

California's ELA/ELD Framework  
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**ELA/Literacy and ELD in Action in Grade One**

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 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 immersing children in complex 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 well-written 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. Young children need many opportunities to discuss the texts teachers read aloud to them. These discussions about texts help with the development of both content knowledge and oral language development, and they serve as a bridge to successful reading and writing. Teacher read alouds are of critical importance for EL children because school may be the only place where they engage in listening to and discussing texts read aloud in English. For children in bilingual alternative programs, teacher read alouds in both languages is crucial for biliteracy development.

Teachers should read aloud both literary and informational texts. Reading aloud informational texts in core content areas (e.g., science, social studies) is essential for full literacy development as the content, text organization and structure, vocabulary, and even the types of grammatical structures used varies by content area. Reading aloud informational texts in science and the collaborative conversations that accompany these read alouds help children think about science concepts in new ways as they are simultaneously learning the language of science. Teacher read alouds of informational science texts should be linked to or embedded in rich science instruction, as children's

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engagement with science practices and concepts through science instruction enhance their ability to interact meaningfully with science informational texts.

Teacher read alouds require advance planning in order to provide appropriate levels of scaffolding based on the needs of diverse learners. Teachers should understand their students particular learning needs, carefully select books and know them well, and know when to incorporate particular tasks and scaffolding techniques. When planning lessons, teachers should enact the principles and practices discussed in this chapter and throughout this framework. Lesson planning should look forward to year-end and unit goals, be responsive to assessed needs, and incorporate the framing questions in Figure 3.35.

Figure 3.35. Framing Questions for Lesson Planning

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

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**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 3.35. The first, Vignette 3.5, presents a glimpse into an integrated ELA/literacy and science instructional unit and a closer look at a lesson. Vignette 3.5 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. Vignette 3.6, which follows, 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 social and academic English.

***ELA/Literacy Vignette***

In Vignette 3.5, the teacher guides her students' thinking about the science concepts presented in the text, and she provides them with opportunities to discuss the text in order to make meaning. She focuses on supporting students to identify the main idea of a section in a text, using textual evidence to support their ideas. She also guides the students to pay closer attention to the language in the informational text she reads aloud and to use the language of the text as they express their understandings.

**Vignette 3.5 ELA/Literacy/Science Instruction in Grade One  
Interactive Read Alouds with Informational Texts**

**Background:**

Mrs. Fabian reads aloud informational texts to her students daily during integrated science and ELA instruction. She intentionally selects informational texts that are rich in content knowledge, engaging, and provide opportunities for her students to discuss their ideas and develop academic language. Her class of thirty-five first graders consists of fifteen native English speakers and twenty EL children with several primary languages. Most of the EL children in the class began the year at an expanding level of English language proficiency and are conversant in everyday English.

**Lesson Context:**

During integrated science and ELA instruction, Mrs. Fabian is teaching her first graders about bees. Her goal for the end of the unit is for the children to write and illustrate their own informational texts, which will provide descriptions of bees (e.g., their anatomy, habitat, behavior) and also explain how bees pollinate crops and why they are so important to humans. The children have listened actively to multiple informational texts on the topic and ask and answer questions about the information they're learning. They've viewed videos and visited Web sites about bees and pollination, used magnifying lenses to view pollen on flowers in the school garden, observed (from a distance) bees pollinating flowers in the school garden, and acted out the process of pollination using models of bees and large flowers with "pollen" in them.

The class began generating a "bee word wall" with vocabulary - accompanied by illustrations and photographs - from the informational texts and activities in the unit. The words are grouped

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semantically. For example, the words describing the bee's anatomy (*head, thorax, abdomen, proboscis*) are presented as labels for an illustration of a bee. The class continues to add terms as they progress through the unit. Mrs. Fabian, who is fluent in Spanish, strategically “code switches” between English and Spanish to scaffold understanding for her Spanish-speaking EL students. She also supports her EL students who are not Spanish-speakers by using words she's learned in the children's primary language as often as she can.

