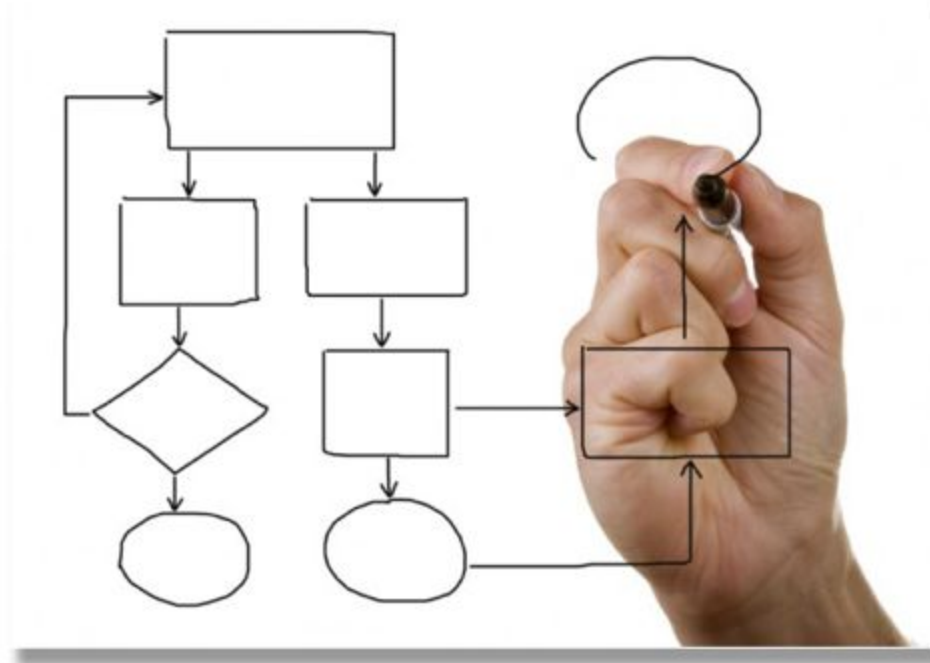


Strategies for ELD



Tulare County
Office of Education

Jim Vidak, County Superintendent of Schools



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Tulare County Office of Education, Visalia, California (559) 651-3031

This Collection of ELD Strategies was compiled by TCOE from the Snapshots and Vignettes within the California ELA/ELD Framework (2015)

