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## Using research based teaching strategies with bilingual students

Miriam Perez Blum

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USING RESEARCH BASED TEACHING STRATEGIES  
WITH BILINGUAL STUDENTS

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Bilingual/Cross-Cultural Education

---

by  
Miriam Perez Blum

June 2004

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WITH BILINGUAL STUDENTS

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by  
Miriam Perez Blum

June 2004

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5-24-04  
Date

## DEDICATION

For my husband Barry and my children, Nicole and Keanan, thanks for your patience and support; for my brother and sisters, thanks for your encouragement; for my mother, in her late seventies who continues to attend school, gracias mama 'por tu ejemplo', and last, this project is dedicated to the memory of my father and grandfather who both encouraged me to never quit learning.

## ABSTRACT

After a 6-month period of instruction, a comparison of performance in English literacy skills between two groups of English language learners in first grade was made. A total of 12 students were assessed. Six students attend a school that trains teachers on research based teaching strategies. Six students in the control group attend a school in which the staff has not participated in such strategic site based training. There was a significant difference on post-tests between these groups of students.

## ACKNOWLEDGMENTS

The completion of this paper would not have been possible without the support of Dr. Stanley Swartz, Cinda Moon, Becky Shook, and the staff at the Foundation for California Early Literacy Learning. Also, Martha Cepeda Medina, Paula Rynders and Jeanne Gahagan for their faith in me. Finally, I would like to acknowledge Dr. Enrique Murillo, Dr. Jose Hernandez and Esther Orona Negrette for their support through the Bilingual Electronically Mediated Mentoring Project.

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## CHAPTER ONE

### INTRODUCTION

Children learn best through interaction and experiences within their environment ranging from manipulating a toy to drawing a picture, and, in talking to another peer or adult. "Interaction that arises in the course of such activities provides a context for social and cognitive learning" (Katz, 1990, p. 4). Without appropriate interaction the child is denied ample opportunity in acquiring experiences and knowledge of their environment.

Children learn language through active engagement with their world (Teale and Sulzby, 1986). This active engagement is observed in classrooms that apply the Language Experience Approach (Dixon and Nessel, 1983), the Whole Language Approach (Edelsky, Altweger and Flores, 1991) and more recently, research-based practices compiled and integrated into a framework of instruction by the Foundation for California Early Literacy Learning (CELL) (2003).

In 1995, the document, *Every Child A Reader: The Report of the Reading Task Force*, published by the California State Department of Education, focused on reading as the most important academic skill and foundation

for all academic learning. One of the recommendations in this document lists ten points in creating a comprehensive and balanced reading program. Included on the list are: skills development, i.e., phonemic awareness in kindergarten, oral language development, and writing.

The document continues by adding that in order for the children to understand what they read (gather meaning from the text), there should be a high level of interaction with peers, the teacher, and the reading and writing process. Meaningful learning environments also create opportunities to develop important literacy skills. "Students should spend time writing their own ideas, sentences, and stories. Writing reinforces the idea that language has meaning and it allows students to take ownership... English learners need strong support in their native language, including oral enrichment to begin to develop phonemic awareness" (California State Department of Education, Every Child a Reader: The Report of the Reading Task Force, p.4).

According to Stainback and Stainback (1992), "school failure is the result of educational programs, settings, and criteria for performance that do not meet the diverse needs of the students" (p.23). The teacher must be knowledgeable of the learning abilities of all students in

order for the students to be successful. It also becomes important that the teacher understand how children acquire literacy.

The most recent document to address the development of reading in children was commissioned by Congress in 1997. The National Institute of Child Health and Human Development, in consultation with the Secretary of Education, convened a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The National Reading Panel (NRP) was established in response to this request (National Reading Panel, 2003). This panel was comprised of researchers in reading, representatives from colleges of education, reading teachers, educational administrators, and parents.

The NRP took into account the work of the National Reading Council (NRC) Committee on Preventing Reading Difficulties in Young Children. The NRC Committee identified and summarized literature relevant to the acquisition of beginning reading skills. The NRC Committee did not specifically address how skills are taught, or the instructional methods, materials, and approaches that are most beneficial for students of varying abilities.

The NRP developed an objective research review methodology to build upon and expand the work of the NRC. In addition, regional hearings were held so that members of the panel could gain a clearer understanding of the issues important to the public. After following a set of rigorous research methodological standards, the research literature screening process began. Criteria for the studies deemed relevant (evidence-based) had to measure reading as an outcome. Reading was defined to include the following behaviors:

- reading real words in isolation or in context,
- reading pseudo-words that can be pronounced but have no meaning,
- reading text aloud or silently,
- comprehending text that is read silently or orally.

The findings and determinations were listed by topic areas: alphabetics – phonemic awareness instruction, phonics instruction; fluency; comprehension – vocabulary instruction; text comprehension instruction; teacher preparation and comprehension strategies instruction; teacher education and reading instruction; and computer technology and reading instruction. These topic areas will



be reviewed in greater detail (except for the technology aspect) in the following chapter.

#### Purpose of the Project

This project will examine instructional approaches that have been used to teach literacy. It will also examine elements of the Foundation for California Early Literacy Learning (2003) and how they become integrated into daily classroom instruction. The theoretical perspectives provided by researchers i.e., Vygotsky, Bruner, and others pertaining to the development of the child and the subsequent development of literacy learning will also be presented. The focus of this study is to examine the effect of research based teaching practices that influence all bilingual learners to use effective strategies for reading and writing.

#### Background to the Study

The education of an English language learner (ELL) frequently provides a challenge for teachers. Interaction with the learning environment is often limited. There may be teachers with an inability to understand or speak the native language of the child and have a lack of cultural knowledge. Some have developed their own resources to

assist English language learners. These have included worksheets, which are minimally effective, and, visuals and realia (concrete objects), which are moderately effective. These approaches can deny the opportunity for interaction that research has found to assist in the development of reading and writing (Cunningham and Allington, 1999). As a result, ELL students tend to lack the foundation of skills in reading and writing that can foster creative and knowledgeable learners.

The Foundation for California Early Literacy Learning (CELL) has been training educators throughout the western United States for several years. This training provides teachers with teaching methodologies that provide effective instruction for all learners. Research-based teaching methodologies are organized into a framework for classroom instruction. In addition, school-based planning teams from various school districts attend professional development workshops that are designed to strengthen teaching of reading and writing in the classroom. Another aspect of the framework is in providing continual support to teachers who have completed the yearlong training for the school based planning team.

The literacy coordinator is the school based staff developer who supports the implementation of the program framework. The training for literacy coordinator (LC) requires five full weeks of participation that are separated throughout the year. The role of the LC is not to supervise but assist, support, and coach colleagues on the instructional team with implementation of the framework.

The project framework, known as CELL (California Early Literacy Learning), is composed of the following essential elements: oral language, phonological skills, reading aloud, shared reading, guided reading, independent reading, interactive writing and independent writing. The elements are integrated into a daily routine for the students in which modeling and reinforcement of necessary skills are emphasized through continuous interaction (Foundation for California Early Literacy Learning, 2003).

The composition of the framework provides teachers of students whose primary language is other than English effective teaching methodologies that are needed to enhance the interaction necessary for children to acquire oral language. Due to the nature of this program, learning through interaction with oral language and written text,

the potential for academic growth is high because of the creation of more meaning centered activities for students.

### The Problem

Many educators may assume that all children must progress through a sequence of clearly defined skill areas to acquire listening, speaking, reading, and, finally, writing. As a result, young children often are not encouraged to read or write until they have mastered phonemic awareness.

Students who are English language learners (ELLs) need engaging activities that promote English language literacy development. This consists of opportunities to learn, use and experiment with the conventions of oral and written English. They need to learn to transfer their primary language phonetic skills to English phonetic skills and also learn the rules of grammar. ELLs tend to be given writing opportunities after they have been observed as having a command of English oral language. Once these opportunities are given, they tend to be limited by copying or filling in the blank type projects.

Within the past school year, districts have been piloting textbooks among several of their school sites. Historically, textbooks have been designed with a read

first then respond by answering the page in the student workbook. This is a very frustrating task for a teacher of English language learners. Many English language learners are being taught to decode enough to read in English. They are also expected to understand what they read. This often creates a level of anxiety counterproductive to the student's ability to have successful learning experiences.

#### Statement of the Problem

Teachers need more training to create engaging and meaningful activities that allow for the development of literacy skills in English language learners.

#### Research Question

Will professional development in the elements of the CELL framework affect the writing quality and reading achievement of bilingual students?

