Corona-Norco Unified School District

Literacy Guide

2820 Clark Avenue

Norco, California 92860

(951) 736-5000

www.cnusd.k12.ca.us

#CNUSDFutureReady

PREPARING STUDENTS FOR THE FUTURE, TODAY!

COLLEGE AND CAREER READINESS

SOCIAL/EMOTIONAL SUPPORT

ACADEMIC RIGOR & RELEVANCE

LITERACY

CNUSD STRATEGIC PLAN & LCAP

CNUSD
Board of Education

The Corona-Norco Unified School District's Board of Education accepts its responsibility to strive for the highest quality of instructional and co-curricular opportunities for all students. The Board recognizes that our rapidly changing world and society have placed new challenges upon our schools as we educate and prepare students for the future. The instructional goals of the past, which have included a rigorous basic education with emphasis on reading, writing, and computational skills, are even more important now as we enter an era of high technology, instantaneous global communication, and proliferating information. Citizens, if they are to be effective, are forced to adjust to demands for sophisticated critical thinking, lifelong learning, and positive reaction to the accelerating changes in both our man-made and natural environments.

John Zickefoose, President

Mary Ybarra, Vice President

Jose Lalas, Clerk

Bill Newberry, Member

Bill Pollock, Member

"Strong reading, writing, speaking, listening, and language skills enable students to be active and responsible citizens as adults...to think critically and respond meaningfully to important issues. which is fundamental to a democratic society."

-ELA/ELD Framework for California Public Schools

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The **CNUSD Literacy Guide**, in conjunction with the **California Common Core Literacy Standards, the recommended California Framework for Public Education,** and Fullan and Quinn's **Coherence Framework**, aims at producing globally literate students who possess…"The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expanding students' opportunities for career and college success and for full and wide participation in a democratic society and global economy… [by] providing individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others." (ELA/ELD Framework). CNUSD is committed to cultivating a collaborative culture to enhance and focus our systems, deepen our learning and building accountability for stakeholders to ensure ALL students are successful and can reach their fullest potential.

Introduction
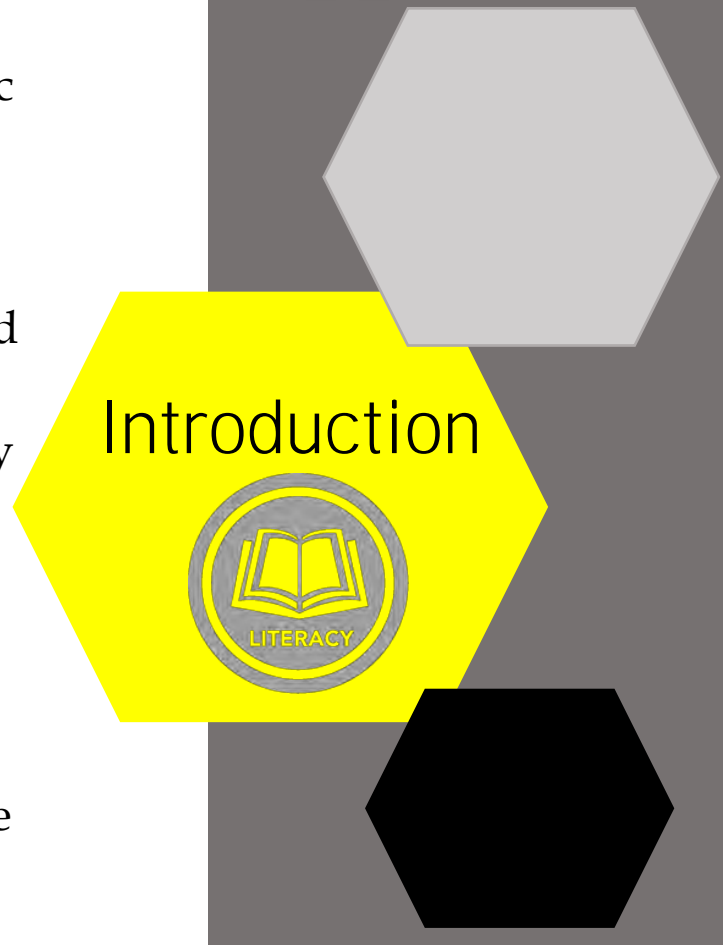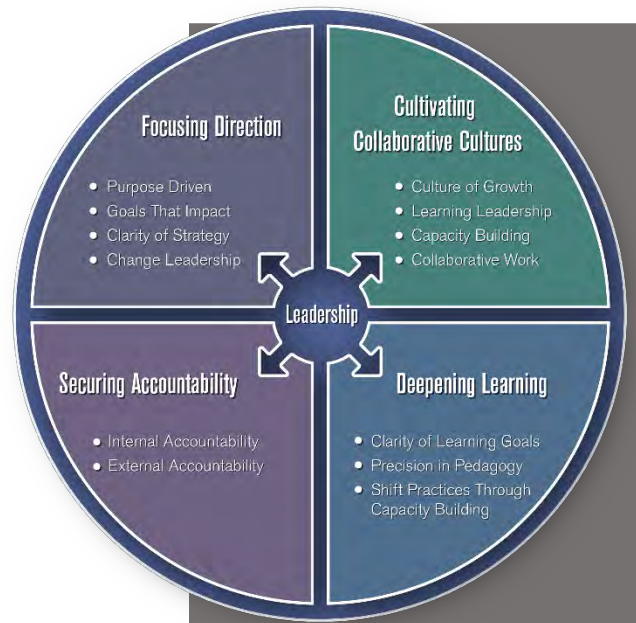
The literacy guide was designed and developed by CNUSD educators, parents, and community members to explicitly state the shared commitments to our students regarding literacy instruction in every classroom, every day.

Purpose of the Literacy Guide

CNUSD in conjunction with the ELA/ELD Framework for Public Education and the California Department of Education believes a "system of clear expectations for student achievement promotes educational **equity.**

This equity- ensured through universal access for all students- is the cornerstone to our educational philosophy. It's from the results of our continuing research for and development of improved programs and instructional techniques that students will actually achieve their true potential for academic success" (ELA/ELD Framework, 18).

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CNUSD
Vision
for LITERACY

Literacy is the key to unlocking the world and a passport to the future. Together we build a culture of literacy for all.

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Collective Commitments

CNUSD's commitment to literacy is the shared responsibility of educators, students, families and the community. We have established these collective commitments to guide and support our vision.

Together, we will:

1. Create opportunities for students to experience a culturally literate community by celebrating the joy of literacy and student achievement.

2. Provide ongoing professional learning for literacy in all content areas through high levels of collaboration.

3. Integrate listening, speaking, reading, writing, research and inquiry experiences in all content areas to support language development of all students.