Strategy Name	Description	Example																
5 Picture Retell	Five pictures depicting key important events in the story are used as visual cues to retell a familiar story.	Use select illustrations from picture books that reflect key, identifiable moments in text to guide a detailed retelling.																
Activating Prior Knowledge	With a focus on meaning-making, students are prompted to think about what they already know in effort to help them learn something new.	Students use prior knowledge about a topic and use that knowledge in conjunction with other clues to construct meaning.																
Aligning Prompts and Response Frames	When posing a question for discussion and writing, teacher offers a coordinated response frame to support the use of particular grammatical structures and vocabulary.	<p>Question: "How are you courageous at school? Be sure to provide a good reason to support your opinion."</p> <p>Response Frame: At school, I am <i>courageous</i> when/by _____.</p>																
Align Verbs to Function	Students are taught that the verbs we use serve different purposes.	<p>Verbs used to identify, i.e., is/are</p> <p>Verbs used to classify, i.e., has/have</p>																
Analyzing Complex Sentences	Students engage in discussion around the language of text.	<p>Example with complex sentence to understand chronological relationships between parts of a sentence:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #fff9c4;">Showing When Events Happen</th> </tr> <tr> <th style="background-color: #fff9c4;">Sentence</th> <th style="background-color: #fff9c4;">When the events are happening</th> </tr> </thead> <tbody> <tr> <td><i>Before</i> I go to bed at night, I brush my teeth.</td> <td>happens second, happens first</td> </tr> <tr> <td>I brush my teeth <i>before</i> I go to bed at night.</td> <td>happens first, happens second</td> </tr> <tr> <td><i>When</i> the bell rings, you all stop playing.</td> <td>both happen at the same time</td> </tr> <tr> <td>You listen <i>while</i> I read stories to you.</td> <td>both happen at the same time</td> </tr> <tr> <td><i>After</i> you come in from recess, I read you a story.</td> <td>happens first, happens second</td> </tr> <tr> <td>I read you a story <i>after</i> you come in from recess.</td> <td>happens second, happens first</td> </tr> </tbody> </table> <p>Before _____, _____.</p> <p>After _____, _____.</p> <p>While _____, _____.</p>	Showing When Events Happen		Sentence	When the events are happening	<i>Before</i> I go to bed at night, I brush my teeth.	happens second, happens first	I brush my teeth <i>before</i> I go to bed at night.	happens first, happens second	<i>When</i> the bell rings, you all stop playing.	both happen at the same time	You listen <i>while</i> I read stories to you.	both happen at the same time	<i>After</i> you come in from recess, I read you a story.	happens first, happens second	I read you a story <i>after</i> you come in from recess.	happens second, happens first
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<p>Assigned Roles in Discussion</p>	<p>Students assume specific roles to actively engage in, help lead, and contribute to collaborative discussions.</p>	<p>Example: Literature Circle Roles</p> <ul style="list-style-type: none"> ● Summarizer ● Discussion Director ● Connector ● Literary Luminary (fiction) or Passage Master (nonfiction) ● Investigator ● Illustrator ● Vocabulary Enricher 															
<p>Changing the Order of Words</p>	<p>Students are taught that when we ask questions, the order of the subject and the verb are reversed.</p>	<p>Is <i>this</i> a [shape]? <i>This</i> is a [shape] because it has [attributes]. This [shape] reminds me of _____ because it _____.</p>															
<p>Cohesion in Text</p>	<p>Students are guided to notice how parts of text are connected using linking words and phrases, and how these words impact tone</p>	<p>Using words like: <i>however, unfortunately, consequently, one, another, etc.</i>, to link sentence or paragraphs</p> <p>pronouns connecting back to nouns</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="background-color: #FFD700;">Language to Connect Ideas (Cohesion)</th> </tr> <tr> <th style="background-color: #FFD700;">Adding</th> <th style="background-color: #FFD700;">Contrasting</th> <th style="background-color: #FFD700;">Sequencing</th> </tr> </thead> <tbody> <tr> <td>in addition furthermore similarly also</td> <td>however despite this instead otherwise unfortunately</td> <td>to start with to summarize in conclusion finally</td> </tr> <tr> <th style="background-color: #FFD700;">Cause/Result</th> <th style="background-color: #FFD700;">Time</th> <th style="background-color: #FFD700;">Clarifying</th> </tr> <tr> <td>therefore consequently because of this in that case</td> <td>next meanwhile until now later</td> <td>that is in other words for example for instance</td> </tr> </tbody> </table> <p>Words for referring back to people or things: they, their, it, them, this, these, those, one, another, the ones</p>	Language to Connect Ideas (Cohesion)			Adding	Contrasting	Sequencing	in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally	Cause/Result	Time	Clarifying	therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
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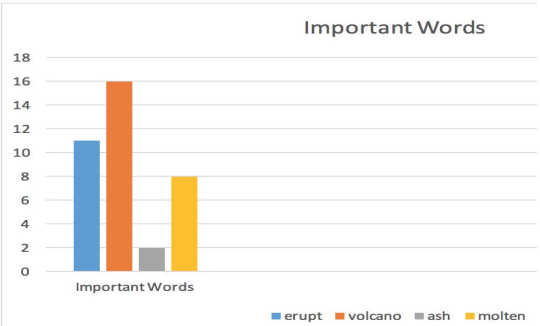


