

Acknowledgements

Martín Macías, Director of English Learner Support

Martín has served as the Director of English Learner Support for the Stanislaus County Office of Education (SCOE) for the past four years and, prior to SCOE, was a Program Specialist with Merced County Office Education. He has served as a principal at the elementary level, assistant principal at the high school level, and a teacher of 7-12 grade students. He actively participates with the California Department of Education Bilingual Coordinators Network and is currently a committee member for the annual Accountability Leadership Institute Conference. Additionally, he is a board member of the national Association of Two-Way & Dual Language Education (ATDLE).

Debra Boggs, Director of K-12 Literacy

Debra came to the Stanislaus County Office of Education in 2008 after 15 years as a high school English Teacher. She is a member of the California ELA/ELD Framework Rollout Committee, and serves as the statewide liaison between the California County Superintendents Educational Services Association and the California State University for implementation of the Expository Reading and Writing Curriculum.

Irma Bravo Lawrence, English Learner Consultant

Irma is the former Director of English Learner Support Services at Stanislaus County Office Education. She has taught at the elementary level and supported teachers K-12. She has held district level assignments that include EL and New Teacher Support Services Coordinator, and Title VII and Literacy Resource Teacher. She served as the BTSA Director for the SCOE Consortium and has been a Lecturer for CSU, Stanislaus in the Department of Teacher Education. Additionally, Irma has published several articles including "La Voz de Vygotsky, California: A Picture of Diverse Language Group and ESL Programs," and "California Levels of English Language Development (CELD)."

Focus Group

A huge thank you to the following schools, districts, county offices, and representatives that engaged in validating the integrity and direction of this tool:

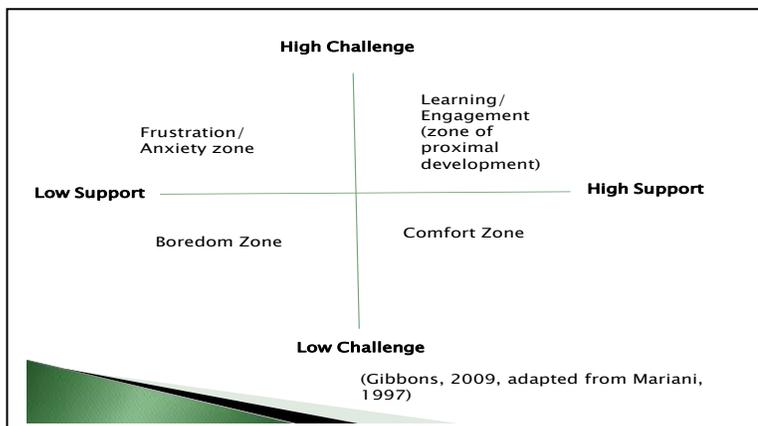
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Mary Bursh	Title I Teacher	Chrysler Elementary
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Melinda Freeman	Teacher	Beyer High
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Examples of Scaffolds

1. Concrete to abstract
2. Familiar to new or Experiential to Scientific
3. Relate to students life experiences (cultural background)
4. Background building in language and concepts
5. Prompting and Questioning
6. Monitoring and Feedback
7. Parceling out information (chunking)
8. Preparation for Assessment
9. Interaction and Application



Taking into account what students already know, including primary language and culture, and relating it to what they are to learn will allow planning for appropriate level support by considering these five areas:

1. Complexity of concepts and text
2. Context in which new information will be presented
3. Language demands for reading, writing, speaking and listening
4. Learning strategies needed to succeed
5. Performance expectations

Using the Scaffolding Language and Literacy Tool

ELD Standards

- Organized by grade level
- Described by proficiency level

Teacher Planning

- Lesson Scaffolds
- Level of Support
- Building Block Skills
- Instructional Routines

Student Behaviors

- Language Functions
- Language Production
- Engagement Prompts

The purpose of strategic scaffolding is to design instruction and create environments where a student's potential can be gradually released. According to Walqui and van Lier (2010) based on the work of Wood et al., six elements define scaffolding. They are: 1) recruiting interest in the task; 2) amplifying the access; 3) maintaining pursuit of the goal; 4) marking discrepancies between what has been produced and the ideal solution; 5) controlling frustration and risk; 6) demonstrating ideal version of a product.