4. Dedicate time to engage in authentic, relevant literacy experiences daily at school and at home.

5. Continuously review data to focus instruction and provide targeted interventions in literacy.

6. Provide structures and strategic resources for supporting literacy at home.

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coherence
The *Right* Drivers in Action for Schools, Districts, and Systems
Michael Fullan · Joanne Quinn
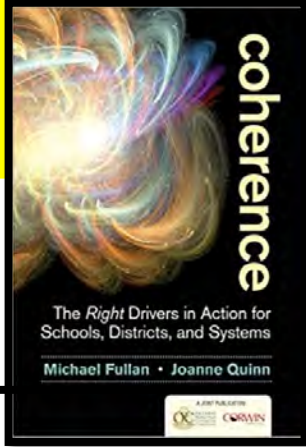
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Focus Direction Via LCAP

Cultivate Collaborative Cultures

cn LEADERSHIP

Guarantee Accountability

Deepen Learning

- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

- Internal Accountability
- External Accountability

"…the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care. (Coherence xii) The coherence framework is not a structure or strategy; instead, it consists of the shared depth of understanding about the purpose and nature of the work (3).

Fullan, Michael and Joanne Quinn. Coherence: The Right Drivers in Action for Schools, Districts, and Systems. California: Corwin, 2016.

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The District Office Team is committed to providing all students with an exceptional literacy program designed to support ALL students, TK-12 teachers, administrators, classified staff and the community by:

Best Practices for District Office

- o Promoting an adult learning environment that fosters literacy and equity as a focus
- o Supporting ongoing collaborative discussions about challenging issues
- o Providing targeted ongoing professional learning opportunities for 21st century literacy
- o Providing coaching for TK-12 individuals and teams
- o Differentiated support by school site in all components of literacy and equity including cultural proficiency, social emotional learning and social justice
- o Utilizing social media to promote teaching and learning of literacy and equity using videos, podcasts, and community organization to display student work
- o Providing materials to support TK-12 literacy instruction for all students
- o Reviewing data to ensure all students are being served and supported
- o Supporting administration and teachers to ensure classroom instruction and decisions are based on careful review of appropriate data.

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Best Practices in Elementary

Elementary

Teachers

- Instill the love of literature through independent reading and reading aloud a multitude of genres that highlight various perspectives, histories and experiences.
- Create an environment where all perspectives are welcomed, celebrated and acknowledged through all aspects of literacy
- Create a meaningful print rich environment through all content areas
- Give opportunities for students to continuously be engaged in literacy
- Use assessment data to drive effective instruction of literacy skills
- Encourage and provide opportunities for students to use their voice
- Provide access to culturally relevant engaging texts.

Best Practices in
Intermediate

Intermediate

Teachers

- Support students in becoming voracious readers with a love of reading multiple genres, celebrating diverse cultures and worldviews.

- Consistently utilize best practices in a respectful and intellectually challenging, print-rich environment to provide engagement and choice while integrating all content areas.

- Provide students a safe and respectful environment that fosters student voice and acknowledges the audience and purpose when researching, speaking and writing.

- Create rigorous, relevant learning opportunities for students to discover their own passions and foster creativity.

- Design lessons incorporating a range of texts and modalities to engage all students.

- Use formative assessment data to drive effective instruction in literacy and equity in all content areas.

Best Practices in
High School

High School

Teachers

- Encourage students to find their voice by providing a variety and choice in lessons, activities, and materials that incorporate reading, writing, listening, speaking and spark creativity.
- Integrate literacy in all content areas and provide frequent opportunities for students to read, write, listen, and speak with the language of the discipline.
- Instill the love of literature by engaging students in reading, writing, listening, and speaking activities that are relevant and authentic to their lives.
- Utilize a variety of evidence to make data driven instructional decisions, ensure equity and provide timely feedback to students.
- Design rigorous lessons that include the opportunity for students to research, synthesize, and present information that incorporates a range of texts, formats, and modalities.
- Provide an open and respectful environment that promotes and encourages frequent opportunities for student collaboration in order to broaden perspectives, deepen learning, and develop communication skills.

Best Practices for Students

Students

- Pursue relevant and interesting topics to read about, write about and speak about such as current events and real world situations.
- Reflect upon learning and growth through peer reflection and conferring with the teacher.
- Use precise and proper language according to audience, task and purpose for academic discourse and collaboration to build communication skills.
- Engage regularly in activities that develop self-expression and creativity through reading, writing and speaking through journals, blogs, podcasts and videos.
- Demonstrate grit by seeking support, if necessary, for growth and development of reading, writing, researching and communicating. For example, tutoring, online resources, intervention, etc.
- Respect the prospective of others and seek to understand various cultures and backgrounds through a range of text and formats.

Best Practices for Parents

Parents

- Read with your child daily and/or look for ways to encourage reading at home.
- Talk to your child- ask your child questions about the world around you, learn about his/her interests, set goals both socially and academically and engage in daily conversations.
- Provide real world opportunities for your child to have meaningful experiences to enable better understanding of concepts taught in the classroom- visit college campuses, libraries, volunteer opportunities, etc.
- Get involved in the school culture- participate in PTA/PTSA, back to school night, etc.
- Maintain continuous communication with your child's teacher and encourage your child to also maintain ongoing communication.
- Monitor the progress of your child, both academically and socially, and encourage your child to monitor his/her own progress.
- Make sure your child arrives at school on time and prepared for class.
- Visit a college campus!

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The **ELA/ELD framework**, adopted by the state of California in 2014, serves as Corona-Norco Unified School District's road map *and* compass for literacy curriculum and instruction. In California, there are two sets of interrelated standards:

1. The California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, and
2. The California English Language Development Standards.

The ELA/ELD framework is a blueprint for the implementation of these two sets of standards and is a rich and valuable resource and guide for Corona-Norco's families, teachers, administrators, support staff, and policy makers.

This CNUSD Literacy Guide is directly influenced by the circles of implementation which makes visible the content of chapter one of the framework. Starting from the inside circle, the themes and standards in the infographic inform the literacy content. Moving outward, the white circle represents the context of learning, and the orange outer ring represents the goals for a broadly literate individual. These pieces provide a balance of the rigor and relevance pillar with the social emotional learning pillar to provide equity in literacy instruction to accomplish the goals of 21st century education. The following pages in this guide will expand on each of the components of the circles of implementation.
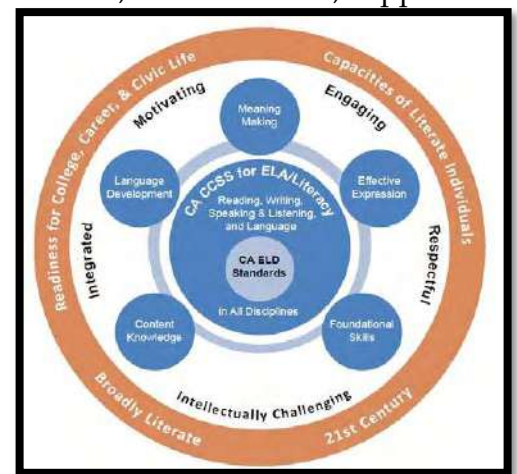

Infographic for the ELA/ELD Framework for Public Education

In addition to CNUSD's Literacy Guide, we encourage Corona Norco stakeholders to access the framework chapters which include: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction and Assessment, Content and Pedagogy, Access and Equity, Learning in the 21st Century, Professional Learning, and more. You will find more information on the following pages regarding the goals, context for learning, themes and standards portrayed in the infographic you see in the above figure.

The framework is not just a Language Arts resource, but a literacy resource that includes strategies, supports, and ideas for other subject areas including mathematics, science, and social studies. The various figures, snapshots, and vignettes highlighted in the framework provide glimpses into exemplar lessons and units that promote language development, critical thinking, communication, collaboration, and creativity in integrated and designated K-12 classrooms.

