. • Even when accuracy and fluency are the primary focus of a lesson or activity, teachers ensure meaning making and understanding of vocabulary. • Pronunciation differences due to native language, dialect influences, or regional accent should not be misunderstood as decoding difficulties. • Teachers provide EL students targeted instruction in foundational literacy skills based on students' spoken English proficiency, native language proficiency, prior schooling, and assessed needs.
<p>W.5.1–3 Write opinion pieces, informative/explanatory texts, and narratives.</p> <p>ELD.PI.5.10.Ex Write longer literary and informational texts collaboratively and with increasing independence.</p>	<ul style="list-style-type: none"> • Students are provided ample writing opportunities to use their deepening knowledge of the code to convey their opinions, knowledge, and narratives. Writing volume contributes to skill development.



CLASS SPOTLIGHT

Angee Jimenez has her students engaged in a project that focuses on several of the ELA/literacy/ELD themes, but most especially on content knowledge and effective expression. Her fifth graders are working on research projects in synchronous and asynchronous online learning. As a class, they have been learning about Westward expansion and the migration of Mexican settlers. She is working to build their content knowledge. She knows it is important for students to learn about our past so they can be wise participants in our democracy, and she recognizes the powerful role that students' knowledge plays in their literacy development. Her students have read history e-textbooks, viewed videos with interactive quiz questions, and engaged in a number of close readings of primary source documents during synchronous instruction. Now, their teacher has them conducting research on a question that they generated. Each student proposed a question and had it approved by their family and the teacher. For example, Martha wanted to know what California was like before it was a state, whereas Angel wanted to discover influential Mexican settlers. The students have virtual consultation periods with the school librarian and access to a collection of videos developed by their teacher that describes each step in the process. They can watch these videos asynchronously when they are ready for the information, and they can watch them over again as needed.

Ms. Jimenez has checkpoints for her students so that they keep pace with their projects, and she can support them in expressing their new knowledge effectively. She invites students into virtual breakout rooms for peer response during which time a specific student shares their draft on a digital document and the peers provide targeted feedback. For example, one session focused on the introductions. To strengthen the peer response reviews, she deconstructed a powerful introductory paragraph at the sentence and phrase level to point out the language used to state topics and the vocabulary choices and phrasing used to entice the reader. The teacher selected key words and phrases and asked students to recommend changes and then facilitated discussion related to the impact of each change. Later, during the peer response session, students were asked to consider if the peer-author clearly stated the topic and made the topic interesting. Each listener was asked to identify key topics that they expected would be included in the paper based on the introduction and to include those in a shared document for the author to consider, and they recorded these using a collaborative note application for the peer-writer. The students worked on their short research projects asynchronously over the course of the week, and held synchronous daily check-ins with the teacher or

peers. As they finished, they also created videos to explain their learnings to others.

Prominent ELA/Literacy/ELD Themes: Content Knowledge, Effective Expression

Associated Standards: RI.5.7,9; W.5.6,7,8,9; SL.5.4; ELD.PI.5.5,6,9,10.Ex; ELD.PII.5.1.Ex

English Language Art, Literacy, and English Language Development in Middle School

Overview of the Span

Young adolescents' quest for autonomy, relevance, meaning, and competence begins in earnest during these years, and motivation and engagement are critical factors in students' school success. Importantly, as middle school students explore the various layers of their identities, the adults around them exude acceptance, understanding, and validation of who they are as individuals and as members of various cultural, linguistic, religious, and other groups.

The ELA/literacy standards at this grade span represent a big leap for students as they move from the elementary grades to the middle grades, and the expanding cognitive abilities of these young adolescents position them to make big strides in ELA/literacy. Moving beyond details and examples, students now are expected to cite textual evidence to support their analysis of what the text states explicitly and what they infer from it. Argument is introduced at grade six, and students are expected to go beyond stating reasons and evidence by tracing and evaluating arguments and claims in texts and writing their own arguments, rather than opinions, to support claims with clear reasons and relevant evidence. The ELD standards also introduce argument at grades six through eight, echoing the growing sophistication of the thinking expected at this level. These expectations exist across the many disciplines that students study—often within departmentalized settings. New to grades six through eight are Literacy Standards in History/Social Studies, Science, and Technical Subjects for the strands of reading and writing. Not only do students engage in careful analyses of texts in English language arts, they do so in history/social studies, science, mathematics, arts, world language, health, and physical education as well. Students write to argue, explain, and inform in all areas of the curriculum.

Content and pedagogy in the grade span include the following:

Meaning Making: In this grade span, significantly more rigorous concepts of evidence, argumentation, and integration and analysis of multiple sources and perspectives emerge in meaning making.

Language Development: All students continue to develop as learners of language throughout their academic careers, and indeed their lives. The development of academic English is critical for successful and equitable school participation in middle school and includes an intensive focus on vocabulary and grammatical understandings.

Effective Expression: Students become increasingly effective at expressing themselves through different genres of writing and build on previous learning to write more complex and cohesive texts of different types for various purposes. They continue to develop and organize their writing in a way that is appropriate to the task, purpose, and audience. They increase their skill in discussing, presenting, and using language conventions successfully.

Content Knowledge: Students engage in a full program of ELA and content instruction regardless of language proficiency or special needs. They study a range and variety of important works of literature and informational texts in all disciplines and through independent reading and research. They participate in an organized independent reading program that contributes to their knowledge.

Foundational Skills: Ideally, students' knowledge of foundational skills is well established by the time they enter middle school, and they access and produce printed language efficiently. Teachers continue to support students' developing reading fluency to aid comprehension. Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.

Students who are learning English engage in all of these academic activities at the same time they are learning English as an additional language, and some students may be simultaneously developing literacy and academic skills in languages other than English. The integration of ELD in ELA and all academic content courses necessitates collaboration among ELD and content area instructors. All teachers become teachers of the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline.

As the ELD standards intersect with and amplify the ELA/literacy standards, EL students at this grade span learn to explain ideas, phenomena, processes, and relationships based on close reading of texts in which they make inferences and draw conclusions. Critical for all students is the implementation of culturally responsive and

sustaining pedagogy and the development of positive and respectful relationships in all classrooms.

Synchronous and Asynchronous Instruction. Teachers should carefully consider which learning experiences are given priority during synchronous instruction. Teachers identify lessons that are best conducted synchronously when teachers can make “in-the-moment” decisions about next instructional moves based on students’ performance as they engage in the lesson. For example, teachers provide real-time instruction on deconstructing complex sentences in challenging texts. They teach and model by thinking aloud and providing examples from texts students are reading; they observe students’ independent attempts at sentence deconstruction and reteach with scaffolding as needed. Teachers know that their instruction in the moment matters and that if students are left to themselves to grapple with complex texts, they may experience frustration and lose motivation to read on their own. Other activities can occur effectively without the teacher available in real-time. For example, teachers might provide asynchronous activities at times that engage students in reviewing a peer’s writing by adding comments to a shared document or to time themselves as they practice their keyboarding skills.

The following vignette features an interview with a middle school teacher about her implementation of distance learning with her students. Discussions of standards and instructional considerations for ELA and literacy in grades six through eight follow the vignette.



VOICES FROM THE FIELD

Jennifer Scott | Compton Junior High School | Bakersfield, CA

Jennifer Scott is an English and history teacher at Compton Junior High School in the Bakersfield City School District, where she has taught for 20 years. She spoke with us about some of the ups and downs of distance learning. Keeping middle school students engaged in distance learning requires creativity, adaptability, and persistence. For Jennifer Scott, providing multiple pathways and opportunities for her students to succeed has gone a long way toward keeping them connected to school while remote learning.

Can you describe a few of the successes you and your students have experienced with distance learning?

My favorite days are what I call Creative Wednesdays. I give students a break from traditional academics and, instead, teach them art and graphic design. They learn digital and technology skills, design and communication, and how to

express themselves using Google Sites [web page creation tools]—all skills that increase the quality of the presentations they create for other areas of class too. These activities reinforce important skills related to effective expression, specifically using media to present orally and in writing about what they have learned.

In my English and history classes, as we build independent reading and research skills, a huge thing has also been teaching students how to cite textual evidence from digital resources they find online. So many students think it's okay to use research results from the Google search page—not using Google search to find a website, but just using only the search page results to get their facts. We have to tell students not to do that and teach them how to find trusted sources online, why it's important to cite textual evidence, and how to link to sources in their projects.

How has instruction changed to adapt to the challenges of remote learning?

I schedule a Zoom [video conferencing software] call link to appear every morning with a check-in, and that's the first thing students see in their Google Classroom [software for creating, distributing and grading assignments] every day. I limit other assignments to one or two per day. No more than that because you need to keep it as simple as possible—the simpler, the better. You might have students who resist or complain that it is too much work, but when you keep it simple, you take away as many of those complaints as possible beforehand, and you can focus on learning.

In class, I don't require cameras to be on because I think it's very important to value students' privacy, but sometimes I don't think the students are actually in front of their computers, and that is an absolute challenge. One of the ways we combat that is with a program that allows us to send messages to parents—it also translates for us, if the language spoken at home is other than English. I have a lot of families with different primary home languages, so we're getting along okay because we've been able to communicate well with parents. They've really been wonderful and supportive and grateful that we're working so hard with their kids. But it's also difficult because some of the kids who aren't participating in class aren't participating because they have family responsibilities, or sometimes there are too many kids in one area at home, so it's distracting. It's really just about working with every student to try to make a connection and help them keep learning through all this.

What sort of digital tools are you using to enhance, rather than duplicate, what can be done in a traditional classroom setting?

I am using Flipgrid [video-based discussion software] because it's engaging and easy for students to submit responses to assignments and participate in

discussions. We did an assignment at the beginning of the year, for example, where we read and traced arguments that had to do with discrimination, prejudice, and racism. Flipgrid was really useful because it allowed each student to easily contribute their own reflections and respond to each other's comments as they analyzed multiple sources and perspectives.

We also use Flipgrid to practice reading aloud to support students' ongoing fluency development. Reading aloud also helps them develop confidence and an understanding of presence, articulation, and projection when speaking. They record themselves reading aloud articles I've assigned, and I send them audio feedback about what they did well and how they can improve.

Rosters to Slides by Alice Keeler is a Google Slides extension I absolutely love that also helps with student engagement and participation. Each student automatically gets 2 slides: a title page that is their name and a blank slide right after it where they can do their work. I use this all the time, like today, where we're discussing themes from the book we're reading together, "A Long Walk to Water." Students can see each other's progress as they go along, and I can view and offer encouragement and feedback on everyone's slides as they work, which is much more engaging, and you get more students actively working and reflecting on their work that way.

I also use Mote, a voice note and feedback Google Chrome extension, where I can give verbal feedback to my students, which is integrated with Google Classroom. I got to talk to one of the employees from Mote recently and learned that they're going to have even better features in the future, including transcription, which would be great because students won't even have to click on anything to hear feedback, they'll be able to just read it if they prefer. The best part is, you'll also be able to translate the feedback into the student's primary language if you work with a lot of students whose primary language is not English, like I do. These are the features I'm most looking forward to. In the meantime, I love it because my students can hear my voice, and I can hear theirs. That personal connection matters. I use those 30 seconds to show that I'm still here and invested in them and their education.

Grade Six: English Language Arts and English Language Development

Grade six is often the first year of middle school for students and represents a major transition in students' lives. Just entering adolescence, these students eagerly encounter new areas of study and new ways to express their growing literacy understandings. This grade also represents a significant step in both sets of standards: argument replaces opinion in reading, speaking, and writing; separate literacy standards in the content areas make clear the literacy practices important in different disciplines; and thesis statements are expected in writing informative/explanatory texts. All students engage in meaningful collaborations with peers, read and savor new and exciting literature, and deepen their knowledge of academic English within classroom and virtual settings. Students learning English have ample opportunities to engage in extended discussions with peers and adults. They receive rich instruction in all content areas and a comprehensive program of ELD.

Standards and instructional considerations for grade six follow. In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.6.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to help make the repetition obvious. Likewise, RL/RI.6.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grade six at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.6.1,10; W.6.1-3,9; SL.6.1,3 ELD.PI.6.1,6b,10a,11a.Ex	RL/RI.6.2-4,9; RI.6.7,8; W.6.4,10; SL.6.2,4,6; L.6.4-6 ELD.PI.6.8,12.Ex; PII.6.1,2.Ex
Language Development	RL/RI.6.4,10; W.6.1-3; SL.6.1; L.6.1,4 ELD.PI.6.1,6b,c,7.Ex	SL.6.6; L.6.2,3,5,6 ELD.PI.6.8,12a.Ex; PII.6.3-6.Ex
Effective Expression	RL/RI.6.10; W.6.1-3,5; SL.6.1,4; L.6.1 ELD.PI.6.1,3,4,6b,9,10a,b.Ex	RL/RI.6.5,6; W.6.6,8-10; SL.6.6; L.6.2,3 ELD.PI.6.5.Ex; PII.6.1-7.Ex
Content Knowledge	RL/RI.6.1,4,10; W.6.1,2,9; SL.6.1,3; L.6.4 ELD.PI.6.1,6b,c,10a.Ex	RL/RI.6.5,7; RI.6.8; W.6.6-8; SL.6.2,5,6; L.6.5,6 ELD.PI.6.6a,11a.Ex; PII.6.1.Ex
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>ELD.PI.6.6b,11a.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia; justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p>	<ul style="list-style-type: none"> • Using textual evidence to support analysis is new for students in grade six, as is tracing and evaluating the argument and claims in a text (<i>RI.6.8; SL.6.3</i>). English language arts teachers model and scaffold these processes with a range of text types and content areas. • Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner. • Text-dependent questions help students comprehend text at increasing levels of depth, including determining a central idea or theme of a text based on details (<i>RL/RI.6.2</i>); providing a summary distinct from personal opinions (<i>RL/RI.6.2</i>); analyzing how ideas are introduced and elaborated (<i>RI.6.3</i>) and how plots unfold (<i>RL.6.3</i>); and comparing and contrasting genres (<i>RL.6.9</i>) and different authors' versions of events (<i>RI.6.9</i>). Teachers analyze texts to create text-dependent questions and engage students in developing their own questions based on the text. • All students read a range of literary and informational texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or beautiful language. On a regular basis, teachers read aloud for a brief time to create a shared classroom experience and to build reading enjoyment.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.6.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.6.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts of different types daily, with special attention given to books with appropriate complexity for grade six. Volume of reading contributes to reading development. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RL/RI.6.4; L.6.4–6; ELD.PI.6.8,12.Ex; ELD.PII.6.1–2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students' understanding of language structures and meaning making. • Teachers support students as they learn to compare and contrast the experience of reading, viewing, or hearing literary works (<i>RL.6.7; SL.6.2</i>); and to interpret and integrate information presented in different media and formats (<i>RI.6.7; SL.6.2</i>). • Teachers create opportunities for all students to select the texts they read for study and enjoyment to capitalize on students' increasing needs for autonomy and to build motivation.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.6.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PI.6.10a.Ex Write longer literary and informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read and view; writing helps students consolidate their thinking and arrive at new understandings of the text. Students write personal reactions, interpretations, analyses, summaries, notes, and answers to questions about the text (<i>RL/RI.6.1–3; RI.6.8; W.6.10</i>). • Students focus on conveying meaning as they write and learn that the content and form of their writing varies according to their task, purpose, and audience (<i>W.6.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>W.6.10</i>). • Teachers model and guide the co-construction of increasingly effective text aligned to purpose and audience.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p>ELD.PI.6.1 Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Students prepare for discussions, drawing on evidence from the text (<i>SL.6.1a; RL/RI.6.9</i>), making the text the center of their extended conversations. Their engagement with others enhances their understanding of topics and texts. Students ask one another questions and demonstrate understanding of multiple perspectives in their comments and responses (<i>SL.6.1c,d</i>). • Teachers create opportunities for students to work in pairs and small groups to engage in discussions in virtual and in-class settings. • Students adapt their speech in discussions and presentations as needed to accomplish their purposes and convey meaning to their audience; they use formal English as appropriate to the task (<i>SL.6.4,6</i>). • Teachers consider the purpose of the task and the EL students' proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

Critical Area of Instructional Focus: Language Development

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <hr/> <p>ELD.PI.6.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Determining connotative and technical meanings, as well as figurative meanings, is new for students in grade six. English language arts teachers model and scaffold (planned and “just-in-time”) this process with a range of text types and content areas (<i>ELD.PI.6.8.Ex</i>). • Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new grammatical and syntactical structures that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences (<i>L.6.4–6</i>). • Teachers leverage all students’ experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.
<p>RL/RI.6.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.6.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs.</p>	<ul style="list-style-type: none"> • Teachers support students to read complex texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>L.6.4–6</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts. Teachers also model strategies for independent word learning.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.6.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PII.6.2b.Ex Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts with increasing cohesion.</p>	<ul style="list-style-type: none"> • All students in grade six use words and phrases in increasingly precise ways to express their meanings in writing (<i>W.6.1c,2d,3d; ELD.PI.6.12a.Ex</i>), and for the first time, students are expected to use words and phrases to clarify relationships among claim(s) and reasons (<i>W.6.1c</i>). Teachers model and scaffold (planned and “just-in-time”) this process and support students as they practice.
<p>SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.</p> <p>ELD.PI.6.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to engage in brief and extended conversations with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students in using target words in their discussions. • Students distinguish between formal and informal discourse and use formal English as appropriate to the task (<i>SL.6.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>ELD.PI.6.7.Ex Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence with moderate support.</p>	<ul style="list-style-type: none"> Teachers support students in building their metacognitive awareness of their own and others' language use in speaking and writing. Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>L.6.1–3; ELD.PII.6.3–6.Ex</i>).

Critical Area of Instructional Focus: Effective Expression

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.6.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.6.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> All students read daily in virtual and in-class English language arts settings—both independently and collaboratively. Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering the choice of words and grammatical elements, clarity of structure, author's point of view or purpose, effect on the reader, or other features (<i>RL/RI.6.5,6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELD.PI.6.10.Ex Write longer literary and informational texts collaboratively and independently using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students learn that the structure and use of language in their writing varies according to the task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PI.6.1–7.Ex</i>). • All students organize their writing in increasingly effective ways. In grade six, students begin writing thesis statements and organize their ideas, concepts, and information using a variety of strategies (<i>W.6.2a</i>). • All students write daily in virtual and in-class settings—both independently and collaboratively (<i>W.6.10</i>). • All students use technology to produce and publish writing and collaborate with others. In grade six, students are expected to use their keyboarding skills to type at least three pages in a single sitting (up from two pages in grade five) (<i>W.6.6</i>). Students regularly practice their keyboarding skills and use them to complete assignments.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments, information, and narratives (<i>W.6.8,9</i>). Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process (<i>L.6.1–3</i>). • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p>ELD.PI.6.1,3.Ex Contribute to class, group, and partner discussions; negotiate with or persuade others in conversations using an expanded set of learned phrases, as well as open responses.</p>	<ul style="list-style-type: none"> Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. Teachers engage students in using a variety of discussion structures and, together with students, develop norms of effective discussion and offer feedback on discussion processes (<i>SL.6.1b-c; ELD.PI.6.5.Ex</i>). Students collaborate as partners and in small groups to plan their writing and oral presentations. They review one another's writing or presentation plans at key points and provide feedback about its effectiveness. Teachers offer rubrics to focus feedback on important elements.
<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements.</p> <p>ELD.PI.6.9.Ex Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.</p>	<ul style="list-style-type: none"> Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>SL.6.5</i>). As students plan and deliver oral presentations, they focus on communicating their ideas effectively to their audience and adapting their speech, as appropriate, to the task (<i>SL.6.6</i>). Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure and formats, and effective presentation techniques (<i>SL.6.2,5</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELD.PI.6.4 Adjust language choices according to purpose, task, and audience.</p>	<ul style="list-style-type: none"> • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language. • Just as students set goals for improving the content and structure of their writing and oral presentations, they are guided in setting goals to improve their use of language conventions (<i>L.6.1–3</i>). • All students learn to adapt their use of informal and formal English according to the demands of the context, task, and audience (<i>SL.6.6; L.6.3; ELD.PI.6.4.Ex</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>ELD.PI.6.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Tracing and evaluating arguments and claims and distinguishing those supported by evidence are new in grade six, and English language arts teachers model and scaffold these processes and provide practice as needed (<i>RI.6.8; SL.6.3</i>). Students learn that arguments and claims may be structured or expressed differently in various content areas. They practice identifying, evaluating, and expressing arguments in various content areas (<i>W.6.1; SL.6.3; ELD.PI.6.6a,11a.Ex</i>). • Informational, as well as literary, texts that build students' knowledge are a crucial component of every grade level. Students gain knowledge through reading in every content area, and they learn how text structures and evidence varies across disciplines. • Teachers integrate language arts and other content areas using text sets on a given topic. In departmentalized settings, teachers look for opportunities to collaborate to integrate literacy across subject areas. • Book selections are based on grade-level content standards in different content areas (e.g., science, social studies), and students' interests, and cultural experiences. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <hr/> <p>ELD.PI.6.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers help students examine vocabulary, language structures, organizational structures, and use of media in literary and informational texts for different content areas (<i>L.6.4–6; RL/RI.6.5,7; SL.6.2</i>). As students identify features unique to particular content areas and consider their impact on text meaning, they build content knowledge.
<p>RL/RI.6.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.6.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> All students read broadly across content areas. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts across disciplines. All students read widely across genres of texts in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. Teachers organize independent reading programs that expose students to a variety of text types and capitalize on students’ interests.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.6.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.6.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates and to conduct short research projects on topics of interest that they present in writing or orally (<i>W.6.6,7; SL.6.5; ELD.PI.6b.Ex; ELD.PII.6.1.Ex</i>). • Students assess the credibility of information from multiple print and digital sources, and they quote and paraphrase while avoiding plagiarism (<i>W.6.8; SL.6.3</i>). Both of these are new expectations for students in grade six, and teachers model and scaffold (planned and “just-in-time”) these processes as needed. Teachers and school librarians collaborate to help students learn to evaluate sources and understand plagiarism.
<p>SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.</p> <p>ELD.PI.6.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students engage in discussions of what they have read and learned across content areas, contributing to their content knowledge. Students collaborate as partners or in small groups to conduct research and engage in other long-term projects based on their interests and subjects of study (<i>W.6.6,7</i>). • As students share their knowledge with others in formal presentations, they focus on communicating effectively with their audience and adapting their speech, as appropriate, to the task and the discipline (<i>SL.6.5,6</i>).