<p>Collaborative Retelling</p>	<p>After reading a shared text, students work with teacher guidance, to retell a familiar story using props and visuals. Teacher encourages the use of transition words as the story retelling progresses. Teacher solicits student responses.</p>	<p>Using a book with large pages that reflect key events of <i>The Three Bears</i> and bear props, students work alongside teacher to retell key events in the story using transitional words like <i>then</i> and <i>next</i>.</p>										
<p>Collaborative Summarizing</p>	<p>Students read with a partner and concisely summarize text together using critical content vocabulary, but limiting summary to essential words. Begin in pair of two, but move to partnerships of 4 for more practice.</p>	<p>Process: Step 1: Find <i>who</i> or <i>what</i> is most important in the section. Step 2: Find out what it is that the <i>who</i> or <i>what</i> are doing. Step 3: Use some of the most important words in the text to summarize the section in 15 words or fewer. (Summary can be more than one sentence.) Roles for Groups:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="background-color: #fff9c4;">Collaborative Summarizing Responsibilities</th> </tr> </thead> <tbody> <tr> <td>Facilitator:</td> <td>Guides the group in the process. Makes sure everyone is participating.</td> </tr> <tr> <td>Scribe:</td> <td>Takes the official, most legible notes that anyone can use for reporting out (everyone else must take their own notes, too).</td> </tr> <tr> <td>Timekeeper:</td> <td>Keeps an eye on the time and moves the group along so they don't run out of time.</td> </tr> <tr> <td>Encourager:</td> <td>Gives specific praise to group members. Encourages members to assist one another.</td> </tr> </tbody> </table>	Collaborative Summarizing Responsibilities		Facilitator:	Guides the group in the process. Makes sure everyone is participating.	Scribe:	Takes the official, most legible notes that anyone can use for reporting out (everyone else must take their own notes, too).	Timekeeper:	Keeps an eye on the time and moves the group along so they don't run out of time.	Encourager:	Gives specific praise to group members. Encourages members to assist one another.
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<p>Comprehensive Vocabulary Program</p>	<p>Teachers engage students in a multi-faceted approach to vocabulary instruction.</p>	<ul style="list-style-type: none"> • Rich literacy experiences, including wide reading & reading aloud from a range of literary and informational text and discussions about text • Explicit instruction of specific words • Teaching word-learning strategies (word parts, morphology, context, cognates, reference material, etc.) • Develop word-consciousness by engaging in word-play and increasing awareness of interesting words 										
<p>Content Links</p>	<p>Students find connections between familiar vocabulary related to content learning, explaining how their words are connected. (Our words are connected/linked/related because _____.)</p>	<p>Each student receives one familiar (learned) content-based vocabulary word printed in large font on an 8 ½ x 11" piece of paper. Students mix and mingle within the classroom to explain their word and how the word relates to the topic they've been learning about, stopping to talk to, and explain their word to, several classmates. Students are cued to find a classmate whose word is related to their own. Students pair up and articulate the relationship between their two words.</p>										



<p>Conversation Moves</p>	<p>In partner and group discussions, students use conversation moves to extend academic talk. “Conversation moves” help students add to or challenge what a partner says, question, clarify, paraphrase, support thinking with examples, synthesize conversation points, etc.</p>	<p><i>I think...because...</i> <i>I agree/disagree...</i> <i>For example,...</i> <i>Can you say that again?</i> <i>What do you mean by...?</i> <i>In other words,...</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFD700;"> <th colspan="2" style="text-align: center; padding: 2px;">How to be a Good Conversationalist</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; padding: 2px; vertical-align: top;"> <p><i>To ask for clarification:</i> Can you say more about ___? What do you mean by ___?</p> </td> <td style="width: 50%; padding: 2px; vertical-align: top;"> <p><i>To affirm or agree:</i> That's a really good point I like what you said about ___ because ___.</p> </td> </tr> <tr> <td style="padding: 2px; vertical-align: top;"> <p><i>To build or add on:</i> I'd like to add on to what you said. Also, ___.</p> </td> <td style="padding: 2px; vertical-align: top;"> <p><i>To disagree respectfully:</i> I'm not sure I agree with ___ because ___. I can see your point. However, ___.</p> </td> </tr> </tbody> </table>	How to be a Good Conversationalist		<p><i>To ask for clarification:</i> Can you say more about ___? What do you mean by ___?</p>	<p><i>To affirm or agree:</i> That's a really good point I like what you said about ___ because ___.</p>	<p><i>To build or add on:</i> I'd like to add on to what you said. Also, ___.</p>	<p><i>To disagree respectfully:</i> I'm not sure I agree with ___ because ___. I can see your point. However, ___.</p>
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<p>Expanding Sentences</p>	<p>Students use coordinating conjunctions, prepositional phrases, adverbials, and other parts of speech to construct compound and complex sentences.</p>	<p>Bees are insects. Bees make honey. → Bees are insects, and they make honey.</p> <p>Bees are insects. Bees make honey. → Bees are insects <i>that</i> make honey.</p> <p>The bee is flying. + with full pollen baskets, + around the flowers → The bee with full pollen baskets is flying around the flowers.</p> <p>_____</p> <p>My favorite hero is _____ because _____. _____ was very courageous when _____.</p>						
<p>Explicitly Teaching Academic Vocabulary</p>	<p>Teachers use a routine for direct instruction of specific words.</p>	<p>Introduce the word and it's place in the text Explain the meaning in student-friendly terms Contextualize what the word means in the text Give real-life examples of the word being used in other ways Use visuals Guide meaningful use to practice using the word orally Ask and answer questions to check for understanding Extend by encouraging students to use the word as often as possible</p>						