#### Definition of Terms

The following definitions apply to their use in this project. Unless otherwise noted, definitions for most terms are from the Foundation for California Early Literacy Learning, 2003.

• California Early Literacy Learning – CELL. Teacher

training that emphasizes research-based teaching methodologies, which are organized into a framework for classroom instruction.

- Elements of the framework. Oral language, phonological skills, reading aloud, shared reading, guided reading, independent reading, interactive writing and independent writing.

- Oral Language. Assists students in language acquisition, develops and increases vocabulary, promotes the use of accurate language structure and uses oral language to access reading and writing.

- Phonological Skills. Builds a foundation of phonemic awareness for explicit skills learning, teaches systematic phonics through writing spelling and reading and supports development of accurate spelling.

- Read Aloud. Conducted by the teacher, builds vocabulary, introduces good children's literature through a variety of genre, increases repertoire of language and its use, develops comprehension strategies, improves listening skills and promotes phonemic awareness.

- Shared Reading. Promotes the development of early reading strategies, encourages cooperative learning and child to

child support and stresses phonemic awareness and phonologic skills.

- Guided Reading. Allows observation of strategic reading in selected novel texts, provides direct instruction of problem solving strategies and allows for classroom intervention of reading difficulties.
- Independent Reading. Allows children to practice strategies being learned, develops fluency using familiar texts and encourages successful problem-solving.
- Interactive Writing. Provides an opportunity to jointly plan and construct text, develops letter sound correspondence and spelling and teaches phonics.
- Independent Writing. Encourages writing for different purposes and different audiences and fosters creativity and an ability to compose.
- English language learners-ELLs. Students whose primary language, also known as language from the home, is other than English. ELLs are also referred to as bilingual students, second language learners, or students who participate in English language development (ELD) programs.

### Theoretical Framework

Several theories have emerged on the development of language and learning. Most notable are those proposed by

Lev Vygotsky and Jerome Bruner. The basic tenets of Vygotsky's theory are that speech is social in origin and that language precedes rational thought and influences the nature of thinking.

In his book, *Mind In Society* (1978), Vygotsky proposed that the higher mental functions (namely language and thinking) developed first in the child in interaction with another person. Observation of children speaking led Vygotsky to two important facts about the purpose of language. The first, speech and action are part of one and the same complex psychological function, directed toward the solution of the problem at hand; children solve practical tasks with their speech as well as their eyes and hands. The second observation was that the relative amount of egocentric speech increases in relation to the difficulty of the child's task. The greatest change in the child's use of language occurs when socialized speech is turned inward. Language takes on an intrapersonal function in addition to its interpersonal use (p.27).

Vygotsky also postulated the existence of the "zone of proximal development",

It is the distance between the actual developmental level as determined by independent



problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.... The zone of proximal development also permits us to delineate the child's immediate future and his dynamic developmental state, allowing not only for what already has been achieved developmentally but also for what is in the course of maturing.

(p.86, Vygotsky, 1978)

Vygotsky assumes that social interaction involves the creation, establishment and maintenance of roles and task definitions for the mutual benefit of participants.

Bruner (1977) and Cazden (1983) refer to one of the social facilitatory processes as "scaffolding". Psycholinguistically, the term "scaffold" was first used by Jerome Bruner to characterize adult assistance to children's language development. Scaffolding is a metaphorical description of a teaching process that facilitates children's learning. Scaffolding directs the child toward small understandable steps to achieve success. Cazden reports three broad kinds of adult assistance: scaffolds, models, and direct instruction (pp. 3-18). A

scaffold is a temporary framework for construction in progress.

One kind of scaffold is called "vertical constructions"(Bruner, 1986). In this model, the adult asks the child for additional new information in each utterance. The result has what Bruner calls a ratchet like quality with the adult helping "hold" each previous utterance in focal attention while asking the child to say more.

Bruner adds that as we talk to children, how we speak indicates how texts are constructed, for particular purposes and in particular situations. In adopting the term 'model' for a child's form of assistance, we must remember that the child's task is to acquire an underlying structure; imitation of the model itself is simply not enough.

Bruner (1986) discusses observations of mother child interaction during language acquisition. He concludes that any innate Language Acquisition Device (LAD) that helps "members of our species penetrate language could not possibly succeed but for the Language Acquisition Support System (LASS), provided by the social world, that is matched to the LAD in some regular way."(Bruner,1986,p.77).

He emphasized the communicative aspect of language development rather than the structural nature of language. Bruner believes that it is the LASS that assist's the child in navigating across the Zone of Proximal Development to full and conscious control of language use.

In order to learn the conventional meaning attached to words, the child must engage in interaction with a conversant word user. A further part of learning to communicate involves learning when and where to use these conventional meanings, in which social situations certain words are considered appropriate or inappropriate. Children have to recognize the content of word use. Again, interaction with a variety of people can facilitate this process, as nuances of communication guide the child's attempt to select grammatically correct and socially appropriate words and phrases (Garton, 1992).

Reading is a cognitive process (CELL, 2003). Essential to this process is in knowing that what can be said, can also be written, and read. Oral language and background knowledge are important resources that readers use. These assist in decoding print and making sense of the message in the text.

Young children construct the reading process as they learn to read. This develops over time as they have opportunities to learn how to process increasingly challenging texts that require different ways of operating on and using information. Continuous print in extended stories with little picture support is being understood. The process involves bringing personal knowledge, gained from experience, to the text and, at the same time, selecting and synthesizing information from the text in order to construct a unique set of meanings while reading. The order of text requires continually expanding processing systems. The following clarifies how effective readers use these expanding processing systems (Fountas and Pinnell, 2001).

- Maintain a consistent focus on constructing meaning while problem-solving words.
- Monitor understanding and print.
- Use language structure and meaning to anticipate the text.
- Process the print with fluency, noticing and using punctuation and phrasing.
- Vary the rate of reading according to the demands of the text and the purpose for reading.

- Use multiple sources of information while reading, including background knowledge, personal experience, literary experience, visual information, and language.
- Have questions in mind before during and after reading.
- Recognize and attend to important ideas.
- Form sensory images as part of understanding the meaning and connotations of the text.
- Recognize a large body of words automatically while reading for meaning.
- Solve words using a variety of strategies while reading for meaning.
- Extend the meaning of text through inferences and information synthesis.
- Integrate into their understanding the information gained from reading.

The goal of every reading experience, and of teaching, is reading for meaning, or comprehending. Ultimately, students should be able to comprehend text as well as enjoy, interpret and apply their learning from reading to other areas (Fountas and Pinnell, 2001).

## Summary

Both Vygotsky and Bruner emphasize the importance of establishing opportunities that provide a scaffold for language acquisition and learning. Vygotsky introduced the Zone of Proximal Development as an important aspect of developing skills. Bruner discussed how the development of the Language Acquisition Device cannot be successful without the Language Acquisition Support System.

Bruner agrees with Vygotsky in that there is at least one deep parallel in all forms of knowledge acquisition, the Zone of Proximal Development, and the procedures for aiding the learner to enter and progress across it (Bruner, 1986, p.78).

Fountas and Pinnell, along with the California Early Literacy Foundation discuss the importance of the reading process. Research in effective teaching strategies becomes essential for teachers when assisting developing readers.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### Introduction

Children invariably need experiences to fully develop their foundation for learning. In education, prior experiences are used as a starting point to draw an understanding to the task at hand. The constructivist view assumes that people create knowledge from the interaction between their existing knowledge or beliefs and the new ideas they encounter (Airasian and Walsh, 1997). This view encourages the students to think for themselves. Having students think for themselves as they progress through their learning is the fundamental belief in using research based teaching practices.

Articles and discussions regarding the elements of the framework to encourage students learning will be reviewed in order to gain a greater understanding as to how research based practices encourage students in their learning.