Critical Area of Instructional Focus: Foundational Skills

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students’ knowledge of foundational skills is well established by the time they enter grade six, and English language arts teachers continue to support students’ developing reading fluency to aid comprehension. • Teachers and specialists strategically provide support for students who lag significantly behind in foundational reading skills to allow for accelerated progress and full participation in core instruction. • Teachers provide EL students targeted instruction in foundational literacy skills based on students’ spoken English proficiency, native language proficiency, prior schooling, and assessed needs.



CLASS SPOTLIGHT

The students in Grecia Jimenez’s sixth-grade English class are using collaborative digital documents to provide peer responses about their writing. Acknowledging the importance of feedback and revision in effective written expression, Ms. Jimenez explains, “Peer responses are something we work on continually. They learn how to become more reflective about their own writing in the process of doing so.” They are currently utilizing two approaches. The first is color-coded feedback. They are currently reading *The Lions of Little Rock* (Levine, 2013) and writing their reflections in which they compare and contrast the two main characters’ use of their social justice voices. To deepen their understanding of each character and support their meaning making, she has used a variety of scaffolds (e.g., reading with a focus, interviews of characters). After reading and discussing the first several chapters, students share their evolving essays with one another. Using a rubric, peer readers highlight in green evidence that their classmate is meeting the criteria. In places where they believe the writing needs to be strengthened, they highlight in yellow. The second approach they use is voice feedback. For each highlighted area, they record an audio comment to explain what they saw.

Students receive the peer response feedback and reflect on it. “They don’t have to agree with what their peer offered, but they do need to explain their

thinking about it,” said Ms. Jimenez. Each writer records their own audio response on the same document and submits the draft to their teacher. Ms. Jimenez carefully organizes the peer review groupings so that EL students are engaged with peers at more advanced levels of English proficiency. “I actually spend my time reviewing their peer responses,” said the teacher. “These are drafts and I want to build the habit that writers seek feedback from others about their writing during, not just at the end, of an essay. I also want them to see that feedback comes from lots of sources, like your peers, not just the teacher. Most important,” said Ms. Jimenez, “it fosters their ability to critique their own work.”

Prominent ELA/ELD Themes: Effective Expression, Meaning Making

Associated Standards: RL.6.1,10; W.6.2,4,5,6,9,10; ELD.PI.6.2,6a,7.Ex; ELD.PII.6.1.Ex

Grade Seven: English Language Arts and English Language Development

Seventh graders may be in their first year of junior high school or in their second year of a sixth- through eighth-grade middle school program; in either case, they are expected to continue advancing their skills as they engage with ideas, concepts, and knowledge in literature and informational text they read in school and independently. They strengthen their reading and writing skills not just in the language arts, but across the content areas of history/social studies, science, and technical subjects. Students entering school learning English, or who have been in U.S. schools since the elementary years but are still designated as EL students, need particular attention, as their English language and literacy abilities need to improve in an *accelerated time frame* for them to be prepared for the rigors of high school in two more years. Students learning English have ample opportunities to engage in extended discussions with peers and adults. They receive rich instruction in all content areas and a comprehensive program of ELD.

Standards and instructional considerations for grade seven follow. In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.7.1 is crucial in meaning making, language development,

effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.7.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grade six at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At A Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.7.1,10; W.7.1-3,9; SL.7.1,3 ELD.PI.7.1,6b,10a,11a.Ex	RL/RI.7.2-4,7,9; RI.7.8; W.7.4,10; SL.7.2,4,6; L.7.4-6 ELD.PI.7.8,12.Ex; PII.7.1,2.Ex
Language Development	RL/RI.7.4,10; W.7.1-3; SL.7.1; L.6.1e; L.7.4 ELD.PI.7.1,6b,c,7.Ex; PII.7.2b.Ex	SL.7.6; L.7.1-3,5,6 ELD.PI.7.8,12a.Ex; PII.7.3-6.Ex
Effective Expression	RL/RI.7.10; W.7.1-3,5; SL.7.1,4; L.7.1 ELD.PI.7.1,3,4,6b,9,10a,b.Ex	RL/RI.7.5,6; W.7.6,8-10; W.6.6; SL.7.6; L.7.2,3 ELD.PI.7.5; PII.7.1-7.Ex
Content Knowledge	RL/RI.7.1,4,10; W.7.1,2,9; SL.7.1,3; L.7.4 ELD.PI.7.1,6b,c,10a.Ex	RL/RI.7.5,7; RI.7.8; W.7.6-8; SL.7.2,5,6; L.7.5,6 ELD.PI.7.6a,11a.Ex; PII.7.1.Ex
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>ELD.PI.7.6b,11a.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia; justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p>	<ul style="list-style-type: none"> Analyzing arguments becomes more complex in grade seven. English language arts students now identify several pieces of textual evidence to support analysis, and they assess whether reasoning is sound and the evidence is relevant and sufficient to support claims in a text (<i>RI.7.8; SL.7.3</i>). English language arts teachers model and scaffold these complex processes with a range of text types and content areas. Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner. Text-dependent questions help students comprehend text at increasing levels of depth, including determining two or more central ideas or themes in a text and analyzing their development over the course of the text (<i>RL/RI.7.2</i>); providing an objective summary (<i>RL/RI.7.2</i>); analyzing how elements of a story or drama or how ideas, events, and individuals interact (<i>RL/RI.7.3</i>); comparing and contrasting fictional and historical accounts (<i>RL.7.9</i>) and two or more authors' interpretations of events (<i>RI.7.9</i>). Teachers analyze texts to create text-dependent questions and engage students in developing their own questions based on the text. All students read a range of literary and informational texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or beautiful language. On a regular basis, teachers read aloud for a brief time to create a shared classroom experience and to build reading enjoyment.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.7.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.7.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts of different types daily, with special attention given to books with appropriate complexity for grade seven. Volume of reading contributes to reading development. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RL/RI.7.4; L.7.4–6; ELD.PI.7.8,12.Ex; ELD.PII.7.1,2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn to compare and contrast written and audio, video, staged, and multimedia literary works or informational texts and their effects (<i>RL/RI.7.7; SL.7.2</i>). • Teachers create opportunities for all students to select the texts they read for study and enjoyment to capitalize on students' increasing needs for autonomy and to build motivation.
<p>W.7.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PI.7.10a.Ex Write longer literary and informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read and view; writing helps students consolidate their thinking and arrive at new understandings of the text. Students write personal reactions, interpretations, analyses, summaries, notes, and answers to questions about the text (<i>RL/RI.7.1–3; RI.7.8; W.7.10</i>). • Teachers model and guide the co-construction of increasingly effective text aligned to purpose and audience. • Students focus on conveying meaning as they write and learn that the content and form of their writing varies according to their task, purpose, and audience (<i>W.7.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>W.7.10</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <hr/> <p>ELD.PI.7.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Students prepare for discussions, drawing on evidence from the text (<i>SL.7.1a; RL/RI.7.9</i>), making the text the center of their extended conversations. Their engagement with others enhances their understanding of topics and texts. Students ask one another questions that elicit elaboration and acknowledge new information expressed by others and, when warranted, modify their own views (<i>SL.7.1c,d</i>). • Teachers create opportunities for students to work in pairs and small groups to engage in discussions in virtual and in-class settings. • Students adapt their speech in discussions and presentations as needed to accomplish their purposes and convey meaning to their audience; they use formal English as appropriate to the task (<i>SL.7.4,6</i>). • Teachers consider the purpose of the task and the EL students' proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

Critical Area of Instructional Focus: Language Development

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>ELD.PI.7.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> English language arts students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in grade seven; they focus increasingly on the impact of word choices in literary and informational texts (<i>ELD.PI.7.8.Ex</i>). English language arts teachers model and scaffold (planned and “just-in-time”) this process with a range of text types and content areas. Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new grammatical and syntactical structures that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences (<i>L.7.4–6</i>). Teachers leverage all students’ experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.
<p>RL/RI.7.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.7.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs.</p>	<ul style="list-style-type: none"> Teachers support students to read complex texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>L.7.4–6</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts. Teachers also model strategies for independent word learning.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.7.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PII.7.2b.Ex Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts with increasing cohesion.</p>	<ul style="list-style-type: none"> • All students in grade seven use words and phrases in increasingly precise ways to express their meanings in writing (<i>W.7.1c, 2d, 3d; ELD.PI.7.12a.Ex</i>). Students are now expected to use words and phrases to clarify relationships among claim(s), reasons, and evidence and to create cohesion (<i>W.7.1c</i>). Teachers model and scaffold (planned and “just-in-time”) this process and support students as they practice.
<p>SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on other’s ideas and expressing their own clearly.</p> <p>ELD.PI.7.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to engage in brief and extended conversations with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students in using target words in their discussions. • Students distinguish between formal and informal discourse and use formal English as appropriate to the task (<i>SL.7.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (Grade 6 standard provided intentionally.)</p> <p>ELD.PI.7.7.Ex Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence when provided with moderate support.</p>	<ul style="list-style-type: none"> Teachers support students in building their metacognitive awareness of their own and others' language use in speaking and writing. Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>L.7.1–3; ELD.PII.7.3–6.Ex</i>).

Critical Area of Instructional Focus: Effective Expression

KEY ELA AND ELD STANDARDS	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.7.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.7.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> All students read daily in virtual and in-class English language arts settings—both independently and collaboratively. Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering the choice of words and grammatical elements, clarity of structure, author's point of view or purpose, effect on the reader, or other features (<i>RL/RI.7.5–6</i>).

KEY ELA AND ELD STANDARDS	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELD.PI.7.10.Ex Write longer literary and informational texts collaboratively and independently using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students learn that the structure and use of language in their writing varies according to the task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PI.7.1–7.Ex</i>). • In grade seven, students are now expected to acknowledge and address alternate or opposing claims and support claims or counterarguments with logical reasoning in their writing (<i>W.7.1a,b</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed. • Building on what they learned in grade six, students organize their writing in increasingly effective ways. In grade seven, students introduce topics and thesis statements clearly and preview what is to follow (<i>W.7.2a</i>). • All students write daily in virtual and in-class settings—both independently and collaboratively (<i>W.7.10</i>). • Teachers model and guide the co-construction of increasingly effective text aligned to purpose and audience. • All students use technology to produce and publish writing and collaborate with others; in grade seven, they are expected to link to and cite sources (<i>W.7.6</i>). Students regularly practice their keyboarding skills and use them to complete assignments; they maintain their capacity to type at least three pages in a single sitting that they achieved in grade six (<i>W.6.6</i>).

KEY ELA AND ELD STANDARDS	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments, information, and narratives (<i>W.7.8,9</i>). Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process (<i>L.7.1–3</i>). • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

KEY ELA AND ELD STANDARDS	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p>ELD.PI.7.1,3.Ex Contribute to class, group, and partner discussions; negotiate with or persuade others in conversations using learned phrases and open responses.</p>	<ul style="list-style-type: none"> • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers engage students in using a variety of discussion structures and, together with students, develop norms of effective discussion and offer feedback on discussion processes (<i>SL.7.1b,c; ELD.PI.7.5.Ex</i>). • Students collaborate as partners and in small groups to plan their writing and oral presentations. They review one another's writing or presentation plans at key points and provide feedback about its effectiveness. Teachers offer rubrics to focus feedback on important elements. • Teachers assess conversations for structure and language used and provide specific feedback aligned to academic language objectives.
<p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples and nonverbal elements.</p> <p>ELD.PI.7.9.Ex Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.</p>	<ul style="list-style-type: none"> • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>SL.7.5</i>). • As students plan and deliver oral presentations, they focus on communicating their ideas effectively to their audience and adapting their speech, as appropriate, to the task (<i>SL.7.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure, and effective presentation techniques (<i>SL.7.2,5</i>).

KEY ELA AND ELD STANDARDS	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELD.PI.7.4.Ex Adjust language choices according to purpose, task, and audience.</p>	<ul style="list-style-type: none"> • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language. • Just as students set goals for improving the content and structure of their writing and oral presentations, they are guided in setting goals to improve their use of language conventions (<i>L.7.1–3</i>). • All students learn to adapt their use of informal and formal English according to the demands of the context, task, and audience (<i>SL.7.6; L.7.3; ELD.PI.7.4.Ex</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>ELD.PI.7.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students are expected not only to continue to trace and evaluate arguments in grade seven, but they are also now expected to assess whether reasoning is sound and the evidence is relevant and sufficient to support claims (<i>RI.7.8; SL.7.3</i>). English language arts teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed. Students learn that arguments and claims may be structured or expressed differently in various disciplines. They practice identifying, evaluating, and expressing arguments in various content areas (<i>W.7.1; SL.7.3; ELD.PI.7.6a,11a.Ex</i>). • Informational, as well as literary, texts that build students' knowledge are a crucial component of every grade level in English language arts. Students gain knowledge through reading in every content area, and they learn how text structures and evidence varies across disciplines. • Teachers integrate language arts and other content areas using text sets on a given topic. In departmentalized settings, teachers look for opportunities to collaborate to integrate literacy across subject areas. • Book selections are based on grade-level content standards in different content areas (e.g., science, social studies), and students' interests, and cultural experiences. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <hr/> <p>ELD.PI.7.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers help students examine vocabulary, language structures, organizational structures, and use of media in literary and informational texts for different content areas (<i>L.7.4–6; RL/RI.7.5,7; SL.7.2</i>). As students identify features unique to particular content areas and consider their impact on text meaning, they build content knowledge.
<p>RL/RI.7.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.7.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> All students read broadly across content areas. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts across disciplines. All students read widely across genres of texts in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. Teachers organize independent reading programs that expose students to a variety of text types and capitalize on students’ interests.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.7.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.7.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates and to conduct short research projects on topics of interest (<i>W.7.7; ELD.PI.7.6b.Ex; ELD.PII.7.1.Ex</i>). In grade seven, students generate additional research questions for further research and investigation (<i>W.7.7</i>). • Students increase their capacity to assess the credibility of information from multiple print and digital sources and to quote and paraphrase while avoiding plagiarism. In addition, they are now expected in grade seven to follow a standard format for citation and to use search terms effectively (<i>W.7.8</i>). Teachers and school librarians collaborate to help students learn to use a citation format and understand and use search terms.
<p>SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p>ELD.PI.7.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students engage in discussions of what they have read and learned across content areas, contributing to their content knowledge. Students collaborate as partners or in small groups to conduct research and engage in other long-term projects based on their interests and areas of study (<i>W.7.6,7</i>). • As students share their knowledge with others in formal presentations, they focus on communicating effectively with their audience and adapting their speech, as appropriate, to the task and the discipline (<i>SL.7.5,6</i>).

Critical Area of Instructional Focus: Foundational Skills

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students' knowledge of foundational skills is well established by the time they enter grade seven, and English language arts teachers continue to support students' developing reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction. • Teachers provide EL students targeted instruction in foundational literacy skills based on students' spoken English proficiency, native language proficiency, prior schooling, and assessed needs.



CLASS SPOTLIGHT

Learning to cite textual evidence is key to meaning making in grade seven, and students practice this in increasingly sophisticated ways. English teacher Omar Haji uses a close reading protocol during his whole class synchronous lessons to focus his students on textual evidence. He shares his screen, showing a printed text via a document camera. The students in his class picked up copies of the text during their monthly drive-through during which time supplies for all classes are distributed and teachers wave and celebrate students from a distance. This allows students to follow along and annotate on their own version of the text. Mr. Haji selects small sections of the text that are most complex for his modeling. Thinking aloud, he calls students' attention to sentences in these sections that indicate a character's perspective and identifies the pieces of evidence that lead him to his conclusions—some of which may be indirect. He unpacks sentences that are unclear and engages students in determining their meaning and the evidence they contain. He asks students to read other sections of the text on their own in preparation for their discussion groups. To support oral and written expression, he has created a digital interactive notebook for each student that has sections organized for each chapter. The notebooks include discussion questions and places to take individual notes. Following each breakout room discussion, the students respond

asynchronously to one of the questions (they are given choices) with textual evidence. Mr. Haji can easily review his students' work in the digital interactive notebook and provide feedback. After reviewing the class's work, he also identifies trends and revises his modeling when he notes that there are misconceptions or errors.

Prominent ELA/ELD Themes: Meaning Making, Effective Expression

Associated Standards: RL.7.1,10; W.7.10; SL.7.1; ELD.PI.7.1,6a,11a.Ex; ELD.PII.7.1.Ex

Grade Eight: English Language Arts and English Language Development

Generally, eighth grade students are in their last year of junior high school or middle school and need to be prepared during this year to meet the rigors of a high school program designed to help them meet the goals of ELA/literacy instruction in preparation for postsecondary education and careers. In grade eight, the level of rigor and text complexity continues to increase from earlier grades as students also increase in their ability to generate meaningful analysis and demonstrate understanding. Students now analyze and present relationships and connections among ideas and information in reading, writing, and speaking. All students, and especially EL students, receive particular attention to help them transition successfully to high school in the following year. Students learning English have ample opportunities to engage in extended discussions with peers and adults. They receive rich instruction in all content areas and a comprehensive program of ELD.

Standards and instructional considerations for grade eight follow. In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.8.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.8.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grade six at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.8.1,10; W.8.1-3,9; SL.8.1,3 ELD.PI.8.1,6b,10a,11a.Ex	RL/RI.8.2-4,7,9; RI.8.8; W.8.4,10; SL.8.2,4,6; L.8.4-6 ELD.PI.8.12.Ex; PII.8.1,2.Ex
Language Development	RL/RI.8.4,10; W.8.1-3; SL.8.1; L.6.1e; L.8.4 ELD.PI.8.1,6b,c,7.Ex; PII.8.2b.Ex	SL.8.6; L.8.1-3,5,6 ELD.PI.8.8,12a.Ex; PII.8.3-6.Ex
Effective Expression	RL/RI.8.10; W.8.1-3,5; SL.8.1,4; L.8.1 ELD.PI.8.1,3,4,6b,9,10a,b.Ex	RL/RI.8.5-6; W.8.6,8-10; W.6.6; SL.8.6; L.8.2,3 ELD.PI.8.5; PII.8.1-7.Ex
Content Knowledge	RL/RI.8.1,4,10; W.8.1,2,9; SL.8.1,3; L.8.4 ELD.PI.8.1,6b,c,10a.Ex	RL/RI.8.5,7; RI.8.8; W.8.6-8; SL.8.2,5,6; L.8.5,6 ELD.PI.8.6a,11a.Ex; PII.8.1.Ex
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>ELD.PI.8.6b,11a.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia; justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p>	<ul style="list-style-type: none"> Analyzing arguments in grade eight continues to become more complex. English language arts students now identify the textual evidence that most strongly supports analysis, and they recognize when irrelevant evidence is introduced (<i>RI.8.8</i>; <i>SL.8.3</i>). English language arts teachers model and scaffold these complex processes with a range of text types and content areas. Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>ELD.PI.8.6b,11a.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia; justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p>	<ul style="list-style-type: none"> • Text-dependent questions help students comprehend text at increasing levels of depth, including analyzing the relationship of a theme or central idea to characters, setting, and plot or to supporting ideas (<i>RL/RI.8.2</i>); analyzing how lines of dialogue or incidents in a story or drama propel action, reveal character, or provoke decisions (<i>RL.8.3</i>); analyzing how a text makes connections among and distinctions between individuals, ideas, or events (<i>RI.8.3</i>); analyzing how modern fiction draws on elements from myths, traditional stories, or religious works (<i>RL.8.9</i>); and analyzing when two or more texts provide conflicting information and identifying where texts disagree on matters of fact or interpretation (<i>RI.8.9</i>). Teachers analyze texts to create text-dependent questions and engage students in developing their own questions based on the text. • All students read a range of literary and informational texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or beautiful language. On a regular basis, teachers read aloud for a brief time to create a shared classroom experience and to build reading enjoyment.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.8.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts of different types daily, with special attention given to books with appropriate complexity for grade eight. Volume of reading contributes to reading development. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RL/RI.8.4; L.8.4–6; ELD.PI.8.12.Ex; ELD.PII.8.1,2.Ex</i>). They guide the deconstruction of complex sentences and paragraphs to deepen students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn how to analyze filmed or live productions evaluating choices made by directors or actors (<i>RL.8.7</i>); and to evaluate advantages and disadvantages of using different media to present an idea (<i>RI.8.7; SL.8.2</i>). • Teachers create opportunities for all students to select the texts they read for study and enjoyment to capitalize on students' increasing needs for autonomy and to build motivation.
<p>W.8.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PI.8.10a.Ex Write longer literary and informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read and view; writing helps students consolidate their thinking and arrive at new understandings of the text. Students write personal reactions, interpretations, analyses, summaries, notes, and answers to questions about the text (<i>RL/RI.8.1–3; RI.8.8; W.8.10</i>). • Students focus on conveying meaning as they write and become more skilled in varying the content and form of their writing according to their task, purpose, and audience (<i>W.8.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>W.8.10</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <hr/> <p>ELD.PI.8.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Discussions become increasingly sophisticated in grade eight, and students' engagement with others enhances their understanding of complex ideas. Students now refer to textual or research evidence from their preparation to probe and reflect on ideas (<i>SL.8.1a; RL/RI.8.9</i>). They ask one another questions that connect ideas, respond with relevant evidence, and acknowledge new information expressed by others and, when warranted, qualify or justify their views in light of evidence presented (<i>SL.8.1c,d</i>). • Teachers create opportunities for students to work in pairs and small groups to engage in discussions in virtual and in-class settings. • Students adapt their speech in discussions and presentations as needed to accomplish their purposes and convey meaning to their audience; they use formal English as appropriate to the task (<i>SL.8.4,6</i>). • Teachers consider the purpose of the task and the EL students' proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

Critical Area of Instructional Focus: Language Development

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>ELD.PI.8.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> English language arts students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in grade eight considering the impact of word choices in literary and informational texts (<i>ELD.PI.8.8.Ex</i>). English language arts teachers model and scaffold this process with a range of text types and content areas. Teachers employ strategies to develop students' word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new grammatical and syntactical structures that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences (<i>L.8.4–6</i>).
<p>RL/RI.8.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing multimedia using a variety of verbs.</p>	<ul style="list-style-type: none"> Teachers support students to read complex texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>L.8.4–6</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts. Teachers also model strategies for independent word learning.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.8.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PII.8.2b.Ex Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts with increasing cohesion.</p>	<ul style="list-style-type: none"> • All students in grade eight continue to expand their precision in the use of words and phrases in writing (<i>W.8.1c, 2d, 3d</i>; <i>ELD.PI.8.12a.Ex</i>). In addition, using words and phrases to clarify claims, reasons, and evidence, students now address counterclaims (<i>W.8.1c</i>). Teachers model and scaffold (planned and “just-in-time”) this process and support students as they practice.
<p>SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on other’s ideas and expressing their own clearly.</p> <p>ELD.PI.8.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to engage in brief and extended conversations with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students in using target words in their discussions. • Teachers assess conversations for structure and language used and provide specific feedback aligned to academic language objectives. • Students distinguish between formal and informal discourse and use formal English as appropriate to the task (<i>SL.8.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (Grade 6 standard provided intentionally.)</p> <p>ELD.PI.8.7.Ex Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence when provided with moderate support.</p>	<ul style="list-style-type: none"> Teachers support students in building their metacognitive awareness of their own and others' language use in speaking and writing. Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>L.8.1–3; ELD.PII.8.3–6.Ex</i>).