CNUSD is committed to preparing all of our students to be broadly literate in a 21st century global society. As our CNUSD Vision for Literacy states: *Literacy is the key to unlocking the world and a passport to the future. Together we build a culture of literacy for all.*
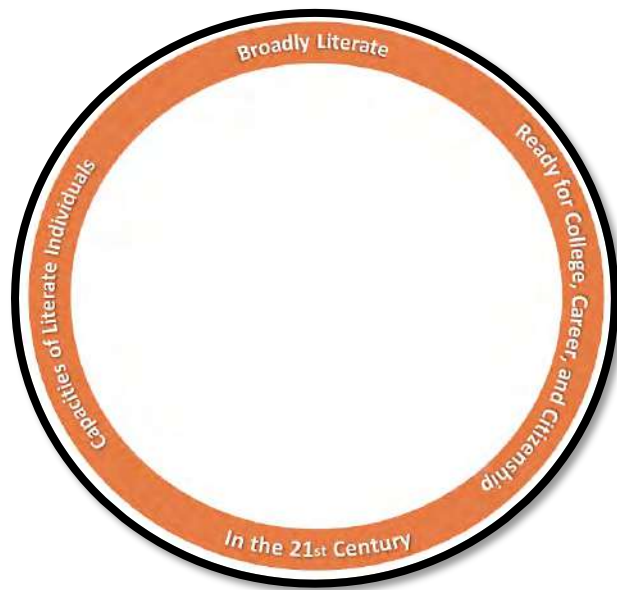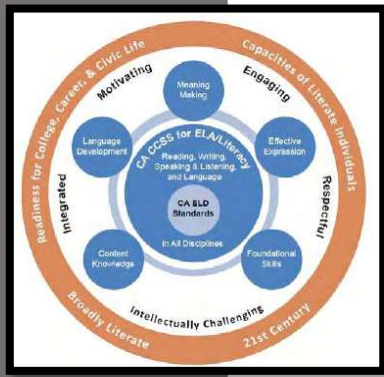
GOALS of 21st Century Education

Ready for College, Career, and Citizenship

"Preparing students for college, careers, and civic life is a multilayered and complex process that begins in the earliest years and advances students towards futures of possibilities, choice, and satisfying productivity. Students achieve the goal when they graduate from high school and enter into higher learning, professional lives, and their communities as life- long learners—individuals ready for the challenges of new settings and ready to contribute to the well- being of the state, nation, and planet"

-Chapter 2, page 54

Capacities of Literate Individuals

"Literacy and language, along with positive dispositions toward learning and wide exposure as readers and viewers to extraordinary literary and informational text and other media, enable students to access the thinking of others—their knowledge, perspectives, questions, and passions— and to share, ponder, and pursue their own."

-Introduction, page 4

Broadly Literate

A person who is broadly literate engages with a variety of books and other texts across a wide range of genres, time periods, cultures, perspectives, and topics for a multitude of purposes, including learning about new ideas and oneself and immersing oneself in the sheer pleasure of reading."

-Chapter 2, page 55

Living and Learning in the 21st Century

"The CA CCSS for ELA/Literacy and the CA ELD Standards call for students throughout the grades to engage in a range of tasks (analyze, interpret, access, integrate and evaluate, collaborate, adapt, apply, and so forth) that require the critical thinking, problem solving, and collaboration demanded of 21st century living and learning."

-Chapter 2, page 60

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#WISDOMWEDNESDAY

"ALL OUR DREAMS CAN COME TRUE, IF WE HAVE THE COURAGE TO PURSUE THEM."
- WALT DISNEY

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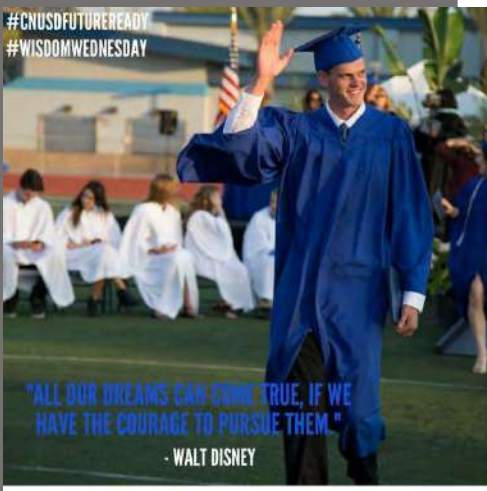
Students Develop Literacy Capacities

Principle	Student Vital Behaviors Developing: 21st Century Literacy Capacities; College, Career, Civic Life Readiness; Broadly Literate Citizens
Demonstrate independence.	Students **construct** effective arguments and **convey** multi-faceted information independently and with others, **clarifying** by **asking** relevant questions and **citing** evidence from complex text.
Build strong content knowledge.	Students **engage** and **research** with a wide range of texts by reading, listening and note-taking and **share** knowledge through writing and speaking.
Adapt the message.	Students **adjust** their response depending on demands of audience, task, purpose, and discipline.
Comprehend and critique.	Students **comprehend** and **critique** in academic collaborations by questioning and assessing the claims and reasoning of others (including authors).
Value evidence.	Students **cite** specific evidence to support their own points in writing and speaking and constructively **evaluate** others' use of evidence.
Use technology/digital media strategically.	Students **integrate** on-line and off-line learning and **employ** technology and media efficiently.
Value diversity in communication.	Students **appreciate** and actively **seek** information using a wide range of texts and **communicate** effectively with diverse cultures.
*ELLS produce language. *CNUSD an ELA Practice	*English learners get time*, encouragement, and support – from other students and/or teacher – in using academic language in English or in their home language. Students are familiar with, and take advantage of language support scaffolds such as sentence frames, multiple choice oral responses, and reference to diagrams and other representations.
*Equity (The foundation for the above) *CNUSD an ELA Practice	*Which students are participating?* (e.g., boys more than girls, the same few students, ELL and special ed students?) Are they volunteering? Called on to do the work? Talking about the work in their group? Off task? *All students ask questions.*
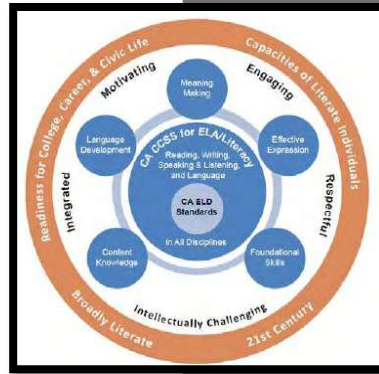
Integrating the Curricula

"Integrating curricula allows students to make connections across many disciplines and areas of interest and can be powerfully motivating. Using reading, writing, speaking, listening, and language (including language awareness) to interact with content knowledge and one another, students are able to consolidate and expand their learning in ways that mutually reinforce the language arts and various disciplines."

-Chapter 2, page 62

Motivating and Engaging Learners

"All students need to be supported to invest personally in literacy- to see the relevance of the content for their lives and to sustain the effort and interest needed to learn skills and gain competence. Students who are active participants in their learning and who come to exert greater control over their reading and writing process grow in their perceptions of themselves as autonomous learners and thinkers."