<p>Frayer Model</p>	<p>Students use a Frayer graphic organizer to support understanding of a key word or concept. Place target word in the center amid four surrounding quadrants to support different facets of word meaning.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Definition Metamorphosis is a major change in the bodies of certain animals as they become adults.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Characteristics</p> <ul style="list-style-type: none"> • the animal's physical appearance changes a lot • the animal's behaviors change • the animal's habitats need change </td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>Examples</p> <ul style="list-style-type: none"> • tadpoles to frogs • caterpillars to butterflies • larva to mosquitoes </td> <td style="width: 50%; vertical-align: top;"> <p>Non-examples</p> <ul style="list-style-type: none"> • puppies to dogs • kittens to cats • chicks to hens • calves to cows • cubs to lions </td> </tr> </table>	<p>Definition Metamorphosis is a major change in the bodies of certain animals as they become adults.</p>	<p>Characteristics</p> <ul style="list-style-type: none"> • the animal's physical appearance changes a lot • the animal's behaviors change • the animal's habitats need change 	<p>Examples</p> <ul style="list-style-type: none"> • tadpoles to frogs • caterpillars to butterflies • larva to mosquitoes 	<p>Non-examples</p> <ul style="list-style-type: none"> • puppies to dogs • kittens to cats • chicks to hens • calves to cows • cubs to lions 						
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<p>Histogram of Important Words</p>	<p>As they read, students work to record ten important words from a common text. The words will be charted in a histogram (bar graph) to demonstrate frequency before using the most important words to construct a summary.</p>  <table border="1" style="margin-top: 10px;"> <caption>Data for Important Words Histogram</caption> <thead> <tr> <th>Word</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>erupt</td> <td>11</td> </tr> <tr> <td>volcano</td> <td>16</td> </tr> <tr> <td>ash</td> <td>2</td> </tr> <tr> <td>molten</td> <td>8</td> </tr> </tbody> </table>	Word	Frequency	erupt	11	volcano	16	ash	2	molten	8	<p>Each student selects their own list of words related to a text, recording one important word on each of 10 sticky notes. Each word that appears will become a column (bar) on the x-axis of the chart. Group charts the frequency of each word selected to see which words were most important. Ex: If four students select the word <i>erupt</i> out of a passage on volcanoes, the chart would reflect <i>erupt</i> with a column that is four sticky notes high. Class discusses why words were selected most often as “important” as a way to help summarize key ideas in the text. Class discusses what the words mean and how they’re used and why they were selected. Students write one-sentence summary about the passage.</p>
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<p>Inside-Outside Circle</p>	<p>Students engage in conversation with diverse partners where the class is split into two groups. One group stands and forms an outside circle while the other group forms an inner circle with students in the inner circle facing the students in the outside circle as conversation partners. Inner circle is rotated to switch partners.</p>	<p>Students face partners from opposite circles, sharing and explaining their thinking to one another. At the signal, students on the inner circle are rotated so they are standing opposite a new partner to provide another opportunity to discuss. Discussion process is repeated with multiple partners before students return to their seats.</p>										