Critical Area of Instructional Focus: Effective Expression

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.8.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> All students read daily in virtual and in-class English language arts settings—both independently and collaboratively. Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering the choice of words and grammatical elements, clarity of structure, author's point of view or purpose, effect on the reader, or other features (<i>RL/RI.8.5,6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.2 Write informative/explanatory texts, including career development documents, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELD.PI.8.10.Ex Write longer literary and informational texts collaboratively and independently using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students continue to learn how to structure their writing and use language to effectively address their task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PI.8.1–7.Ex</i>). • In grade eight, students continue to acknowledge and address alternate or opposing claims and support claims or counterarguments with logical reasoning in their writing (<i>W.8.1a,b</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed. • Building on what they learned in grades six and seven, students organize their writing in increasingly effective ways. In grade eight, students now use broader categories to organize ideas, concepts, and information (<i>W.8.2a</i>). • All students write daily in virtual and in-class settings—both independently and collaboratively (<i>W.8.10</i>). • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience. • All students use technology to produce and publish writing and collaborate with others. In grade eight, they are expected to present relationships between information and ideas efficiently (<i>W.8.6</i>). Students regularly practice their keyboarding skills and use them to complete assignments; they maintain their capacity to type at least three pages in a single sitting that they achieved in grade six (<i>W.6.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments, information, and narratives (<i>W.8.8,9</i>). Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process (<i>L.8.1–3</i>). • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p>ELD.PI.8.1,3.Ex Contribute to class, group, and partner discussions; negotiate with or persuade others in conversations using learned phrases and open responses.</p>	<ul style="list-style-type: none"> • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers engage students in using a variety of discussion structures and, together with students, develop norms of effective discussion and offer feedback on discussion processes (<i>SL.8.1b,c; ELD.PI.8.5.Ex</i>). • Students collaborate as partners and in small groups to plan their writing and oral presentations. They review one another's writing or presentation plans at key points and provide feedback about its effectiveness. Teachers offer rubrics to focus feedback on important elements. • Teachers assess conversations for structure and language used and provide specific feedback aligned to academic language objectives.
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details and nonverbal elements.</p> <p>ELD.PI.8.9.Ex Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.</p>	<ul style="list-style-type: none"> • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>SL.8.5</i>). • As students plan and deliver oral presentations, they focus on communicating their ideas effectively to their audience and adapting their speech, as appropriate, to the task (<i>SL.8.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure, and effective presentation techniques (<i>SL.8.2,5</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELD.PI.8.4.Ex Adjust language choices according to purpose, task, and audience.</p>	<ul style="list-style-type: none"> • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language. • Just as students set goals for improving the content and structure of their writing and oral presentations, they are guided in setting goals to improve their use of language conventions (<i>L.8.1–3</i>). • All students continue to adapt their use of informal and formal English according to the demands of the context, task, and audience (<i>SL.8.6; L.8.3; ELD.PI.8.4.Ex</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>ELD.PI.8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students are expected to delineate and evaluate arguments in grade eight and recognize when irrelevant evidence is introduced (<i>RI.8.8; SL.8.3</i>). English language arts teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed. Students learn that arguments and claims may be structured or expressed differently in various disciplines. They practice identifying, evaluating, and expressing arguments in various content areas (<i>W.8.1; SL.8.3; ELD.PI.8.6a,11a.Ex</i>). • Informational, as well as literary, texts that build students' knowledge are a crucial component of every grade level in English language arts. Students gain knowledge through reading in every content area, and they learn how text structures and evidence varies across disciplines. • Teachers integrate language arts and other content areas using text sets on a given topic. In departmentalized settings, teachers look for opportunities to collaborate to integrate literacy across subject areas. • Book selections are based on grade-level content standards in different content areas (e.g., science, social studies), and students' interests, and cultural experiences. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <hr/> <p>ELD.PI.8.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers help students examine vocabulary, language structures, organizational structures, and use of media in literary and informational texts for different content areas (<i>L.8.4–6; RL/RI.8.5,7; SL.8.2</i>). As students identify features unique to particular content areas and consider their impact on text meaning, they build content knowledge. They analyze these language features in increasing detail in grade eight.
<p>RL/RI.8.10 By the end of the year, read and comprehend texts in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> All students read broadly across content areas. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts across disciplines. All students read widely across genres of texts in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. Teachers organize independent reading programs that expose students to a variety of text types and capitalize on students’ interests.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.8.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.8.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates and to conduct short research projects on topics of interest (<i>W.8.7; SL.8.5; ELD.PI.8.6b.Ex; ELD.PII.8.1.Ex</i>). In grade eight, students generate additional research questions that allow for multiple avenues of exploration (<i>W.8.7</i>). • Students increase their capacity to assess the credibility of information from multiple print and digital sources and to quote and paraphrase while avoiding plagiarism (<i>SL.8.3</i>). They continue to develop their capacity to follow a standard format for citation and to use search terms effectively (<i>W.8.8</i>). Teachers and school librarians collaborate to help students use a citation format and search terms effectively.
<p>SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p>ELD.PI.8.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students engage in extended discussions of what they have read and learned across content areas, contributing to their content knowledge. Students collaborate as partners or in small groups to conduct research and engage in other long-term projects based on their interests and areas of study (<i>W.8.6,7</i>). • As students share their knowledge with others in formal presentations, they focus on communicating effectively with their audience and adapting their speech, as appropriate, to the task and the discipline (<i>SL.8.5,6</i>).

Critical Area of Instructional Focus: Foundational Skills

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students’ knowledge of foundational skills is well established by the time they enter grade eight, and English language arts teachers continue to support students’ developing reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction. • Teachers provide EL students targeted instruction in foundational literacy skills based on students’ spoken English proficiency, native language proficiency, prior schooling, and assessed needs.



CLASS SPOTLIGHT

Modeling through think-alouds allows teachers to provide examples of the thinking behind appropriate use of sources and how to attribute those sources. To support students’ effective expression, eighth-grade English teacher Tom Mitchell modeled paraphrasing for a research paper his students would be writing. As part of his modeling, he noted when he needed to reference and how he would include them. But his modeling was not limited to quotations and attributions. He also modeled his research and composing processes using a think-aloud method and recorded it for his students to view anytime. “I make these short recordings of my modeling and put them on a playlist on my learning management system,” said Mr. Mitchell. “That way students can go back to these short asynchronous lessons anytime.” His think aloud with a piece of text highlighted for his students how to paraphrase without plagiarizing:

So I’ve figured out that I want to paraphrase [Anna] Quindlen’s discussion of tolerance in “A Quilt for a Country” in my paper. But I see that I don’t need a direct quotation because it would be really long and I’m sure I can make the same point in my own words. So I’m going to highlight and number the ideas she had in this paragraph and list them in my

notes. But I'm also going to be careful not to write down her exact words because I'm paraphrasing.

As he lists the phrases using his document camera, he explains his reasoning for selecting each one. By including his thoughts, Mr. Mitchell is going beyond demonstration, in which cognitive processes are hidden, to a true think aloud. He also supports students' language development by highlighting how he can combine ideas into one condensed sentence. Mr. Mitchell says:

She says that *"Tolerance is a word used most often when this kind of coexistence exists; but tolerance is a vanilla-pudding word, standing for little more than the allowance of letting others live unremarked and unmolested."* She has three ideas here: One is that the word *tolerance* gets used more often when diverse people live in close proximity. The second is that it's too bland for her liking. The third is connected to the second. She says tolerance is just a thin disguise for giving permission and little more for someone to be. So, I'll put those three ideas together: "In Quindlen's (2001) view, the word tolerance is a bland and thinly disguised term that allows people to be, but little more than that."

As a follow-up to the asynchronous lesson, Mr. Mitchell selects a new paragraph and invites his students to co-construct with him a paraphrase without plagiarizing. To support the students, he offers a few guiding questions focused on meaning making. He writes the first phrase and invites students to complete the paraphrase.

Prominent ELA/ELD Themes: Effective Expression, Language Development, Meaning Making

Associated Standards: W.8.2,7,8,10; L.8.5; ELD.PI.8.7.Ex; ELD.PII.8.2a.Ex

Grades Six Through Eight: Literacy in History/ Social Studies and English Language Development

In addition to the standards for English language arts, the California ELA/Literacy Standards at grades six through eight include Literacy Standards in History/Social Studies, Science, and Technical Subjects. Specifically, the Literacy Standards include the following:

- Reading Standards for Literacy in History/Social Studies
- Reading Standards for Literacy in Science and Technical Subjects

- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

These standards are based on the premise that instruction in reading, writing, speaking, listening, and language is a shared responsibility within a school. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grades six through eight are based on the expectation that teachers of ELA, history/social studies, science, and technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are not meant to replace content standards in those areas but rather to supplement them.

Standards and instructional considerations for literacy in history/social studies at grades six through eight follow. They are organized by the five crosscutting themes of the *ELA/ELD Framework*—meaning making, language development, effective expression, content knowledge, and foundational skills. For each theme, key literacy standards and key ELD standards at the Expanding proficiency level are indicated in the left column. Related Standards and Instructional Considerations for each theme are noted in the right column. See Identification and Organization of the Standards in Chapter 11 for more specific information on the format and content of the standards.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, RH.6–8.10 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, WHST.6–8.2 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades six through eight at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RH.6–8.1,10; WHST.6–8.1,2,9 ELD.PI.6–8.6b,10a,11a.Ex	<i>RH.6–8.2–9; WHST.6–8.4,10 ELD.PI.6–8.1,8,12.Ex; PII.6–8.1,2.Ex</i>
Language Development	RH.6–8.4,10; WHST.6–8.1,2 ELD.PI.6–8.6b,c.Ex; PII.6–8.2b.Ex	<i>ELD.PI.6–8.1,8,12a.Ex; PII.6–8.3–6.Ex</i>
Effective Expression	RH.6–8.10; WHST.6–8.1,2,5 ELD.PI.6–8.6b,10.Ex	<i>RH.6–8.5,6; WHST.6–8.6,9,10 PII.6–8.1–7.Ex</i>
Content Knowledge	RH.6–8.1,4,10; WHST.6–8.1,2,9 ELD.PI.6–8.6b,c,10a.Ex	<i>RH.6–8.5,7,8; WHST.6–8.6–8 ELD.PI.6–8.1,6a,11a.Ex; PII.6–8.1.Ex</i>
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.6–8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>WHST.6–8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.6–8.6b,11a.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia; justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p>	<ul style="list-style-type: none"> • Using textual evidence to support analysis is new for students beginning in grade six. History/social studies teachers model and scaffold doing so with primary and secondary sources. • Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner. • Text-dependent questions help students comprehend text at increasing levels of depth, including determining the central idea or information in primary and secondary sources (<i>RH.6–8.2</i>), providing a summary distinct from personal opinions (<i>RH.6–8.2</i>), and analyzing key steps in a text’s description of a process related to history/social studies (<i>RH.6–8.3</i>). Thoughtfully prepared questions also guide students to identify evidence in a text that reveals an author’s point of view or purpose (<i>RH.6–8.6</i>), distinguish among fact, opinion, and reasoned judgement (<i>RH.6–8.8</i>), and analyze the relationship between primary and secondary sources on the same topic (<i>RH.6–8.9</i>). Teachers analyze texts to create text-dependent questions and engage students in developing their own questions based on the text. • All students read a range of primary and secondary sources both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or powerful language. • Teachers consider the purpose of the task and the EL students’ proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.6–8.10 By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • Students read increasingly complex texts in the discipline daily, with special attention given to text with appropriate complexity for grades six through eight, depending upon the grade level. Volume of reading contributes to reading development. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RH.6–8.4; ELD.PI.6–8.8,12.Ex; ELD.PII.6–8.1,2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn to describe how a text presents information (<i>RH.6–8.5</i>); and to integrate visual information with other information in print and digital texts (<i>RH.6–8.7</i>). • Teachers create opportunities for all students to select some texts they read for study based on their interests to capitalize on students' increasing needs for autonomy and to build motivation. • Students have many opportunities to discuss texts with peers in virtual and in-class settings (<i>ELD.PI.6–8.1.Ex</i>). Their engagement with others enhances their understanding of the discipline. Students prepare for discussions, drawing on the text and keeping it at the center of their conversations. They ask one another questions and demonstrate understanding of and respect for multiple perspectives. Opportunities for extended discussions are especially important for EL students.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.1,2 Write arguments and informative/explanatory texts focused on discipline-specific content.</p> <p>ELD.PI.6–8.10a.Ex Write longer literary and informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read; writing helps students consolidate their thinking and arrive at new understandings of the text. Students write personal reactions, interpretations, analyses, summaries, notes, and answers to questions about the text. • Students focus on conveying meaning as they write and learn that the content and form of their writing varies according to their task, purpose, and audience (<i>WHST.6–8.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>WHST.6–8.10</i>).

Critical Area of Instructional Focus: Language Development

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.6–8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>ELD.PI.6–8.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers support students to read complex disciplinary texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>RH.6–8.4</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts (e.g., in several primary sources on the topic). Teachers also model strategies for independent word learning (<i>ELD.PI.6–8.8,12.Ex</i>). Determining connotative and technical meanings is new for students beginning in grade six. History/social studies teachers model and scaffold (planned and “just-in-time”) this process with texts in the discipline (<i>ELD.PI.6–8.8.Ex</i>). Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new syntactical structures common to the discipline that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences. All students have regular opportunities to engage in brief and extended conversations about texts with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students in using target words and phrases in their discussions. Teachers leverage all students’ experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.6–8.10 By the end of the year, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to read and discuss history/social studies texts. Increasingly complex text and rich content curriculum provide opportunities to learn new words and phrases, thereby deepening students' language development. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice conducted in an ELA classroom. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>ELD.PI.6–8.3–6.Ex</i>).
<p>WHST.6–8.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PII.6–8.2b.Ex Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts with increasing cohesion.</p>	<ul style="list-style-type: none"> • All students in grades six through eight use words and phrases in increasingly precise ways to express their meanings in writing (<i>ELD.PI.6–8.12a.Ex</i>), and students are expected to use words and phrases to clarify relationships among claim(s) and reasons. Teachers model and scaffold (planned and “just-in-time”) this process and support students as they practice.

Critical Area of Instructional Focus: Effective Expression

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.6–8.10 By the end of the year, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • All students read texts in the discipline regularly in virtual and in-class history/social studies settings—both independently and collaboratively. They discuss texts with one another, articulating their ideas clearly, and drawing on evidence from the text (<i>WHST.6–8.9</i>). • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering the choice of words and grammatical elements, clarity of structure, author’s point of view or purpose, effect on the reader, or other features (<i>RH.6–8.5–6</i>). • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups. • Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure, and effective presentation techniques.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6–8.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>ELD.PI.6–8.10.Ex Write longer literary and informational texts collaboratively and independently using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students learn that the structure and use of language in their writing varies according to the task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PI.6–8.1–7.Ex</i>). • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience. • All students organize their writing in increasingly effective ways. In grade six, students begin writing thesis statements and organize their ideas, concepts, and information using a variety of strategies. • All students write daily in virtual and in-class settings—both independently and collaboratively (<i>WHST.6–8.10</i>). They use technology to produce and publish writing and collaborate with others (<i>WHST.6–8.6</i>). • Teachers support students in building their metacognitive awareness of their own and others' language use in writing (and speaking). Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments, information, and narratives. Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication in the discipline and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

Critical Area of Instructional Focus: Content Knowledge

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.6–8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>WHST.6–8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students distinguish among fact, opinion, and reasoned judgment in a text, and history/social studies teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed (<i>RH.6–8.8</i>). Students practice identifying, evaluating, and expressing arguments in history/social studies (<i>ELD.PI.6–8.6a,11a.Ex</i>). • Teachers integrate language arts and history/social studies using text sets on a given topic. In departmentalized settings, teachers look for opportunities to collaborate to integrate literacy across subject areas.
<p>RH.6–8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>ELD.PI.6–8.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers help students examine vocabulary, language structures, organizational structures, and use of media in informational texts for history/social studies. Students identify features unique to the discipline and consider their impact on text meaning (<i>RH.6–8.5,7</i>).

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.6–8.10 By the end of the grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • All students read broadly in the discipline. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts, including primary source documents. The use of text complements and contributes to content instruction; it does not replace inquiry and other content approaches. • All students read widely in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. • All students have frequent opportunities to discuss the content of the texts they read (<i>ELD.PI.6–8.1.Ex</i>); these discussions enhance students’ content knowledge. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.6–8.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently in history/social studies to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates, produce and publish writing, and gather information (<i>WHST.6–8.6,8</i>). • All students conduct short research projects on topics of interest and to answer a question, drawing on several sources (<i>WHST.6–8.7</i>; <i>ELD.PI.6–8.6b.Ex</i>; <i>ELD.PII.6–8.1.Ex</i>). • Students gather relevant information, using search terms effectively; assess the credibility and accuracy of each print and digital source, and they quote and paraphrase the data and conclusions of others while avoiding plagiarism (<i>WHST.6–8.8</i>). These are new expectations for students at these grades, and teachers model and scaffold (planned and “just-in-time”) these processes as needed. Teachers and school librarians collaborate to help students learn to evaluate sources and understand plagiarism.

Critical Area of Instructional Focus: Foundational Skills

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<p>Ideally, students' knowledge of foundational skills is well established by the time they enter grades six through eight, and history/social studies teachers continue to support students' developing reading fluency to aid comprehension.</p> <p>Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.</p> <p>Teachers provide EL students targeted instruction in foundational literacy skills based on students' spoken English proficiency, native language proficiency, prior schooling, and assessed needs.</p>



CLASS SPOTLIGHT

Glen Shepard's eighth-grade social sciences students are examining issues of racism, sexism, anti-Semitism, and prejudice in colonial America. Mr. Shepard wants to deepen the students' knowledge of history and challenge their critical thinking by having them analyze artifacts for the different perspectives they represent. He knows that this era can be obscured by a veneer of positive perceptions about the seeds of societal and cultural conflict. "I want my students to understand that the Civil War, the suffragette movement, and the progressivism of the early twentieth century can be traced back to the earliest times when Europeans came to this country." For one lesson, he sets up breakout room "stations" for students to examine artifacts using the document analysis process developed for educators by the National Archives. Using a clear protocol for the analysis supports his students' meaning making. In addition, Mr. Shepard carefully organizes the small groupings so that EL students are engaged with peers at more advanced levels of English proficiency and are encouraged to use their linguistic resources. Students in small groups rotate through each breakout room, where they examine a cartoon or artwork, a newspaper article or other reading, and a diary or personal recounting of the time. Some of the materials have been translated. Each breakout room focuses

on a specific marginalized group: Indigenous peoples, women, non-Protestant religious groups, and free and enslaved Blacks. The students work together to analyze the source and the audience and then summarize a description of each. Next, they discuss what information they learned from the item that they did not know. Finally, they identify whose perspective was not represented in the items. After working through the four stations, the students meet as a whole group with Mr. Shepard to discuss their findings. Summarizing and discussing their findings in small groups and as a class helps the students consolidate their understandings and supports their oral and written expression. “As young historians, they are developing the tools they need to read critically, to source texts, and to corroborate texts,” said the teacher. “This is at the core of what we explore in every unit.”

Prominent Literacy/ELD Themes: Content Knowledge, Meaning Making, Effective Expression

Associated Standards: RH.6–8.1,6,7; WHST.6–8.8,10; ELD.PI.6–8.1,6b,7,10b. Ex; ELD.PII.6–8.1.Ex

Grades Six Through Eight: Literacy in Science and Technical Subjects and English Language Development

In addition to the standards for English language arts, the California ELA/Literacy Standards at grades six through eight include Literacy Standards in History/Social Studies, Science, and Technical Subjects. Specifically, the Literacy Standards include the following:

- Reading Standards for Literacy in History/Social Studies
- Reading Standards for Science and Technical Subjects
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

These standards are based on the premise that instruction in reading, writing, speaking, listening, and language is a shared responsibility within a school. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grades six through eight are based on the expectation that teachers of ELA, history/social studies, science, and

technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are not meant to replace content standards in those areas but rather to supplement them.

