

**A Deeper Dive into the CA ELD Standards  
Unit 1 Tutorial - Handout #3**

*This document contains excerpts from the State Board of Education-adopted California English Language Arts/English Language Development Framework (Chapter 2, pages 35–37 and 49–51)*

**Strategies for Supporting Learners’ Engagement with Complex Text**

Strategies	Teachers support <i>all</i> students’ understanding of complex text by...	Additional, amplified or differentiated support for linguistically diverse learners may include...
<b>Background Knowledge</b>	<ul style="list-style-type: none"> <li>Leveraging students’ existing background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on primary language and home culture to make connections with existing background knowledge</li> <li>Developing students’ awareness that their background knowledge may <i>live</i> in another language or culture</li> </ul>
<b>Comprehension Strategies</b>	<ul style="list-style-type: none"> <li>Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing)</li> <li>Providing multiple opportunities to employ learned comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time</li> <li>Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teaching particular cognates and developing-cognate awareness</li> <li>Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish , – <i>dad, -ión, ía, encia</i> ) that have English counterparts (–<i>ty, -tion/-sion, -y, -ence/-ency</i>)</li> </ul>

Strategies	Teachers support <i>all</i> students' understanding of complex text by...	Additional, amplified or differentiated support for linguistically diverse learners may include...
Text Organization and Grammatical Structures	<ul style="list-style-type: none"> <li>Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge</li> <li>Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)</li> </ul>
Discussions	<ul style="list-style-type: none"> <li>Engaging students in peer discussions--both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary</li> </ul>
Sequencing	<ul style="list-style-type: none"> <li>Systematically sequencing texts and tasks so that they build upon one another</li> <li>Continuing to model close/ analytical reading of complex texts during teacher read-alouds while also ensuring students build proficiency in reading complex texts themselves</li> </ul>	<ul style="list-style-type: none"> <li>Focusing on the language demands of texts, particularly those that may be especially difficult for ELs</li> <li>Carefully sequencing tasks to build understanding and effective use of the language in texts</li> </ul>
Rereading	<ul style="list-style-type: none"> <li>Rereading the text or selected passages to look for answers to questions or to clarify points of confusion</li> </ul>	<ul style="list-style-type: none"> <li>Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads)</li> <li>Repeated exposure to the rich language over time, focusing on particular language (e.g., different vocabulary) during each reading</li> </ul>

Strategies	Teachers support <i>all</i> students' understanding of complex text by...	Additional, amplified or differentiated support for linguistically diverse learners may include...
Tools	<ul style="list-style-type: none"> <li>Teaching students to develop outlines, charts, diagrams, graphic organizers or other tools to summarize and synthesize content</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently</li> <li>Using the tools as a scaffold for discussions or writing</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Teaching students to return to the text as they write in response to the text and providing them with models and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities for students to talk about their ideas with a peer before (or after) writing</li> <li>Providing written language models (e.g., charts of important words or powerful sentences)</li> <li>Providing reference frames (e.g., sentence, paragraph, and text organization frames), as appropriate</li> </ul>

## Structures for Engaging All Students in Academic Conversations

Rather than posing a question and taking immediate responses from a few students, teachers can employ more participatory and collaborative approaches such as those that follow. Teachers can also ensure that students interact with a range of peers. For each of the illustrative examples provided here, teachers should emphasize extended discourse, that is, multiple exchanges between students in which they engage in rich dialogue. It is also important that teachers select approaches that support the needs of students and encourage diverse types of interaction.

### **Think-Pair-Share**

A question is posed and children are given time to think individually. Then each student expresses his or her thoughts and responds to a partner, asking clarifying questions, adding on, and so forth. The conversation is often expanded to a whole-class discussion. (Lyman 1981)

### **Think-Write-Pair-Share**

Students respond to a prompt or question by first thinking independently about their response, then writing their response. They then share their thoughts with a peer. The conversation is often expanded to a whole-group discussion.

### **Quick Write/Quick Draw**

Students respond to a question by quickly writing a few notes or rendering a drawing (e.g., a sketch of the water cycle) before being asked to share their thinking with classmates.

### **Literature/Learning Circles**

Students take on various roles in preparation for a small-group discussion. For example, as they listen to, view, or read a text, one student attends to and prepares to talk about key vocabulary, another student prepares to discuss diagrams in the text, and a third student poses questions to the group. When they meet, each student has a turn to share and others are expected to respond by asking clarifying questions as needed and reacting to and building on the comments of the student who is sharing. (Daniels 1994)

### **Inside-Outside Circles**

Students think about and mentally prepare a response to a prompt such as *What do you think was the author's message in the story?* or *Be ready to tell a partner something you found interesting in this unit of study.* Students form two circles, one inside the other. Students face a peer in the opposite circle. This peer is the person with whom they share their response. After brief conversations, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and to hear a new perspective. (Kagan 1994)

### **The Discussion Web**

Students discuss a debatable topic incorporating listening, speaking, reading, and writing. Students are given content-based reading, a focusing question, and clear directions and scaffolds for developing arguments supporting both sides of the question (Alvermann 1991; Buehl 2009).

### **Expert Group Jigsaw**

Students read a text and take notes, then work together in small (3-5 students) *expert groups* with other students who read the same text to compare notes and engage in an extended discussion about the reading. They come to a consensus on the most important things to share with others who did not read the same text. Then, they convene in small “jigsaw groups” to share about what they read and to gather information about what others read. Finally, the expert groups reconvene to compare notes on what they learned.

### **Structured Academic Controversy**

Like the Discussion Web, Structured Academic Controversy is a cooperative approach to conversation in which small teams of students learn about a controversial issue from multiple perspectives. Students work in pairs, analyzing texts to identify the most salient parts of the argument from one perspective. Pairs present their arguments to another set of partners, debate the points, and then switch sides, debating a second time. Finally, the students aim to come to consensus through a discussion of the strengths and weaknesses of both sides of the argument (Johnson and Johnson 1999).

### **Opinion Formation Cards**

Students build up their opinion on a topic as they listen to the ideas of others. Students have “evidence cards”—small cards with different points of evidence drawn from a text or texts. Students meet with other students who have different points of evidence, read the points to each other, state their current opinions, ask questions, and prompt for elaboration (Zwiers, O’Hara, and Pritchard 2014).

### **Socratic Seminar**

Students engage in a formal discussion based on a text where the leader asks open-ended questions. The teacher facilitates the discussion as students listen closely to the comments of others, asking questions, articulating their own thoughts, and building on the thoughts of others (Israel 2002).

Philosopher’s Chair, Strategic Collaborative Instruction, Constructive Conversations, and Argument Balance Scales are examples of other strategies, and there are many others.