#### A Framework for Classroom Instruction

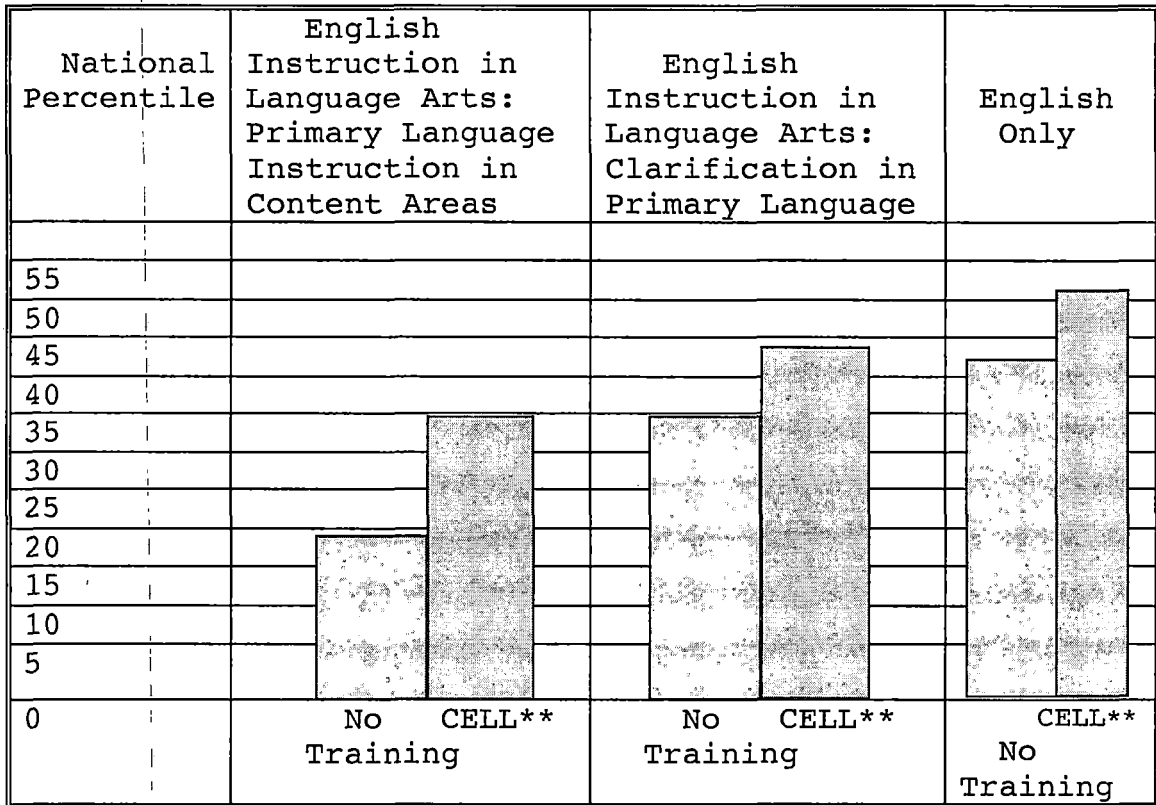
The framework for classroom instruction places oral language development as the foundation for all of the elements of early literacy learning (CELL, 2003). Active

oral engagement of each child is stressed as each of the framework elements is used. Skills development is also emphasized across each of the framework elements. These skills are best acquired in the context of meaningful activities. Children should be given extensive practice of skills by reading quality literature and engaging in authentic writing activities. Included in the major components of CELL are; focus on the professional development of teachers, increase the emphasis on reading and writing in the curriculum, use a balanced reading and writing program supported by scientific research, and support for English language learners.

The primary goal of CELL is to increase literacy achievement of children. In three immersion models, the reading achievement for English language learners was measured. Scores for first graders in CELL trained schools are compared to those that received no training. Achievement scores were higher in all three models for those students whose teachers were trained in CELL (see Table 1).



Table 1. Reading Achievement\* for English Language Learners Using Three Immersion Models

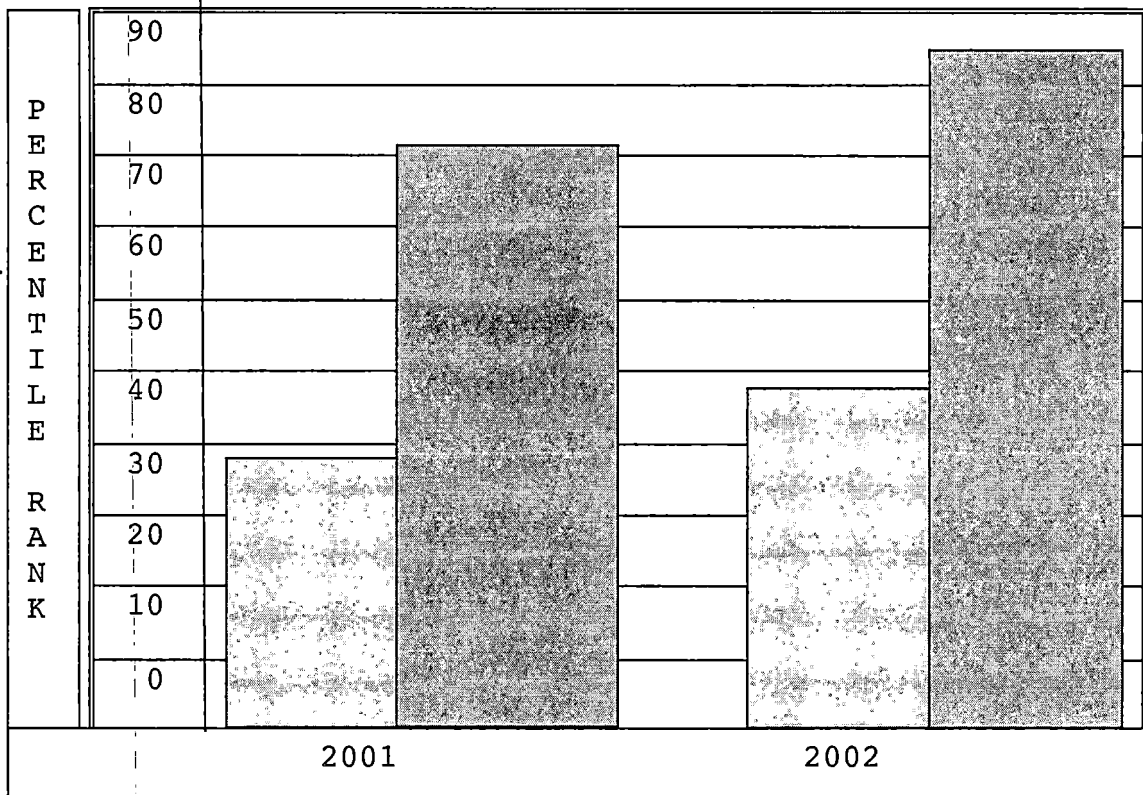


N = 1595 (9 Schools)  
 \*Stanford Achievement Test – Ninth Edition, California School District  
 \*\*CELL Training

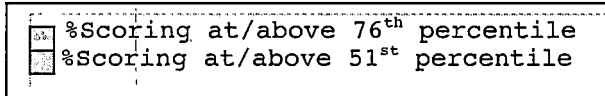
Source: Foundation For California Early Literacy Learning, 2003

Students in second and third grade bilingual programs were administered the Spanish Assessment of Basic Education (SABE) at nine schools. A significant increase in percent is displayed showing the number of students scoring at or above the 76th and 51st percentile (see Table 2).

Table 2. Percentile Growth in Spanish Assessment of Basic Education, Second Edition, 2nd and 3rd Grade



N = 378 Children (9 schools)



Source: Foundation For California Early Literacy Learning, 2003

The National Reading Panel (2000) investigated what they term as two major approaches in the preparation of teachers for comprehension strategies. The first is the Direct Explanation Approach where the teacher helps the student's view reading as a problem solving task, and also, learn to think strategically. The second, Transactional

Strategy Instruction, emphasizes the ability of teachers to facilitate student discussions " . . . in which students collaborate to form joint interpretations of text and acquire a deeper understanding of the mental and cognitive processes involved in comprehension." (National Reading Panel, 2000, p. 16).

The findings of the NRP indicated that student achievement is significantly higher when instructed by teachers who participate in professional development. Studies researched by the NRP indicated that in order for teachers to use strategies effectively, extensive formal instruction in reading comprehension is necessary.

#### Oral Language

Experiences in oral language that encourage interaction are known to create a strong foundation for reading development. Children learn the language of their caregivers and playmates. They also learn the dialect or particular usage of each group. The dialect they use may differ from the language of education in sounds, accent or intonation, in vocabulary, in grammatical forms and in the type and range of sentence forms used (Clay, 1991).

The following components are necessary for an effective language learning situation (Clay, 1991):

- social processes - learners assume that the language used is relevant to the immediate situation and speakers cooperate with that assumption.
- linguistic processes - learners use what they already know about language to try to make sense about the linguistic input they receive.
- cognitive strategies - learners use strategies to figure out relationships between what is happening and the language being used.

Essentially, what a child learns through language is how to become a competent member of a particular society.

In a study involving primary level elementary school students, Chomsky (1991) observed how children use language. They proceed through five developmental linguistic stages as they construct language structures in conversations. All five structures require that a child apply a specific principle of sentence analysis that is uncommon in English. The child's ability to apply this principle progresses in a regular fashion from simple structures to more complex ones.

