

California's ELA/ELD Framework
TRANSITIONAL KINDERGARTEN

ELA/Literacy and ELD in Action in Transitional Kindergarten

The research-based implications for ELA/literacy and ELD instruction have been outlined above in the Overview of the Span and in Chapters 1 and 2. In the following section, detailed examples illustrate how the principles and practices discussed in the preceding sections look in California classrooms. The vignettes provided below are not intended to present the only approaches to teaching and learning. Rather, they are intended to provide two concrete examples of how teachers might enact the CA CCSS for ELA/Literacy and the CA ELD Standards in integrated and strategic ways that support deep learning for all students.

Both the CA CCSS for ELA/Literacy and the CA ELD Standards emphasize the importance of oral language development and frequent exposure to rich texts in the early years of schooling. 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 general academic and domain-specific vocabulary and complex grammatical structures), new ideas, and content knowledge that 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 bilingual programs, teacher read alouds in both languages of instruction are essential for biliteracy development. Equally important as listening to teacher read alouds and other opportunities to hear rich language models, young children need many opportunities to discuss the texts teachers read aloud. Strong oral language development through listening and speaking (or signed language development for students who are deaf or hard of hearing) serves as a bridge to successful reading, writing and other literacy experiences.

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 and observed needs of students, and look ahead to year-end and unit goals. The framing questions in Figure 3.18 provide a tool for planning that teachers may find valuable.

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Figure 3.18. 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 provided in Figure 3.18. The first, Vignette 3.1, presents a glimpse into an ELA/literacy instructional unit and a closer look at a lesson. The vignette is an example of appropriate instruction for all California classrooms, and additional attention is provided for using the CA ELA/Literacy and CA ELD Standards in tandem for EL children. The second, Vignette 3.2, presents a designated ELD lesson that builds into and from the ELA/literacy lesson in order to support EL children in their steady development of both conversational and academic English.

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ELA/Literacy Vignette

In Vignette 3.1, the teacher uses a graphic organizer to support the children to retell a story of which she has read aloud multiple versions. The graphic organizer uses terms for talking about language (or *metalinguage*). The terms used—*orientation*, *complication*, and *resolution*—help the children to organize the story grammar (e.g., characters, setting, plot) in meaningful stages of the story and in sequence. The terms also provide a meaningful way of discussing story text organization and the types of language features that are found in different parts of stories.

**Vignette 3.1 ELA/Literacy Instruction in Transitional Kindergarten:
Retelling and Rewriting Stories**

Background:

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

Lesson Context:

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

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

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

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

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

Lesson Excerpts:

Ms. Campbell calls her students to the carpet and reminds them that they've been reading lots of different versions of "The Three Little Pigs" and that yesterday, they spent a lot of time retelling the story. She tells them that today, they're going to use all of that great oral retelling to rewrite the story together. Using her computer tablet and a projector, Ms. Campbell projects five pictures depicting important events from the story. She asks her students to take turns with a partner retelling the story, using the pictures. She listens to the children as they share, noting the language they use, their ability to sequence events, and any misunderstandings.

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

Ms. Campbell points to the story map the class generated together (see Vignette 3.2 for the story map) and guides them in chorally reading the information on it. Next, she sets the purpose for engaging in the next task.

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

Tania: He destroy the house!

Ms. Campbell: That's right! He *destroyed* the house. He absolutely demolished it. Can you say more about that?

Tania: He destroy the house and he say "I huff and I puff and I blow you house down!" And the house, it crash on the floor!

Ms. Campbell: Wow! That is a great way to retell the story! When we retell and rewrite the story, let's make sure we remember to use lots of that colorful language and dialogue.

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

Story Rewriting Template	
Template to use with students	Ms. Campbell's lesson plan notes for herself
<i>Story Title:</i>	<i>Orients</i> readers to the story – Introduces the

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<i>Orientation</i>	characters and setting, foreshadows the problem
<i>Complication</i>	<i>Complicates</i> the story – Introduces the problem and shows how it things get <i>complicated</i> because of it Lots of events and dialogue here
<i>Resolution</i>	<i>Resolves</i> the problem in the story and wraps everything up
<i>(Optional) Story Theme(s)</i>	Articulates the life lesson(s) of the story

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

Children: No!

Ms. Campbell: What should I write then. Ysenia, what do you think?

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

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

Children: (Nodding.) Yeah! Once upon a time!

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

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

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

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

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

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

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

Several Children: Suddenly!

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

Children: (Nodding.)

Ariel: And he was very hungry.

Rashidi: Very, very hungry.

Juanita: ¡Era muy feroz!

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

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

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

Children: "Little pig, little pig, let me in!" (The other children agree.)

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

Children: No!

Sara: He roars!

Ms. Campbell: Does everyone like that? (The children nod and say "yes," and Ms. Campbell adds it to the story.) And then what does the little pig say?

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

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

Miguel: He scare.

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

Miguel: I think he whimper.

Ms. Campbell: I think so, too!

When the children are finished reconstructing the story with Ms. Campbell, they chorally read the story together. As they do, Mrs. Campbell models enthusiastic reading and prosody, and she encourages the children to do the same. The next day, Ms. Campbell will guide the children to rewrite the story in Spanish. Then, she'll use the text from the reconstructed story in English and Spanish to make a bilingual big book with photographs she's taken of the children acting out the story in the dramatic play center to illustrate the story. The big book will reside in the classroom library corner for the students to read and re-read to themselves, to one another, and to visitors to the class.

Teacher Reflection and Next Steps:

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

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

Resources:

Web sites:

- Reading Rockets has ideas for reading aloud (<http://www.readingrockets.org/reading-topics/reading-aloud>).
- D.E.A.R. (drop everything and read) with families short video (<https://www.teachingchannel.org/videos/dear-reading?fd=1>) on <https://www.teachingchannel.org/>.

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Recommended reading:

Collins, Molly F. 2012. "Sagacious, Sophisticated, and Sedulous: The Importance of Discussing 50-cent Words with Preschoolers." *Young Children*. NAEYC.

(<http://www.naeyc.org/yc/files/yc/file/201211/YCCollins.pdf>)

Shedd, Meagan K., and Nell K. Duke. 2008. "The Power of Planning: Developing Effective Read Alouds." *Beyond the Journal: Young Children on the Web*. NAEYC.

(<http://www.naeyc.org/files/yc/file/200811/BTJReadingAloud.pdf>)