<p>Interactive Read Alouds</p>	<p>Teacher reads text aloud, modeling fluency and expression, inviting students to engage in extended conversations in response to text-dependent questions. Teacher uses strategically planned stopping points to highlight vocabulary and prompt student thinking and discussion about text. Students use vocabulary from the text when talking and writing about text collaboratively and independently.</p>	<p>Chosen picture book lends itself to extend discussion, and is appropriately complex. Text is read several times during the week, with different aspects of the text/story being addressed each day. Vocabulary is addressed strategically, some being pointed out during the reading and some explicitly taught after reading. Children join along in chanting refrains and repetitive phrases. Use primary language support, when appropriate. Reinforce English foundational skills.</p>
<p>Joint Construction</p>	<p>Teacher works collaboratively with students to scaffold writing before they write independently. Teacher uses students' understanding of narrative stages, specific vocabulary, and grammatical structures while questioning for precision.</p>	<p>Example with Biography:</p> <ul style="list-style-type: none"> ● What information should we include in the first stage to orient the reader? ● Which events should we write first? What goes next? ● How can we show when this event happened? ● Is there a way we can expand this idea to add more detail about when or where or how the event happened? ● Is there a way we can combine these two ideas to show that one event caused the other event to happen? ● Would that information go in the orientation, events, or evaluation stage? ● What word did we learn yesterday that would make this idea more precise? ● How can we write that he was a hero without using the word hero? What words could we use to show what we think of [person]?



<p>Morphology</p>	<p>Students study the forms of words/word structure; draw words and phrases from the text that students will encounter and show them how shifts in word structure (i.e. suffix- converge to convergent; diverge to divergent) affect meaning.</p>	<p>Examples: Nominalization- convert another part of speech into a noun.</p> <p>Affixes- -ify: make into an icon -s, -es: regular plural -er: changes verb to noun -ed: changes tense of word to past</p> <p>perfect, perfection, perfectionist, imperfect, imperfection</p>
<p>Norms for Effectively Contributing to Classroom Conversations</p>	<p>Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk.</p>	<p>“Collaborative Conversations” chart cues students, i.e., take turns, ask good questions, give good feedback, add important information, build on what your partner says, use learned vocabulary, etc.</p>
<p>Primary Language Support</p>	<p>During integrated ELD, teacher may sometimes offer strategic primary language support for EL students who are newcomers or at the earliest level of Emerging proficiency.</p>	<p>Examples: Strategic code switching to temporarily scaffold Previewing a text in a child’s home language Offering cognates to help understand new vocabulary (<i>furioso</i> = furious)</p>
<p>Revoicing</p>	<p>Teacher paraphrases student responses as they explain their thinking in effort to validate content learning and encourage the use of precise language.</p>	<p>Student: The rectangle has par....parallelogram...and the triangle does not have parallelogram.</p> <p>Teacher: You’re saying that a triangle is not a parallelogram. Is that what you are saying?</p>



<p>Scaffolding an Outline</p>	<p>Construction of a pre-writing outline of an informational report is scaffolded in three stages</p>	<p>Example on Ecosystems</p> <p>Stage 1. General Statements:</p> <ul style="list-style-type: none"> • Tell what ecosystems are • Identify what ecosystem this one is <p>Stage 2. Description of the ecosystem</p> <ul style="list-style-type: none"> • Describe...the geography of the ecosystem • ...what lives there and the food web • ...the natural factors that harm the ecosystem • ...what people have done to affect the ecosystem • ...ways that people can fix the damage they've caused <p>Stage 3. Conclusion</p> <ul style="list-style-type: none"> • Restate the gist of the report's findings and conclude with a general statement
<p>Sentence Frames</p>	<p>In response to a prompt, teacher offers a sentence frame orally and/or in writing to support expression of student thinking. Frames are adjusted based upon specific grammatical structure, key vocabulary, content learning, and language proficiency level descriptors, etc. Frames are a temporary scaffold that require modification.</p>	<p>Examples:</p> <p>First, you _____. Then, you _____. Next, you _____.</p> <p>First, you ____, because _____. After that, you have to _____ so you can see _____.</p>
<p>Sentence Deconstruction</p>	<p>To code words and phrases according to how they function to make meaning in the sentences.</p>	<p>The diagram shows the sentence: "In the same manner, the ear will receive sounds and send messages to the brain." with red circles around specific words and phrases, and lines pointing to labels:</p> <ul style="list-style-type: none"> In the same manner: relation cue: comparing, connecting to previous section the ear: Tier 2 vocab; cognate? will: time cue receive sounds and send messages: more than one task to the brain: direction, location receive: qty cue: one specific