This tool attempts to provide examples of all six elements that define scaffolding. The table below contains the six elements and partial lists from this document of correlating supports and instructional routines. As lesson plans are drafted, it is important to consider The Building Block Skills and each of these areas to provide effective scaffolding.

References

- i. CA ELA/ELD Framework: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- ii. CA ELD Standards: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- iii. Walqui, A., & van Lier, L. (2010) *Scaffolding the Academic Success of Adolescent English Language Learners*. WestEd

1. Exchanging information and ideas

Kindergarten

	Emerging Level	Expanding Level	Bridging Level
Exchanging Information & Ideas	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh</i> -questions and responding using gestures, words, and simple phrases.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules , and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
	Substantial	Moderate	Light
Teacher Planning			
Lesson Scaffolds	<ol style="list-style-type: none"> Describe what is and is not appropriate Teacher models and demonstrates Color-coding key words Visuals (photos, illustrations, posters, etc.) 	<ol style="list-style-type: none"> Peers model Repeated practice Compare academic vocabulary to social register Choral responses Check for understanding with physical responses 	<ol style="list-style-type: none"> Explore different content specific language structures Whole group to pairs Analysis of process Anchor charts
Level of Support	<ol style="list-style-type: none"> Model responses Use L1 Point out cognates Post frames Concrete to abstract 	<ol style="list-style-type: none"> Work in groups Chart steps Peer feedback Anchor charts Word banks 	<ol style="list-style-type: none"> Discussions of information charted Explicit analysis of key details Think aloud deductive reasoning Choices in linguistic frames
Building Block Skills	<ol style="list-style-type: none"> Understand syntax of simple phrases, statements and/or questions Understand the rules for participation 	<ol style="list-style-type: none"> Eye contact Affirming physically Partner sharing Able to repeat what was said 	<ol style="list-style-type: none"> Paraphrasing Ask clarifying questions Affirming orally
Instructional Routines	<ol style="list-style-type: none"> Matching Questions & Answers Oral Cloze Activities Modeled Talk Role Play-Puppet Show Categorizing Answers/Question sentences 	<ol style="list-style-type: none"> Precision Partnering- 4 Ls (Look, Lean, Low voice, Listen) Word Banks Talking Sticks Fishbowl 	<ol style="list-style-type: none"> Group Reflection What's in the Bag Think/Pair/Share
Student Behavior			
Language Functions	<ol style="list-style-type: none"> Tell Share Repeat Name List 	<ol style="list-style-type: none"> Retell Describe Explain Predict 	<ol style="list-style-type: none"> Relate Interpret Infer Justify with evidence
Language Production	<ol style="list-style-type: none"> I think that... Why or why not? I see... I do/don't understand... What do you think? 	<ol style="list-style-type: none"> Another reason is ... I am thinking that... After listening... My idea is like ... Tell us again. 	<ol style="list-style-type: none"> Before I thought... Maybe it would work if ... Finally, I think... Why did...
Engagement Prompts	<ol style="list-style-type: none"> Signal when you are ready. It will be ____'s turn next. Remember to listen. Think about what your partner just said. 	<ol style="list-style-type: none"> Repeat what your partner said. Use the word bank... What is your opinion? Tell me why. Does that sound right? 	<ol style="list-style-type: none"> Tell us two things your group said. Be ready to ask, or answer. Explain your reasons. Select another word.