Standards and instructional considerations for literacy in science and technical subjects at grades six through eight follow. They are organized by the five crosscutting themes of the *ELA/ELD Framework*—meaning making, language development, effective expression, content knowledge, and foundational skills. For each theme, key Literacy Standards and key ELD Standards at the Expanding proficiency level are indicated in the left column. Related Standards and Instructional Considerations for each theme are noted in the right column. See Identification and Organization of the Standards in Chapter 11 for more specific information on the format and content of the standards.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, RST.6–8.10 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the standard is displayed with a pink background to make the repetition obvious. Likewise, WHST.6–8.2 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades six through eight at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RST.6–8.1,10; WHST.6–8.1,2,9 ELD.PI.6–8.6b,10a,11a.Ex	RST.6–8.2–9; WHST.6–8.4,10 ELD.PI.6–8.1,8,12.Ex; PII.6–8.1,2.Ex
Language Development	RST.6–8.4,10; WHST.6–8.1,2 ELD.PI.6–8.6b,c.Ex; PII.6–8.2b.Ex	ELD.PI.6–8.1,8,12a.Ex; PII.6–8.3–6.Ex
Effective Expression	RST.6–8.10; WHST.6–8.1,2,5 ELD.PI.6–8.6b,10.Ex	RST.6–8.5,6; WHST.6–8.6,9,10 ELD.PII.6–8.1–7.Ex
Content Knowledge	RST.6–8.1,4,10; WHST.6–8.1,2,9 ELD.PI.6–8.6b,c,10.Ex	RST.6–8.5,7,8; WHST.6–8.6–8 ELD.PI.6–8.1,6a,11a.Ex; PII.6–8.1.Ex
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.6–8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6–8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.6–8.6b,11a.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia; justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p>	<ul style="list-style-type: none"> • Using textual evidence to support analysis is new for students beginning in grade six. Science and technical subjects teachers model and scaffold (planned and “just-in-time”) doing so with science and technical texts. • Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner. • Text-dependent questions help students draw on the text to comprehend at increasing levels of depth, including determining the central ideas or conclusions of a text and providing a summary distinct from prior knowledge or opinions (<i>RST.6–8.2</i>). Thoughtfully prepared questions also guide students to analyze the author’s purpose (<i>RST.6–8.6</i>), distinguish among facts, reasoned judgement, and speculation (<i>RST.6–8.8</i>), and compare and contrast information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic (<i>RST.6–8.9</i>). Teachers analyze texts to create text-dependent questions and engage students in developing their own questions based on the text. • All students read a range of science and technical texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or specialized language. • Teachers consider the purpose of the task and the EL students’ proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.6–8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts in the discipline regularly, with special attention given to text with appropriate complexity for grades six through eight, depending upon the grade level. Volume of reading contributes to literacy development in the content area. • Teachers support students in meaning making with text, teaching them how to follow precisely a multistep procedure (<i>RST.6–8.3</i>) and to navigate unfamiliar concepts, language, and symbols (<i>RST.6–8.4</i>; <i>ELD.PI.6–8.8,12.Ex</i>; <i>ELD.PII.6–8.1,2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn to analyze the structure an author uses to organize a text (<i>RST.6–8.5</i>); and to integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (<i>RST.6–8.7</i>). • Teachers create opportunities for all students to select the texts they read for study based on their interests to capitalize on students' increasing needs for autonomy and to build motivation. • Students have many opportunities to discuss texts with peers in virtual and in-class settings (<i>ELD.PI.6–8.1.Ex</i>). Their engagement with others enhances their understanding of the discipline. Students prepare for discussions, drawing on the text as well as other sources of information. They ask one another questions and demonstrate understanding of and respect for others' expression of growing knowledge. Opportunities for extended discussions are especially important for EL students.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.1,2 Write arguments and informative/explanatory texts focused on discipline-specific content.</p> <p>ELD.PI.6–8.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read and the investigations in which they participate; writing helps students consolidate their thinking and arrive at new understandings of the content. Students write personal reactions, interpretations, analyses, summaries, notes, and answers to questions about the text (<i>RH.6–8.1–3,8; WHST.6–8.10</i>). • Students focus on conveying meaning as they write and learn that the content and form of their writing varies according to the task, purpose, and audience (<i>WHST.6–8.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>WHST.6–8.10</i>).

Critical Area of Instructional Focus: Language Development

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.6–8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context relevant to grades 6–8 texts and topics.</p> <hr/> <p>ELD.PI.6–8.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers support students to read complex disciplinary texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words. Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts (e.g., in several scientific and technical texts). Teachers also model strategies for independent word learning (<i>ELD.PI.6–8.8,12.Ex</i>). • Determining connotative and technical meanings is new for students beginning in grade six. Science and technical subjects teachers model and scaffold (planned and “just-in-time”) this process with texts in the discipline (<i>ELD.PI.6–8.8.Ex</i>). • Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new syntactical structures common to the discipline that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences. • All students have multiple opportunities to engage in brief and extended conversations about texts with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students in using target words and phrases in their discussions. • Teachers leverage all students’ experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.6–8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to read and discuss scientific and technical texts and learning experiences. Increasingly complex text and rich content curriculum provide opportunities to learn new words and phrases, thereby deepening students’ language development. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>ELD.PII.6–8.3–6.Ex</i>).
<p>WHST.6–8.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PII.6–8.2b.Ex Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts with increasing cohesion.</p>	<ul style="list-style-type: none"> • All students in grades six through eight learn to use words and phrases in increasingly precise ways to express their meanings in writing (<i>ELD.PI.6–8.12a.Ex</i>), and students are expected to use words and phrases to clarify relationships among claim(s) and reasons. Teachers model and scaffold (planned and “just-in-time”) this process and support students as they practice.

Critical Area of Instructional Focus: Effective Expression

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.6–8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • All students read texts in the discipline regularly in virtual and in-class science and technical subjects settings—both independently and collaboratively. They discuss texts with one another frequently, articulating their ideas clearly, and drawing on evidence from the text (<i>WHST.6–8.9</i>). • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering the choice of words and grammatical elements, clarity of structure, author’s purpose, or other features (<i>RST.6–8.5,6</i>). • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>WHST.6–8.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, films, readings, panel discussions, or other presentations to demonstrate specialized language and content, clear structure, and effective presentation techniques.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6–8.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>ELD.PI.6–8.10.Ex Write longer informational texts collaboratively and independently using appropriate text organization; write increasingly concise summaries of texts and experiences using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students learn that the structure and use of language in their writing varies according to the task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PII.6–8.1–7.Ex</i>). • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience. • All students organize their writing in increasingly effective ways. Students introduce claims about a topic or issue; support claims with logical reasoning and accurate data and evidence; and provide a concluding statement that follows from and supports the argument or information (<i>WHST.6–8.1,2</i>). • All students write regularly in virtual and in-class settings—both independently and collaboratively (<i>WHST.6–8.10</i>). They use technology to produce and publish writing and collaborate with others (<i>WHST.6–8.6</i>). • Teachers support students in building their metacognitive awareness of their own and others' language use in writing (and speaking). Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments, information, and narratives. Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication in the discipline and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

Critical Area of Instructional Focus: Content Knowledge

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.6–8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>WHST.6–8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students distinguish among facts, reasoned judgment, and speculation in a text, and science and technical subjects teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed (<i>RST.6–8.8</i>). Students practice identifying, evaluating, and expressing arguments in science and technical subjects (<i>ELD.PI.6–8.6a,11a.Ex</i>). • Teachers integrate science/technical subjects and literacy using text sets on a given topic. In departmentalized settings, teachers look for opportunities to collaborate to integrate literacy across subject areas.
<p>RST.6–8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>ELD.PI.6–8.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers help students examine vocabulary, language structures, organizational structures, and use of media in informational texts for science and technical subjects. Students identify features unique to the discipline, including quantitative and technical information expressed visually and consider their impact on text meaning (<i>RST.6–8.5,7</i>).

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.6–8.10 By the end of the grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>ELD.PI.6–8.6b.Ex Express inferences and conclusions drawn based on close reading of grade-level texts.</p>	<ul style="list-style-type: none"> • All students read broadly in the discipline. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts, including accounts of experiments and technical processes. The use of text complements and contributes to content instruction; it does not replace inquiry and other content approaches. • All students read widely in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. • All students have frequent opportunities to discuss the content of the texts they read (<i>ELD.PI.6–8.1.Ex</i>); these discussions enhance students’ content knowledge. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.6–8.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.6–8.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently in science and technical subjects to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates, produce and publish writing, and gather information (<i>WHST.6–8.6,8</i>). • All students conduct short research projects on topics of interest and to answer a question, drawing on several sources (<i>WHST.6–8.7</i>; <i>ELD.PI.6–8.6b.Ex</i>; <i>ELD.PII.6–8.1.Ex</i>). • Students gather relevant information, using search terms effectively; assess the credibility and accuracy of each print and digital source, and they quote and paraphrase the data and conclusions of others while avoiding plagiarism (<i>WHST.6–8.8</i>). These are new expectations for students at these grades, and teachers model and scaffold (planned and “just-in-time”) these processes as needed. Teachers and school librarians collaborate to help students learn to locate and evaluate sources and understand plagiarism.

Critical Area of Instructional Focus: Foundational Skills

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students' knowledge of foundational skills is well established by the time they enter grades six through eight, and science and technical subjects teachers continue to support students' developing reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.



CLASS SPOTLIGHT

Valerie Sanchez's sixth-grade science students are learning about how environmental factors affect the growth of organisms. "They actually see this every day," said Ms. Sanchez. "We're here in the Central Valley and see the positive and negative effects of these factors on plant life." As part of this unit, students are viewing interactive videos that show the impact that fertilizer, light, space, and water can have on plants. Her students also deepen their content knowledge by reading informational passages from their textbook and other sources about what happens when too little or too much of these are present. Over the course of this unit, her students build comparison charts in their digital interactive notebooks to summarize the consequences of each. "These comparison charts are more than graphic organizers. They support students' ability to make scientific meaning from their observations and reading," she explains. "The students must cite where they located the evidence. For example, they read several passages about the causes and effects of drought on crops. The comparison charts are organized so that they must include the source." The teacher is able to monitor their developing comparison charts and provide feedback using the digital commenting feature. In support of effective expression, Ms. Sanchez has selected and deconstructed some informational passages online to help students understand the structure and language features of informational text. She has co-constructed with students an informational essay using a similar topic. She usually has sixth graders work in pairs to write their first informational essay. "Their culminating writing is going to be about an element of their choice," she explains. "They'll write an informational

essay in their digital interactive notebook about the element they have selected and use evidence from the readings we're doing to support their information.”

Prominent Literacy/ELD Themes: Content Knowledge, Meaning Making, Effective Expression

Associated Standards: RST.6–8.1,7; WHST.6–8.2,9; ELD.PI.6–8.5,6a,10a.Ex; ELD.PII.6–8.1,2b.Ex

English Language Arts, Literacy, and English Language Development in High School

Overview of the Span

Navigating the highs and lows of adolescence, thoughtful and perceptive teachers help students expand their world views beyond the confines of the school and community and to see themselves as powerful actors in these settings.

The standards at this grade span represent increasingly sophisticated expectations for students. Students are prompted to think and operate at levels that result in the achievement of the College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language by the end of grade twelve. Students' progress through the high school years involves or is reflected in many cognitive, physical, emotional, and social changes as these emerging adults contemplate their future and their place in the world around them. Adolescent brain development continues apace, and teen brains change and become more powerful every day.

Now ready to exercise their language and literacy muscles, students engage with interesting inquiries, inspirational literature, and the deep questions of humanity. They turn their developing competencies to tasks that engage with real issues of the day (and yesterday) and are motivated by teachers, settings, and tasks that challenge their own and others' thinking and that honor their emerging stances and arguments. The depth of knowledge and level of thinking reflected in the standards are commensurate with the work that students will do in postsecondary education and careers.

Content and pedagogy in the grade span include the following:

Meaning Making: Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking, and writing. They are

expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak, and listen.

Language Development: Students come to understand and analyze how the structure of language and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.

Effective Expression: Students become increasingly effective at expressing themselves through different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.

Content Knowledge: Literacy is an essential tool for learning in every content area and for preparing for postsecondary futures. Students wield appropriate literacy tools in all the disciplines they study. They engage with literary and informational text participating in cross-disciplinary explorations and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participation in an organized independent reading program contributes to their knowledge.

Foundational Skills: Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills so that they can access grade-level content as soon as possible.

Students who are English learners continue to advance their language and thinking at these grade levels in preparation for college and careers. As they progress along the ELD continuum, they are expected to understand and use appropriate registers to express and defend nuanced opinions, consider context in adapting language choices, and address complex questions and show thoughtful consideration of ideas and arguments. They also are asked to analyze the effects of language choices made by writers and speakers and make connections and distinctions between ideas and texts based on evidence as they persuade others. As is the case for EL students at all ages, educators need to monitor progress carefully to ensure that teaching and learning experiences attend to the particular learning needs of

individuals. Understanding students' varied schooling experiences and English and primary language proficiencies helps teachers and schools ensure that each EL youth receives the academic challenge and support he or she needs to pursue his or her college and career aspirations.

Synchronous and Asynchronous Instruction. Teachers should carefully consider which learning experiences are given priority during synchronous instruction. Teachers identify lessons that are best conducted synchronously when teachers can make “in-the-moment” decisions about next instructional moves based on students' performance as they engage in the lesson. For example, teachers provide real-time instruction on deconstructing complex sentences with new and challenging vocabulary or language structures. They model their thinking process and observe as students work together to understand selected passages. Teachers may also initiate a brief discussion about a text that students are reading and then organize students into breakout rooms to continue the discussion and respond to critical thinking questions. Teachers visit breakout rooms to observe and interact with students as needed to deepen their thinking. Other activities can occur effectively without the teacher available in real-time. For example, teachers might provide asynchronous activities in which students video themselves giving a book talk. Teachers may also video themselves demonstrating effective online search techniques and then ask students to conduct online research for a group project and record their notes in a shared document.

The following vignette features an interview with a high school teacher about her implementation of distance learning with her students. Discussions of standards and instructional considerations for ELA and literacy in grades nine through twelve follow the vignette.



VOICES FROM THE FIELD

Kathleen Giannandrea | Orosi High School | Orosi, CA

We often hear about students who have multiple concurrent challenges—English language learning, socioeconomic disadvantages, and even social and emotional learning needs that accompany systemic poverty. English teacher Kathleen Giannandrea—who teaches in the rural southern San Joaquin Valley community of Cutler-Orosi—supports her learners in a variety of ways and ultimately focuses on how to achieve universal success.

Giannandrea is a 25-year veteran who deploys everything from technology to AVID strategies in her senior English courses at Orosi High School. Additionally,

she teaches dual-enrollment college courses and serves as the AVID coordinator at both the school and district levels. Here, Giannandrea discusses her approach to instruction and the thoughtful use of technology.

How have you and your colleagues approached the implementation of distance learning?

Truth is, we have had success, as well as challenges. We are continuing to redefine expectations and examine our instruction through a larger lens of equity. As a staff, we are trying to support one another. Early on, we were trying all of the tools available. We experienced overload and both teacher and student frustration. We quickly realized that we had to focus on our top three tools and do those well.

We are a Google school and use the suite of Google Apps. We also use Pear Deck [a formative assessment platform] because of the different ways students can participate: drag and drop, multiple choice questions, draw and use visuals. And we use Edpuzzle [video-based lessons] to incorporate our own videos and outside video content, especially as a supplement for asynchronous opportunities.

Naturally, we have district expectations about the percentage of synchronous and asynchronous time. Friday has been our asynchronous day. It has been a poor attendance day, and our students have struggled during this asynchronous time. I continue to lean on AVID strategies to support them here.

In the English department, we focused our asynchronous time on things like front-loading next week's content, as well as focusing on reflections. This includes written reflections on paper, as well as digitally using Flipgrid [video-based discussion software]. I am seeing lots of asynchronous time being devoted to responding to questions—often reflective in nature—as well as synthesizing what students have learned. We realize that a lot of students are largely on their own during asynchronous times.

In what other ways are you incorporating both analog and digital tools into your instruction?

Students in their final years of high school are expected to engage in sophisticated levels of analysis as they read and synthesize multiple sources of information. I'm finding, however, that many students are struggling right now with processing and organizing key points of the reading. Notetaking can be part of the solution here. We use sketchnotes—or visual notetaking. They can choose to do them either analog or digitally. We provide both analog and digital notetaking templates for them. As an example, we use another AVID strategy known as the One-Pager. We are also still reading books that students come to

school and pick up. We have group projects planned related to books they are reading in small groups.

I also use Padlet [collaborative digital presentation software] a great deal. As an example, I used it with my seniors for work on college applications. They submitted what they were working on, incorporated pictures and graphics of their work and then responded to questions that were submitted. They also gave advice to next year's students through Padlet.

How are you using technology to build the kind of critical thinking and literacy skills necessary for success in postsecondary education and the workforce?

We are building cross-disciplinary skills that prepare students for postsecondary education and the workforce. For example, we know that collaboration is important, and we have fully deployed successful Socratic Seminars on Zoom [video conferencing software]. We use Zoom breakout rooms, as well as Google Docs and Slides to maintain the shared collaboration.

We use these and other opportunities to focus on speaking and listening skills. We use the chat feature in Zoom a great deal. We have been using Google Jamboards [collaborative digital whiteboards] as well. If they cannot contribute verbally—often due to unstable internet at home—they can post a digital sticky note on a Jamboard. There are always multiple ways to participate.

Also important for postsecondary preparation is for students to refine their research skills. Therefore, we focused on investigative writing projects. We looked at bias, reliable sources, and what sources are helpful to one's research. We used this time to develop information and media literacy skills. We helped them develop research questions and discussed how to conduct quality, academic research. Students could choose their topics; they pursued what current issues and events were of interest to them.

Which features do you prioritize when seeking out, advocating for, or selecting education technology?

I have had the realization that it's not about what's comfortable or even interesting to me but rather what my students need in terms of technology. Sometimes we have to be aware that it is not about the bells and whistles.

I will continue to use Google tools because I can see my students' work in real time, which allows me to give timely feedback. This feature is critical to supporting students as they read and analyze complex text and write for a variety of purposes. I also want tools that are easy for students to use and that can be easily accessed in- and outside of class. Pear Deck works well this way,

too. Tools that focus on collaborative experiences are especially valuable. Kami [an annotation and editing tool] provides this as well.

Tools that help students annotate or provide voice options are helpful. Both Pear Deck and Kami do these. I like the Mote add-on [a student feedback tool] for Google, too, as it provides verbal feedback. Students like to hear our voices. This is good for learners in so many ways. It is good for all learners, but especially EL students and learners with special needs. They appreciate reading and hearing at the same time. Hearing a good reader helps build fluency, which we continue to support as needed in this grade span.

Grades Nine and Ten: English Language Arts and English Language Development

The first year of high school is an exciting but anxious time for students. In the midst of one of the biggest transitions students make in their academic careers, they enter a new world of high school ELA and literacy in which they encounter new ideas, universal themes, and greater demands in reading, writing, speaking, and listening. Students exercise new-found independence as they grapple with more complex ideas and an increased volume of reading and writing.

Students at grades nine and ten are called on to deploy their language and literacy skills to understand, interpret, and create text in ELA and all other subjects. Text complexity increases at these grades as students read Shakespeare and other works of world literature for the first time as well as textbooks and other sources in history/social studies, biology, health, geometry, and more. The standards expect students to question more and consider the impact of authors' choices of language and text structure. For some students, this may be the first time they consider that a content area text may not represent indisputable truth or that literary text can be interrogated for its choices in presentation and ideas. The concept of the author as an imperfect individual is likely to be new. All students, and especially EL students, receive instruction designed to accelerate their progress in meeting the demands of the standards. Students learning English have ample opportunities to engage in extended discussions with peers and adults. They receive rich instruction in all content areas and a comprehensive program of ELD.

Standards and instructional considerations for grades nine and ten follow. In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, SL.9–10.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.9–10.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades nine and ten at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.9–10.1,10; W.9–10.1–3,9; SL.9–10.1,3 ELD.PI.9–10.1,6b,10a,11a.Ex	RL/RI.9–10.2–4,7,9; RI.9–10.8; W.9–10.4,10; SL.9–10.2,4,6; L.9–10.4–6 ELD.PI.9–10.12.Ex; PII.9–10.1,2.Ex
Language Development	RL/RI.9–10.4,10; W.9–10.1–3; SL.9–10.1; L.6.1e; L.9–10.4 ELD.PI.9–10.1,6b,c,7.Ex; PII.9– 10.2b.Ex	SL.9–10.6; L.9–10.1–3,5,6 ELD.PI.9–10.8,12a.Ex; PII.9– 10.3–6.Ex
Effective Expression	RL/RI.9–10.10; W.9–10.1–3,5; SL.9–10.1,4; L.9–10.1 ELD.PI.9–10.1,3,4,6b,9,10a,b.Ex	RL/RI.9–10.5,6; W.9–10.6,8–10; SL.9–10.2,5,6; L.9–10.2,3 ELD.PI.9–10.5; PII.9–10.1–7.Ex
Content Knowledge	RL/RI.9–10.1,4,10; W.9–10.1,2,9; SL.9–10.1,3; L.9–10.4 ELD.PI.9–10.1,6b,c,10a.Ex	RL/RI.9–10.5,7; RI.9–10.6,8; W.9–10.6–8; SL.9–10.2,5,6; L.9–10.5,6 ELD.PI.9–10.6a,11a.Ex; PII.9–10.1.Ex
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.9–10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9–10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>ELD.PI.9–10.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> English language arts students in grades nine and ten are expected to conduct increasingly sophisticated analyses of the works they read and view. Students now delineate and evaluate arguments and specific claims, determine whether reasoning is valid, and identify false statements and fallacious reasoning (<i>RI.9–10.8; SL.9–10.3</i>). Students analyze the development of a central idea over the course of a text and how it is shaped by specific details (<i>RL/RI.9–10.2</i>); how complex characters develop and advance the plot or theme (<i>RL.9–10.3</i>); how an author unfolds an analysis or series of ideas or events (<i>RI.9–10.3</i>); how an author draws on and transforms source material (e.g., Shakespeare, Ovid) (<i>RL.9–10.9</i>); and seminal U.S. documents of historical and literary significance (<i>RI.9–10.9</i>). To support meaning making, English language arts teachers model and scaffold (planned and “just-in-time”) these complex processes with a range of text genres and disciplines. They look for opportunities to collaborate with librarians and teachers in other disciplines, particularly history-social studies. Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.9–10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9–10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>ELD.PI.9–10.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Text-dependent questions help students grapple with and investigate text at increasing levels of complexity. Thoughtfully prepared questions guide students to identify evidence in a text that reveals an author's point of view or purpose and how an author uses rhetoric to advance that point of view or purpose (<i>RI.9–10.6</i>). Teachers and students analyze texts to create text-dependent questions that engage students' motivations to read texts closely and that challenge and honor students' thinking. Questions aimed solely at accountability for reading are minimized. • All students read a range of literary and informational texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. These include assigned texts and self-selected texts intended for in-depth study as well as independent reading texts designed to build reading enjoyment. Teachers confer with students individually or in small groups about their reading, and students share their reading with peers through book talks and other activities. • Teachers occasionally read aloud for specific, limited purposes. They read from selected passages of texts the class is studying to illustrate key points or to introduce new genres or beautiful language.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.9–10.10 By the end of the year, read and comprehend texts in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts of different types daily, with special attention given to books with appropriate complexity for grades nine and ten. Volume of reading is critical in building reading stamina, interest, and engagement. Teachers and librarians recommend books based on students' current and potential interests. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RL/RI.9–10.4</i>; <i>L.9–10.4–6</i>; <i>ELD.PI.9–10.12.Ex</i>; <i>ELD.PII.9–10.1–2.Ex</i>). They guide the deconstruction of selected sentences and paragraphs to deepen students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn to analyze representations, scenes, or accounts in different mediums while considering emphases and omissions (<i>RL/RI.9–10.7</i>; <i>SL.9–10.2</i>). • Teachers create opportunities for all students to select the texts they read for study and enjoyment to capitalize on students' increasing interest in novelty, exploration, and independence. Teachers and librarians acquire and recommend books that reflect the lives and languages of students—books that speak to the personal struggles and triumphs of all humanity.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.9–10.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PI.9–10.10a.Ex Write longer literary and informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read and view; writing helps students express, refine, and consolidate their understandings of new concepts and complex texts. Students use writing to capture specific text details and their reactions, interpretations, analyses, summaries, notes, outlines, and answers to questions about the text (<i>RL/RI.9–10.1–3; RI.9–10.8; W.9–10.10</i>). • Students become more skilled in conveying meaning by varying their writing according to their task, purpose, and audience (<i>W.9–10.4</i>). They write frequently and often combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>W.9–10.10</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <hr/> <p>ELD.PI.9–10.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • Discussions are increasingly sophisticated in grades nine and ten, and students’ engagement with others enhances their understanding of complex ideas. Students now draw on textual or research evidence from their preparation to stimulate a thoughtful, well-reasoned exchange of ideas (<i>SL.9–10.1a; RL/RI.9–10.9</i>). Students actively incorporate others in the discussion; respond thoughtfully to diverse perspectives; summarize points of agreement or disagreement; clarify, verify, or challenge ideas and conclusions; and, when warranted, qualify or justify their views in light of evidence and reasoning presented (<i>SL.9–10.1c,d</i>). • Teachers create opportunities for students to work in pairs and small groups to engage in discussions in virtual and in-class settings. Students participate in both informally and formally structured discussions. Teachers consider the purpose of the task and the EL students’ proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs. • Students adapt their speech in discussions and presentations as needed to accomplish their purposes and convey meaning to their audience; they use formal English as appropriate to the task (<i>SL.9–10.4,6</i>).