### Lesson Excerpts:

In today's lesson, Mrs. Fabian will be modeling for her students how to read a section of the informational text closely, and she'll guide them to discuss the content of the text using domain-specific vocabulary from the text. Her goal is not for students to know every fact from the passage but, rather, to focus their attention on what's most important and to think about how the author presented ideas. Her learning target and the clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for the lesson are the following:

**Learning Target:** The students will identify the main topic of an informational text they listen to, using good reasons and evidence to support their ideas.

**Primary CA CCSS for ELA/Literacy:** *RI.1.2 - Identify the main topic and retell key details of a text; RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text; RI.1.7 - Use the illustrations and details in a text to describe its key ideas; W.1.7 - Participate in shared research and writing projects ... ; SL.1.1 -Participate in collaborative conversations with diverse partners; SL.1.2 - Ask and answer questions about key details in a text read aloud ... ; L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts...*

**CA ELD Standards (Expanding):** *ELD.PI.1 – Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions; ELD.PI.5 – Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support; ELD.PI.11 – Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content); ELD.PI.12b – Use a growing number of general academic and domain-specific words...*

### Related Next Generation Science Standard:

LS1.A Structure and Function - All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

([http://www.nap.edu/openbook.php?record\\_id=13165&page=143](http://www.nap.edu/openbook.php?record_id=13165&page=143))

Mrs. Fabian begins by *briefly* activating the children's background knowledge about bees and previewing the passage they'll be reading closely.

Mrs. Fabian: Children, we've been learning a lot about bees lately. I'm going to give you one minute to take turns sharing with your partner at least three observations or facts you know about bees. If both of you are done sharing before the minute is up, you can share even more observations and facts.

The children quickly turn to their partners and animatedly share their ideas, using the “bee word wall” as a reference. Mrs. Fabian observes them to determine which ideas students are expressing and how they are expressing them.

Mrs. Fabian: Wow! I can tell you already know a lot about bees. Today, we are going to learn something new. We are going reread a couple of pages in one book we've been reading, *The Honey-makers* by Gail Gibbons. As you listen, I'd like for you to think about what this part is *mostly* about. (Reading from a passage mid-way through the book) “At each flower the forager

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bee collects nectar with her proboscis. She stores the nectar in a special part of her body called the crop, or honey stomach. This stomach is separate from her other stomach" (14).

As Mrs. Fabian reads these first three sentences in the passage she's focusing on, she points to the illustrations depicting some of the domain specific vocabulary (*proboscis*, *crop*). She briefly explains other vocabulary (e.g., *nectar*, or the sweet juice inside the flower) to make sure all students understand the text. While the children are familiar with this content as they've been learning about it in science, the language is still quite new for them. After she has read the third sentence, she stops and asks the children a question.

Mrs. Fabian: The author is giving us a lot of information here. What do you think the author means by "her other stomach?"

Tyler: I think it gets two stomachs.

Mrs. Fabian: You think the bee has two stomachs? Can you say more about that?

Tyler: It said the bee puts the nectar in the stomach. In the honey stomach. And it said it's different from the other one.

Mrs. Fabian acknowledges that Tyler has inferred correctly and rereads the section aloud again.

Mrs. Fabian: So, let's go back to what I asked you to think about. What do you think this part of the book is *mostly* about? Think for a moment (pauses for several seconds). When you share your idea, use this sentence frame: This part is *mostly* about \_\_\_\_\_. Let's say that together.

After the children say the open sentence frame chorally with Mrs. Fabian, they use it to share their ideas, while Mrs. Fabian listens carefully. She notices that one of her EL students, Chue has a good grasp on the main idea, and he has shared with his partner some evidence from the text to support his idea. A few other students are sharing their ideas but are still not quite sure about what the main idea from the passage is.

Mrs. Fabian: Chue, can you tell me what you shared with your partner?

Chue: I share that the part is *mostly* about the bees when they get nectar and they put it in the stomach. In the honey stomach.

Mrs. Fabian: Can you explain why you think that? What happened in this part that makes you think that?