COLLABORATIVE

1. Exchanging information and ideas

3rd Grade

Exchanging Information & Ideas	Emerging Level	Expanding Level	Bridging Level
		Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh</i> -questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue , by following turn-taking rules , asking relevant questions, affirming others, and adding relevant information .
	Substantial	Moderate	Light
Teacher Planning			
Lesson Scaffolds	<ol style="list-style-type: none"> Chart vocabulary/expressions Choral responses Familiar topics Concrete to abstract Repetition Color-coded charts Non-linguistic representations 	<ol style="list-style-type: none"> Teacher models Peers model Assessment checklist Multiple practice opportunities Provide constructive and specific feedback on content Timely corrections Teacher facilitates and invites 	<ol style="list-style-type: none"> Graphic organizers Group created responses Goal setting Frequent checking for understanding Content presented with variation Gradual release to autonomy Inquiry approach to lessons
Level of Support	<ol style="list-style-type: none"> Demonstrate-post rules Modify the rate of speech Limit the use of new word Give opportunity to use L1 Visuals, artifacts, etc. Essential questions revisited Consistent pursuit of objectives Explicitly define the process of asking/answering questions 	<ol style="list-style-type: none"> Explicitly identify superfluous information Teacher think-aloud Contrast cultural perspectives Exit Slips Metacognition exploration Word banks 	<ol style="list-style-type: none"> Model graphic organizers as a tool for sharing Analysis of points of view Group assessment Contrast conversational register to academic Student reflections
Building Block Skills	<ol style="list-style-type: none"> Understand word order in simple phrases, statements and/or questions (declarative) Understand the rules for participation (procedural) Listening attentively 	<ol style="list-style-type: none"> Eye contact Affirming physically/verbally Partner sharing Ability to repeat what was said Ability to accept differences Organized expression of thought 	<ol style="list-style-type: none"> Paraphrasing Ask clarifying questions Summarize points of discussion Provide constructive feedback Identify relevant information
Instructional Routines	<ol style="list-style-type: none"> True/False Questions Oral Cloze Activities Modeled Talk Role Play 	<ol style="list-style-type: none"> Precision Partnering- 4 Ls Talking Sticks Fishbowl Author's chair Talk Show 	<ol style="list-style-type: none"> Group Quick-Write Reflection S L A N T Question-Answer Relationship
Student Behavior			
Language Functions	<ol style="list-style-type: none"> Tell List Share Repeat 	<ol style="list-style-type: none"> Retell Name Describe Explain 	<ol style="list-style-type: none"> Relate Quote Interpret Distinguish
Language Production	<ol style="list-style-type: none"> I think that... I learned that... I see... I believe... 	<ol style="list-style-type: none"> Another reason is ... If the ___ then ___... My thoughts are that ... After listening... 	<ol style="list-style-type: none"> We have concluded that ... Perhaps it would work if ... My idea is connected to... Next, I want to say...
Engagement Prompts	<ol style="list-style-type: none"> This group will... When I call on your group tell... We haven't heard from... In other words... Be ready to explain what was just said. 	<ol style="list-style-type: none"> Practice, because I will call on you next. State your group's thoughts. Using the word bank... What is your opinion? Why? Let's take the opposite view. 	<ol style="list-style-type: none"> Share what your partner said. Summarize what your group discussed. Be ready to ask, or answer What is another word for...? Do you think that made sense?