-Chapter 2, page 64

Respecting Learners

"As teachers and the broader educational community openly recognize and genuinely value students' home cultures, primary languages, and variations of using English, California's culturally and linguistically diverse learners, including ELs, are better positioned to thrive socially and academically"

-Chapter 2, page 65

Ensuring Intellectual Challenge

"This ELA/ELD Framework considers not only what the standards are but how they should be implemented to ensure that all of California's students succeed in attaining them. Intellectual challenge is to be the hallmark of every student's education regardless of background or prior academic performance"

Context for learning

-Chapter 2, page 66

Integrating the Curricula

"The CA CCSS for ELA/Literacy call for dual integration, or as stated by the Committee on Defining Deeper Learning and 21st Century Skills, 'they promote a double vision of integration - (a) that reading, writing, and discourse ought to support one another's development, and (b) that reading, writing, and language practices are best taught and learned when they are employed as tools to acquire knowledge and inquiry skills and strategies within disciplinary contexts, such as science history, or literature'"

Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
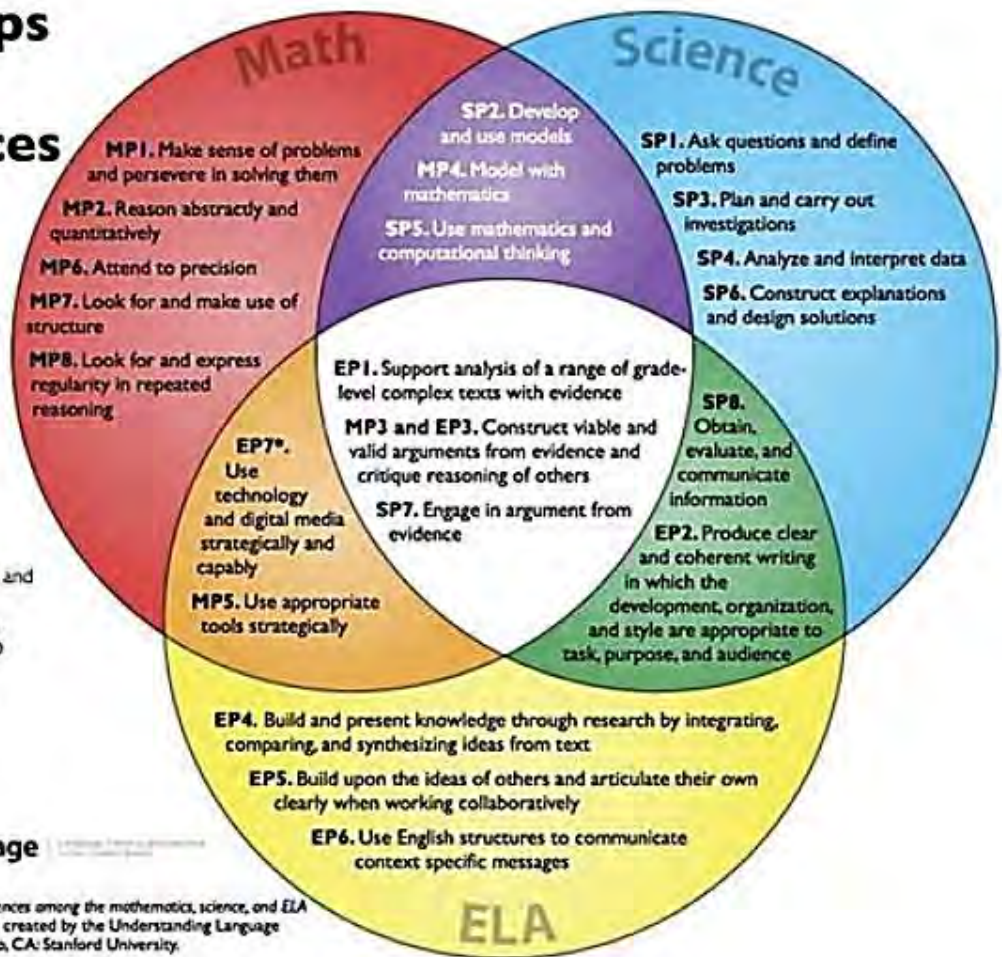3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).

Stanford GRADUATE SCHOOL OF EDUCATION

Understanding Language

Suggested citation:
Cheuk, T. (2013). Relationships and convergences among the mathematics, science, and ELA practices. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

Math
- **MP1.** Make sense of problems and persevere in solving them
- **MP2.** Reason abstractly and quantitatively
- **MP6.** Attend to precision
- **MP7.** Look for and make use of structure
- **MP8.** Look for and express regularity in repeated reasoning

Science
- **SP1.** Ask questions and define problems
- **SP3.** Plan and carry out investigations
- **SP4.** Analyze and interpret data
- **SP6.** Construct explanations and design solutions

Math ∩ Science
- **SP2.** Develop and use models
- **MP4.** Model with mathematics
- **SP5.** Use mathematics and computational thinking

Center
- **EP1.** Support analysis of a range of grade-level complex texts with evidence
- **MP3 and EP3.** Construct viable and valid arguments from evidence and critique reasoning of others
- **SP7.** Engage in argument from evidence

Math ∩ ELA
- **EP7*.** Use technology and digital media strategically and capably
- **MP5.** Use appropriate tools strategically

Science ∩ ELA
- **SP8.** Obtain, evaluate, and communicate information
- **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

ELA
- **EP4.** Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text
- **EP5.** Build upon the ideas of others and articulate their own clearly when working collaboratively
- **EP6.** Use English structures to communicate context specific messages

"The strands of Reading, Writing, Speaking and Listening, and Language are integrated among themselves and across all disciplines" as the Figure above illustrates.

-Chapter 2, Page 61

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Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to other content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers'/viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features: distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	o Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

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For full article, go to www.nciea.org

"The cognitive tasks outlined in the revised Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating and creating) and Webb's Depth of Knowledge levels (recall and reproduction, skills and concepts, thinking and reasoning, and extended thinking) are useful for gauging the range and balance of intellectual challenge for students".

-Chapter 2, Page 67

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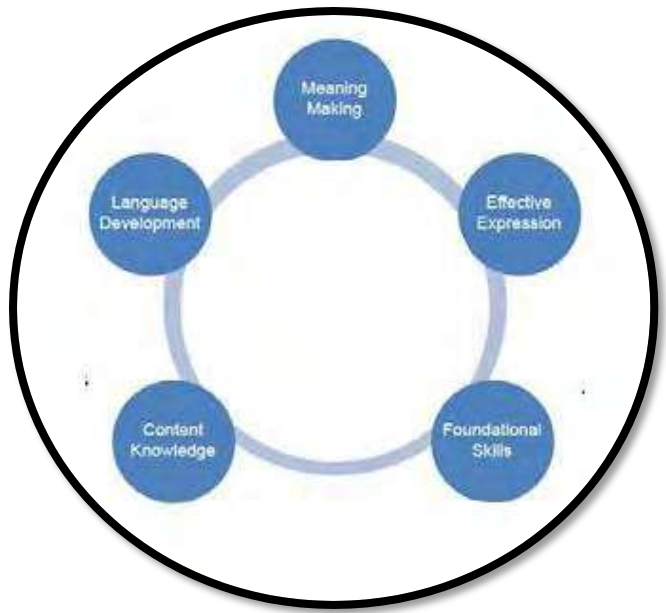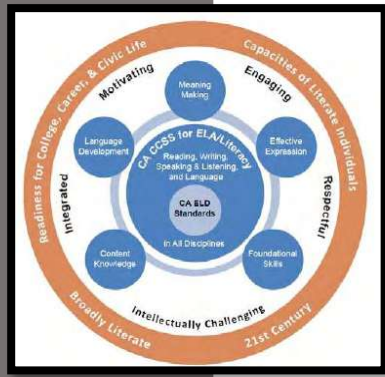
THEMES
of literacy instruction

Meaning Making

"Meaning Making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research. Meaning making includes literal comprehension but is not confined to it at any grade or with any student."