<p>Sentence Unpacking</p>	<p>Take a complex sentence, such as a sentence with long noun or verb phrases, and unpack it for meaning. Teachers first model their thought processes by using strategies, such as think alouds, and then engage students in deciphering the meanings of the sentences. Students are guided through a technique of reducing dense sentences into a list of simpler sentences that, when combined, express the meaning of the original sentence. Important features of the sentence are showcased, i.e., specialized vocabulary, descriptive language, use of conjunctions in compound or complex sentence, use of prepositional phrases, etc.)</p>	<p>“As the forager bee collects nectar, she carries pollen from flower to flower.”</p> <ul style="list-style-type: none"> • There’s a forager bee. • The bee collects nectar. • The bee carries pollen to many flowers. <p>“As” = at the same time</p>																									
<p>Showing Not Telling</p>	<p>Students investigate how authors of stories invite readers to make inferences about characters by showing what the character does instead of simply telling how the character is feeling.</p>	<p>Telling: She was distraught.</p> <p>Showing: She sighed deeply with her shoulders slumped forward. Tears threatened to escape her eyes.</p>																									
<p>Story Map</p>	<p>In a shared or interactive writing format, chart out characters, setting, problem, and events (including orientation, complication, and resolution). Add theme, as appropriate.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th colspan="5" style="text-align: center; padding: 5px;"><i>The Three Little Pigs</i></th> </tr> </thead> <tbody> <tr> <td style="width: 33%; padding: 5px;">Characters Three little pigs Big bad wolf Mama pig</td> <td style="width: 33%; padding: 5px;">Setting The countryside Next to the forest</td> <td colspan="3" style="padding: 5px;">Problem The wolf wants to eat the pigs, and the pigs don't want to be eaten</td> </tr> <tr> <td colspan="5" style="padding: 5px;">Events Once upon a time → → → → → The end</td> </tr> <tr style="background-color: #fff9c4;"> <td style="width: 20%; padding: 5px; text-align: center;">Orientation</td> <td colspan="3" style="width: 60%; padding: 5px; text-align: center;">Complication</td> <td style="width: 20%; padding: 5px; text-align: center;">Resolution</td> </tr> <tr> <td style="padding: 5px;">Mama pig says goodbye. The three little pigs go to build their houses.</td> <td style="padding: 5px;">The first little pig builds a house of straw. The wolf blows it down.</td> <td style="padding: 5px;">The second little pig builds a house of sticks. The wolf blows it down.</td> <td style="padding: 5px;">The third little pig builds a house of bricks. The wolf can't blow it down.</td> <td style="padding: 5px;">The third little pig tricks the wolf, and the three pigs live together in the brick house.</td> </tr> </tbody> </table>	<i>The Three Little Pigs</i>					Characters Three little pigs Big bad wolf Mama pig	Setting The countryside Next to the forest	Problem The wolf wants to eat the pigs, and the pigs don't want to be eaten			Events Once upon a time → → → → → The end					Orientation	Complication			Resolution	Mama pig says goodbye. The three little pigs go to build their houses.	The first little pig builds a house of straw. The wolf blows it down.	The second little pig builds a house of sticks. The wolf blows it down.	The third little pig builds a house of bricks. The wolf can't blow it down.	The third little pig tricks the wolf, and the three pigs live together in the brick house.
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<p>Story Retelling</p>	<p>Students use stages of stories and linking words to precisely retell a familiar story and help the story “hang together.”</p>	<p>Stages of Stories Orientation: <i>Once upon a time,...; One summer’s day,...; In the dark forest,...</i> Complication: <i>Suddenly,...; Without warning,...; To her surprise,...</i> Resolution: <i>Finally,...; In the end,...</i></p>																									