Critical Area of Instructional Focus: Language Development

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.9–10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.9–10.4 Determine or clarify the meaning of unknown and multiple-meaning words.</p> <hr/> <p>ELD.PI.9–10.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in English language arts in grades nine and ten, now considering the cumulative impact of the choices of words and phrases in literary and informational texts (<i>ELD.PI.9–10.8.Ex</i>). English language arts teachers model and scaffold (planned and “just-in-time”) this process with a range of text types and topics. • Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about and analyze new grammatical and syntactical structures that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences (<i>L.9–10.4–6</i>). • Teachers leverage all students’ experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.
<p>RL/RI.9–10.10 By the end of the year, read and comprehend texts in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <hr/> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials.</p>	<ul style="list-style-type: none"> • Teachers support students to read complex texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>L.9–10.4–6</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts. Teachers also model and encourage students to use strategies for independent word learning (<i>ELD.PI.9–10.6c,8.Ex</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.9–10.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PII.9–10.2b.Ex Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<ul style="list-style-type: none"> • All students in grades nine and ten learn to use words, phrases, and clauses in increasingly powerful ways in their writing, including linking major sections of the text; clarifying complex relationships between claims, evidence, and counterclaims; and conveying a vivid picture of experiences, events, settings, or characters (<i>W.9–10.1c, 2c–d, 3d</i>; <i>ELD.PI.9–10.12a.Ex</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and provide appropriate feedback as they practice.
<p>SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELD.PI.9–10.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to engage in brief and extended conversations with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students to use target words and phrases in their discussions. • Students distinguish between formal and informal discourse and use formal English as appropriate to the task (<i>SL.9–10.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. (Grade 6 standard provided intentionally.)</p> <p>ELD.PI.9–10.7 Explain how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with moderate support.</p>	<ul style="list-style-type: none"> • Teachers support students to build their metacognitive awareness of their own and others' language use in speaking and writing. Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. Teachers do focus students' attention on correctness during the editing process. Teachers help students understand the impact of using powerful language correctly in formal settings, both on their audience and on their identities as writers and speakers. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>L.9–10.1–3</i>; <i>ELD.PII.9–10.3–6.Ex</i>).

Critical Area of Instructional Focus: Effective Expression

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.9–10.10 By the end of the year, read and comprehend texts in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts.</p>	<ul style="list-style-type: none"> • All students read daily in virtual and in-class English language arts settings—both independently and collaboratively. • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex and, for the first time, consider rhetorical effects. • Students analyze how an author has structured a text for particular effects (<i>RL/RI.9–10.5</i>) or has used rhetoric to advance a point of view or purpose (<i>RI.9–10.6</i>). Students also consider a particular point of view or cultural experience when analyzing a work of literature from outside the U.S. (<i>RL.9–10.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9–10.2 Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>ELD.PI.9–10.10.Ex Write longer literary and informational texts collaboratively and independently by using appropriate text organization and growing understanding of register; write increasingly concise summaries of texts and experiences by using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students increase their capacities to structure their writing and use language to effectively address their task, purpose, and audience. Students at grades nine and ten are expected to analyze substantive topics or texts and convey complex ideas, concepts, and information effectively in their writing. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PI.9–10.1–7.Ex</i>). • In grades nine and ten, expectations are both more advanced and more nuanced. Students are expected to analyze substantive topics or texts, introduce precise claims, develop claims and counterclaims fairly, and point out strengths and limitations in a way that anticipates the audience’s knowledge level and concerns (<i>W.9–10.1a,b</i>). Teachers again use mentor texts and modeling to help students understand and practice these distinctions. • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience to build stronger coherence in writing. • All students write daily in virtual and in-class settings—both independently and collaboratively (<i>W.9–10.10</i>). • All students use technology to produce and publish writing and collaborate with others. In grades nine and ten, they are expected to use technology to display information flexibly and dynamically and link it to other information (<i>W.9–10.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.9–10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments, information, and narratives (<i>W.9–10.8,9</i>). Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process (<i>L.9–10.1–3</i>). • Feedback is expressed in positive, encouraging ways that honor students' efforts and acknowledge their progress. Teachers model and provide structures for constructive peer feedback, including opportunities for students to respond to the feedback they receive. Students regularly evaluate their own writing and identify progress they have made toward their own goals.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELD.PI.9–10.1,3.Ex Contribute to class, group, and partner discussions; negotiate with or persuade others in conversations using a growing number of learned phrases and open responses to express and defend nuanced opinions.</p>	<ul style="list-style-type: none"> • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers engage students in using a variety of discussion structures and, together with students, develop norms of effective discussion. Teachers and students offer feedback on discussion processes and set goals for improving them (<i>SL.9–10.1b–c; ELD.PI.9–10.5.Ex</i>). • Students collaborate as partners and in small groups to plan their writing and oral presentations. They review one another’s writing or presentation plans at key points and provide feedback about its effectiveness. Teachers offer rubrics to focus feedback on important elements. • Teachers assess conversations for structure and language used and provide specific feedback aligned to academic language objectives.
<p>SL.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>ELD.PI.9–10.9.Ex Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p>	<ul style="list-style-type: none"> • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>SL.9–10.5</i>). • As students plan and deliver oral presentations, they focus on communicating their ideas effectively to their audience and adapting their speech, as appropriate, to the task (<i>SL.9–10.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure, and effective presentation techniques (<i>SL.9–10.2,5</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.9–10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELD.PI.9–10.4.Ex Adjust language choices according to the context, purpose, task, and audience.</p>	<ul style="list-style-type: none"> • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language. • Just as students set goals for improving the content and structure of their writing and oral presentations, they are guided in setting goals to improve their use of language conventions (<i>L.9–10.1–3</i>). • All students continue to adapt their use of informal and formal English according to the demands of the context, task, and audience (<i>SL.9–10.6</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.9–10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9–10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students in grades nine and ten are expected to conduct increasingly sophisticated analyses of the works they read and view in English language arts, delineating and evaluating arguments and specific claims, determining whether reasoning is valid, and identifying false statements and fallacious reasoning (<i>RI.9–10.8; SL.9–10.3</i>). Students now consider the rhetoric of written and spoken texts (<i>RI.9–10.6; SL.9–10.3</i>), and they understand more deeply how arguments and claims can be structured or expressed differently in various disciplines and genres (<i>W.9–10.1; SL.9–10.3; ELD.PI.9–10.6a,11a.Ex</i>). English language arts teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed. • Informational, as well as literary, texts are a crucial component of every grade level in English language arts—particularly in high school. Students read nonfiction and fiction texts to build knowledge, experience multiple perspectives, and gain fresh insights. Text selections are based on grade-level standards in different content areas (e.g., English language arts, science, social studies) and students’ interests and cultural experiences. • Informational and literary texts are read in combination in text sets and on their own. Students learn how text structures and evidence vary across genres and subgenres. Teachers look for opportunities to collaborate with librarians and teachers in other departments to integrate literacy across subject areas.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RI.9–10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <hr/> <p>ELD.PI.9–10.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers help students examine vocabulary, language structures, organizational structures, and use of media in literary and informational texts of different genres and disciplines (<i>L.9–10.4–6</i>; <i>RL/RI.9–10.5,7</i>; <i>SL.9–10.2</i>). Students expand their content knowledge as they attend to the language features unique to these genres and disciplines.
<p>RL/RI.9–10.10 By the end of the year, read and comprehend texts in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <hr/> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts.</p>	<ul style="list-style-type: none"> All students read broadly across text genres and disciplines in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. Teachers organize independent reading programs that expose students to a variety of text types and capitalize on students' interests. Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.9–10.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.9–10.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates and to conduct short as well as more sustained research projects to answer a question or solve a problem (<i>W.9–10.7; SL.9–10.5; ELD.PI.9–10.6b.Ex; ELD.PII.9–10.1.Ex</i>). In grades nine and ten, students narrow or broaden the inquiry when appropriate and synthesize multiple sources on the topic (<i>W.9–10.7</i>). • Students now gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. They integrate information into their text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation, including footnotes and endnotes (<i>W.9–10.8; SL.9–10.3</i>). Teachers and school librarians collaborate to help students use a standard citation format and advanced search terms effectively.
<p>SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>ELD.PI.9–10.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students engage in discussions of what they have read and learned across genres and disciplines, contributing to their content knowledge. Students collaborate as partners or in small groups to conduct research and engage in other long-term projects based on their interests and areas of study (<i>W.9–10.6,7; SL.9–10.5</i>). • As students share their knowledge with others in formal presentations, they focus on communicating effectively with their audience and adapting their speech, as appropriate, to the task and the discipline (<i>SL.9–10.5,6</i>).

Critical Area of Instructional Focus: Foundational Skills

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students' knowledge of foundational skills is well established by the time they enter grades nine and ten, and English language arts teachers continue to support students' reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction. • Teachers provide EL students targeted instruction in foundational literacy skills based on students' spoken English proficiency, native language proficiency, prior schooling, and assessed needs.



CLASS SPOTLIGHT

Arletta Raymond's tenth-grade English students are reading *The Curious Incident of the Dog in the Night-time* (Haddon, 2004), the story of Christopher, a neurodivergent teenager who is investigating the violent death of a neighbor's dog. Told in the first-person, the protagonist uses logic and reasoning to find the answer. The reader also perceives social challenges and ambiguities that the protagonist does not. "It's a challenge for students to understand the character development of Christopher, when at times he is unaware himself," said Ms. Raymond. "It's a great opportunity for them to learn about the internal life of a character." To support students' meaning making at the start of the novel, Ms. Raymond and her class created a bank of character traits they assigned to Christopher, and the teacher created a digital word cloud to describe him. She posted this on their learning management system's discussion board for future reference. Each period's word clouds varied somewhat, but many of the descriptions were consistent throughout. They soon added word clouds for other major characters. As the novel developed, Ms. Raymond had students analyze for direct and indirect characterizations. "That's a strength of this work, because virtually all of them are indirect," she said. Students referred back to their initial word cloud to see which traits remained constant, and which ones were changing. In addition to aiding character analysis, the activity also supported students' language development.

To sustain the productive engagement with the text of EL students and others who have reading difficulties, Ms. Raymond modeled the use of a set of clarifying bookmarks. In addition, she had EL students track language features (word choice, phrases, and clauses) used to describe character traits and explain their meaning. Students had choices for submitting their chapter analyses, which included dramatic structure, emerging themes, changes in the character, and evidence. Students expressed these analyses in writing and orally; some wrote their analyses using the class discussion board, while others submitted short video recordings of their responses. The video response choice quickly became the more popular option, and Ms. Raymond strengthened it by adding peer responses to the assignment. “These became more conversational as time went on,” said the teacher. Further supporting students’ effective expression, Ms. Raymond strategically organized heterogeneous breakout groups so that students could engage in sustained conversations of their emerging ideas about Christopher using evidence from the text. By the end of the novel, students saw that Christopher had become more independent and confident in himself, a struggle these adolescents could relate to their own lives. “Their comparisons of Christopher’s evolution as a person across the course of the novel mirrored many of their own experiences.”

Prominent ELA/ELD Themes: Meaning Making, Language Development, Effective Expression

Associated Standards: RL.9–10.1,3,10; W.9–10.10; SL.9–10.4,5; ELD.PI.9–10.1,2,6b,8,9;10b.Ex; ELD.PII.9–10.1.Ex

Grades Nine and Ten: Literacy in History/Social Studies and English Language Development

In addition to the standards for English language arts, the California ELA/Literacy Standards at grades nine and ten include Literacy Standards in History/Social Studies, Science, and Technical Subjects. Specifically, the Literacy Standards include the following:

- Reading Standards for Literacy in History/Social Studies
- Reading Standards for Science and Technical Subjects
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

These standards are founded on the premise that instruction in reading, writing, speaking, listening, and language is a shared responsibility within a school. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grades nine and ten are based on the expectation that teachers of ELA, history/social studies, science, and technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are not meant to replace content standards in those areas but rather to supplement them.

Standards and instructional considerations for literacy in history/social studies at grades nine and ten follow. They are organized by the five crosscutting themes of the *ELA/ELD Framework*—meaning making, language development, effective expression, content knowledge, and foundational skills. For each theme, key Literacy Standards and key ELD Standards at the Expanding proficiency level are indicated in the left column. Related Standards and Instructional Considerations for each theme are noted in the right column. See Identification and Organization of the Standards in Chapter 11 for more specific information on the format and content of the standards.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, RH.9–10.10 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, WHST.9–10.2 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades nine and ten at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RH.9–10.1,10; WHST.9–10.1,2,9 ELD.PI.9–10.6b,10a,11a.Ex	<i>RH.9–10.2–9; WHST.9–10.4,10 ELD.PI.9–10.1,8,12.Ex; PII.9–10.1,2.Ex</i>
Language Development	RH.9–10.4,10; WHST.9–10.1,2 ELD.PI.9–10.6b,c.Ex; PII.9–10.2b.Ex	<i>ELD.PI.9–10.1,8,12a.Ex; PII.9–10.3–6.Ex</i>
Effective Expression	RH.9–10.10; WHST.9–10.1,2,5 ELD.PI.9–10.6b,10.Ex	<i>RH.9–10.5,6; WHST.9–10.6,9,10 PII.9–10.1–7.Ex</i>
Content Knowledge	RH.9–10.1,4,10; WHST.9–10.1,2,9 ELD.PI.9–10.6b,c,10a.Ex	<i>RH.9–10.5,7,8; WHST.9–10.6–8 ELD.PI.9–10.1,6a,11a.Ex; PII.9–10.1.Ex</i>
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>WHST.9–10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.9–10.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> History/social studies students in grades nine and ten are expected to conduct increasingly sophisticated analyses of the primary and secondary sources they read and view. Students now assess the extent to which the reasoning and evidence in a text support the author’s claims (<i>RH.9–10.8</i>). Students analyze and summarize the development of key events or ideas over the course of a text (<i>RH.9–10.2</i>); determine whether earlier events caused later ones or simply preceded them (<i>RH.9–10.3</i>); and compare and contrast treatments of the same topic in several primary and secondary sources (<i>RH.9–10.9</i>). To support meaning making, history/social studies teachers model and scaffold (planned and “just-in-time”) these complex processes with a range of sources. They look for opportunities to collaborate with librarians and English language arts teachers. Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>WHST.9–10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.9–10.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Text-dependent questions help students grapple with and investigate text at increasing levels of complexity. Thoughtfully prepared questions guide students to identify evidence that reveals authors' points of view and allows them to compare authors' treatments of similar topics (<i>RH.9–10.6</i>). Teachers and students analyze texts to create text-dependent questions that engage students' motivations to read texts closely and that challenge and honor students' thinking. Questions aimed solely at accountability for reading are minimized. • All students read a range of primary and secondary sources both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or powerful language. • Teachers consider the purpose of the task and the EL students' proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.10 By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts in the discipline regularly, with special attention given to text with appropriate complexity for grades nine and ten. Volume of reading is critical in building reading stamina, interest, and engagement. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RH.9–10.4; ELD.PI.9–10.12.Ex; ELD.PII.9–10.1,2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students’ understanding of language structures, meaning making, and authors’ choices. • Teachers support students as they learn to analyze how a text is structured to emphasize key points or advance an explanation or analysis (<i>RH.9–10.5</i>); and to integrate quantitative or technical analysis with qualitative analysis in print or digital text (<i>RH.9–10.7</i>). • Teachers create opportunities for all students to select the texts they read for study to capitalize on students’ increasing interest in novelty, exploration, and independence. Teachers and librarians acquire and recommend texts that reflect the lives and languages of students—texts that speak to the personal struggles and triumphs of all humanity. • Students have many opportunities to discuss texts with peers in virtual and in-class settings (<i>ELD.PI.9–10.1.Ex</i>). Their engagement with others enhances their understanding of the discipline. Students prepare for discussions, drawing on the textual or research evidence to stimulate a well-reasoned exchange of ideas. They actively incorporate others in the discussion and respond thoughtfully to diverse perspectives. Opportunities for extended discussions are especially important for EL students.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.1,2 Write arguments and informative/explanatory texts focused on discipline-specific content, including the narration of historical events.</p> <p>ELD.PI.9–10.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read; writing helps students express, refine, and consolidate their understandings of new concepts and complex texts. Students use writing to capture specific text details and their reactions, interpretations, analyses, summaries, notes, outlines, and answers to questions about the text (<i>RH.9–10.1–3,8; WHST.9–10.10</i>). • As they write, students convey meaning by varying their writing according to their task, purpose, and audience (<i>WHST.9–10.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>WHST.9–10.10</i>).

Critical Area of Instructional Focus: Language Development

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <hr/> <p>ELD.PI.9–10.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers support students to read complex disciplinary texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>ELD.PI.9–10.8,12.Ex</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts (e.g., in several primary sources on the topic). Teachers also model strategies for independent word learning. • Students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in grades nine and ten. History/social studies teachers model and scaffold (planned and “just-in-time”) this process with texts in the discipline (<i>ELD.PI.9–10.8.Ex</i>). • Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new syntactical structures common to the discipline that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences. • All students have regular opportunities to engage in brief and extended conversations about texts with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students (<i>ELD.PI.9–10.1.Ex</i>). Teachers encourage and support students in using target words and phrases in their discussions. • Teachers leverage all students’ experiences and ELs’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia using an increasing variety of verbs and adverbials.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to read and discuss history/social studies texts. Increasingly complex text and rich content curriculum provide opportunities to learn new words and phrases, thereby deepening students' language development. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>ELD.PII.9–10.3–6.Ex</i>).
<p>WHST.9–10.1–2 Write arguments and informative/explanatory texts.</p> <p>ELD.PII.9–10.2b.Ex Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<ul style="list-style-type: none"> • All students in grades nine and ten learn to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims, reasons, evidence, and counterclaims; students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and likely readers (<i>WHST.9–10.1c,2d; ELD.PI.9–10.12a.Ex</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and support students as they practice.

Critical Area of Instructional Focus: Effective Expression

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read texts in the discipline regularly in virtual and in-class history/social studies settings—both independently and collaboratively. They discuss texts with one another, articulating their ideas clearly, and drawing on evidence from the text (<i>WHST.9–10.9</i>). • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering how a text is structured to emphasize key points or how two or more authors treat the same or similar topics (<i>RH.9–10.5,6</i>). • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>WHST.9–10.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure, and effective presentation techniques.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.1 Write arguments focused on discipline-specific content.</p> <p>WHST.9–10.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>ELD.PI.9–10.10.Ex Write longer informational texts collaboratively and independently using appropriate text organization and growing understanding of register; write increasingly concise summaries of texts and experiences by using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students learn that the structure and use of language in their writing varies according to the task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PII.9–10.1–7.Ex</i>). • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience. • All students organize their writing in increasingly effective ways. Students introduce precise claims or topics; create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence or among ideas, concepts, and information; and provide a concluding statement that follows from and supports the argument or information (<i>WHST.9–10.1a, 1e, 2a, 2e</i>). • All students write regularly in virtual and in-class settings—both independently and collaboratively (<i>WHST.9–10.10</i>). They use technology to produce and publish writing, collaborate with others, and display information flexibly and dynamically link it to other information (<i>WHST.9–10.6</i>). • Teachers support students in building their metacognitive awareness of their own and others' language use in writing (and speaking). Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments and information. Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication in the discipline and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

Critical Area of Instructional Focus: Content Knowledge

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>WHST.9–10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students assess the extent to which the reasoning and evidence in a history/social studies text support the author’s claims, and history/social studies teachers model and scaffold (planned and “just-in-time”) this process and provide practice as needed (<i>RH.9–10.8</i>). Students practice identifying, evaluating, and expressing arguments (<i>ELD.PI.9–10.6a,11a.Ex</i>). • Teachers integrate history/social studies and literacy using text sets on a given topic. They look for opportunities to collaborate with librarians and teachers in other departments to integrate literacy across subject areas.
<p>RH.9–10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>ELD.PI.9–10.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers help students examine vocabulary, language structures, organizational structures, and use of graphics and media in print and digital historical and social studies texts. Students identify features unique to the discipline and consider their impact on text meaning (<i>RH.9–10.5,7</i>).

