

California's ELA/ELD Framework
KINDERGARTEN

ELA/Literacy and ELD in Action in Kindergarten

The research-based implications for ELA/Literacy and ELD instruction have been outlined previously in the transitional kindergarten through grade one Overview of the Span and in Chapter 2. In the following section, detailed examples illustrate how the principles and practices discussed in the preceding sections look in California classrooms. The examples provided are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide concrete illustrations of how teachers might enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards acknowledge the importance of oral language development and frequent exposure to complex texts in the earliest grades. Because young children's listening comprehension generally outpaces their ability to read independently, teacher read alouds are of critical importance. When teachers read aloud sophisticated literary and informational texts, they expose children to rich language (including vocabulary and complex grammatical structures), new ideas, and content knowledge the children may not be able to access on their own through independent reading. Rich read aloud experiences using complex texts in English are especially critical for EL children, who may not have these experiences at home. In alternative bilingual programs, teacher read alouds in both languages of instruction are important for biliteracy development.

When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this framework. Lesson planning should incorporate the cultural, linguistic, and background experiences students bring to the classroom, the assessed needs of students, and look ahead to year-end and unit goals. The framing questions in Figure 3.26 provide a tool for planning that teachers may find valuable.

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Figure 3.26. Framing Questions for Lesson Planning

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

ELA/Literacy and ELD Vignettes

The following vignettes illustrate how a teacher might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations for teacher read alouds provided earlier. The first, Vignette 3.3, presents a glimpse into an instructional unit and a closer look at parts of an ELA/literacy lesson where the CCSS for ELA/Literacy and the CA ELD Standards are used in tandem. The second, Vignette 3.4, presents a designated ELD lesson that builds into and from the ELA lesson in order to support EL children in their steady development of everyday and academic English.

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ELA/Literacy Vignette

In Vignette 3.3, the teacher uses a five-day planning template to guide him in building his students’ abilities to make meaning, develop language, and express themselves effectively.

**Vignette 3.3 ELA/Literacy Instruction in Kindergarten:
Interactive Storybook Read Aloud**

Background:

Mr. Nguyen reads aloud to his students daily during ELA instruction. He intentionally selects storybooks that have an engaging and fun plot because they promote extended discussions. The books he selects are also filled with general academic vocabulary and other rich language, which ensures that his thirty kindergarteners, half of them ELs, are immersed in rich language. Most of the EL children in Mr. Nguyen’s class are at the Expanding level of English language proficiency. However, three are new to the U.S. and are at the early Emerging level. Three of his students have moderate intellectual disabilities, and Mr. Nguyen works closely with the school specialist to ensure he is attending to their socio-emotional and cognitive learning needs.

When he reads aloud complex literary texts, Mr. Nguyen incorporates specific instructional strategies so that his students develop enthusiasm about the stories, listening comprehension skills, and sophisticated language. He also looks up specific words and phrases in his EL students’ primary languages so that he can use them strategically to scaffold their comprehension of the English texts.

Lesson Context:

Mr. Nguyen and his teaching colleagues collaboratively plan their read aloud lessons, as well as the designated ELD lessons that build into and from the read alouds. They’ve just planned a five-day series of lessons for the story *Wolf* by Becky Bloom and Pasa Biet. The teachers will read the story to their students three times over three consecutive days. Each time they read the story aloud, they’ll model good reading behaviors, draw attention to vocabulary, and prompt students to discuss comprehension questions (at first mostly literal and increasingly inferential as the week progresses). In the last two days of the lesson series, the teachers will guide their students to retell the story, first orally and then in writing. The team’s planning map for the week is provided below.

Interactive Storybook Reading 5-day Planning Template		
<i>Book title and author:</i>		
<i>The problem (in child-friendly language):</i>		
<i>General academic vocabulary in the story:</i>		
<i>Selected words to teach more in depth later (~5):</i>		
Day 1	Day 2	Day 3
Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-	Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-	Places in the story to model making inferences: Vocabulary to explain (E), act out (A) or show in the illustration (S): Places to stop for think-pair-

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share (write questions and sentence frames, differentiated as needed):	share (write questions and sentence frames, differentiated as needed):	share (write questions and sentence frames, differentiated as needed):
Days 4-5		
<p>Guided (with the teacher) or independent (in pairs or groups):</p> <ul style="list-style-type: none"> • Oral retelling of the original story • Written retelling of the original story • Alternate version of the original story 		

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

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

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

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

Lesson Excerpt:

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

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

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

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

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Mr. Nguyen also models how to make inferences at strategic points in the story by thinking aloud. Thinking aloud also allows Mr. Nguyen to expose the children to general academic vocabulary that the students may want to use when they discuss the text later.

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

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

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

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

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

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

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

Sam: (Nodding in encouragement and waiting.)

Alicia: Maybe the wolf is ...

Sam: Maybe the animals think that ...

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

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

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

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

Mr. Nguyen: (Signaling for students to face him.) I heard some great ideas. I heard someone say that maybe the animals think that the Wolf doesn't read very well, and that's why they told him he has a long way to go. Here (pointing to the text) it says that the animals just kept on reading. It seems like they weren't even interested in hearing him read. It looks like that's what's happening in the illustration, too. Maybe that's what the pig means when he says "you've got a long way to go." Maybe they think Wolf needs to practice reading a lot more, or that he has to practice reading for a lot *longer* before he can read as well as they do.

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

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

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

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

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

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

Teacher Reflection and Next Steps:

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

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

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

Resources

Web sites:

- Colorín Colorado has read aloud tips for parents (<http://www.colorincolorado.org/guides/readingtips/>) in eleven languages (<http://www.colorincolorado.org>).
- D.E.A.R. (drop everything and read) with families short video (<https://www.teachingchannel.org/>)

Recommended reading:

McGee, Lea M., and Judith A. Schickedanz. 2007. Repeated Interactive Read Alouds in Preschool and Kindergarten. *The Reading Teacher*, 60 (8): 742–751. (<http://www.readingrockets.org/article/16287>).