The results of this study indicate that the child enters the classroom equipped to learn language and able to

do so by methods of his own. Chomsky suggests that the best thing that can be done for the child is to encourage language learning by exposure to a rich variety of language inputs in interesting stimulating situations.

Conversations involve the negotiation of meaning by either or both speakers, and so do teaching and learning interactions.

It seems from research that what is important for a good, natural learning situation is for the child to have a conversation with a person who uses simple language in correct forms and who is flexible enough to change his or her language to suit the language of the child being spoken to.

(Clay, 1998, p. 6).

Clay believes that children of all ages need frequent opportunities to formulate their thoughts in spoken language. Children also need to be given time and opportunities to ask their questions, to explain things to other children, to negotiate meanings between themselves and others, and between themselves and adults.

Lance Gentile (2003) believes that many children today have too few differentiated language experiences, lack experience in formulating ideas and complete meaningful

sentences, have limited inner speech, and need intense daily oral practice with competent language users. He has developed an Oral Language Acquisition Inventory that provides guidelines to assist children in their progression in oral language acquisition, whether students have a low level of language development or they are learning English as a second language. His approach focuses on the actual oral processes that need to occur to link language and literacy into classroom instruction.

Children must have at least a basic vocabulary in order to talk about their experiences and knowledge of things around them and the world. In the Report of the Commission on Reading (Anderson, Heibert, Scott, and Wilkinson, 1985), oral language experiences in the classroom are especially important for children who have not grown up with the language that resembles the language of schools and books. This report recognizes that oral language is a necessary attribute on the list toward learning to read and write.

#### Phonological Skills

Two areas critical to success in teaching reading are phonemic awareness and phonics. A child's phonological skills provide a foundation for reading and writing.

Phonemic awareness is the child's conscious awareness that speech is composed of individual phonemes or sounds.

According to Snider (1995), phonemic awareness develops after syllable awareness. Five levels of phonemic awareness (PA) were identified by Snider. The first level is the appreciation of sounds in spoken language (nursery rhymes), the second is the ability to compare and contrast sounds (initial, medial and ending sounds). The third level is the ability to blend and split syllables, the fourth is phonemic segmentation (isolating individual sounds in syllables), and the fifth level is the ability to manipulate phonemes (omit or substitute phonemes to make new words). Effective instruction of phonemic awareness needs to be directly and systematically taught.

Rhyming and alliteration are especially strong predictors of later reading progress (Goswami and Mead, 1992). Children can make analogies between spelling patterns in words to help them make new words. This study determined that end analogies are much easier to make than beginning analogies and occur earlier developmentally.

The National Reading Panel concluded that phonemic awareness (PA) training was the cause of improvement in students' phonemic awareness, reading, and spelling

following the training. Importantly, the effects of PA instruction on reading lasted well beyond the end of training. Children of varying abilities improved their PA and their reading skills as a function of PA training.

Phonics is the relationship between letters and speech sounds. The purpose of phonics is to teach children the alphabetic principle. The goal is for this to become an operating principle so that young readers consistently use information about the relationship between letters and sounds and letters and meanings to assist in the identification of known words and to independently figure out unfamiliar words (Anderson et al, 1985).

Stahl (1992) believes that exemplary phonics instruction encompasses the following:

1. Builds on a child's rich concepts about how print functions.
2. Builds on a foundation of phonemic awareness.
3. Is clear and direct.
4. Is integrated into a total reading program.
5. Focuses on reading words, not learning rules.
6. May include onsets and rimes.
7. May include invented spelling practice.



8. Develops independent word recognition strategies, focusing attention on the internal structure of words.

9. Develops automatic word recognition skills so that students can devote their attention to comprehension not words.

Stahl summarizes that quality phonics instruction should be a part of a reading program, integrated and relevant to the reading and writing of actual texts, and based on building upon children's experiences with text.

Phonics instruction may be provided systematically or incidentally. After reviewing nearly two thousand studies, the NRP summarized phonics instructional approaches as follows:

•Analogy Phonics – Teaching students unfamiliar words by analogy to known words (e.g., recognizing that the rime segment of an unfamiliar word is identical to that of a familiar word, and then blending the known rime with the new word onset, such as reading brick by recognizing that -ick is contained in the known word kick, or reading stump by analogy to jump).

- Analytic Phonics – Teaching students to analyze letter-sound relations in previously learned words to avoid pronouncing sounds in isolation.
- Embedded Phonics – Teaching students phonics skills by embedding phonics instruction in text reading, a more implicit approach that relies to some extent on incidental learning.
- Phonics through Spelling – Teaching students to segment words into phonemes and to select letters for those phonemes (e.g., teaching students to spell words phonemically).
- Synthetic Phonics – Teaching students explicitly to convert letters into sounds to form recognizable words.

It is important for teachers to understand that systematic phonics instruction is only one component of a total reading program. Phonics skills must be integrated with the development of phonemic awareness, fluency, and text reading comprehension skills.

#### Read Aloud

Margaret Mooney (1990) asserted, “. . . when children have frequent opportunities to hear stories, poems, rhymes and chants sung to them, they become familiar with the way

language can be recorded and they learn how stories work." (p.21). Read alouds provide children with opportunities to build comprehension, develop vocabulary and create ideas that can be carried into other aspects of literacy learning.

Conversations encourage children to interact verbally with the text, peers, and the teacher during book reading (Barrentine, 1996). This approach to reading aloud provides a means of engaging students as they construct meaning and explore the reading process. Interaction is encouraged and ongoing during storybook or text reading. An active learning environment is created as the instruction and conversation are 'woven' together by the teacher and the students allowing meaning from the text to be constructed socially.

Conversations about text deepen our understanding of virtually everything we read (Keene and Zimmerman, 1997). Teachers handle conversations or discussions in different ways. These interactions aim to engage children with strategies for composing meaning and to facilitate their ability to respond to stories.

Keene and Zimmerman's (1997) observation of how children made connections convinced them ". . . reading

comprehension could be taught by showing children what proficient readers thought about as they read and teaching children to use those same strategies themselves... this explicit instruction could take place in the literature-rich communities..." (p.24).

Metacognition, thinking about one's own thinking, becomes modeled in the classroom during read alouds. Students are encouraged to make connections about the text to their own lives, text to self; to other stories, text to text; and to the world around them, text to world. It is through the read aloud that teachers show students their thinking process when reading.

Teacher's use read alouds to model the strategies that students rely on to develop comprehension during independent reading. Harvey and Goudvis (2000) provide an extensive list of strategies that include making connections, questioning, visualizing and inferring, determining importance in text, and synthesizing information. Developing readers' use the teacher's prompt to develop proficiency in reading, monitor their thinking and comprehend text.

## Shared Reading

Shared reading is reading with others. It is a strategy that is used to engage the students in the process of reading (Swartz, Klein, and Shook, 2002). This approach can be used with groups of varying numbers, ages, and abilities. The emphasis of all shared reading pieces should be each child's personal enjoyment of the story or poem in its entirety. Any initial readings should be free of attention to details such as vocabulary, structure, grammar or any other specifics that would interfere with that pleasure or with the child-author interaction (Mooney, 1990).

Repeated reading is a rehearsal strategy that involves multiple readings and provides substantial practice in reading connected text. It enables the novice reader to feel like an expert as he acquires fluency. With initial repeated readings of text by a teacher, chances are provided to hear smooth fluent reading. The teacher's oral reading greatly increases familiarity of the text, which in turn decreases the complexity of subsequent reading tasks (Blum and Koskinen, 1991).

Shared reading of a text is always preceded by a discussion of the piece to be read. It is a very powerful

teaching method that can be used to teach the alphabetic principle, concepts about print, phonemic awareness, and written language conventions. In addition to providing support to beginning readers, it provides appropriate learning experiences in content and concepts and also access to English language structure for English language learners (Swartz, Shook and Klein, 2002).

### Guided Reading

Guided reading is an in class intervention for struggling readers and a method to accelerate advanced readers. This approach provides for the needs of all students, including an intervention for those students who demonstrate a need for a more intensive instruction, including English language learning designed especially for them (Swartz, Shook, and Klein, 2003).

Marie Clay (1991) describes what occurs in the instructional environment when the students are capable of doing more of the reading work. Children in small groups receive books that are at their ability level. The teachers role during small group reading instruction is to help the students recall, problem solve, and learn about new features in print. The teacher does not share the reading of the story as was done during shared reading.

Book introductions are an important part of the guided reading process. Prior to the introduction of a story, the teacher must choose a text that is engaging and not too difficult. The teacher must also be clear about the purpose for reading. It may simply be to ensure that the child enjoys the story, or to teach, or re-teach strategies that children can use to overcome difficulties in working towards meaning. Introducing new words or concepts is done only as much as is necessary to establish meaning (Ministry of Education, New Zealand, 1985).