-Chapter 2, page 69

Language Development

"Language development, especially academic language, is crucial for learning…**As students progress through the grades, their language develops** as the result of learning new content, reading more texts, writing responses and analyses, conversing with teachers and classmates, and researching and presenting ideas- just as their ability to accomplish these tasks develops as the result of increases in language."

-Chapter 2, page 78

Effective Expression

"Students express their understandings and thinking in a variety of ways- through writing, speaking, digital media, visual displays, movement, and more."

-Chapter 2, page 84

Content Knowledge

"Students should read widely across a variety of disciplines in a variety of settings to learn content and become familiar with the discourse patterns unique to each discipline. Students who engage in inquiry- and have opportunities to read and hear content texts within real-wor**ld contexts that enhance students' engagement by** piquing their interest and connecting with their own lives."

-Chapter 2, page 88

Foundational Skills

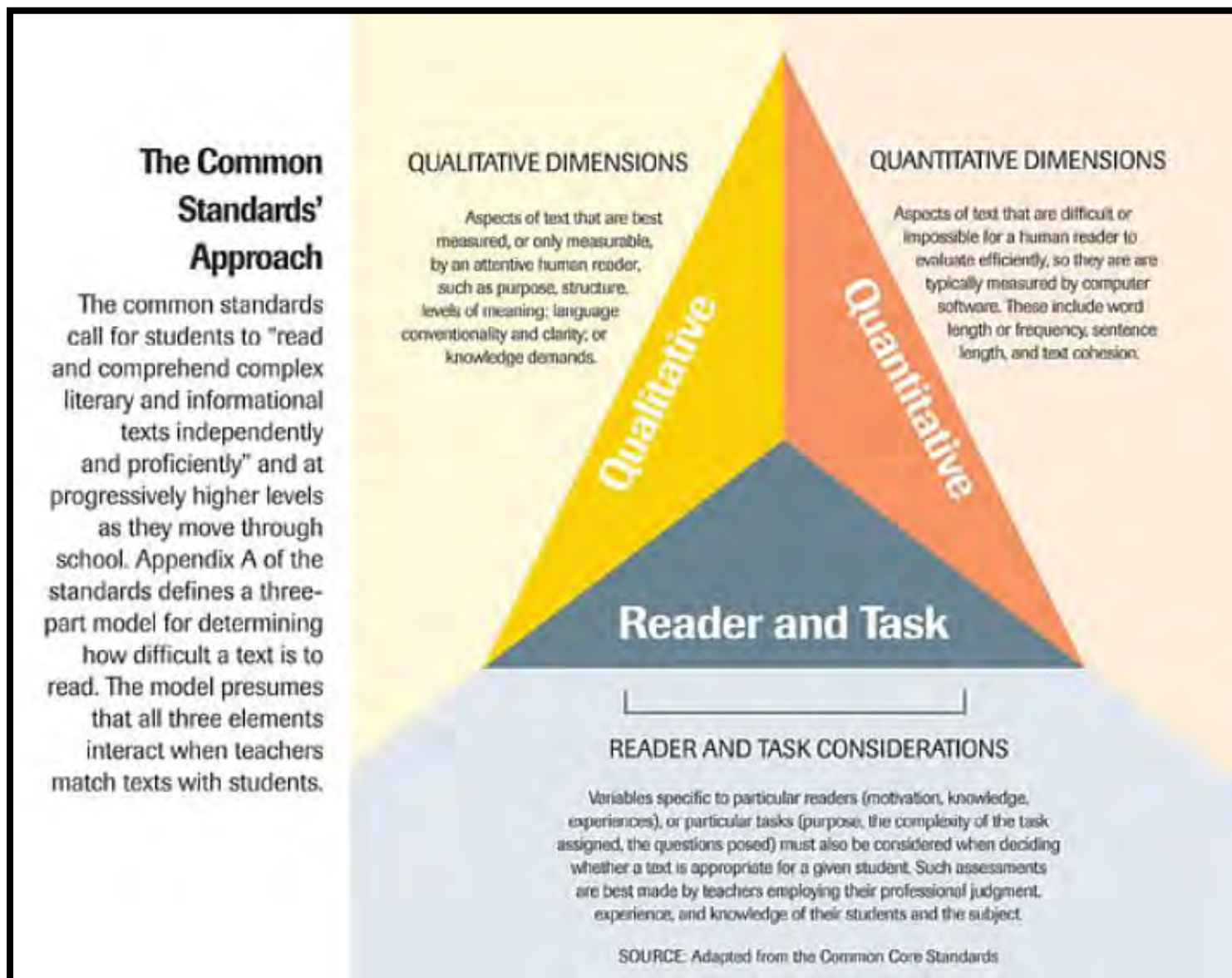"**Students acquire foundational skills through excellent, carefully designed systematic** instruction and ample opportunities to practice. Students of any grade who struggle with foundational skills should be provided additional, sometimes different, instruction while also having access to and participating in the other components of ELA/Literacy **programs and subject matter curricula.**"

-Chapter 2, page 89

Text Complexity

The Common Standards' Approach

The common standards call for students to "read and comprehend complex literary and informational texts independently and proficiently" and at progressively higher levels as they move through school. Appendix A of the standards defines a three-part model for determining how difficult a text is to read. The model presumes that all three elements interact when teachers match texts with students.

QUALITATIVE DIMENSIONS

Aspects of text that are best measured, or only measurable, by an attentive human reader, such as purpose, structure, levels of meaning; language conventionality and clarity; or knowledge demands.

QUANTITATIVE DIMENSIONS

Aspects of text that are difficult or impossible for a human reader to evaluate efficiently, so they are are typically measured by computer software. These include word length or frequency, sentence length, and text cohesion.

Qualitative

Quantitative

Reader and Task

READER AND TASK CONSIDERATIONS

Variables specific to particular readers (motivation, knowledge, experiences), or particular tasks (purpose, the complexity of the task assigned, the questions posed) must also be considered when deciding whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

SOURCE: Adapted from the Common Core Standards

*"Te*achers need to know their students- their background knowledge relevant to the text, their knowledge of the vocabulary in the text, and their proficiency in reading and in the English language- to determine the most **appropriate texts and tasks".**

-Chapter 2, Page 74

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

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

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

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

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

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

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

See more ideas for engaging students in academic conversations, by viewing Figure 2.15 in Chapter 2, page 86

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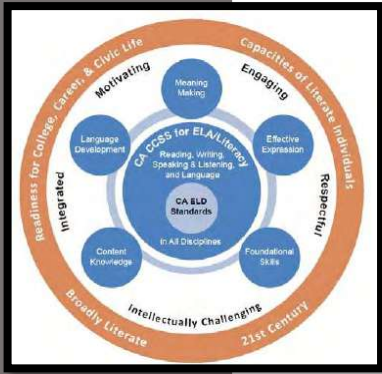
ELA/ELD STANDARDS

CA CCSS for ELA/Literacy

The California Common Core State Standards for ELA/ Literacy were "Created by a diverse group of teachers, experts, parents, and school administrators who represent the aspirations for our children and the realities of the classroom, 'these standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them.'"