COLLABORATIVE

2. Interacting with others in written English

3rd Grade

	Emerging Level	Expanding Level	Bridging Level
Interacting via Written English	<u>Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</u>	<u>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</u>	<u>Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</u>
	Substantial	Moderate	Light
Teacher Planning			
Lesson Scaffolds	<ol style="list-style-type: none"> Explicitly define process of asking/answering questions Chart vocabulary/expressions Choral responses Familiar topics Concrete to abstract Repetition Color-coded charts Non-linguistic representations 	<ol style="list-style-type: none"> Teacher models Peers model Assessment checklist Multiple practice opportunities Provide constructive and specific feedback on content Timely corrections Teacher facilitates and invites 	<ol style="list-style-type: none"> Graphic organizers Group created responses Goal setting Frequent checking for understanding Content presented with variation Gradual release to autonomy Inquiry approach to lessons
Level of Support	<ol style="list-style-type: none"> Demonstrate-post rules Modify the rate of speech Limit the use of new word Give opportunity to use L1 Visuals, artifacts, etc. Essential questions revisited Consistent pursuit of objectives 	<ol style="list-style-type: none"> Explicitly identify superfluous information Teacher think-aloud Contrast cultural perspectives Exit Slips or lines Metacognition exploration Word Banks 	<ol style="list-style-type: none"> Model graphic organizers as a tool for sharing Analysis of points of view Group assessment Contrast conversational register to academic Student reflections
Building Block Skills	<ol style="list-style-type: none"> Basic sentence syntax Word categorizing Anchor chart distinctions informational text and literary Reading and writing phrases Use of a computer and internet with substantial support 	<ol style="list-style-type: none"> Parts of speech Understands the writing process 	<ol style="list-style-type: none"> Write a variety of sentence structures Elements of fiction Sequencing story events
Instructional Routines	<ol style="list-style-type: none"> Sentence Builder Fancy Words/Deck of Cards Headlines Character or Wanted Poster Captions 	<ol style="list-style-type: none"> Idea/Opinion Graphic Organizer Information Grid Chain graphic organizer-events Post-It Progression Writing templates-Cloze 	<ol style="list-style-type: none"> Story Chart, map, matrix Long Sentence Writing Editing Checklist Literary Letters (characters)
Student Behavior			
Language Functions	<ol style="list-style-type: none"> Tell List Sort Predict/hypothesize 	<ol style="list-style-type: none"> Distinguish Describe Write directions Report 	<ol style="list-style-type: none"> Retell Sequence Summarize Infer
Language Production	<ol style="list-style-type: none"> My idea is... I think/believe that... What do you think? Let's think a bit this? Let's reread our paragraph. 	<ol style="list-style-type: none"> Maybe we could... I don't agree because... What do you mean? First, Next, Finally If we revise it... 	<ol style="list-style-type: none"> What if we...? Tell me again. Please explain again... Let's ask for help. Which word needs to change?
Engagement Prompts	<ol style="list-style-type: none"> What is the same? What is different? You will be next. Where did...? All members must give input. 	<ol style="list-style-type: none"> Repeat what your partner said. Tell me why. Tell your partner... Have you heard all that your group has shared? 	<ol style="list-style-type: none"> Explain your reasons. Find the... Select another word... Using the word bank... Can you make this sentence clearer, stronger, or more interesting?