The main emphasis for the teacher during guided reading is to provide appropriate prompts to the students while encouraging problem solving strategies in lieu of reading the word for the child. Children have to learn ways of operating on print using what they know to check their estimations of what the novel features of the text say (Clay, 2001). They have to learn how and where to search for information, how to cross check information, how to go back and get more information, and how to get confirmation (p. 198).

The teacher must also assess the reading ability level while the child reads out loud by monitoring for concepts of print, if the child self corrects and how the child self

corrects. The type of self-correction gives the teacher information on how the child is 'reading' the text. The child may depend on using visual information, using phonological information or reread and rely on prior knowledge to search for meaning in a text and to self-correct (Clay, 1991). Monitoring and assessing allows the teacher to set the purpose for the introduction of new text.

Implementing guided reading requires first that a teacher be knowledgeable in the theoretical background of the reading process, familiarity with students' abilities regarding reading text, and the types of cues that build strategies and foster problem solving. Guided reading is most effective when the teacher uses data about the student to choose appropriate books and provide support that is consistent with his or her needs (Swartz, Klein, and Shook, 2003).

#### Independent Reading

The main goal of guided reading is to create successful independent readers. Although beginning readers have not mastered all of the strategies to be successful independently, they need to be given access to an array of books that stimulate their curiosity.



Reading independently provides opportunities for children to rehearse and refine the attitudes, understandings, and behaviors they gained from models of stories that have been read to them and the approximations they have been encouraged to make in shared and guided reading. (Mooney, 1990)

The independent reading environment, a book corner or class library, is where easy to read books or familiar books have been shared with or read to children. Other types of reading material include labels around the room, poetry charts and experience stories (i.e., interactive writing). A selection of books that are at the child's reading level should also be placed at the child's desk for constant availability (Ministry of Education, 1985).

Reading independently is another way to provide the student with opportunities to make content based connections to other texts, via text to self, text to text and text to world (Keene and Zimmerman, 1997). Readers also make connections to the nature of text and literary features. Once they become aware of these features, readers know what to expect when they read a novel, pick up a newspaper, follow a manual, or glance at an advertisement.

## Interactive Writing

The interactive writing process evolved from the language experience approach of shared writing. This strategy assists the students to internalize the writing process (McCarrier, Pinnell and Fountas, 2000). It is a cooperative event in which the teacher and the children jointly compose, write, and scribe the text. It can be used to demonstrate concepts about print and provide opportunities for students to hear sounds in words and connect letters with sounds (Swartz, Klein, and Shook, 2002).

During interactive writing the role of the teacher is to support the students:

She receives their [students] ideas and through her comments and questions she sustains their interest and production of ideas. She encourages them to think about appropriate language as she helps them to elaborate, or to focus their text. Throughout the process, her guidance and the children's discussion contribute to a growing awareness of what writing is about and what readers can make of their writing (McKenzie, 1985, p.8).

Interactive writing is not just about producing a collaborative text. While the product is important, the process has the most value. A list of key features is shown here in Figure 1.

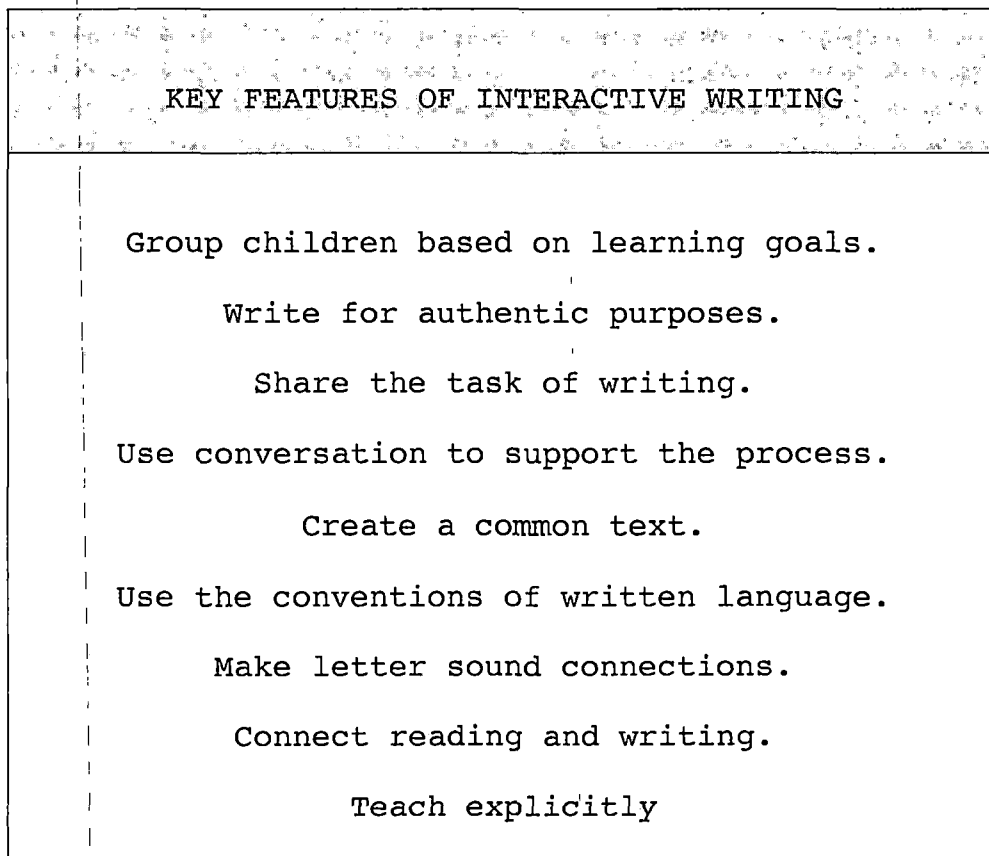


Figure 1. Key Features of Interactive Writing  
Source: McCarrier, Pinnell, and Fountas, 2000

Interactive writing has several purposes. It is used to demonstrate and engage students in the writing process, including composition and construction of text. Interactive

writing also helps the children become aware of the structures and patterns of written language. It demonstrates to children and involves them in constructing words using letter-sound relationships and other strategies. Interactive writing creates readable text that can be used again and in so doing helps children to use the conventions of written language as they begin to write independently (McCarrier, Pinnell, and Fountas, 2000).

#### Independent Writing

Interactive writing assists in establishing the successful independent writers. With the importance in the development of oral language and phonemic awareness along with experiences in read aloud, shared reading and interactive writing, the foundation for developing writers is created.

During independent writing, the student progresses through a series of developmental writing stages that lead to standard spelling (see Figure 2). Children have the opportunity to work alone and use their current knowledge of the writing process to compose and construct their own texts. Children usually choose their own topics and work with minimal support (McCarrier, Pinnell and Fountas, 2000).

## Stages of Writing



		Stages	
1.	 (I like trees.)	Pictures	Precommunicative
2.	 (I like trees.)	Approximation	
3.	BndnVwo (I like trees.)	Random letter	
4.	I to h (I like to color.)	Random and initial	Semiphonetic
5.	I h a p c. (I have a pretty cat.)	Initial consonants	
6.	I p a e n m i f t y n t. (I play in my front yard.)	Initial and final Sounds	
7.	I got a skat Bend fer Krishmes. (I got a skateboard for Christmas.)	Vowel sounds appear	Phonetic
8.	My favrit food is appls and makrone. (My favorite food is apples and macaroni.)	All syllables represented	
9.	Wen I was on vacation it was fun to play with Nicole. She is my baby sisten. She is one year old. She is a venny nice sisten beass it chers you up with a baby sisten around.	Multiple related Sentences and many words with correct spelling	Transitional
<b>10. Conventional Spelling</b>			

Figure 2. Stages of Writing  
Source: Gentry, 1982

Just as independent reading allows the students to read text to practice and reinforce reading skills, independent writing also allows for practice and reinforcement of skills. It also allows the students to write over various genre, in addition to recording observations in subject matter throughout the curriculum.

#### Summary

Even before the introduction of integrating the elements of the CELL framework into daily classroom instruction, researchers made various observations of good classroom teaching. Heath (1986) summarized these observations of reading and writing into four major themes.

1. Good readers and writers approach a text with a learned frame, script, or schema, which acts as a monitor as they progress through the piece of written text.
2. Reading and writing are dynamic, interactive, reiterative processes in which successful readers and writers actively engage with a text.
3. Readers and writers continually transmute past experiences through the current text with a strong sense of future image. Readers develop meaning for future purpose, and writers develop a purpose for writing.