-Chapter 1, page 16

ELD Standards

"The intent of the CA ELD Standards is to capture the multilayered and complex process of English language development in kindergarten through grade twelve and covey them in ways that are useful for teachers…they are aligned to the CA CCSS for ELA/Literacy, and they draw attention to the language…that is particularly critical for ELs to develop in order to understand and successfully use academic English across the disciplines."

-Chapter 1, page 30

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Literacy Expectations

Transitional Kindergarten TK

Literacy Expectations for Transitional Kindergarten (TK)	
Reading: Foundational Skills; Meaning Making; Effective Expression (Literature and Informational Text)	
Concepts of Print	Display appropriate book-handling behaviors
	Display knowledge of print conventions
	Understand that print is something that is read and has specific meaning.
Phonological Awareness	Orally blend and delete words and syllables without support of pictures or objects
	Orally blend onsets, rimes, and phonemes of words
	Orally delete the onsets of words, with the support of pictures or objects
Phonics and Word Recognition	Recognize own names in print
	Recognize common words in print
	Match more than half of uppercase letter names to their printed form.
	Match more than half of lowercase letter names to their printed form
	Begin to recognize that letters have sounds.
Reading Informational and Literature	Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions, retelling, reenacting, or creating art.
	Demonstrate enjoyment of literacy and literacy-related activities.
	Engage in more complex routines associated with literacy activities.

Writing

Adjust grasp and body position for increased control in drawing and writing.

Write letters or letter-like shapes to represent words or ideas.

Write first name nearly correctly.

Language (Speaking and Listening) Effective Expression: Language Development; Foundational Skills

Use language to communicate with others in both familiar and unfamiliar social situations for a variety of purposes.

Speak clearly enough to be understood by both familiar and unfamiliar adults.

Use accepted language and style during communication with familiar and unfamiliar adults and children.

Use language to construct extended narratives that are real or fictional.

Speaking and Listening : Effective Expression: Language Development; Foundational Skills

Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
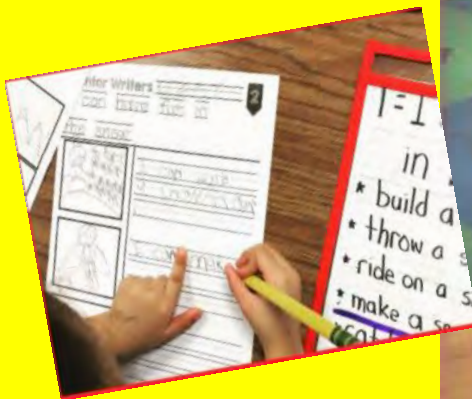
Understand and use accepted words for categories of objects encountered in everyday life.

Understand and use both simple and complex words that describe the relations between objects.

Understand and use increasingly complex and longer sentences.

Understand and typically use age-appropriate grammar.

Michael Hughes, Parkridge Elementary School

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Literacy Expectations

Kindergarten – Grade 2

Literacy Expectations for grades K-2	
Reading: Foundational Skills; Meaning Making; Effective Expression (Literature and Informational Text)	
Concepts of Print	Acquire directionality and book knowledge
	Represent spoken words in written language by specific sequences of letters.
	Separate words with spaces
	Distinguish sentences by certain features
	Recognize and name upper and lower case letters of the alphabet
	Distinguish between letters that are visually similar (configuration)
	Represent letters and sounds.
Phonological Awareness	Recognize rhymes
	Create repetition and alliteration
	Count and identify syllables
	Manipulate onset and rime
	Manipulate phonemes
Phonics and Word Recognition	Monitor understanding while decoding words
	Recognize grade appropriate high-frequency words
	Sound out and decode new words
	Connect letters or letter combinations with sounds
	Represent and blend sounds into recognizable spoken words
	Know the letters of the alphabet, letter sound and spelling sound correspondences
	Understand alphabetic principle
Fluency	Read with speed, accuracy, and phrasing
	Read with expression
	Read independently to build stamina
Reading Informational and Literature	Read, comprehend and analyze complex texts
	Cite relevant textual evidence

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Writing: Effective Expression; Language Development; Content Knowledge

Compose writing in all text types with a clear purpose.

Write routinely over short and longer time frames for a range of purposes and audiences

Reference multiple sources to respond to a writing prompt.

Research: Meaning Making; Content Knowledge; Language Development

Participate in shared research and writing projects.

Gather information from multiple sources.

Language (Speaking and Listening) Effective Expression: Language Development; Foundational Skills

Determine and clarify the meaning of unknown multiple words and phrases while reading grade level content.

Demonstrate understanding of nuances in word meaning.

Demonstrate command of English conventions and language functions

Initiate and participate effectively in a range of collaborative discussions

Speaking and Listening : Effective Expression: Language Development; Foundational Skills

Participate in collaborative conversations with diverse partners.

Ask and answer questions about key ideas and details.

Tell a story/describe with relevant information.

Add drawings, visual displays, or audio recordings when appropriate.

Speak audibly and produce complete sentences.

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Literacy Expectations

Grade 3-Grade 5

Literacy Expectations for Grades 3-5

Reading: Foundational Skills; Meaning Making; Effective Expression (Literature and Informational text)

Know and apply grade level word analysis and phonics skills in decoding words.

Reading Literature and Informational Text

Ask and answer text dependent questions to demonstrate an understanding of the text.

Determine main ideas and details in informational text.

Describe or explain the relationship between events, ideas and concepts in informational text.

Determine the central message, lesson, or moral in a variety of literary texts.

Analyze characters and other components of a literary text.

Determine the meaning of domain specific academic words and phrases in literary and informational text.

Describe the overall structure of a selection of an informational text.

Describe or explain the structure in different genres of literary work.

Differentiate between the reader's and author's or narrator's point of view.

Make connections between the text and visuals provided.

Describe and explain the connections, reasons, and evidence in a selection of informational text.

Compare and contrast two or more texts on the same topic.

Interpret words and phrases in a text and analyze how specific word choices shape meaning or tone.

Students read and comprehend literary and informational text with grade appropriate text complexity independently and proficiently.

Fluency: Meaning Making; Content Knowledge; Language Development

Read with sufficient fluency and accuracy to support comprehension.

Writing: Effective Expression; Language Development; Content Knowledge

Compose writing in all text types (opinion, informational, and narrative) with a clear purpose.

Produce clear and coherent writing with guidance (revising and editing) and other support as needed.

Students use technology to produce and publish writing with guidance and collaboration with peers.

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Research: Meaning Making; Content Knowledge; Language Development

Conduct and participate in short research projects to build knowledge.
Gather information and evidence (grades 4-5) from multiple recollections, print, and digital sources.
Engage in notetaking and paraphrasing from multiple sources.
Write routinely over extended and shorter time frames in difference domains.