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.9–10.10 By the end of grade 10, read and comprehend history/ social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read broadly in the discipline. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts, including primary source documents. The use of text complements and contributes to content instruction; it does not replace inquiry and other content approaches. • All students read widely in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. • All students have frequent opportunities to discuss the content of the texts they read (<i>ELD.PI.9–10.1.Ex</i>); these discussions enhance students’ content knowledge. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.9–10.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates, produce and publish writing, and gather information (<i>WHST.9–10.6,8</i>). • All students conduct short as well as more sustained research projects on topics of interest and to answer a question or solve a problem. They narrow or broaden the inquiry when appropriate and synthesize multiple sources on the subject (<i>WHST.9–10.7</i>; <i>ELD.PI.9–10.6b.Ex</i>; <i>ELD.PII.9–10.1.Ex</i>). • Students gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text, avoiding plagiarism and following a standard format for citation (<i>WHST.9–10.8</i>). Teachers model and scaffold (planned and “just-in-time”) increasingly sophisticated processes as needed. Teachers and school librarians collaborate to help students learn to locate and evaluate sources and understand plagiarism.

Critical Area of Instructional Focus: Foundational Skills

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students’ knowledge of foundational skills is well established by the time they enter grades nine and ten, and history/social studies teachers continue to support students’ developing reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.



CLASS SPOTLIGHT

World history teacher Myka Henderson’s unit on revolutions around the world after World War II includes Czechoslovakia’s Velvet Revolution in 1989. The unit deepens students’ knowledge of the period and the process of reporting history. The “Gentle Revolution” marked an extraordinary time of change that did not come about due to violence. With the goal of helping students build meaning when reading historical texts, the teacher used polls and a collaborative digital whiteboard to support her students’ analysis of texts. Using digital primary source documents, Ms. Henderson’s students analyzed three sources of newspaper coverage to compare and contrast how the event was reported at the time. “Journalism is the first draft of history,” said the teacher. “I want them to be able to critically analyze how the story was told at the time.” They first read an account of the week’s events in Czechoslovakia from an American newspaper. After their initial reading and discussion, they responded to a poll she deployed asking them to rate the relative level of objectivity on a scale of one to five (significantly biased to not biased). The polling responses averaged a four, meaning that students believed the report to be fairly objective.

Next, students read an article from a Prague newspaper and discussed it. This time, they rated it as a two, meaning that the account was fairly biased. “Let’s put these two articles side-by-side and compare them. What are the key points of agreement and disagreement?” she asked. The next ten minutes were spent co-constructing a collaborative digital whiteboard that featured two columns: *Points of Agreement*, and *Points of Disagreement*. Students posted items onto the whiteboard and moved these items into categories. “We’re not done

yet,” Ms. Henderson offered. “Let’s read one more source.” The third source was coverage from a newspaper in the USSR. “Keep in mind that they were teetering toward a revolution of their own,” she said. After reading, the students rated the article as a one, meaning that it was significantly biased. The teacher had the class turn its attention back to the collaborative interactive whiteboard they were building, again posting evidence of agreement and disagreement.

“Now, let’s stand back from this,” said the teacher. “What did they all agree upon?” Her students quickly named the basic facts, such as names and locations, but little else. The points of disagreement far outweighed them, including the intentions of the protestors, the likely outcomes, and possible economic and political ramifications on the world stage. “Tomorrow, we’ll do this again. We’ll use a 2009 United Nations document about these events to examine a more historical perspective,” she said.

Prominent Literacy/ELD Themes: Content Knowledge, Meaning Making

Associated Standards: RH.9–10.2,3,6,9; ELD.PI.9–10.2,3,6b,8.Ex; ELD.PII.9–10.1.Ex

Grades Nine and Ten: Literacy in Science and Technical Subjects and English Language Development

In addition to the standards for English language arts, the California ELA/Literacy Standards at grades nine and ten include Literacy Standards in History/Social Studies, Science, and Technical Subjects. Specifically, the Literacy Standards include the following:

- Reading Standards for Literacy in History/Social Studies
- Reading Standards for Science and Technical Subjects
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

These standards are based on the premise that instruction in reading, writing, speaking, listening, and language is a shared responsibility within a school. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grades nine and ten are

based on the expectation that teachers of ELA, history/social studies, science, and technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are not meant to replace content standards in those areas but rather to supplement them.

Standards and instructional considerations for literacy in science and technical subjects at grades nine and ten follow. They are organized by the five crosscutting themes of the *ELA/ELD Framework*—Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. For each theme, key Literacy Standards and key ELD Standards at the Expanding proficiency level are indicated in the left column. Related Standards and Instructional Considerations for each theme are noted in the right column. See Identification and Organization of the Standards in Chapter 11 for more specific information on the format and content of the standards.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, RST.9–10.10 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, WHST.9–10.2 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades nine and ten at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RST.9–10.1,10; WHST.9–10.1,2,9 ELD.PI.9–10.6b,10a,11a.Ex	RST.9–10.2–9; WHST.9–10.4,10 ELD.PI.9–10.1,8,12.Ex; PII.9–10.1,2.Ex
Language Development	RST.9–10.4,10; WHST.9–10.1,2 ELD.PI.9–10.6b,c.Ex; PII.9–10.2b.Ex	ELD.PI.9–10.8,12a.Ex; PII.9–10.3–6.Ex
Effective Expression	RST.9–10.10; WHST.9–10.1,2,5 ELD.PI.9–10.6b,10.Ex	RST.9–10.5,6; WHST.9–10.6,9,10 ELD.PII.9–10.1–7.Ex
Content Knowledge	RST.9–10.1,4,10; WHST.9–10.1,2,9 ELD.PI.9–10.6b,c,10a.Ex	RST.9–10.5,7,8; WHST.9–10.6–8 ELD.PI.9–10.1,6a,11a.Ex; PII.9–10.1.Ex
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>WHST.9–10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.9–10.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Students in grades nine and ten are expected to conduct increasingly sophisticated analyses of the texts they read and view in science and technical subjects. Students now assess the extent to which the reasoning and evidence in a text support the author’s claims or recommendations for solving a scientific or technical problem (<i>RST.9–10.8</i>). Students determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process; and summarize the text accurately (<i>RST.9–10.2</i>). Students compare and contrast findings presented in a text to those from other sources, noting when findings support or contradict previous explanations or accounts (<i>RST.9–10.9</i>). Science and technical subjects teachers model and scaffold (planned and “just-in-time”) these complex processes with a range of scientific and technical texts and in collaboration with English language arts teachers. • Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>WHST.9–10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.9–10.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Text-dependent questions help students grapple with and investigate text at increasing levels of complexity. Thoughtfully prepared questions guide students to evidence that reveals the author’s purpose and defining the question the author seeks to address (<i>RST.9–10.6</i>). Teachers and students analyze texts to create text-dependent questions that engage students’ motivations to read texts closely and that challenge and honor students’ thinking. Questions aimed solely at accountability for reading are minimized. • All students read a range of scientific and technical texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or specialized language. • Teachers consider the purpose of the task and the EL students’ proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts in the discipline regularly, with special attention given to text with appropriate complexity for grades nine and ten. Volume of reading is critical in building reading stamina, interest, and engagement. • Teachers support students in meaning making with text, teaching them to follow precisely a complex multistep procedure (<i>RST.9–10.3</i>) and to navigate unfamiliar concepts and vocabulary, including the meaning of symbols, key terms, and other domain-specific words and phrases (<i>RST.9–10.4</i>; <i>ELD.PI.9–10.12.Ex</i>; <i>ELD.PII.9–10.1,2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students’ understanding of language structures, meaning making, and authors’ choices. • Teachers support students as they learn to analyze the structure of the relationships among concepts and key terms (<i>RST.9–10.5</i>) and to translate quantitative or technical information expressed in words into visual form (e.g., chart) and translate information expressed visually (e.g., equation) into words (<i>RST.9–10.7</i>). • Teachers create opportunities for all students to select the texts they read for study to capitalize on students’ increasing interest in novelty, exploration, and independence. Teachers and librarians acquire and recommend texts that reflect the lives and languages of students. • Students have many opportunities to discuss texts with peers in virtual and in-class settings (<i>ELD.PI.9–10.1.Ex</i>). They prepare for discussions, drawing on the textual evidence or other sources of information to stimulate a well-reasoned exchange of ideas. Students actively incorporate others in the discussion and demonstrate understanding of and respect for others’ expression of growing knowledge. Opportunities for extended discussions are especially important for EL students.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.1,2 Write arguments and informative/explanatory texts focused on discipline-specific content, including the narration of historical events.</p> <p>ELD.PI.9–10.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read and the investigations in which they participate; writing helps students express, refine, and consolidate their understandings of new concepts, complex texts, and learning experiences. Students use writing to capture specific text details and their reactions, analyses, summaries, notes, and answers to questions (<i>RST.9–10.1,2,8; WHST.9–10.10</i>). • As they write, students convey meaning by varying their writing according to their task, purpose, and audience (<i>WHST.9–10.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>WHST.9–10.10</i>).

Critical Area of Instructional Focus: Language Development

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context.</p> <hr/> <p>ELD.PI.9–10.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers support students to read complex disciplinary texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>ELD.PI.9–10.6c.Ex</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts (e.g., in several scientific and technical subjects). Teachers also model strategies for independent word learning. Students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in grades nine and ten. Science and technical subjects teachers model and scaffold (planned and “just-in-time”) this process with texts in the discipline (<i>ELD.PI.9–10.8.Ex</i>). Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new syntactical structures common to the discipline that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences. All students have regular opportunities to engage in brief and extended conversations about texts with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students in using target words and phrases in their discussions. Teachers leverage all students’ experiences and ELs’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia using an increasing variety of verbs and adverbials.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to read and discuss scientific and technical texts and learning experiences. Increasingly complex text and rich content curriculum provide opportunities to learn new words and phrases, thereby deepening students’ language development. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>ELD.PII.9–10.3–6.Ex</i>).
<p>WHST.9–10.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PII.9–10.2b.Ex Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<ul style="list-style-type: none"> • All students in grades nine and ten learn to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims, reasons, evidence, and counterclaims; students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and likely readers (<i>WHST.9–10.1c,2d; ELD.PI.9–10.12a.Ex</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and support students as they practice.

Critical Area of Instructional Focus: Effective Expression

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read texts in the discipline regularly in virtual and in-class science and technical subjects settings—both independently and collaboratively. They discuss texts and learning experiences with one another, articulating their ideas clearly, and drawing on evidence from the text (<i>WHST.9–10.9</i>). • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, analyzing the structure of the relationships among concepts and key terms in a text (<i>RST.9–10.5</i>). Students also analyze the author’s purpose in providing an explanation or description and define the question the author seeks to address (<i>RST.9–10.6</i>). • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments and information as individuals, partners, or small groups (<i>WHST.9–10.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, documentary films, panel discussions, or other presentations to demonstrate specialized language and content, clear structure, and effective presentation techniques.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.1 Write arguments focused on discipline-specific content.</p> <p>WHST.9–10.2 Write informative/explanatory texts, including the narration of scientific procedures/experiments or technical processes.</p> <p>ELD.PI.9–10.10.Ex Write longer informational texts collaboratively and independently using appropriate text organization and growing understanding of register; write increasingly concise summaries of texts and experiences by using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students learn that the structure and use of language in their writing varies according to the task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PII.9–10.1–7.Ex</i>). • All students organize their writing in increasingly effective ways. Students introduce precise claims or topics; create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence or among ideas, concepts, and information; and provide a concluding statement that follows from and supports the argument or information (<i>WHST.9–10.1a, 1e, 2a, 2e</i>). • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience. • All students write regularly in virtual and in-class settings—both independently and collaboratively (<i>WHST.9–10.10</i>). They use technology to produce and publish writing, collaborate with others, and display information flexibly and dynamically link it to other information (<i>WHST.9–10.6</i>). • Teachers support students in building their metacognitive awareness of their own and others' language use in writing (and speaking). Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, lab notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments and information. Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication in the discipline and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

Critical Area of Instructional Focus: Content Knowledge

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>WHST.9–10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students assess the extent to which the reasoning and evidence in a text support the author’s claim or recommendation for solving a scientific or technical problem; science and technical subjects teachers model and scaffold (planned and “just-in-time”) this process and provide practice as needed (<i>RST.9–10.8</i>). Students practice identifying, evaluating, and expressing arguments and explanations (<i>ELD.PI.9–10.6a,11a.Ex</i>). • Teachers integrate science/technical subjects and literacy using text sets on a given topic. They look for opportunities to collaborate with librarians and teachers in other departments to integrate literacy across subject areas.
<p>RST.9–10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context.</p> <p>ELD.PI.9–10.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers help students examine vocabulary, including technical terms, language structures, organizational structures, and use of symbols, graphics, and media in scientific and technical texts. Students identify features unique to the discipline and consider their impact on text meaning (<i>RST.9–10.5,7</i>).

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.9–10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>ELD.PI.9–10.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read broadly in the discipline. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts, including accounts of experiments and technical processes. The use of text complements and contributes to content instruction; it does not replace inquiry and other content approaches. • All students read widely in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. • All students have frequent opportunities to discuss the content of the texts they read (<i>ELD.PI.9–10.1.Ex</i>); these discussions enhance students’ content knowledge.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.9–10.1–2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.9–10.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates, produce and publish writing, and gather information (<i>WHST.9–10.6,8</i>). • All students conduct short as well as more sustained research projects on topics of interest and to answer a question or solve a problem. They narrow or broaden the inquiry when appropriate and synthesize multiple sources on the subject (<i>WHST.9–10.7</i>; <i>ELD.PI.9–10.6b.Ex</i>; <i>ELD.PII.9–10.1.Ex</i>). • Students gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text, avoiding plagiarism and following a standard format for citation (<i>WHST.9–10.8</i>). Teachers model and scaffold (planned and “just-in-time”) these increasingly sophisticated processes as needed. Teachers and school librarians collaborate to help students learn to locate and evaluate sources and understand plagiarism. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

Critical Area of Instructional Focus: Foundational Skills

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students' knowledge of foundational skills is well established by the time they enter grades nine and ten, and science and technical subjects teachers continue to support students' developing reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.



CLASS SPOTLIGHT

Ninth-grade earth science teacher Ken Paek, in a unit on intraplate volcanoes, prepares for a close reading of an informational text by developing questions to draw students' attention to misconceptions. To support students' meaning making, Mr. Paek engages his students with a close reading during synchronous learning by sharing his screen, so they can see the text. He selected a page from the science e-textbook, with an accompanying video animation. "The [textbook] is great because it's visually powerful, but students tend to look at the sizzle and not evaluate the scientific principles that underpin a diagram. This is one of them," he said. The animation and accompanying text on intraplate volcanoes emphasize that they form in the center, rather than on the boundaries of tectonic plates. "They've been learning that lots of volcanoes occur in places where plates collide, but they don't realize that these 'hot spots' happen in lots of other places on Earth." Mr. Paek moves back and forth on the screen between the video and the digital text to replicate how we move between the two to more fully understand and make meaning of this complex science concept. He explains that the key idea of this text is that volcanoes occur within plates and that the causation differs from boundary plate volcanoes. "I have to ask them questions that get them noticing that there's information in the text about mantle plumes that form between the mantle and core." Mr. Paek continued,

There are two elements in the video animation they need to notice: An arrow shows the direction of the tectonic plate's movement and the Hawaiian Islands featured next to it, along with text that says that *the*

oldest islands are farthest from the plume. Some of my questions will be to draw their attention to these elements so they can realize there's a conveyor belt effect going on here. The volcanoes keep forming and make a chain of islands. A lot of Earth Science deals with things that happen too fast or too slow to be seen.

He continued, "It's going to take some interpretation of information on their part to realize that the northwestern islands of Hawaii are five million years older than the southeastern end of the chain." Ms. Lee, the ELD teacher who was co-planning the lesson with Mr. Paek, suggested that they think about strategies to help ELs and other students understand how different digital texts are structured. They consider strategies to explain how sections of the text work together while attending to language features used in science informational text, such as nominalization (in which a verb or adjective becomes a noun, such as from *cause* to *causation*, *form* to *formation*, or *difficult* to *difficulty*) and simultaneous, sequential, and causal connectives (words or phrases that show connections, such as *at the same time*; *first, second, third*; and *because*, as a result). Ms. Lee said, "Maybe modeling meaning making or deconstructing sentences and phrases as well as visuals could help students." Mr. Paek was intrigued by the idea of deconstructing language from the text and agreed that they would include that strategy in this lesson.

Prominent Literacy/ELD Themes: Content Knowledge, Meaning Making

Associated Standards: RST.9–10.2,7,10; ELD.PI.9–10.5,6a.Ex; ELD.PII.9–10.1.Ex

Grades Eleven and Twelve: English Language Arts and English Language Development

The final two years of high school are full of plans—plans for college, for careers, and for their future lives. Students are now at their most independent and are poised to make yet another momentous transition. In ELA and other content areas, students are increasingly sophisticated in their thinking and performances, displaying a critical and thoughtful stance toward their coursework and the problems of the day. Their reasoning and debating skills never better, they welcome the opportunity to engage in meaningful discussions and debates. Expectations for the volume, pace, and depth of reading and writing increase to new levels.

Students at these grades read Shakespeare, seminal documents of U.S. history, and works of American literature as well as textbooks and other sources in government, civics, chemistry, precalculus, and more. Students are expected to determine where the text leaves matters uncertain, identify inconsistencies, and analyze how complex ideas interact and develop. Students also evaluate the effectiveness of structures the author uses and identify rhetoric that is particularly effective. The formal study of syntax is introduced and students are expected to vary its use in their writing. Students write arguments and make presentations using precise and knowledgeable claims and counterclaims, supplying the most relevant evidence, and anticipating the audience's knowledge level, concerns, values, and possible biases. All students, and especially EL students, receive instruction designed to accelerate their progress in meeting the demands of the standards. Students learning English have ample opportunities to engage in extended discussions with peers and adults. They receive rich instruction in all content areas and a comprehensive program of ELD.

Standards and instructional considerations for grades eleven and twelve follow. In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme. For example, SL.11–12.1 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four theme charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, RL/RI.11–12.10 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades eleven and twelve at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RL/RI.11–12.1,10; W.11–12.1–3,9; SL.11–12.1,3 ELD.PI.11–12.1,6b,10a,11a.Ex	RL/RI.11–12.2–4,6,7,9; RI.11–12.8; W.11–12.4,10; SL.11–12.2,4,6; L.11–12.4–6 ELD.PI.11–12.6c,8,12.Ex; PII.11–12.1,2.Ex
Language Development	RL/RI.11–12.4,10; W.11–12.1–3; SL.11–12.1; L.6.1e; L.11–12.4 ELD.PI.11–12.1,6b,c,7.Ex; PII.11–12.2b.Ex	SL.11–12.6; L.11–12.1–3,5,6 ELD.PI.11–12.8,12a.Ex; PII.11–12.3–6.Ex
Effective Expression	RL/RI.11–12.10; W.11–12.1–3,5; SL.11–12.1,4; L.11–12.1 ELD.PI.11–12.1,3,4,6b,9,10a,b.Ex	RL/RI.11–12.5,6; W.11–12.6,8–10; SL.11–12.2,5,6; L.11–12.2,3 ELD.PI.11–12.5; PII.11–12.1–7.Ex
Content Knowledge	RL/RI.11–12.1,4,10; W.11–12.1,2,9; SL.11–12.1,3; L.11–12.4 ELD.PI.11–12.1,6b,c,10a.Ex	RL/RI.11–12.5,7; RI.11–12.6,8; W.11–12.6–8; SL.11–12.2,5,6; L.11–12.5,6 ELD.PI.11–12.6a,11a.Ex; PII.11–12.1.Ex
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>W.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11–12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>ELD.PI.11–12.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> English language arts students in grades eleven and twelve are expected to identify and analyze uncertainty and complex connections between themes, characters, events, and ideas within and across texts (<i>RL/RI.11–12.1–3</i>). Students delineate and evaluate the reasoning in seminal U.S. texts, including constitutional principles and legal reasoning, and the premises, purposes, and arguments in works of public advocacy (<i>RI.11–12.8; SL.11–12.3</i>). They also analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (<i>RI.11–12.9</i>) and demonstrate knowledge of eighteenth-, and nineteenth-, and early-twentieth-century foundational works of American literature (<i>RL.11–12.9</i>). English language arts teachers model and scaffold (planned and “just-in-time”) these complex processes with a range of text genres and disciplines. They look for opportunities to collaborate with librarians and teachers in other disciplines, particularly history-social studies. In the last two years of secondary schooling, the expectations for students in grades eleven and twelve increase dramatically as students approach college and career readiness levels in their comprehension and analysis of texts. Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>W.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11–12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>ELD.PI.11–12.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Text-dependent questions help students grapple with and investigate text at increasing levels of complexity. Thoughtfully prepared questions guide students to evidence that reveals an author's purpose or intended meaning in a text in which the rhetoric is particularly effective (<i>RL/RI.11–12.6</i>). Teachers and students analyze texts to create text-dependent questions that engage students' motivations to read texts closely and that challenge and honor students' thinking. Questions aimed solely at accountability for reading are minimized. • All students read a range of literary and informational texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. These include assigned texts and self-selected texts intended for in-depth study as well as independent reading texts designed to build reading enjoyment. Teachers confer with students individually or in small groups about their reading, and students share their reading with peers through book talks and other activities. • Teachers occasionally read aloud for specific, limited purposes. They read from selected passages of texts the class is studying to illustrate key points or to introduce new genres or beautiful language.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.11–12.10 By the end of grade 12, read and comprehend texts at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts.</p>	<ul style="list-style-type: none"> • Students read and discuss complex texts of different types daily. Students are now expected to read independently and proficiently reading at levels that approach standards of college and career readiness. Sustaining reading volume is critical for students to maintain reading stamina, interest, and engagement. Teachers and librarians recommend books based on students' current and potential interests. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RL/RI.11–12.4; L.11–12.4–6; ELD.PI.11–12.12.Ex; ELD.PII.11–12.1,2.Ex</i>). They guide the deconstruction of complex sentences and paragraphs for students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn to integrate and evaluate multiple sources of information presented in different media or formats (<i>RI.11–12.7; SL.11–12.2</i>). Additionally, students analyze multiple interpretations of performances, including at least one play by Shakespeare and one play by an American dramatist (<i>RL.11–12.7</i>). • Teachers create opportunities for all students to select the texts they read for study and enjoyment to capitalize on students' increasing interest in novelty, exploration, and independence. Teachers and librarians acquire and recommend books that reflect the lives and languages of students—books that speak to the personal struggles and triumphs of all humanity.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.11–12.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PI.11–12.10a. Ex Write longer literary and informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read and view; writing helps students express, refine, and consolidate their understandings of new concepts and complex texts. Students use writing to capture specific text details and their reactions, interpretations, analyses, summaries, notes, outlines, and answers to questions about the text (<i>RL/RI.11–12.1–3; RI.11–12.8; W.11–12.10</i>). • Students become skilled in conveying meaning by varying their writing according to their task, purpose, and audience (<i>W.11–12.4</i>). They write frequently and often combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>W.11–12.10</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELD.PI.11–12.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> Discussions are increasingly sophisticated in grades eleven and twelve, and students’ engagement with others enhances their understanding of complex ideas. Students continue to draw on textual or research evidence from their preparation to stimulate a thoughtful, well-reasoned exchange of ideas (<i>SL.11–12.1a; RL/RI.11–12.9</i>). Students are expected to ensure a hearing for a full range of positions on a topic or issue; promote divergent and creative perspectives; synthesize comments, claims, and evidence made on all sides of an issue; and resolve contradictions when possible (<i>SL.11–12.1c,d</i>). Teachers create opportunities for students to work in pairs and small groups to engage in discussions in virtual and in-class settings. Students participate in both informally and formally structured discussions. Teachers consider the purpose of the task and the EL students’ proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs. Students adapt their speech in discussions and presentations as needed to accomplish their purposes and convey meaning to their audience; they use formal English as appropriate to the task (<i>SL.11–12.4,6</i>).