COLLABORATIVE

1. Exchanging information and ideas

5th Grade

Exchanging Information & Ideas	Emerging Level	Expanding Level	Bridging Level
		Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue , by following turn-taking rules , asking relevant questions, affirming others, and adding relevant information .
	Substantial	Moderate	Light
Teacher Planning			
Lesson Scaffolds	<ol style="list-style-type: none"> Vocabulary/phrasing charted Color-coding Cognates posted Peer support Contrast languages Demonstrations Repetition/oral practice Validate approximations 	<ol style="list-style-type: none"> Language production opportunities Cooperative group tasks Direct instruction language structures Word banks Examples and non-examples Speaking guides Teacher led graphic organizer 	<ol style="list-style-type: none"> Graphic organizers Group created responses Goal setting Frequent checking for understanding Content presented with variation Gradual release to autonomy Inquiry approach to lessons
Level of Support	<ol style="list-style-type: none"> Demonstrate-post procedures Modify the rate of speech Limit the use of new word Give opportunity to use L1 Visuals, artifacts Modified (tiered) assignments 	<ol style="list-style-type: none"> Contrast conversational register to academic Explicitly identify superfluous information Teacher think-aloud Contrast cultural perspectives 	<ol style="list-style-type: none"> Model graphic organizers as a tool for sharing Analysis of points of view Student self-assessment Group assessment Corrective feedback on language
Building Block Skills	<ol style="list-style-type: none"> Understand word order in simple phrases, statements and/or questions (declarative) Understand the rules for participation (procedural) 	<ol style="list-style-type: none"> Eye contact Affirming physically/verbally Partner sharing Ability to repeat what was said Ability to accept differences 	<ol style="list-style-type: none"> Paraphrasing Ask clarifying questions Summarize points of discussion Provide constructive feedback Identify relevant information
Instructional Routines	<ol style="list-style-type: none"> True/False Questions Oral Cloze Activities Modeled Talk 	<ol style="list-style-type: none"> Precision Partnering- 4 Ls Word Banks Talking Sticks Fishbowl 	<ol style="list-style-type: none"> Group Quick-Write Reflection Integration
Student Behavior			
Language Functions	<ol style="list-style-type: none"> Tell List Share Repeat 	<ol style="list-style-type: none"> Retell Name Describe Explain 	<ol style="list-style-type: none"> Relate Quote Interpret Distinguish
Language Production	<ol style="list-style-type: none"> I think that... I learned that... I see... I believe... 	<ol style="list-style-type: none"> Another reason is ... If the ___ then ___... My thoughts are that ... After listening... 	<ol style="list-style-type: none"> We have concluded that ... Perhaps it would work if ... My idea is connected to... Next, I want to say...
Engagement Prompts	<ol style="list-style-type: none"> This group will... When I call on your group tell us... Choose... Which one... 	<ol style="list-style-type: none"> Practice because I will call on you next. State your group's thoughts. Using the word bank... What is your opinion? Why? 	<ol style="list-style-type: none"> Share what your partner said. Summarize what your group discussed. Be ready to ask, or answer. What is another word for...?

COLLABORATIVE

1. Exchanging information and ideas

7th Grade

	Emerging Level	Expanding Level	Bridging Level
Exchanging Information & Ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Contribute to class, group , and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence , paraphrasing key ideas, building on responses, and providing useful feedback.
	Substantial	Moderate	Light
Teacher Planning			
Lesson Scaffolds	<ol style="list-style-type: none"> 1. Explicit instruction asking/answering questions 2. Chart vocabulary/expressions 3. Choral responses 4. Begin with relevant (cultural) issues 5. Repeated practice 	<ol style="list-style-type: none"> 1. Peers model 2. Assessment checklist 3. Repeated practice 4. Provide constructive feedback 5. Word banks 	<ol style="list-style-type: none"> 1. Paraphrasing stems 2. Clarifying stems 3. Graphic organizers 4. Group created responses
Level of Support	<ol style="list-style-type: none"> 1. Demonstrate post rules 2. Modify the rate of speech 3. Limit the use of new word 4. Give opportunity to use L1 5. Visuals, artifacts, etc. 	<ol style="list-style-type: none"> 1. Contrast conversational register to academic 2. Explicitly identify superfluous information 3. Teacher think-aloud 4. Contrast cultural perspectives 	<ol style="list-style-type: none"> 1. Model graphic organizers as a tool for sharing 2. Analysis of points of view 3. Student self-assessment 4. Group assessment
Building Block Skills	<ol style="list-style-type: none"> 1. Word order in simple phrases, statements and/or questions 2. Understand the rules for participation 3. Eye contact 	<ol style="list-style-type: none"> 1. Affirming physically/verbally 2. Partner Sharing 3. Ability to repeat what was said 4. Ability to accept differences 	<ol style="list-style-type: none"> 1. Paraphrasing 2. Ask clarifying questions 3. Summarize points of discussion 4. Provide constructive feedback 5. Identify relevant information
Instructional Routines	<ol style="list-style-type: none"> 1. What Makes You Say That? 2. Questioning the Text 3. Conversation Norms 	<ol style="list-style-type: none"> 1. Precision Partnering- 4 Ls 2. Talking Sticks 3. Fishbowl 	<ol style="list-style-type: none"> 1. Talk Show 2. Last Word 3. Advance Organizer
	Student Behavior		
Language Functions	<ol style="list-style-type: none"> 1. Read 2. Tell 3. Share 4. Repeat 5. List 	<ol style="list-style-type: none"> 1. Describe 2. Explain 3. Name 4. Predict 5. Compare 	<ol style="list-style-type: none"> 1. Relate 2. Quote 3. Interpret 4. Distinguish
Language Production	<ol style="list-style-type: none"> 1. I think that... 2. I learned that... 3. I see... 4. I believe... 	<ol style="list-style-type: none"> 1. Another reason is... 2. If the ___ then ___... 3. My thoughts are that... 4. After listening... 	<ol style="list-style-type: none"> 1. We have concluded that... 2. Perhaps it would work if... 3. My idea is connected to... 4. Next, I want to say...
Engagement Prompts	<ol style="list-style-type: none"> 1. This group will... 2. When I call on your group tell us... 3. Choose... 4. Which one... 	<ol style="list-style-type: none"> 1. I will call on you next. 2. State your group's thoughts. 3. Using the word bank... 4. What is your opinion? Why? 	<ol style="list-style-type: none"> 1. Share what your partner said. 2. Summarize your discussion. 3. Be ready to ask, or answer 4. What is another word for...?