Language (Speaking and Listening) Effective Expression: Language Development; Foundational Skills

Determine and clarify the meaning of unknown multiple words and phrases while reading grade level content.
Use knowledge of language and its conventions when, writing, reading, speaking or listening.
Demonstrate understanding of nuances in word meaning, word relationships (grades 3-5), and figurative language (grades 4-5)
Demonstrate command of English conventions and grammar when writing and speaking.
Initiate and participate effectively in a range of collaborative discussions.
Acquire and use accurately, grade appropriate conversational general academic and domain specific words and phrases.

Speaking and Listening: Effective Expression: Language Development; Foundational Skills

Participate in collaborative conversations and discussions with diverse partners.
Ask and answer questions about information from a speaker (Grade 3).
Identify or summarize the points of a speaker or media source to support a particular point (Grades 4-5).
Describe/tell a story with relevant information.
Add drawings, visual displays, or audio recordings when appropriate.
Speak audibly and produce complete sentences.
Report on literary or informational text in an organized and appropriately sequenced format.
Speak clearly and at an understandable pace.
Use media strategically during presentations as needed.
Adapt speech patterns based on situation and audience.

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Literacy Expectations

Grades 6-8

Grades 9-12

Literacy Expectations for Grade 6-8 and Grades 9-12

Reading: Meaning Making; Content Knowledge; Language Development

Read independently to build stamina

Continually reflect on their own learning and growth

Read, write, and research for pleasure

Read, comprehend and analyze complex texts

Cite relevant textual evidence

Determine word meanings in a range of texts

Writing: Effective Expression; Language Development; Content Knowledge

Write, revise and publish in multiple genres

Write routinely over short and longer time frames for a range of purposes and audiences

Build communication skills through academic discourse

Research: Meaning Making; Content Knowledge; Language Development

Research, synthesize and present information from multiple formats

Design independent, theme based research projects

Develop technological skills and media literacy

Language (Speaking and Listening) Effective Expression: Language Development; Foundational Skills

Develop an extensive use of academic vocabulary and knowledge of word structures

Demonstrate command of English conventions and language functions

Initiate and participate effectively in a range of collaborative discussions

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,

Present information, findings, and supporting evidence clearly, concisely, and logically

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

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To balance rigor and relevance with social emotional learning, CNUSD will provide ALL students with an EQUITABLE learning environment.

Equity

"The goal is for all students to receive high-quality, standards-aligned instruction, using culturally and linguistically responsive teaching."

-ELA/ELD Framework, Chapter 9, page 913

"Instruction and assessment should be both linguistically and culturally congruent, and students' linguistic and cultural backgrounds should be taken into account when determining appropriate approaches to instruction and intervention."

-ELA/ELD Framework, Chapter 9, page 928

"General education teachers consider different ways to stimulating different ways that students can express what they know- all based on students' needs and assets and strengths."

-ELA/ELD Framework, Chapter 9, page 910

"…educators should continuously strive for social justice, access, and equity. This requires educators to adopt a stance of inquiry toward their practice and to engage in ongoing, collaborative discussions with their colleagues about challenging issues, including race, culture, language, and equity."

-ELA/ELD Framework, Chapter 9, page 916

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Framework for Systemic Social and Emotional Learning
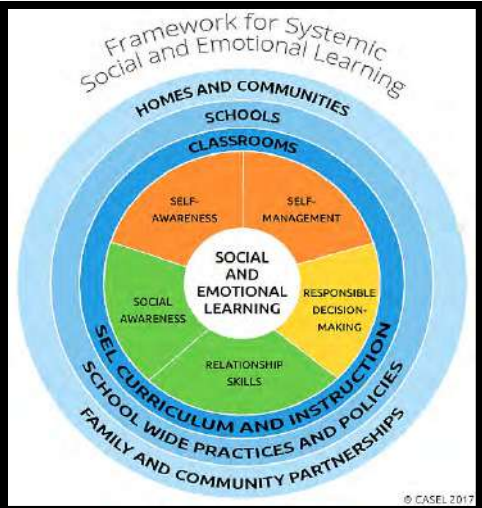
# An EQUITABLE learning environment employs culturally and linguistically responsive teaching

"Culturally and linguistically responsive teaching and equity-focused approaches emphasize validating and valuing students' cultural and linguistic heritage- and all other aspects of students' identities- while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines." (ELA/ELD Framework, Chapter 9, page 917)

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It develops a sense of person efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization.

Teachers should adopt an asset-based stance toward the culture and language of their students and an additive approach to their students' language development by enacting the following principles:	
Self-educate	Teachers develop an awareness of and positive disposition toward their students' cultural and linguistic heritage, their communication styles, and of their students' dialects of English.
Draw on and value students' cultural background	Teachers learn about their students' lives and make connections between their students' experiences, backgrounds, and interests and school context learning.
Address language status	Teachers treat all languages and all dialects of English in the classroom as equally valid and valuable and take the stance that multilingualism and dialect variations is natural. In addition, teachers make transparent for their students, in developmentally appropriate ways, that while standard English (SE) is the type of English "privileged" in school, bilingualism and bidialecticism, or proficiency in multiple dialects of English, are high valued assets.
Expand language awareness	Teachers develop their students' understandings of how, why, and when to use different registers and dialects of English to meet the expectations of different context. Teachers balance activities that develop students' awareness of English varietal differences and similarities while also acknowledging the need for students to fully develop academic English. When appropriate, teachers include their students' primary language or dialect in instruction. Making the hidden curriculum of language visible in respectful and pedagogically sound ways is one way of ensuring the civil rights of linguistically diverse students.
Support the development of academic English	Teachers focus instruction on intellectually rich and engage tasks that allow students to use academic English in meaningful ways. Teachers also make transparent to students how academic English works to make meaning in different disciplines (disciplinary literacy). This includes helping students to develop register awareness so that they understand how to meet the language expectations of difference contexts and disciplines.
Promote pride in cultural and linguistic heritage	Language and culture are inextricably linked, and students' dispositions toward school learning are affected by the degree to which schools convey that students' cultural and linguistic heritage are valued. Therefore, teachers allow- and indeed encourage- their students to use their primary language(s) and/or home dialects of English when appropriate in the classroom and infuse cultural and linguistic heritage and pride into the curriculum.

- Literacy instruction in CNUSD is based on the **CCSS ELA/ELD standards/framework** and other state adopted content area **Frameworks.**
- Instruction is strategically designed with a clear knowledge of **standards mastery** based on **CCSS ELA/ELD standards**.
- Literacy instruction is informed by formative assessments to gauge the differentiated learning needs of all students using **iReady, interim SBAC assessments, and other formative assessment tools.**
- The **ELA/ELD adoptions** are tools to provide access to the teaching, learning, and mastery of standards, including strategic interventions.
- **Step Up to Writing** is a tool for effective expression in writing.