Story Rewriting/ Reconstruction	Students discuss the organization of a story, referencing <i>orientation</i> , <i>complication</i> , and <i>resolution</i> , as key stages in the narrative. There is a focus on precise and descriptive language to keep a story rewriting interesting to a reader. Using class notes from a Story Map done in a previous lesson, along with precise, descriptive language, and transition words, students work with teacher to jointly reconstruct each stage of the story. Teacher uses feedback and strategic questioning to deepen the quality of the rewrite before recording on paper. Class reads rewritten story chorally when complete.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th colspan="2" style="text-align: center;">Story Rewriting Template</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Template to use with students</td> <td>Ms. Campbell's lesson plan notes for herself</td> </tr> <tr> <td style="text-align: center;"><i>Story Title</i></td> <td><i>The Three Little Pigs</i></td> </tr> <tr> <td style="text-align: center;"><i>Orientation</i></td> <td><i>Orients</i> readers to the story – Introduces the characters and setting, foreshadows the problem</td> </tr> <tr> <td style="text-align: center;"><i>Complication</i></td> <td><i>Complicates</i> the story – Introduces the problem and shows how things get <i>complicated</i> Lots of events and dialogue here</td> </tr> <tr> <td style="text-align: center;"><i>Resolution</i></td> <td><i>Resolves</i> the problem in the story and wraps everything up</td> </tr> <tr> <td style="text-align: center;"><i>(Optional) Story Theme(s)</i></td> <td>Articulates the life lesson(s) of the story</td> </tr> </tbody> </table>	Story Rewriting Template		Template to use with students	Ms. Campbell's lesson plan notes for herself	<i>Story Title</i>	<i>The Three Little Pigs</i>	<i>Orientation</i>	<i>Orients</i> readers to the story – Introduces the characters and setting, foreshadows the problem	<i>Complication</i>	<i>Complicates</i> the story – Introduces the problem and shows how things get <i>complicated</i> 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
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Strategic Partnerships	Teacher deliberately partners specific students for conversations.	Example: Teacher may intentionally place ELs at the Emerging levels with partners who speak the same primary language, so that they may communicate in their primary language as needed.														
Structured Use of Academic Language	Apply domain-specific vocabulary and general Academic vocabulary in open sentence frames to perform functions, like describing or explaining, that target specific grammatical structures.	Vocabulary examples: antenna, wings, germinate, stem, delicate, pollen, etc. “When the bee lands on the flower, _____.”														
Student-generated Questions	Students use inquiry--posing their own questions and wonderings to guide shared research experiences.	<i>Who? What? When? Where? Why? How? Are/Is? Do/Does?</i> Questions are charted for reference during their research. Findings are recorded in writing and illustrations/observational drawings.														
Tableau	Students demonstrate understanding of events or characters through role-play. In a choreographed tableau, a group of models or motionless figures represents a scene from a story or from history, slowly transitioning from one scene to another. When tapped on the shoulder, the posing performer addresses the audience to say who they are or what they’re doing in the tableau. Speaker returns to pose before the	Example: After learning about biography and researching famous characters from history, students can work in teams to develop and perform a tableau. Poses are silent until students are tapped to share rehearsed lines with the audience.														