4. Talking about 'language' as the topic of discussion facilitates the transition from oral to written language. Heath's summary envelops the awareness that teachers must assume when assisting students' learning. The research that focuses on good teaching is emphasized in the elements of the CELL framework. It becomes important for effective teachers to constantly be aware of the students' reliance on the modeling and interaction that promote learning.

## CHAPTER THREE

### DESIGN METHODOLOGY

#### Development and Design

In this project, the goal is to measure the progression of literacy development in English language learners. Student outcomes after a six-month instructional period of literacy instruction were measured between two groups of first grade English language learners.

The treatment group received strategic literacy instruction from a teacher trained through the Foundation for California Early Literacy (CELL). A control group received traditional instruction. Both groups were given pre and post assessments from the Dominic Reading and Writing Assessment Portfolio, DRWAP, (DeFord, 2001). Included in the assessments were reading running records, spelling words, and the ability to write a dictated sentence followed by a writing on demand prompt related to the dictated sentence.

#### Participants

The students were all English language learners in first grade identified by the California English Language Development Test (CELDT - see Appendix A: Matrix for



Program Placement California English Language Development Test First Grade). The CELDT scores, gender and birthdates of the students are listed here in Table 3.

Table 3. California English Language Development Test Scores (CELDT), Gender and Birthdates, Fall 2002

CONTROL GROUP	CELDT OVERALL SCALE SCORE	CELDT OVERALL LISTENING AND SPEAKING SCORE	GENDER	BIRTHDATES
Student 1	453	2	M	10-14-96
Student 2	523	3	M	09-05-96
Student 3	510	3	F	10-12-96
Student 4	515	3	M	09-05-96
Student 5	439	2	F	09-18-96
Student 6	464	2	F	02-02-96
Study Group				
Student 1	464	2	M	11-12-96
Student 2	523	3	M	05-10-96
Student 3	540	4	F	09-04-96
Student 4	518	3	M	09-16-96
Student 5	533	4	M	06-02-96
Student 6	526	4	F	04-06-96

Source: CTB McGraw Hill

The control group consisted of six English language learners in a traditional literacy environmental setting. The students were chosen by teacher observation following the study requirement of two high performing students, two average performing students and two low performing students in literacy development.

The study group consisted of six English language learners from a CELL classroom at a CELL school. The CELL framework has been fully implemented from Kindergarten through third grade at the study group school. Again, the students were chosen by teacher observation and following the study requirement of two high performing students, two average performing students and two low performing students in literacy development. Careful attention was paid to the number of instructional days given to each group. A follow up assessment was administered to both groups of students in the Spring of 2003.

#### Treatment

Students in the study group were actively involved with shared reading and interactive writing activities in a whole group structure during a six-month study period. The teacher on an average of four days a week guided these activities. Mini lessons on specific skills were conducted

within this structure. Students were encouraged to practice skills during independent reading and writing time, and also at center activities.

Guided reading occurred on a daily basis with low readers and on an every other day schedule for average to high readers. These groups consisted of two to five students. The students were grouped by reading ability. Students were provided with individual book bags containing books at their personal reading ability. Students were also allowed to check out books from the class library on a regular basis. In addition, parents were also given bookmarks with tips for reading.

#### Data Collection

The data collected for the purpose of the study consisted of the students' gender, date of birth, and the California English Language Development Test (CELDT) scores. In addition the number of days in attendance out of ninety-five instructional days were added to the data.

DRWAP scores were obtained from the following assessments:

- running records - at or above ninety percent accuracy were considered instructional level,
- fluency rubric - based on the ability of the student to read text using good fluency,

- story comprehension - the ability of the student to answer six to eight questions to assess comprehension of the story they read,
- sentence writing phonemes - the amount of phonemes written from a dictated sentence,
- sentence writing spelling - the amount of words spelled correctly in the dictated sentence,
- story writing - adding a story to the dictated sentence,
- spelling inventory - a list of 45 words dictated by the teacher.

The information from the battery of tests presented in both raw data and statistical form begin on Appendix B.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Presentation of the Findings

The students' writing quality and reading level scores were obtained using the Dominic Reading and Writing Assessment Portfolio (DRWAP). The results that are presented in Appendix C show a significant difference in achievement between groups.

The raw scores on the post tests show the number of days that each student was in attendance listed next to the student number. The scores indicate the difference between groups particularly in the reading level of each student.

#### Discussion of the Findings

Means and standard deviations on pre and post test measures were obtained on the performance of both the study group and the control group. Statistical procedures were calculated to determine overall significance of CELL strategic instructional methods. The presentation of statistical results can be found beginning with Appendix D.

Means and standard deviations on all post test measures revealed that the type of instruction significantly separated the two groups. Student writing

samples of pre and post tests from both groups are presented in Appendices H and I. Results of the t-test on three measures are as follows:

Writing Quality

Treatment Group	4.50
Control Group	2.50
t-test	$t(10)=4.899, p<.005$

Fluency

Treatment Group	3.33
Control Group	1.83
t-test	$t(10)=4.025, p<.005$

Reading Level

Treatment Group	5.67
Control Group	2.83
t-test	$t(10)=4.675, p<.005$

Summary

The results indicate that the use of strategic research based literacy training has made significant differences for English language learners. The ELLs in the study group exhibit the skills that are necessary to complete literacy activities successfully. In both the control group and in the study group there was a student that did not achieve as expected. These indicate the need

for further study to determine whether the differences were based on developmental readiness or a learning disability of the two who did not achieve growth in the study.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This study suggests that teachers who continue to gain knowledge on current research-based strategies and also implement these strategies successfully will be the teachers whose students will make the most achievement gains. Using teaching methods that are based on current research appears to assist students whose primary language is other than English gain a better understanding of how the English language functions in the literacy setting. Teale and Sulzby (1986) developed a list of conclusions on literacy development.

1. Literacy development begins long before children start formal instruction. Children use legitimate reading and writing behaviors in the informal settings of home and community. The search for skills which predict subsequent achievement have been misguided because the onset of literacy has been misconceived.
2. Literacy development is the appropriate way to describe what was called reading readiness: The child develops as a writer/reader. The notion of



reading preceding writing or vice versa, is a misconception. Listening, speaking, reading, and writing abilities (as aspects of language – both oral and written) develop concurrently and interrelatedly, rather than sequentially.

3. Literacy develops in real-life settings for real-life activities in order to “get things done,” therefore, the functions of literacy are as integral a part of learning about writing and reading during early childhood as are the forms of literacy.

4. Children are doing critical cognitive work in literacy development during the years from birth to six.

5. Children learn written language through active engagement with their world. They interact socially with adults in writing and reading situations; they explore print on their own, and they profit from modeling of literacy by significant adults, particularly their parents.

6. Although children’s learning about literacy can be described in terms of generalized stages, children can pass through these stages in a

variety of ways and at different ages. Any attempts to "scope and sequence" instruction should take this developmental variation into account.

Reference to this list as an indicator of change for classroom instruction should be considered. Students that enter school do not fit the cookie cutter mold that many teachers would like to see in order to make their planning and instruction easier. The students enter school with various stages of developmental readiness, various stages of language ability and also, with a variety of life experiences.

### Conclusions

Chapter two presented data compiled by the Foundation for California Early Literacy Learning on the reading achievement (Stanford Achievement Test) of English language learners using three immersion models in first grade. There were significant gains in achievement in classrooms where there was English instruction in language arts: primary language instruction in content areas and clarification in primary language from a CELL teacher. The results described, and those of the study group demonstrate the effectiveness of a classroom teacher that implements

research based teaching strategies that are compiled in a framework for classroom instruction when teaching English language learners.

The evidence in achievement of the study group in this project demonstrates differences in teacher training. Classrooms with ELLs require teachers who have knowledge of specific instructional methods. Both the control group and the study group had teachers qualified to instruct ELL classrooms. The major difference between the two teachers is that in addition to being a qualified instructor of ELL students, the teacher of the study group was also trained in CELL.

The findings suggest that a teacher trained in research based literacy instruction offered through the Foundation for California Early Literacy Learning has been able to influence the academic growth of ELL students. The students in the study group were able to apply the strategies and skills that the teacher used with them. This included practice in a whole group setting and in small guided group settings.

The study group teacher specifically applied the framework of literacy activities in all curriculum areas. Consistent with the framework, students were engaged with

reading and writing. They became active participants in thematic based literature activities.