COLLABORATIVE

1. Exchanging information and ideas

9th - 10th Grade

Exchanging Information & Ideas	Emerging Level	Expanding Level	Bridging Level
		Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions , affirming others, providing additional , relevant information, and paraphrasing key ideas.
	Substantial	Moderate	Light
Teacher Planning			
Lesson Scaffolds	<ol style="list-style-type: none"> 1. Explicit instruction asking/answering questions 2. Chart vocabulary/expressions 3. Choral responses 4. Begin with relevant (cultural) issues 5. Teacher models/video 6. Repeated practice 	<ol style="list-style-type: none"> 1. Teacher models 2. Peers model 3. Assessment checklist 4. Provide constructive feedback 5. Word banks 	<ol style="list-style-type: none"> 1. Paraphrasing stems 2. Clarifying stems 3. Graphic organizers 4. Group created responses 5. Explicit teaching of the use of quotes
Level of Support	<ol style="list-style-type: none"> 1. Demonstrate-post rules 2. Modify the rate of speech 3. Limit the use of new word 4. Give opportunity to use L1 5. Familiar topics/content 6. Teacher think-aloud 	<ol style="list-style-type: none"> 1. Examples 2. Contrast conversational register to Academic 3. Identify superfluous information 4. Contrast cultural perspectives 	<ol style="list-style-type: none"> 1. Model graphic organizers as a tool for note-taking 2. Compare points of view using a "T" chart 3. Group assessment
Building Block Skills	<ol style="list-style-type: none"> 1. Understand word order in simple phrases, statements and/or questions (declarative knowledge) 2. Understand the rules for participation (procedural Knowledge) 3. Eye contact 	<ol style="list-style-type: none"> 1. Affirming physically/verbally 2. Partner and group sharing 3. Ability to repeat what was said 4. Ability to verbalize differences and similarities 5. Expressions to transition in discussions 6. Paraphrasing 	<ol style="list-style-type: none"> 1. Paraphrasing 4. Ask clarifying questions 5. Summarize points of discussion 6. Provide constructive feedback 7. Identify relevant information
Instructional Routines	<ol style="list-style-type: none"> 1. Questioning the Text 2. What Makes You Say That? 	<ol style="list-style-type: none"> 1. Connect-Extend-Challenge 2. The Explanation Game 	<ol style="list-style-type: none"> 1. The Micro Lab Protocol 2. 3-2-1 Bridge
Student Behavior			
Language Functions	<ol style="list-style-type: none"> 1. Read 2. Tell 3. Repeat 4. List 5. Retell 6. Enquire 	<ol style="list-style-type: none"> 1. Describe 2. Explain 3. Name 4. Predict 5. Compare 	<ol style="list-style-type: none"> 1. Suggest 2. Relate 3. Interpret 4. Distinguish 5. Quote 6. Infer
Language Production	<ol style="list-style-type: none"> 1. I think that... 2. I learned that... 3. I see... 4. I believe... 	<ol style="list-style-type: none"> 1. Another reason is ... 2. If the ___ then ___. 3. My thoughts are that ... 4. After listening... 	<ol style="list-style-type: none"> 1. We have concluded that ... 2. Perhaps it would work if ... 3. My idea is connected to... 4. Next, I want to say...
Engagement Prompts	<ol style="list-style-type: none"> 1. This group will... 2. When I call on your group tell us... 3. Choose... 4. Which one...? 	<ol style="list-style-type: none"> 1. Practice because I will call on you next. 2. State your group's thoughts. 3. Using the word bank... 4. What is your opinion? Tell me why. 	<ol style="list-style-type: none"> 1. Please share what your partner said. 2. Summarize what your group discussed. 3. Be ready to ask, or answer. 4. What is another word for...?