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Text Reconstruction	Students listen to a content-rich text read aloud, take notes, collaborate with a partner and rebuild (as precisely as possible) the original text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th colspan="2" style="text-align: center;">Text Reconstruction Procedure</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;">1. <i>Read once:</i> Teacher reads a short section of the text (no more than 60 seconds) aloud while students just listen.</td> <td style="width: 50%;"></td> </tr> <tr> <td>2. <i>Read twice:</i> Teacher reads the text a second time while students listen and take notes (bullet points with no more than a few words—make sure they know how).</td> <td></td> </tr> <tr> <td>3. <i>Reconstruct:</i> Students work with a partner to collaboratively reconstruct the text using their notes (lots of discussion should happen here). (If there is time, have the partners work with another set of partners to further refine their reconstructions.)</td> <td></td> </tr> <tr> <td>4. <i>Check and compare:</i> Teacher shows the original text to students and invites students to discuss differences or similarities between the original and their texts.</td> <td></td> </tr> <tr> <td>5. <i>Deconstruct:</i> Teacher highlights for students a few key language features in the text. (Later, show them how to deconstruct, or unpack, the text even further to reveal more of the language features and patterns.)</td> <td></td> </tr> </tbody> </table>	Text Reconstruction Procedure		1. <i>Read once:</i> Teacher reads a short section of the text (no more than 60 seconds) aloud while students just listen .		2. <i>Read twice:</i> Teacher reads the text a second time while students listen and take notes (bullet points with no more than a few words—make sure they know how).		3. <i>Reconstruct:</i> Students work with a partner to collaboratively reconstruct the text using their notes (lots of discussion should happen here). (If there is time, have the partners work with another set of partners to further refine their reconstructions.)		4. <i>Check and compare:</i> Teacher shows the original text to students and invites students to discuss differences or similarities between the original and their texts.		5. <i>Deconstruct:</i> Teacher highlights for students a few key language features in the text. (Later, show them how to deconstruct, or unpack, the text even further to reveal more of the language features and patterns .)				
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Think-Pair-Share	Students turn to their designated partners to discuss prompts posed by the teacher. Partnerships are organized in teams of two.	Assign partnerships, give think time, structure pairing so that each partner has a turn sharing before teams are called upon to share out their collective thinking in whole group.															
Unpacking words and phrases	Students interpret the meaning of words and phrases one section at a time	<p>“...and his cry is the cry of a man in distress” -the slave’s cry or call for help – man and mankind—all people, humanity in distress</p>															
Using Mentor Text	Text written by authors used to analyze craft, a particular writing style, word usage, structure, etc.	Teacher uses mentor text to analyze how the author used linking words in a narrative text so that students might understand and use these examples while they write using the narrative writing structure.															
Using Verbs to Show and Tell	Students interpret the language an author chooses to express ideas in a text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th colspan="3" style="text-align: center;">Using Verbs to <i>Show</i> and <i>Tell</i></th> </tr> </thead> <tbody> <tr> <td style="width: 20%;">Story</td> <td style="width: 40%;">What it says in the story Showing with <i>doing</i> verbs</td> <td style="width: 40%;">What it means Telling with <i>being/having</i> and <i>thinking/feeling</i> verbs</td> </tr> <tr> <td rowspan="4"><i>Chrysanthemum</i></td> <td>Everyone <i>giggled</i> upon hearing Chrysanthemum’s name.</td> <td>They <i>thought</i> her name was funny.</td> </tr> <tr> <td>Chrysanthemum <i>wilted</i>.</td> <td>She <i>was</i> very sad.</td> </tr> <tr> <td>Chrysanthemum <i>walked</i> to school as slowly as she could.</td> <td>She <i>was</i> nervous about going to school.</td> </tr> <tr> <td>She <i>loaded</i> her pockets with her most prized possessions and her good luck charms.</td> <td>She <i>didn’t feel</i> safe.</td> </tr> </tbody> </table>	Using Verbs to <i>Show</i> and <i>Tell</i>			Story	What it says in the story Showing with <i>doing</i> verbs	What it means Telling with <i>being/having</i> and <i>thinking/feeling</i> verbs	<i>Chrysanthemum</i>	Everyone <i>giggled</i> upon hearing Chrysanthemum’s name.	They <i>thought</i> her name was funny.	Chrysanthemum <i>wilted</i> .	She <i>was</i> very sad.	Chrysanthemum <i>walked</i> to school as slowly as she could.	She <i>was</i> nervous about going to school.	She <i>loaded</i> her pockets with her most prized possessions and her good luck charms.	She <i>didn’t feel</i> safe.
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<p>Word Banks</p>	<p>Students identify and describe authors' language choices to increase their own repertoires for using words; new words are charted for reference and use.</p>	<p>Examples: Synonyms for <i>said</i>: <i>replied, scoffed, yelled, gasped...</i> Adjective for describing characters: <i>wicked, courageous, mischievous, enchanting...</i> Adverbials to indicate time, manner, or place: <i>all summer long, without fear, in the river...</i> Figurative language: <i>the wind whispered through the trees...</i></p>															
<p>Word lists</p>	<p>Brainstorm a list of words students would want to use to describe something. Use these words to create a word list. These word lists will be used to construct a descriptive paragraph about a given topic.</p>	<p>Create a word list from looking at photographs in preparation for writing a descriptive paragraph.</p> <p>_____ shows _____.</p> <p>These _____ are _____.</p>															

Links to resources from the California Department of Education (CDE):

CA ELA/ELD Framework (2015): <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

ELA/ELD Framework Snapshots and Vignettes Chart: <http://www.cde.ca.gov/ci/rl/cf/elaeldvignsnapshots.asp>

Snapshot Collection: <http://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf#search=snapshot&view=FitH&pagemode=none>

Vignette Collection: <http://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf#search=vignettes&view=FitH&pagemode=none>