The support system provided to the teacher at the school site also benefited the students. Bi-weekly meetings were held to provide opportunities for teachers to dialogue on student achievement. These meetings are also used to share the most current research on best classroom practices. In addition, the study group teacher was also given the opportunity to be observed and peer-coached. This practice allowed for immediate feedback on implementation of the best teaching practices in the classroom.

The training of the study group teacher not only benefited the students but it also provided an opportunity for the parents to become involved in their child's literacy development. An awareness session was held for parents to introduce them to the benefits of establishing a literature rich environment for emerging readers.

Formerly known as the Bilingual Advisory Committee, the English Language Acquisition Committee in the study district had the opportunity to learn the benefits of CELL at one of their first meetings of the school year. The study group teacher presented an awareness session outlining the implementation of CELL in the classroom and

also the benefits it offers to the students. Moreover, the parents were told that they were expected to become active participants in their child's education not only in the primary grades but also throughout their child's academic career. The involvement of parents is also an indicator of academic success in children (NRP, 2000).

In reviewing the aspects surrounding the achievement of the students in the study group, it is evident that a variety of components contributed to their success in the classroom. Although the teacher may be considered the primary contributor, other contributors included the school and the home.

#### Recommendations

It is important to understand how society factors function and interact when considering best practices for teaching. Aside from the often time ineffective teaching of ELLs, other factors create a cumulative effect in the lack of achievement for the English language learning student population.

The Contextual Interaction Model developed by Carlos Cortes, 1989, demonstrates how educational input and student qualities influence the selection and implementation of instructional elements. This model can

also be used to examine specific groups of students. Particularly for English language learners "... proficiency in English and their primary language, their motivation to strengthen their primary language and to acquire proficiency in other languages, their perceptions and expectations of teachers and schools, and their self image." (1989, p.21).

The importance of this observation by Cortes fifteen years ago is no more evident than what has occurred in California with Proposition 227 (1998), and in other states across the nation who have passed an English Only law, also known as the The Ron Unz Initiative, (excerpt, WHEREAS the government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important ...) see Appendix J for the full text. It is highly evident that the influence of society with the passage of Proposition 227, teacher training at teacher colleges and universities and also the purchase of materials by districts has been highly affected.

Another clear indicator of the 'society factors' influence on education is the passage of the No Child Left Behind Act of 2001. This act is built on what are described as four common sense pillars:

- accountability for results
- an emphasis on doing what works based on scientific research
- expanded parental options, and
- expanded local control.

Certain aspects of this act may be interpreted as a word of counsel for classroom teachers. Under this act, teachers must prove they are highly qualified in the subject area of instruction in their classroom. Therefore, appropriate training must be provided to maintain the high quality of instruction that is required by NCLB.

The U.S. Department of Education requires that approved programs be research-based and proven effective. This is also a requirement of NCLB. Independent panels have judged CELL and ExLL to have met these criteria. Studies demonstrate that CELL, ExLL and Second Chance are effective programs of professional development. The Foundation also concluded that professional development for teachers was found to be an effective way to support English language

learners and more important than the use of a particular instructional model (p.34, Foundation for California Early Literacy Learning, 2003).

In the United States Department of Education publication, *No Child Left Behind: A Toolkit for Teachers* (2003), a section is devoted to the education of English language learners (Appendix J). The following points are directed to the education of ELLs.

- Speaking and Reading English well is essential for success in America.
- No Child Left Behind gives states the freedom to find the best methods of instruction.
- No Child Left Behind encourages all schools to use scientifically based instruction methods

The past two years have also brought additional demands to school districts throughout our nation. The current government administration is demanding improvement in academics and more educational assessment to reflect student gains. With the passage of the No Child Left Behind Act of 2001 (NCLB), the pressure for teachers to raise student achievement has increased tremendously.

In California more and more of our students are being immersed into English (as a result of Proposition 227)



without adequate support for comprehension in the language. In addition, teachers of ELLs must follow two sets of education standards. The first set is the Standards for English Learners: English Language Development and English Language Arts (Appendix L). The second set of standards, which are inclusive within the first come from the Reading and Language Arts Content Framework for California Public Schools (see Appendix M).

This study presented a positive way to effect change in the classroom. Allington and Walmsley (1995) also suggest different ways on how teachers may address change:

. . . include eliminating the redundancy of overlapping language arts activities (e.g., combining separate instruction in spelling and other editing skills into a unified editing program; eliminating repetitive units and activities in basal readers; reducing the number of subskills taught); doing less but doing it better (e.g., doing projects that explore fewer topics but in greater depth; covering fewer skills but teaching them more thoroughly); and combining reading, writing and content area

instruction through the use of themes. . .

(Allington and Walmsley, 1995,p. 32.)

Classroom teachers have always accepted students the first day of school wondering how well the student will be prepared for that grade. Instead, if teachers commit themselves to reflect on how well they are prepared for the students, then their ability to instruct will address each and every learner in their classroom. This project demonstrates that in a classroom with a CELL trained teacher, effective change is possible.

APPENDIX A  
MATRIX FOR PROGRAM PLACEMENT CALIFORNIA  
ENGLISH LANGUAGE DEVELOPMENT TEST  
FIRST GRADE

Matrix for Program Placement:  
California English Language Development Test

First Grade

<u>Level</u>	<u>Overall Proficiency Score</u>	<u>Program Placement</u>
<u>Level I</u> Beginning	423 and Below	SEI or ACS
<u>Level II</u> Early Intermediate	424 - 470	SEI or ACS
<u>Level III</u> Intermediate	471 - 516	SEI or ACS
<u>Level IV</u> Early Advanced	517 - 563	ELM
<u>Level V</u> Advanced	564 and above	ELM
<u>FEP I</u> Fluent English Proficient	564 and above	English Only
<u>R</u> Reclassified	517 and above	English Only

Source: CTB McGraw Hill Publishers  
 SEI - Structured English Immersion  
 ACS - Alternate Course of Study = Primary language  
 Instruction  
 ELM - English Language Mainstream

APPENDIX B  
DOMINIE READING AND WRITING ASSESSMENT  
PORTFOLIO PRE TEST RAW SCORES

Dominie Reading and Writing Assessment Portfolio

Pre Test Raw Scores

* Ss.	* Reading Level & % acc.	* Flncy Rubric	* %Story Comp.	Sentence Writing: Phonemes	Sentence Writing: Spelling	* Story Wrtng: LC/MQ	* Splng Invntry
1	1/60%	1	75%	14	0	1/1	0
2	2/88%	1	75%	39	8	3/3	11
3	2/83%	1	50%	37	11	3/3	17
4	2/80%	1	50%	34	7	3/3	3
5	1/50%	1	25%	2	0	1/1	0
6	1/100%	1	75%	35	6	3/3	3

DRWAP Pre Test Raw Scores: Control Group

* Ss.	* Reading Level & % acc.	* Flncy Rubric	* % Story Comp.	Sentence Writing: Phonemes	Sentence Writing: Spelling	* Story Wrtng: LC/MQ	* Splng Invntry
1	3/95%	2	50%	39	8	3/3	8
2	5/94%	3	80%	45	10	3/3	17
3	2/91%	2	50%	45	11	3/3	13
4	2/97%	1	75%	41	7	3/3	5
5	5/93%	3	60%	38	9	3/3	9
6	2/85%	2	50%	39	9	3/3	7

DRWAP Pre Test Raw Scores: Treatment Group

\*Students \* Reading Fluency \* Story Comprehension  
 \* Story Writing Language Control/ Message Quality \*Spelling Inventory  
 \*\*the students had no background knowledge of benchmark \* reading level  
 to continue assessment with comprehension check.

APPENDIX C  
DOMINIE READING AND WRITING ASSESSMENT  
PORTFOLIO POST TEST RAW SCORES

Dominie Reading and Writing Assessment Portfolio

Post Test Raw Scores

* Ss./ days	* Reading Level & % acc.	* Flncy Rubric	* % Story Comp.	Sentence Writing: Phonemes	Sentence Writing: Spelling	* Story Wrtnng: LC/MQ	* Splng Invntry
1 / 80	1/100%	3	75%	39	7	2/2	8
2 / 89	5/94%	3	100%	48	15	3/3	17
3 / 95	5/92%	3	75%	48	14	4/4	13
4 / 95	2/91%	2	100%	41	13	3/3	5
5 / 65	1/55%	1	50%	3	0	1/1	9
6 / 88	3/91%	2	100%	46	8	3/3	7

Post Test Raw Scores: Control Group

* Ss./ days	* Reading Level & % acc.	* Flncy Rubric	* % Story Comp.	Sentence Writing: Phonemes	Sentence Writing: Spelling	* Story Wrtnng LC/MQ	* Splng Invntry
1 / 95	** 7/97%	3	100%	43	13	4/5	24
2 / 91	** 7/100%	4	100%	50	15	4/4	36
3 / 94	4/94%	3	75%	46	11	4/4	23
4 / 85	6/89%	3	75%	47	9	3/5	13
5 / 94	7/90%	4	90%	50	12	4/5	26
6 / 89	3/87%	3	75%	43	8	3/4	13

Post Test Raw Scores: Treatment Group

\* Student/days present \* Reading Fluency \* Story Comprehension  
 \* Story Writing Language Control/ Message Quality \*Spelling Inventory  
 \*\*the students had no background knowledge of benchmark 8 reading level  
 to continue assessment with comprehension check.