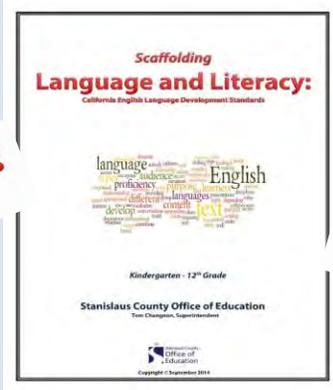
COLLABORATIVE

Instructional Routines

Grade	Instructional Routines
5th	Information Extraction
5th	Information Grid
5th	Inside/Outside Circles
5th	Integration
5th	Interesting Sentences
5th	Last Word
5th	Long Sentence Writing
5th	Modeled Talk
5th	Oral Cloze Activities
5th	Parking, Promoting, Pruning Ideas
5th	Precision Partnering- 4 Ls
5th	Prediction Conversation
5th	Proverb Connection
5th	Questioning the Text
5th	Questioning the Text
5th	Role Play
5th	Sentence Building
5th	Sentence Combining
5th	Sentence-Phrase-Word
5th	Spot the Difference
5th	Stand and Converse
5th	Step Inside
5th	Story Charts
5th	Synonym Bingo
5th	Syntax Surgery
5th	Syntax surgery
5th	Talking Sticks
5th	Teacher-Like Skills
5th	Text to Text
5th	Text to world
5th	Text-to-Self
5th	Text-to-Text Connections

Language and Literacy Tool Order Form

Language and Literacy:
California English Language Development Standards



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Item #	Description	Qty.	Price	Subtotal
001	Language and Literacy Tool for grades K-3		\$17.50	
002	Language and Literacy Tool for grades 4-6		\$17.50	
003	Language and Literacy Tool for grades K-6		\$20.00	
004	Language and Literacy Tool for grades K-8		\$22.50	
005	Language and Literacy Tool for grades 6-8		\$17.50	
006	Language and Literacy Tool for grades 9-12		\$17.50	
007	Language and Literacy Tool for grades 7-12		\$17.50	
008	Language and Literacy Tool for grades K-12		\$25.00	
		Subtotal:		
		Shipping fee:	10%	
	For sales outside of Stanislaus County, please include your local sales tax:			
		Total:		

Name: _____ Phone Number: _____

District/School: _____

Mailing Address: _____

Return this order form with a purchase order to:
Elvira Ruiz, Stanislaus County Office of Education, 1100 H Street, Modesto, CA 95354
(209) 238-1301 phone | (209) 238-4245 fax | eruib@stancoe.org