Critical Area of Instructional Focus: Language Development

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.9–10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L.11–12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>ELD.PI.11–12.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in English language arts in grades eleven and twelve, considering the quality of language use and its development over the course of literary and informational texts (<i>ELD.PI.11–12.8.Ex</i>). English language arts teachers model and scaffold (planned and “just-in-time”) this process with a range of text types and topics. • Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about and analyze new grammatical and syntactical structures that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences (<i>L.11–12.4–6</i>). • Teachers leverage all students’ experiences and EL students’ native language where possible (e.g., highlighting cognates) to support vocabulary development.
<p>RL/RI.11–12.10 By the end of grade 12, read and comprehend texts at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials.</p>	<ul style="list-style-type: none"> • Teachers support students to read complex texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>L.11–12.4–6</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts. Teachers also model and encourage students to use strategies for independent word learning (<i>ELD.PI.11–12.6c,8.Ex</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.11–12.1–3 Write arguments, informative/explanatory texts, and narratives.</p> <p>ELD.PII.11–12.2b.Ex Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<ul style="list-style-type: none"> • All students in grades eleven and twelve use words, phrases, and clauses as well as varied syntax in increasingly powerful ways in their writing, including linking major sections of the text; clarifying relationships among complex arguments, ideas, and concepts; and conveying a vivid picture of experiences, events, settings, or characters (<i>W.11–12.1c, 2c-d, 3d; ELD.PI.11–12.12a.Ex</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and provide appropriate feedback as they practice.
<p>SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELD.PI.11–12.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to engage in brief and extended conversations with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students. Teachers encourage and support students to use target words and phrases in their discussions. • Students distinguish between formal and informal discourse and use formal English as appropriate to the task (<i>SL.11–12.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. (Grade 6 standard provided intentionally.)</p> <p>ELD.PI.11–12.7.Ex Explain how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with moderate support.</p>	<ul style="list-style-type: none"> • Teachers support students to build their metacognitive awareness of their own and others' language use in speaking and writing. Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. Teachers do focus students' attention on correctness during the editing process. Teachers help students understand the impact of using powerful language correctly in formal settings, both on their audience and on their identities as writers and speakers. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly ELs, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>L.11–12.1–3; ELD.PII.11–12.3–6.Ex</i>).

Critical Area of Instructional Focus: Effective Expression

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.11–12.10 By the end of grade 12, read and comprehend texts at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts.</p>	<ul style="list-style-type: none"> • All students read daily in virtual and in-class English language arts settings—both independently and collaboratively. • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex and consider their aesthetic and rhetorical impacts. • Students analyze authors’ choices in structuring text that contribute to meaning and aesthetic impact and makes points clear, convincing, and engaging (<i>RL/RI.11–12.5</i>). They grasp point of view by distinguishing what is directly stated from what is really meant (e.g., satire, irony) (<i>RL.11–12.6</i>), and they determine an author’s purpose or point of view in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text (<i>RI.11–12.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.11–12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11–12.2 Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>ELD.PI.11–12.10.Ex Write longer literary and informational texts collaboratively and independently by using appropriate text organization and growing understanding of register; write increasingly concise summaries of texts and experiences by using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students increase their capacities to structure their writing and use language to effectively address their task, purpose, and audience. Students at grades eleven and twelve continue working to analyze substantive topics or texts and convey complex ideas, concepts, and information effectively in their writing. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PI.11–12.1–7.Ex</i>). • In grades eleven and twelve, expectations for writing become yet more sophisticated. Students are expected to establish the significance of claims, develop claims and counterclaims fairly and thoroughly, anticipate audience’s knowledge level, concerns, values, and possible biases, and use specific rhetorical devices to support assertions (<i>W.11–12.1a–b,f</i>). Teachers again use mentor texts and modeling to help students understand and practice these distinctions. • All students write daily in virtual and in-class settings—both independently and collaboratively (<i>W.11–12.10</i>). • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience. • All students use technology to produce and publish writing and collaborate with others. In grades eleven and twelve, they are expected to use technology to update projects in response to ongoing feedback, including new arguments or information (<i>W.11–12.6</i>).

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.11–12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments, information, and narratives (<i>W.11–12.8,9</i>). Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process (<i>L.11–12.1–3</i>). • Feedback is expressed in positive, encouraging ways that honor students' efforts and acknowledge their progress. Teachers model and provide structures for constructive peer feedback, including opportunities for students to respond to the feedback they receive. Students regularly evaluate their own writing and identify progress they have made toward their own goals.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <hr/> <p>ELD.PI.11–12.1,3.Ex Contribute to class, group, and partner discussions; negotiate with and persuade others in discussions and conversations using learned phrases and open responses to express and defend nuanced opinions.</p>	<ul style="list-style-type: none"> • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers engage students in using a variety of discussion structures and, together with students, develop norms of effective discussion. Students work with peers to promote civil, democratic discussions and decision-making. Teachers and students offer feedback on discussion processes and set goals for improving them (<i>SL.11–12.1b,c; ELD.PI.11–12.5.Ex</i>). • Students collaborate as partners and in small groups to plan their writing and oral presentations. They review one another’s writing or presentation plans at key points and provide feedback about its effectiveness. Teachers offer rubrics to focus feedback on important elements. • Teachers assess conversations and presentations for structure and language used and provide specific feedback aligned to academic language objectives.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.11–12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective and logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>ELD.PI.11–12.9.Ex Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p>	<ul style="list-style-type: none"> • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>SL.11–12.5</i>). • As students plan and deliver oral presentations, they focus on communicating their ideas effectively to their audience and adapting their speech, as appropriate, to the task (<i>SL.11–12.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure, and effective presentation techniques (<i>SL.11–12.2,5</i>).
<p>L.11–12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELD.PI.11–12.4.Ex Adjust language choices according to the context, purpose, task, and audience.</p>	<ul style="list-style-type: none"> • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language. • Just as students set goals for improving the content and structure of their writing and oral presentations, they are guided in setting goals to improve their use of language conventions (<i>L.11–12.1–3</i>). • All students continue to adapt their use of informal and formal English according to the demands of the context, task, and audience (<i>SL.11–12.6</i>).

Critical Area of Instructional Focus: Content Knowledge

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>W.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11–12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students in grades 11–12 are expected to conduct increasingly sophisticated analyses of the works they read and view in English language arts, delineating and evaluating the reasoning in seminal U.S. texts, including constitutional principles and legal reasoning, and the premises, purposes, and arguments in works of public advocacy (<i>RI.11–12.8; SL.11–12.3</i>). Students consider written and spoken texts in which the rhetoric is particularly effective (<i>RI.11–12.6; SL.11–12.3</i>), and they understand more deeply how arguments and claims can be structured or expressed differently in various disciplines and genres (<i>W.11–12.1; SL.11–12.3; ELD.PI.11–12.6a,11a.Ex</i>). English language arts teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed. • Informational, as well as literary, texts are a crucial component of every grade level in English language arts—particularly in high school. Students read informational and literary texts to build knowledge, experience multiple perspectives, and gain fresh insights. Text selections are based on grade-level standards in different content areas (e.g., English language arts, science, social studies) and students’ interests and cultural experiences. • Informational and literary texts are read in combination in text sets and on their own. Students learn how text structures and evidence vary across genres and subgenres. Teachers look for opportunities to collaborate with librarians and teachers in other departments to integrate literacy across subject areas.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RL/RI.11–12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <hr/> <p>ELD.PI.11–12.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers help students examine vocabulary, language structures, organizational structures, and use of media in literary and informational texts of different genres and disciplines (<i>L.11–12.4–6</i>; <i>RL/RI.11–12.5,7</i>; <i>SL.11–12.2</i>). Students expand their content knowledge as they attend to the language features unique to these genres and disciplines.
<p>RL/RI.11–12.10 By the end of grade 12, read and comprehend texts at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <hr/> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts.</p>	<ul style="list-style-type: none"> All students read broadly across text genres and disciplines in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. Teachers organize independent reading programs that expose students to a variety of text types and capitalize on students' interests. Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>W.11–12.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.11–12.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates and to conduct short as well as more sustained research projects to answer a question or solve a problem (<i>W.11–12.7; SL.11–12.5; ELD.PI.11–12.6b.Ex; ELD.PII.11–12.1.Ex</i>). In grades eleven and twelve, students continue to narrow or broaden the inquiry when appropriate and synthesize multiple sources on the topic (<i>W.11–12.7; SL.11–12.3</i>). • Students continue to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; and they continue to integrate information into their text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation, including footnotes and endnotes. Students now assess the strengths and limitations of each source in terms of the task, purpose, and audience (<i>W.11–12.8</i>). Teachers and school librarians collaborate to help students use a standard citation format and advanced search terms effectively.

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELD.PI.11–12.1.Ex Contribute to class, group, and partner discussions.</p>	<ul style="list-style-type: none"> • All students engage in discussions of what they have read and learned across genres and disciplines, contributing to their content knowledge. Students collaborate as partners or in small groups to conduct research and engage in other long-term projects based on their interests and areas of study (<i>W.11–12.6,7; SL.11–12.5</i>). • As students share their knowledge with others in formal presentations, they focus on communicating effectively with their audience and adapting their speech, as appropriate, to the task and the discipline (<i>SL.11–12.5,6</i>).

Critical Area of Instructional Focus: Foundational Skills

KEY ELA AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> • Ideally, students’ knowledge of foundational skills is well established by the time they enter grades eleven and twelve, and English language arts teachers continue to support students’ reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction. • Teachers provide EL students targeted instruction in foundational literacy skills based on students’ spoken English proficiency, native language proficiency, prior schooling, and assessed needs.



CLASS SPOTLIGHT

The students in Mateo Ruiz’s eleventh-grade English class are writing argumentative essays focusing on effective written expression. They have all recorded their draft versions of their papers via Google Voice and sent them to their teacher. As they recorded, many students noticed errors and self-corrected. Mr. Ruiz responded to each student with a voice recording, noting strengths and suggesting changes. During their synchronous class session, Mr. Ruiz asked the students to complete a self-assessment on Google Forms, analyzing the strength of their claims and thesis statements, their organization and evidence, and the rhetorical devices they used to support their assertions. Mr. Ruiz then modeled his thinking with a paper written by a student from the previous year who granted permission to have work shown to others. Mr. Ruiz read aloud sections of the paper to his class, pausing to comment on the strengths and potential areas of improvement. As he noted, “There is a very strong claim here. The person who wrote this wants us to understand why they feel this way. Now, I’m looking for evidence to support the claim that has been made.”

The think aloud continues as Mr. Ruiz notes the evidence and then focuses on the appeal to emotion that the author used. Mr. Ruiz ends the class session letting students know that they will be in breakout rooms the following day to work on areas they expressed as needed. As he said, “You have all identified areas that you want to improve. You’ll have a chance to meet with others who have similar needs as well as others who have strengths in that area.” Mr. Ruiz also supports effective expression in discussions by reminding students to review the tools and protocols for successful academic discourse among peers with a focus on arguments. He also asks them to prepare a set of questions they have about the quality of their work. He proceeds to suggest a few questions, “Did I state my point of view clearly in the introduction? How well did I introduce quotations or evidence? How well did I expand my ideas? He continues, “We’ll be moving around different rooms for the whole period, and I’ll be meeting with you individually for conferences. Your argument papers are coming along very nicely, and I am seeing your passion for the topics you have selected.”

Prominent ELA/ELD Themes: Effective Expression

Associated Standards: W.11–12.1,4,5,10; SL.11–12.1,5; ELD.11–12.1,2,10a,11a.Ex; ELD.PII.11–12.1,2.Ex

Grades Eleven and Twelve: Literacy in History/Social Studies and English Language Development

In addition to the standards for English language arts, the California ELA/Literacy Standards at grades eleven and twelve include Literacy Standards in History/Social Studies, Science, and Technical Subjects. Specifically, the Literacy Standards include the following:

- Reading Standards for Literacy in History/Social Studies
- Reading Standards for Science and Technical Subjects
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

These standards are based on the premise that instruction in reading, writing, speaking, listening, and language is a shared responsibility within a school. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grades six through eight are based on the expectation that teachers of ELA, history/social studies, science, and technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are not meant to replace content standards in those areas but rather to supplement them.

Standards and instructional considerations for literacy in history/social studies at grades eleven and twelve follow. They are organized by the five crosscutting themes of the *ELA/ELD Framework*—meaning making, language development, effective expression, content knowledge, and foundational skills. For each theme, key Literacy Standards and key ELD Standards at the Expanding proficiency level are indicated in the left column. Related Standards and Instructional Considerations for each theme are noted in the right column. See Identification and Organization of the Standards in Chapter 11 for more specific information on the format and content of the standards.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, RH.11–12.10 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, WHST.11–12.2 appears in

several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades eleven and twelve at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RH.11–12.1,10; WHST.11–12.1,2,9 ELD.PI.11–12.6b,10a,11a.Ex	<i>RH.11–12.2–9; WHST.11–12.4,10 ELD.PI.11–12.1,6c,8,12.Ex; PII.11–12.1,2.Ex</i>
Language Development	RH.11–12.4,10; WHST.11–12.1,2 ELD.PI.11–12.6b,c.Ex; PII.11–12.2b.Ex	<i>ELD.PI.11–12.1,8,12a.Ex; PII.11–12.3–6.Ex</i>
Effective Expression	RH.11–12.10; WHST.11–12.1,2,5 ELD.PI.11–12.6b,10.Ex	<i>RH.11–12.5,6; WHST.11–12.6,9,10 ELD.PII.11–12.1–7.Ex</i>
Content Knowledge	RH.11–12.1,4,10; WHST.11–12.1,2,9 ELD.PI.11–12.6b,c,10a.Ex	<i>RH.11–12.5,7,8; WHST.11–12.6–8 ELD.PI.11–12.1,6a,11a.Ex; PII.11–12.1.Ex</i>
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>WHST.11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.11–12.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> History/social studies students in grades eleven and twelve are expected to conduct increasingly sophisticated analyses of the primary and secondary sources they read and view. Students now evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information (<i>RH.11–12.8</i>). Students provide summaries that make clear the relationships among the key details and ideas (<i>RH.11–12.2</i>); evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain (<i>RH.11–12.3</i>); and integrate information from diverse sources, into a coherent understanding of an idea or event, noting discrepancies among sources (<i>RH.11–12.9</i>). History/social studies teachers model and scaffold (planned and “just-in-time”) these complex processes with a range of sources and in collaboration with English language arts teachers. Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>WHST.11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.11–12.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Text-dependent questions help students grapple with and investigate text at increasing levels of complexity. Thoughtfully prepared questions guide students to evidence that helps them evaluate authors' differing points of view on the same event or issue (<i>RH.11–12.6</i>). Teachers and students analyze texts to create text-dependent questions that engage students' motivations to read texts closely and that challenge and honor students' thinking. Questions aimed solely at accountability for reading are minimized. • All students read a range of primary and secondary sources both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or powerful language. • Teachers consider the purpose of the task and the EL students' proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts in the discipline regularly, with special attention given to text with appropriate complexity for grades eleven and twelve. Volume of reading is critical in building reading stamina, interest, and engagement. • Teachers support students in meaning making, teaching them how to navigate unfamiliar concepts and vocabulary and complex language structures (<i>RH.11–12.4; ELD.PI.11–12.12.Ex; ELD.PII.11–12.1,2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn to analyze how a complex primary source is structured, including how key sentences, paragraphs, and larger portions contribute to the whole (<i>RH.11–12.5</i>); and to integrate and evaluate multiple sources of information presented in diverse formats and media (<i>RH.11–12.7</i>). • Teachers create opportunities for all students to select the texts they read for study to capitalize on students' increasing interest in novelty, exploration, and independence. Teachers and librarians acquire and recommend texts that reflect the lives and languages of students—texts that speak to the personal struggles and triumphs of all humanity. • Students have many opportunities to discuss texts with peers in virtual and in-class settings (<i>ELD.PI.11–12.1.Ex</i>). They prepare for discussions, drawing on the textual or research evidence to stimulate a well-reasoned exchange of ideas. Students are expected to ensure a hearing for a full range of positions on a topic or issue; promote divergent perspectives; synthesize comments, claims, and evidence; and resolve contradictions when possible. Opportunities for extended discussions are especially important for EL students.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.11–12.1,2 Write arguments and informative/explanatory texts focused on discipline-specific content, including the narration of historical events.</p> <p>ELD.PI.11–12.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write about the texts they read; writing helps students express, refine, and consolidate their understandings of new concepts and complex texts. Students use writing to capture specific text details and their reactions, interpretations, analyses, summaries, notes, outlines, and answers to questions about the text (<i>RH.11–12.1–3,8; WHST.11–12.10</i>). • As they write, students convey meaning by varying their writing according to their task, purpose, and audience (<i>WHST.11–12.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>WHST.11–12.10</i>).

Critical Area of Instructional Focus: Language Development

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <hr/> <p>ELD.PI.11–12.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers support students to read complex disciplinary texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>RH.11–12.4</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts (e.g., in several primary sources on the topic). Teachers also model strategies for independent word learning (<i>ELD.PI.11–12.6c,8.Ex</i>). • Students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in grades eleven and twelve. History/social studies teachers model and scaffold (planned and “just-in-time”) this process with texts in the discipline (<i>ELD.PI.11–12.8.Ex</i>). • Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new syntactical structures common to the discipline that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences. • All students have regular opportunities to engage in brief and extended conversations about texts with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students (<i>ELD.PI.11–12.1.Ex</i>). Teachers encourage and support students in using target words and phrases in their discussions. • Teachers leverage all students’ experiences and ELs’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia using an increasing variety of verbs and adverbials.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to read and discuss history/social studies texts. Increasingly complex text and rich content curriculum provide opportunities to learn new words and phrases, thereby deepening students' language development. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>ELD.PII.11–12.3–6.Ex</i>).
<p>WHST.11–12.1–2 Write arguments and informative/explanatory texts.</p> <p>ELD.PII.11–12.2b.Ex Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<ul style="list-style-type: none"> • All students learn to use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims, reasons, evidence, and counterclaims; students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a knowledgeable stance in a style appropriate to the discipline and the expertise of likely readers (<i>WHST.11–12.1c,2d; ELD.PI.11–12.12a.Ex</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and support students as they practice.

Critical Area of Instructional Focus: Effective Expression

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read texts in the discipline regularly in virtual and in-class history/social studies settings—both independently and collaboratively. They discuss texts with one another, articulating their ideas clearly, and drawing on evidence from the text (<i>WHST.11–12.9</i>). • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, considering how a complex text is structured, including how key sentences, paragraphs, and larger portions contribute to the whole, and evaluating authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence (<i>RH.11–12.5,6</i>). • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments, information, and narratives as individuals, partners, or small groups (<i>WHST.11–12.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, films, readings, or other performances to demonstrate powerful language and content, clear structure, and effective presentation techniques.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.11–12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11–12.2 Write informative/explanatory texts, including the narration of historical events.</p> <p>ELD.PI.11–12.10.Ex Write longer informational texts collaboratively and independently using appropriate text organization and growing understanding of register; write increasingly concise summaries of texts and experiences by using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students increase their capacities to structure their writing and use language to address their task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PII.11–12.1–7.Ex</i>). • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience. • All students organize their writing in increasingly effective ways. Students introduce precise, knowledgeable claims or topics; create an organization that logically sequences the claims, counterclaims, reasons, and evidence or ideas, concepts, and information; and provide a concluding statement that follows from and supports the argument or information (<i>WHST.11–12.1a,1e,2a,2e</i>). • All students write regularly in virtual and in-class settings—both independently and collaboratively (<i>WHST.11–12.10</i>). They use technology to produce and publish writing, collaborate with others, and update individual or shared writing products in response to ongoing feedback, including new arguments or information (<i>WHST.11–12.6</i>). • Teachers support students in building their metacognitive awareness of their own and others' language use in writing (and speaking). Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.11–12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments and information. Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication in the discipline and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

Critical Area of Instructional Focus: Content Knowledge

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>WHST.11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> Students evaluate an author’s premises, claims, and evidence in a history/social studies text by corroborating or challenging them with other information, and history/social studies teachers model and scaffold (planned and “just-in-time”) this process and provide practice as needed (<i>RH.11–12.8</i>). Students practice identifying, evaluating, and expressing arguments (<i>ELD.PI.11–12.6a,11a.Ex</i>). Teachers integrate history/social studies and literacy using text sets on a given topic. They look for opportunities to collaborate with librarians and teachers in other departments to integrate literacy across subject areas.
<p>RH.11–12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>ELD.PI.11–12.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers help students examine vocabulary, language structures, organizational structures, and use of graphics, formats, and media in print and digital historical and social studies texts. Students identify features unique to the discipline and consider their impact on text meaning (<i>RH.11–12.5,7</i>).