Chue: Because it talking about how the forager bee get nectar from the flower with the proboscis and then it put it in it stomach.

Mrs. Fabian: That's good evidence that tells me what this part is mostly about.. Children, listen carefully as I reread that part so we can make sure we're getting the main idea (rereads the passage). Thumbs up or down everyone if you agree that this part is mostly about the bees collecting nectar and storing it in their honey stomachs.

Mrs. Fabian writes "bees collecting nectar and storing it in the honey stomach" on the chart next to her. As she reads the next part of the passage, she again uses the illustrations to point out some of the words that are depicted in them (*pollen*, *pollen basket*) and she acts out some of the bee behavior the passage describes (e.g., collect). The information in this part of the passage is relatively new for the children, and Mrs. Fabian asks another question to promote their understanding of the passage and to model how to read a text more closely.

Mrs. Fabian: "As she goes from flower to flower she comes in contact with a yellow powder called pollen. Some of the pollen is collected in little 'baskets' formed by the special hairs on her hind legs. As the forager bee collects nectar, she carries pollen from flower to flower. This process is called pollination." And down here, in this corner, it says, "This makes seeds to grow new plants" (Gibbons,14-15). Now, here's some pretty new information for us. This might be a little trickier than the last one we did, but what do you think this part of the book is *mostly* about? And why do you think that? Think about the details.

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Mrs. Fabian places the open book under the document reader so the children can refer to the illustrations and text as they discuss their ideas in partners. As she listens to her students, she observes that most of them say that the part is mostly about pollen, and some students are saying it's about "baskets," or "seeds." The children point to the illustrations as they discuss their understandings.

Mrs. Fabian: Inés, what do you think?

Inés: I think it's mostly about the pollen.

Mrs. Fabian: And can you explain more? Why do you think it's mostly about pollen?

Inés: Because it says that the bee gets pollen on its legs and then it goes to the flowers.

Mrs. Fabian: Okay, let's read that again. (Rereads the part.)

Inés: I think maybe it's about pollination?

Mrs. Fabian: That's a big word, isn't it? Let's all say that word together.

Children: (Chorally with Mrs. Fabian) Pollination.

Mrs. Fabian: And what makes you think that, Inés?

Inés: (Shrugging.)

Mrs. Fabian: Can someone add on to what Inés said? Brandon?

Brandon: It said that the bees get the pollen on their legs and then it goes to the flower.  
(Pauses.)

Mrs. Fabian: And then what happens?

Brandon: And then it's called pollination. It makes seeds so the plants grow.

Mrs. Fabian: Oh, so what you're all saying is that the bee gets pollen on its legs, in its pollen baskets, and when it goes from flower to flower, it gets pollen on the other flowers. And that's what makes the flowers make seeds so they can grow plants. And that's called the *process* of pollination.

Chue: We did that. When we had the flowers and the yellow powder – the pollen.

Mrs. Fabian: Yes, that's right, you acted out the process of pollination. Let's reread this part just to make sure we have the main idea right (rereads). Okay, so thumbs up or down if you think this part is mostly about the process of pollination.

Mrs. Fabian writes "the process of pollination" under "the bee collecting nectar." Rereading the passage again, she guides the students to tell her how she should label a drawing she's prepared in advance, which illustrates bee pollination (a bee going from flower to flower). Later, she'll post the diagram on the "bee word wall." To wrap up the lesson, Mrs. Fabian models making an inference and guides the children to think a little more deeply about the text.

Mrs. Fabian: Hmm. I'm noticing something interesting here. First the author told us about the *bee collecting nectar*, and then she told us about the *process of pollination*. I wonder why she put these two ideas in the same passage. Why do you think she did that? (Pauses to let the children refer to the illustrations and text as they think about the question.)

Mrs. Fabian: Share what you were thinking with your partner (listens to the children share). Solange and Carlos, what did the two of you share with one another?

Solange: Maybe they get the nectar and the pollen at the same time when they go to the flower?

Carlos: And then they carry the pollen on their legs to another flower. And they get more nectar and more pollen, and then they keep doing that.