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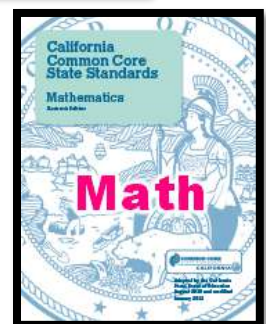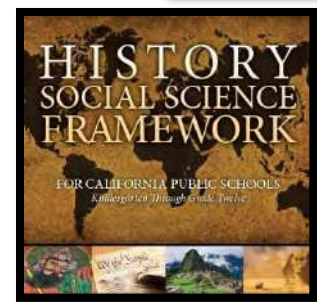
Universal Design for Learning (UDL) is a researched-based framework for guiding educational practice. Based on the premise that one-size-fits-all curricula create unintentional barriers to learning for many students, including the mythical average student, UDL focuses on planning instruction to meet the varied needs of students…UDL acknowledges the needs of all learners at the point of planning and first teaching, thereby reducing the amount of follow-up and alternative instruction necessary." (ELA/ELD Framework, Chapter 9, page 910)

Universal Design for Learning (UDL)

Principle Provide multiple means of…	Guidelines Provide options for…
I. Engagement	Self-Regulation Effort and Persistence Recruiting Interest
II. Representation	Comprehension Language, Mathematical Expressions, and Symbols Perception
III. Action and Expression	Executive Functions Expression and Communication Physical Action

Source
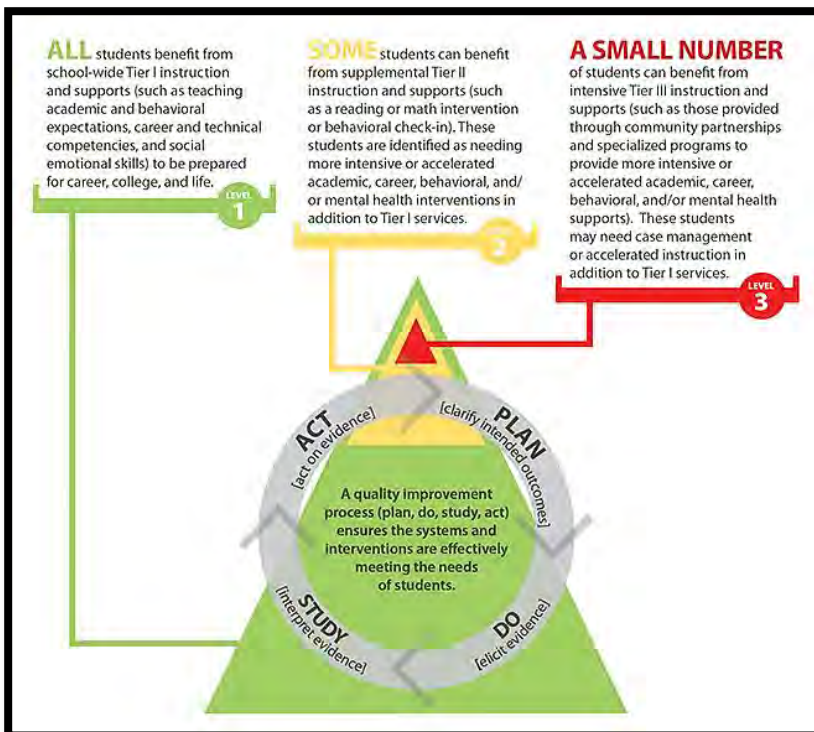CAST. 2013. *Universal Design for Learning Guidelines Version 2.0.* Wakefield, MA: Author.

Principle I: *Provide multiple means of engagement to tap individual learners' interests, challenge them appropriately, and motivate them to learn.*

Principle II: *Provide multiple means of representation to give students various ways of acquiring, processing, and integrating information and knowledge.*

Principle III: *Provide multiple means of action and expression to provide students with options for navigating and demonstrating learning.*

http://www.cast.org

http://www.udlcenter.org

ALL students benefit from school-wide Tier I instruction and supports (such as teaching academic and behavioral expectations, career and technical competencies, and social emotional skills) to be prepared for career, college, and life.

SOME students can benefit from supplemental Tier II instruction and supports (such as a reading or math intervention or behavioral check-in). These students are identified as needing more intensive or accelerated academic, career, behavioral, and/ or mental health interventions in addition to Tier I services.

A SMALL NUMBER of students can benefit from intensive Tier III instruction and supports (such as those provided through community partnerships and specialized programs to provide more intensive or accelerated academic, career, behavioral, and/or mental health supports). These students may need case management or accelerated instruction in addition to Tier I services.

LEVEL 1

LEVEL 2

LEVEL 3

ACT [act on evidence]

PLAN [clarify intended outcomes]

A quality improvement process (plan, do, study, act) ensures the systems and interventions are effectively meeting the needs of students.

STUDY [interpret evidence]

DO [elicit evidence]

A coordinated system of supports and services is crucial for ensuring appropriate and timely attention to students' needs. The Multi-Tiered System of Supports (MTSS) model expands California's Response to Intervention process by aligning all systems of high-quality first instruction, support, and intervention and including structures for building, changing, and sustaining systems.

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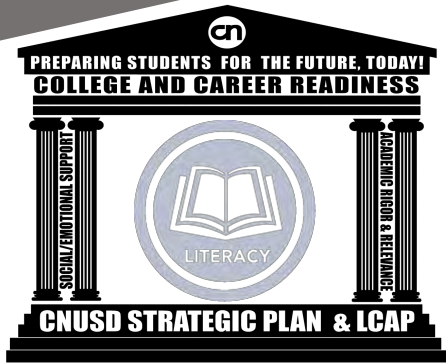
"Every teacher, administrator, specialist, parent and community member should hold and demonstrate high expectations of all students…[and] high expectations should be matched by high levels of support"

-ELA/ELD Framework, Introduction, page 8

Contributors

A special thanks to:

Barbara Wolfinbarger, Administrative Director

Adriana Burkhart, Director

Ambra Dodds, Teacher on Special Assignment

Ana Diaz, Parent

Annemarie Cortez, Teacher on Special Assignment

Ben Sanchez, Principal

Carol Leitch, Director

Carry Tillery, Coordinator

Cassandra Willis, Director

Charla Capps, Director

Colleen Lum, Teacher

Cyndy Erman, Director

Dahlene Holliness, Counselor

Dalia GadElMawla, Administrative Director

Darlene Erickson, Teacher on Special Assignment

Dionisia Arreygue, Parent

Ed Clement, Principal

Elizabeth Maciel, Classified

Estephanie Algara Cardenas, Teacher

Evita Tapia, Director

Ginger Prewitt, Principal

Janeth del Portillo, Parent

Jennifer Bizal, Parent

Jennifer Cordura, Teacher

Pablo Sanchez, Director

Julie Gressley Enger, Teacher

Kari Hawkey, Teacher

Katherine Jackson, Teacher on Special Assignment

Kimberly Kemmer, Teacher on Special Assignment

Kristen Johnson, Teacher

Lara Grubel, Principal

Lee Walker, Teacher

Lisa Simon, Asst. Superintendent

Lisa Stallings, Teacher

Luma Dawood, Parent

Malori Merki Castro, Teacher

Marjorie Evans, Teacher

Nivia Gallardo, Director

Raymond Waller, Teacher

Sandra Denzler, Teacher

Sarah Ragusa, Administrative Director

Shelly Yarbrough, Principal

Susan Helms, Principal

Tiffany Stephens, Teacher on Special Assignment

Tyrone Holliness, Parent

Sussan Ortega, Teacher

Michelle Gardner, Teacher

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