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read broadly in the discipline. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts, including primary source documents. The use of text complements and contributes to content instruction; it does not replace inquiry and other content approaches. • All students read widely in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. • All students have frequent opportunities to discuss the content of the texts they read (<i>ELD.PI.11–12.1.Ex</i>); these discussions enhance students’ content knowledge. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.11–12.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.11–12.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates, produce and publish writing, and gather information (<i>WHST.11–12.6,8</i>). • All students conduct short as well as more sustained research projects on topics of interest and to answer a question or solve a problem. They narrow or broaden the inquiry when appropriate and synthesize multiple sources on the subject (<i>WHST.11–12.7</i>; <i>ELD.PI.11–12.6b.Ex</i>; <i>ELD.PII.11–12.1.Ex</i>). • Students continue to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; and they continue to integrate information into their text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Students now assess the strengths and limitations of each source in terms of the task, purpose, and audience and avoid overreliance on any one source (<i>WHST.11–12.8</i>). Teachers model and scaffold (planned and “just-in-time”) these increasingly sophisticated processes as needed. Teachers and school librarians collaborate to help students learn to locate and evaluate sources and avoid plagiarism.

Critical Area of Instructional Focus: Foundational Skills

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students' knowledge of foundational skills is well established by the time they enter grades eleven and twelve, and history/social studies teachers continue to support students' developing reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.



CLASS SPOTLIGHT

Eleventh-grade students in Ann-Marie Farmer's U.S. history class are studying the internment of Japanese and Japanese Americans in camps during World War II and will conclude the unit by writing a document-based analysis essay online to reflect their knowledge of the content. With the aim of supporting her students' effective expression, Ms. Farmer focuses her students on the analysis of the writing prompt. She says, "A strong writing assignment or prompt should lend itself to student analysis of task, purpose, and audience. This is especially important in asynchronous learning, when students must respond accurately to prompts without being able to ask clarifying questions in the moment." She prepares her students to parse an asynchronous writing assignment by answering the following questions:

- What is my purpose for writing this piece?
- Who is my audience?
- What is the task?

The teacher has already prepared students to understand the organizational structure and language features of a strong document-based analysis essay. Modeling for students during synchronous learning, she engages them in deconstruction exercises in which they analyze complex essays and in collaborative peer co-construction exercises. Using the digital whiteboard, she now works with students to categorize key elements of the prompt to identify purpose, audience, and task. "I want them to build the habit of doing this on their own when facing an asynchronous writing assignment," explained Ms.

Farmer. Students also use digital self-assessment tools and rubrics to evaluate their own writing and submit it to their teacher, along with the writing assignment. “I’ve learned over the years that it starts with how solid my writing prompt is,” she said. Before students begin writing, she spends time parsing the prompt. “We talk about each of these dimensions so that they’re clear and I’m clear about what they need to do,” said the teacher. The writing prompt reads as follows:

What is the cost of freedom? After reading *Korematsu v. United States*, 323 U.S. 214 (1944), the Supreme Court decision upholding the internment of Japanese and Japanese Americans during World War II, write a document-based analysis essay for fellow high school history students that compares the cases brought by the plaintiff and defendant and argues whether the court ruled rightly or wrongly on its constitutionality. Be sure to support your position with evidence from the text.

“I have them underline or highlight the answer to each of these questions on their digital documents using the annotation feature,” explained Ms. Farmer. “What’s my purpose? *To write a document-based analysis essay*,” she begins. “Who’s my audience? *Fellow high school history students*.” Ms. Farmer continues. “What’s my task? *Compare the cases brought by the plaintiff and defendant and argues whether the court ruled rightly or wrongly on its constitutionality*.”

“They have lots of high-stakes writing in their futures with college applications and such, and I want them to be able to shine. The more they practice this analysis and use the writing process to develop effective online essays, the better prepared they will be.”

Prominent Literacy/ELD Themes: Content Knowledge, Effective Expression

Associated Standards: WHST.11–12.2,4,10; ELD.PI.11–12.6b,10a,11a.Ex; ELD.PII.11–12.1.Ex

Grades Eleven and Twelve: Literacy in Science and Technical Subjects and English Language Development

In addition to the standards for English language arts, the California ELA/Literacy Standards at grades eleven and twelve include Literacy Standards in History/Social

Studies, Science, and Technical Subjects. Specifically, the Literacy Standards include the following:

- Reading Standards for Literacy in History/Social Studies
- Reading Standards for Science and Technical Subjects
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

These standards are based on the premise that instruction in reading, writing, speaking, listening, and language is a shared responsibility within a school. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grades eleven and twelve are based on the expectation that teachers of ELA, history/social studies, science, and technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards are not meant to replace content standards in those areas but rather to supplement them.

Standards and instructional considerations for literacy in science and technical subjects at grades eleven and twelve follow. They are organized by the five crosscutting themes of the *ELA/ELD Framework*—meaning making, language development, effective expression, content knowledge, and foundational skills. For each theme, key Literacy Standards and key ELD Standards at the Expanding proficiency level are indicated in the left column. Related Standards and Instructional Considerations for each theme are noted in the right column. See Identification and Organization of the Standards in Chapter 11 for more specific information on the format and content of the standards.

In distance learning settings, teachers should carefully consider which learning experiences are given priority during synchronous instruction. Guidelines are presented in Chapter 10 and also addressed in the Overview of the Span in this chapter.

Some key standards are included in more than one theme, or critical area of instructional focus. For example, RST.11–12.10 is crucial in meaning making, language development, effective expression, and content knowledge. Thus, it is included in the first four charts that follow. In each case, the repeated standard is displayed with a pink background to make the repetition obvious. Likewise, WHST.11–12.2 appears in several charts, and so a different color (in this case, orange) is used to highlight the repetition. Presented first is a chart depicting the standards for grades eleven and twelve at a glance followed by detailed charts for each theme.

Critical Areas of Instructional Focus: At a Glance

THEME	KEY STANDARDS	RELATED STANDARDS
Meaning Making	RST.11–12.1,10; WHST.11–12.1,2,9 ELD.PI.11–12.6b,10a,11a.Ex	<i>RST.11–12.2–9; WHST.11–12.4,10 ELD.PI.11–12.1,6c,8,12.Ex; PII.11–12.1,2.Ex</i>
Language Development	RST.11–12.4,10; WHST.11–12.1,2 ELD.PI.11–12.6b,c.Ex; PII.11–12.2b.Ex	<i>ELD.PI.11–12.8,12a.Ex; PII.11–12.3–6.Ex</i>
Effective Expression	RST.11–12.10; WHST.11–12.1,2,5 ELD.PI.11–12.6b,10.Ex	<i>RST.11–12.5,6; WHST.11–12.6,9,10 ELD.PII.11–12.1–7.Ex</i>
Content Knowledge	RST.11–12.1,4,10; WHST.11–12.1,2,9 ELD.PI.11–12.6b,c,10a.Ex	<i>RST.11–12.5,7,8; WHST.11–12.6–8 ELD.PI.11–12.1,6a,11a.Ex; PII.11–12.1.Ex</i>
Foundational Skills	RF.5.4	N/A

Critical Area of Instructional Focus: Meaning Making

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps of inconsistencies in the account.</p> <p>WHST.11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.11–12.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Science and technical studies students in grades eleven and twelve are expected to conduct increasingly sophisticated analyses of the texts they read and view in science and technical subjects. Students now evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information (<i>RST.11–12.8</i>). Students summarize complex concepts, processes, or information in a text by paraphrasing them in simpler but still accurate terms (<i>RST.11–12.2</i>). Students synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible (<i>RST.11–12.9</i>). Science and technical studies teachers model and scaffold (planned and “just-in-time”) these complex processes with a range of sources and in collaboration with English language arts teachers. • Every student regularly engages with grade-level text with scaffolds (planned and “just-in-time”) provided and adjusted in accordance with the strengths and needs of the learner.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps of inconsistencies in the account.</p> <p>WHST.11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.11–12.6b,11a.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia; justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p>	<ul style="list-style-type: none"> • Text-dependent questions help students grapple with and investigate text at increasing levels of complexity. Thoughtfully prepared questions guide students to evidence that helps them analyze the author’s purpose (<i>RST.11–12.6</i>). Teachers and students analyze texts to create text-dependent questions that engage students’ motivations to read texts closely and that challenge and honor students’ thinking. Questions aimed solely at accountability for reading are minimized. • All students read a range of scientific and technical texts both independently and collaboratively with their peers, and they discuss these texts with their peers and teachers. Teachers occasionally read aloud from selected passages of texts the class is studying to illustrate key points or to introduce new genres or specialized language. • Teachers consider the purpose of the task and the EL students’ proficiency levels and group them heterogeneously with Peers at more advanced levels of English proficiency for core tasks and consider homogeneous groups for identified language needs.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students read and discuss increasingly complex texts in the discipline regularly, with special attention given to text with appropriate complexity for grades eleven and twelve. Volume of reading is critical in building reading stamina, interest, and engagement. • Teachers support students in meaning making, teaching them to follow precisely a complex multistep procedure and analyze the specific results based on explanations in the text (<i>RST.11–12.3</i>) and to navigate unfamiliar concepts and vocabulary, including the meaning of symbols, key terms, and other domain-specific words and phrases and complex language structures (<i>RST.11–12.4</i>; <i>ELD.PI.11–12.12.Ex</i>; <i>ELD.PII.11–12.1,2.Ex</i>). Teachers guide the deconstruction of complex sentences and paragraphs to deepen students' understanding of language structures, meaning making, and authors' choices. • Teachers support students as they learn to analyze how a text structures information or ideas into categories or hierarchies and demonstrate understanding of the information or ideas (<i>RST.11–12.5</i>) and to integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem (<i>RST.11–12.7</i>).

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> Teachers create opportunities for all students to select the texts they read for study to capitalize on students' increasing interest in novelty, exploration, and independence. Teachers and librarians acquire and recommend texts that reflect the lives and languages of students. Students have many opportunities to discuss texts with peers in virtual and in-class settings (<i>ELD.PI.11–12.1.Ex</i>). They prepare for discussions, drawing on the textual evidence or other sources of information to stimulate a well-reasoned exchange of ideas. Students actively incorporate others in the discussion and demonstrate understanding of and respect for others' expression of growing knowledge. Opportunities for extended discussions are especially important for EL students.
<p>WHST.11–12.1,2 Write arguments and informative/explanatory texts focused on discipline-specific content, including the narration of scientific procedures/experiments or technical processes.</p> <p>ELD.PI.11–12.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> All students write about the texts they read and the investigations in which they participate; writing helps students express, refine, and consolidate their understandings of new concepts, complex texts, and learning experiences. Students use writing to capture specific details, including hypotheses and data, in a science or technical text and to record their reactions, analyses, summaries, notes, and answers to questions (<i>RST.11–12.1–3,8; WHST.11–12.10</i>). As they write, students convey meaning by varying their writing according to their task, purpose, and audience (<i>WHST.11–12.4</i>). They write frequently and may combine argumentative, explanatory, or narrative forms according to their purpose, task, and audience (<i>WHST.11–12.10</i>).

Critical Area of Instructional Focus: Language Development

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context.</p> <hr/> <p>ELD.PI.11–12.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> Teachers support students to read complex disciplinary texts by teaching text vocabulary explicitly, providing rich and engaging, as well as repeated, experiences with new words (<i>RST.11–12.4</i>). Teachers select a limited number of words from the text that have high utility for text comprehension and use in other contexts (e.g., in several scientific and technical subjects). Teachers also model strategies for independent word learning (<i>ELD.PI.11–12.6c,8.Ex</i>). Students continue to develop their understanding of figurative, connotative, and technical meanings of words and phrases in grades eleven and twelve. Science and technical studies teachers model and scaffold (planned and “just-in-time”) this process with texts in the discipline (<i>ELD.PI.11–12.8.Ex</i>). Teachers employ strategies to develop students’ word consciousness and encourage students to be curious about new words and new meanings of known words that they encounter. They also encourage students to be curious about new syntactical structures common to the discipline that they encounter in texts; teachers model their own processes for making sense of dense phrases and sentences. All students have regular opportunities to engage in brief and extended conversations about texts with a range of others in a range of contexts for a range of purposes. These opportunities contribute to language development and are particularly important for EL students (<i>ELD.PI.11–12.1.Ex</i>). Teachers encourage and support students in using target words and phrases in their discussions. Teachers leverage all students’ experiences and ELs’ native language where possible (e.g., highlighting cognates) to support vocabulary development.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia using an increasing variety of verbs and adverbials.</p>	<ul style="list-style-type: none"> • All students have regular opportunities to read and discuss scientific and technical texts and learning experiences. Increasingly complex text and rich content curriculum provide opportunities to learn new words and phrases, thereby deepening students’ language development. • Teachers model how they analyze complex sentences to understand their meanings, and they engage students in similar practices. Examining these language structures in the context of the texts the class is studying is more valuable than isolated grammar practice. It is helpful to all students, particularly EL students, to analyze or “unpack” complex sentences as examples of effective use of verb types and tenses, noun phrases, and adverbials to add and enrich details, and connect ideas (<i>ELD.PII.11–12.3–6.Ex</i>).
<p>WHST.11–12.1–2 Write arguments and informative/explanatory texts.</p> <p>ELD.PII.11–12.2b.Ex Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<ul style="list-style-type: none"> • All students in grades eleven and twelve learn to use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims, reasons, evidence, and counterclaims; students use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a knowledgeable stance in a style appropriate to the discipline and the expertise of likely readers (<i>WHST.11–12.1c,2d; ELD.PI.11–12.12a.Ex</i>). Teachers model and scaffold (planned and “just-in-time”) these processes and support students as they practice.

Critical Area of Instructional Focus: Effective Expression

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read texts in the discipline regularly in virtual and in-class science and technical studies settings—both independently and collaboratively. They discuss texts with one another, articulating their ideas clearly, and drawing on evidence from the text (<i>WHST.11–12.9</i>). • Teachers establish a climate that fosters trust, safety, equitable participation, and respect for individuals and multiple perspectives in both in-class and virtual settings. • Teachers model and guide co-construction of increasingly effective text aligned to purpose and audience • Teachers support students to read increasingly complex text and engage students in examining passages that represent samples of effective expression. Students and their teachers work to uncover what makes passages effective or complex, analyzing how a text structures information or ideas into categories or hierarchies (<i>RST.11–12.5</i>). Students also analyze the author’s purpose in providing an explanation or description and identify important issues that remain unresolved (<i>RST.11–12.6</i>). • Students use technology creatively (e.g., audio or video of reports, public service announcements, dramatic performances, spoken word) to present arguments and information as individuals, partners, or small groups (<i>WHST.11–12.6</i>). • Teachers provide mentor texts in the form of clips from podcasts, documentary films, panel discussions, or other presentations to demonstrate specialized language and content, clear structure, and effective presentation techniques.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.11–12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11–12.2 Write informative/explanatory texts, including the narration of scientific procedures/experiments or technical processes.</p> <p>ELD.PI.11–12.10.Ex Write longer informational texts collaboratively and independently using appropriate text organization and growing understanding of register; write increasingly concise summaries of texts and experiences by using complete sentences and key words.</p>	<ul style="list-style-type: none"> • All students learn that the structure and use of language in their writing varies according to the task, purpose, and audience. Teachers engage students in the analysis of a variety of mentor texts representing effective examples of text organization and language use and help students apply similar strategies to their own writing (<i>ELD.PII.11–12.1–7.Ex</i>). • All students organize their writing in increasingly effective ways. Students introduce precise, knowledgeable claims or topics; create an organization that logically sequences the claims, counterclaims, reasons, and evidence or ideas, concepts, and information; and provide a concluding statement that follows from and supports the argument or information (<i>WHST.11–12.1a,1e,2a,2e</i>). • All students write regularly in virtual and in-class settings—both independently and collaboratively (<i>WHST.11–12.10</i>). They use technology to produce and publish writing, collaborate with others, and update individual or shared writing products in response to ongoing feedback, including new arguments or information (<i>WHST.11–12.6</i>). • Teachers support students in building their metacognitive awareness of their own and others' language use in writing (and speaking). Teachers create an environment that encourages students to experiment with language without being overly concerned with correctness. • Teachers accept and value students' language varieties and establish an environment, both online and in class, that is respectful and safe for students to experiment with language.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.11–12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Teachers help students plan their writing by connecting the products of their reading (e.g., annotations, discussion notes, lab notes, summaries, reflections, outlines, maps, responses to questions) to the writing task. • Students' writing receives regular, specific feedback, so students become increasingly effective at expressing arguments and information. Teachers and peers provide feedback on longer assignments early in the process so that students can set goals for improvement and make revisions. Feedback is focused on effective communication in the discipline and selected features that have been the subject of instruction and classroom discussion. Teachers, rather than peers, offer feedback on correctness and form during the editing process. • Feedback is expressed in positive, encouraging ways to ensure motivation and enthusiasm for creating written work are maintained. Teachers engage students in evaluating their own writing and identifying progress they have made toward their own goals.

Critical Area of Instructional Focus: Content Knowledge

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps of inconsistencies in the account.</p> <p>WHST.11–12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia.</p>	<ul style="list-style-type: none"> • Students evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information; science and technical subjects teachers model and scaffold (planned and “just-in-time”) these processes and provide practice as needed (<i>RST.11–12.8</i>). Students practice identifying, evaluating, and expressing arguments and explanations (<i>ELD.PI.11–12.6a,11a.Ex</i>). • Teachers integrate science/technical subjects and literacy using text sets on a given topic. They look for opportunities to collaborate with librarians and teachers in other departments to integrate literacy across subject areas.
<p>RST.11–12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a scientific or technical context.</p> <p>ELD.PI.11–12.6c.Ex Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<ul style="list-style-type: none"> • Teachers help students examine vocabulary, including technical terms, language structures, organizational structures, and use of symbols, graphics, formats, and media in scientific and technical texts. Students identify features unique to the discipline and consider their impact on text meaning (<i>RST.11–12.5,7</i>).

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>RST.11–12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>ELD.PI.11–12.6b.Ex Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing multimedia.</p>	<ul style="list-style-type: none"> • All students read broadly in the discipline. Teachers model and scaffold (planned and “just-in-time”) as needed to help students read grade-level texts, including accounts of experiments and technical processes. The use of text complements and contributes to content instruction; it does not replace inquiry and other content approaches. • All students read widely in classroom and virtual settings and at home. They read to gain knowledge, to become inspired, and for pleasure. • All students have frequent opportunities to discuss the content of the texts they read (<i>ELD.PI.11–12.1.Ex</i>); these discussions enhance students’ content knowledge. • Students have access to informational text in their home languages to amplify content knowledge and support meaning making.

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
<p>WHST.11–12.1,2 Write arguments and informative/explanatory texts.</p> <p>ELD.PI.11–12.10a.Ex Write longer informational texts collaboratively and independently.</p>	<ul style="list-style-type: none"> • All students write frequently to process information they learn through reading, viewing, and listening and to communicate their understandings and perspectives on what they have learned. As they write, students consolidate their existing and new content knowledge. • All students use technology to collaborate with classmates, produce and publish writing, and gather information (<i>WHST.11–12.6,8</i>). • All students conduct short as well as more sustained research projects on topics of interest and to answer a question or solve a problem. They narrow or broaden the inquiry when appropriate and synthesize multiple sources on the subject (<i>WHST.11–12.7</i>; <i>ELD.PI.11–12.6b.Ex</i>; <i>ELD.PII.11–12.1.Ex</i>). • Students continue to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; and they continue to integrate information into their text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Students now assess the strengths and limitations of each source in terms of the task, purpose, and audience and avoid overreliance on any one source (<i>WHST.11–12.8</i>). Teachers model and scaffold (planned and “just-in-time”) these increasingly sophisticated processes as needed. Teachers and school librarians collaborate to help students learn to locate and evaluate sources and avoid plagiarism.

Critical Area of Instructional Focus: Foundational Skills

KEY LITERACY AND ELD STANDARD(S)	RELATED STANDARDS AND INSTRUCTIONAL CONSIDERATIONS
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • Ideally, students' knowledge of foundational skills is well established by the time they enter grades eleven and twelve, and science and technical studies teachers continue to support students' developing reading fluency to aid comprehension. • Support for students who lag significantly behind in foundational reading skills is provided strategically and effectively to allow for accelerated progress and full participation in core instruction.



CLASS SPOTLIGHT

Physics teacher Charlie Larson's eleventh- and twelfth-grade students use virtual labs and simulations to deepen their content knowledge and learn principles of the subject. Their next simulation will be on gravitational force and the inverse square law. "They get all the materials in front of them, and they want to go to town," he said. "The procedural information and the questions to promote scientific thinking are on the lab sheet, but they rush through it." Mr. Larson now has lab partners collaboratively annotate the digital lab sheets before they get to work. "They're going to be writing individual lab reports after the simulation to address questions about comparison between larger and smaller masses and how they exert forces on one another," he explains.

Mr. Larson had met with the ELD teacher. Together they identified the essential science concepts and academic vocabulary that they consider inseparable from the conceptual understandings. To support students' language development, they selected eight words from the reading that will be the target academic vocabulary for the unit. The physics teacher created collaborative slides in advance for each lab group that include activities to develop the target abstract and technical academic vocabulary and concepts for the unit. The slides contain the background reading on Newton's Third Law to prepare for the simulation. "If they don't understand that, they will miss a huge learning point," he says. Collaborative digital annotation encourages students to work together as they read and discuss the text. Students read and mark the text together, using a protocol of Mr. Larson's own devising.

- Circle the verbs and write a synonym in the margin.
- Draw a slash and write the phrase “stop and observe” at each point in the lab where this will be necessary.
- Write questions about anything that is not clear to you and your lab partners so I can answer them.

“As they meet in their breakout rooms, I can see the progress on each of their slides and read their annotations,” said Mr. Larson. “I get a quick measure of how well they understand what they will need to do.” The physics teacher also noted that, “It’s also made me get better at writing labs so that they’re clear and worded in such a way that I am prompting their critical thinking, not just completing a procedure,” he said. When students begin to write their lab reports, they return to their annotated version one more time. “It helps them to remember what they were thinking about before they performed the simulation, which makes it easier for them to reflect on their learning,” said Mr. Larson.

Prominent Literacy/ELD Themes: Content Knowledge, Language Development

Associated Standards: RST.11–12.2,4,10; WHST.11–12.2,6,9,10; ELD.PI.11–12.1,2,10b,12a.Ex; ELD.PII.11–12.1,6,7.Ex

NOTE: Digital tools and resources to support the implementation of the strategies and considerations identified in this section are included in the Appendices. Please also note that digital tools referenced in Appendix B include free and premium options, and their inclusion in the guidance are largely derived from interviews with California educators. LEAs exercise local control when selecting digital tools and resources. Resources and digital tools included in the guide should not be considered endorsements by the CDE.