Mrs. Fabian: (Nodding.) I'm thinking that, too. I'm thinking that the author wanted to show that the bees are getting pollen on their legs from all those flowers *while* they're collecting nectar, and that's why she's telling us these two things at the same time. They are happening at the

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same time, and that's how the pollen travels from one flower to another. What was that big word we learned?

Children: Pollination!

To wrap up the lesson, Mrs. Fabian asks the students to continue to be good scientists when they observe what's happening around them and to notice what's happening – from a distance - when they see a bee outside of school, in a video, or in a book. She asks them to make connections to the text she read to them and to what they are learning in science instruction and to ask themselves questions: Does the bee have *pollen* in its pollen baskets? Is the pollen getting on the flowers? Is the bee getting the *nectar* with its *proboscis*?

### Teacher Reflection and Next Steps:

Over the course of the unit, Mrs. Fabian observes her students carefully. She's particularly interested to see if the children are understanding the science concepts they are learning about and if they are using new vocabulary and grammatical structures in their discussions and in writing. For the culminating project, student-written informational texts about bees, Mrs. Fabian provides a writing template that prompts the children to express their understandings, using the new language they've developed.

All About Bees, by _____		
p. 1 Introduction	p. 4 Bee jobs	p. 7 Pollination
p. 2 Bee anatomy	p. 5 Metamorphosis	p. 8 Bee dances
p. 3 The beehive	p. 6 Honey	p. 9 Interesting facts

As they write their texts, the children refer to the “bee word wall,” charts and sentence frames posted throughout the room (from their conversations about bees), and numerous informational texts on the topic, which Mrs. Fabian has placed on their tables and in the classroom library. Once finished, each child reads their book to the class in the “Author’s Chair,” and the books are placed in the classroom library corner to be read over and over again.

**But what about...?** One student, Maryam, has just arrived to the U.S. from Somalia and is at the early emerging level of English language proficiency. Mrs. Fabian watches Maryam carefully, and she assigns her a “buddy,” Tanaad, another first grader who speaks Somali and is a good class helper. Maryam sits next to Tanaad during partner talk and at first listens as Tanaad and his partner discuss the science content. Mrs. Fabian models for Maryam and prompts her to use some simple words and phrases (e.g., *yes, no, what's that?, I don't know, I think X.*) so that she can contribute her ideas to conversations. Maryam is expected to participate in class chants, poems, and songs about bees and pollination, even if she is only able to say a few words at first. At first, she's a little shy, but very soon, she participates enthusiastically in these group language activities because they are fun.

Mrs. Fabian encourages the class to make Maryam feel welcome and successful in her English language development, and her peers encourage her to participate in the activities with them. Before long, Maryam is chatting on the playground and in the classroom using everyday English. With encouragement from Mrs. Fabian and her classmates she begins to participate more in discussions about texts and content. In addition to social English, she is learning the academic English in the bee unit alongside the other children, labeling her drawings with words related to pollination (*pollen, bee, fly*) and using more and more of the words in her spoken interaction with others.

### Sources:

Lesson adapted from Heisey and Kucan (2010), Shanahan, and others (2010), Spycher, P. (2009); Yopp, R. H., and Yopp (2012).  
Text excerpts are from Gibbons, Gail. 1997. *The Honey-makers*. New York, NY: Harper Collins.

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### Resources

#### Web sites:

- Readwritethink has lesson ideas (<http://www.readwritethink.org/classroom-resources/lesson-plans/>) for teaching students to read informational texts ([www.readwritethink.org](http://www.readwritethink.org)).
- Reading Rockets has ideas for using informational texts (<http://www.readingrockets.org/reading-topics/content-area-teaching-and-learning>) ([www.readingrockets.org](http://www.readingrockets.org)).

#### Recommended reading:

Heisey, Natalie, and Linda Kucan. 2010. "Introducing Science Concepts to Primary Students Through Read-Alouds: Interactions and Multiple Texts Make the Difference." *The Reading Teacher* 63 (8): 666–676. (<http://www.readingrockets.org/article/41557>)