APPENDIX D  
STATISTICAL RESULTS T-TEST  
CONTROL GROUP

		Mean	N	Std. Devia- tion	Std. Error Mean
Pair 1	Reading Level Pre	1.5000	6	.5477	.2236
	Reading Level Post	2.8333	6	1.8348	.7491
Pair 2	Fluency Pre	1.0000	6	.0000	.0000
	Fluency Post	2.3333	6	.8185	.3333
Pair 3	Story Comprehension Pre	58.3333	6	20.4124	8.3333
	Story Comprehension Post	66.6667	6	37.6386	15.3659
Pair 4	Phonemes Pre	26.8333	6	15.1715	6.1936
	Phonemes Post	37.5000	6	17.3061	7.0652
Pair 5	Spelling Pre	5.3333	6	4.4572	1.8196
	Spelling Post	9.5000	6	5.6833	2.3202
Pair 6	Story Writing LC Pre	2.3333	6	1.0328	.4216
	Story Writing LC Post	2.6667	6	1.0328	.4216
Pair 7	Story Writing MQ Pre	2.3333	6	1.0328	.4216
	Story Writing MQ Post	2.6667	6	1.0328	.4216
Pair 8	Spelling Inventory Pre	5.6667	6	6.8605	2.8008
	Spelling Inventory Post	9.5333	6	4.4008	1.7966

Paired Samples Statistics

		N	Correlation	Sig.
Pair 1	Reading Level Pre & Reading Level Post	6	.697	.124
Pair 2	Fluency Pre & Fluency Post	6	.	.
Pair 3	Story Comprehension Pre & Story Comprehension Post	6	-.054	.919
Pair 4	Phonemes Pre & Phonemes Post	6	.913	.011
Pair 5	Spelling Pre & Spelling Post	6	.861	.028
Pair 6	Story Writing LC Pre & Story Writing LC Post	6	.875	.022
Pair 7	Story Writing MQ Pre & Story Writing MQ Post	6	.875	.022
Pair 8	Spelling Inventory Pre & Spelling Inventory Post	6	.726	.102

### Paired Samples Correlations

Paired Differences		
		95% Confidence Interval of the difference

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
Pair 1 Reading Level Pre & Reading Level Post	-1.5	1.5055	.6146	-2.9133	.2466	-2.169
Pair 2 Fluency Pre & Fluency Post	-1.3	.8165	.3333	-2.1902	-.4765	-4.000
Pair 3 Story Comprehension Pre & Story Comprehension Post	-8.3	43.779	17.87	-54.277	37.610	-.466
Pair 4 Phonemes Pre & Phonemes Post	-4.2	2.9269	1.194	-7.2382	-1.095	-3.487
Pair 5 Spelling Pre & Spelling Post	-.33	.5164	.2108	-.8753	.2086	-1.581
Pair 6 Story Writing LC Pre & Story Writing LC Post	-.33	.5164	.2108	-.8753	.2086	-1.581
Pair 7 Story Writing MQ Pre & Story Writing MQ Post	-4.2	4.7504	1.939	-9.1519	.8186	-2.148
Pair 8 Spelling Inventory Pre & Spelling Inventory Post	-10.5	5.8387	1.685	-14.209	-6.790	-6.230

Paired Samples Test

	df	Sig. (2-tailed)
Pair 1 Reading Level Pre & Reading Level Post	5	.082
Pair 2 Fluency Pre & Fluency Post	5	.010
Pair 3 Story Comprehension Pre & Story Comprehension Post	5	.661
Pair 4 Phonemes Pre & Phonemes Post	5	.022
Pair 5 Spelling Pre & Spelling Post	5	.018
Pair 6 Story Writing LC Pre & Story Writing LC Post	5	.175
Pair 7 Story Writing MQ Pre & Story Writing MQ Post	5	.175
Pair 8 Spelling Inventory Pre & Spelling Inventory Post	5	.084

Paired Samples Test

APPENDIX E  
STATISTICAL RESULTS T-TEST  
TREATMENT GROUP

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
Reading Level Pre	3.1667	6	1.4720	.6009
Reading Level Post	5.6667	6	1.7512	.7149
Pair 2				
Fluency Pre	2.1667	6	.7528	.3073
Fluency Post	3.3333	6	.5164	.2108
Pair 3				
Story Comprehension	60.8333	6	13.5708	5.5403
Pre	85.8333	6	12.4164	5.0690
Story Comprehension				
Post				
Pair 4				
Phonemes Pre	41.1667	6	3.1252	1.2758
Phonemes Post	46.5000	6		
Pair 5				
Spelling Pre	9.0000	6	10.4142	.5774
Spelling Post	11.3333	6	2.5820	1.0541
Pair 6				
Story Writing LC Pre	3.0000	6	.0000	.0000
Story Writing LC Post	3.6667	6	.5164	.2108
Pair 7				
Story Writing MQ Pre	3.0000	6	.0000	.0000
Story Writing MQ Post	4.5000	6	.5477	.2236
Pair 8				
Spelling Inventory	9.8333	6	4.4008	1.7966
Pre	22.5000	6	8.6891	3.5473
Spelling Inventory				
Post				

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
Reading Level Pre	3.1667	6	1.4720	.6009
Reading Level Post	5.6667	6	1.7512	.7149
Pair 2				
Fluency Pre	2.1667	6	.7528	.3073
Fluency Post	3.3333	6	.5164	.2108
Pair 3				
Story Comprehension Pre	60.8333	6	13.5708	5.5403
Story Comprehension Post	85.8333	6	12.4164	5.0690
Pair 4				
Phonemes Pre	41.1667	6	3.1252	1.2758
Phonemes Post	46.5000	6		
Pair 5				
Spelling Pre	9.0000	6	10.4142	.5774
Spelling Post	11.3333	6	2.5820	1.0541
Pair 6				
Story Writing LC Pre	3.0000	6	.0000	.0000
Story Writing LC Post	3.6667	6	.5164	.2108
Pair 7				
Story Writing MQ Pre	3.0000	6	.0000	.0000
Story Writing MQ Post	4.5000	6	.5477	.2236
Pair 8				
Spelling Inventory Pre	9.8333	6	4.4008	1.7966
Spelling Inventory Post	22.5000	6	8.6891	3.5473

Paired Samples Statistics



	N	Correlation	Sig.
Pair 1 Reading Level Pre Reading Level Post	6	.724	.104
Pair 2 Fluency Pre Fluency Post	6	.857	.029
Pair 3 Story Comprehension Pre Story Comprehension Post	6	.232	.658
Pair 4 Phonemes Pre Phonemes Post	6	.315	.543
Pair 5 Spelling Pre Spelling Post	6	.329	.525
Pair 6 Story Writing LC Pre Story Writing LC Post	6	.	.
Pair 7 Story Writing MQ Pre Story Writing MQ Post	6	.	.
Pair 8 Spelling Inventory Pre Spelling Inventory Post	6	.866	.026

Paired Samples Correlations

Paired Differences						
					95% Confidence Interval of the difference	
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
Pair 1 Reading Level Pre & Reading Level Post	-2.5	1.2247	.5000	-3.7853	-1.214	-5.000
Pair 2 Fluency Pre & Fluency Post	-1.2	.4082	.1667	-1.5951	-.7382	-7.000
Pair 3 Story Comprehension Pre & Story Comprehension Post	-25.	16.1245	6.582	-41.922	-8.078	-3.798
Pair 4 Phonemes Pre & Phonemes Post	-8.0	6.5227	1.8829	-12.144	-3.855	-4.249
Pair 5 Spelling Pre & Spelling Post	-2.3	2.506	1.022	-4.9604	.2938	-2.283
Pair 6 Story Writing LC Pre & Story Writing LC Post	-.66	.6164	.2108	-1.2086	-.1247	-3.132
Pair 7 Story Writing MQ Pre & Story Writing MQ Post	-1.5	.5477	.2236	-2.0748	-.9252	-6.708
Pair 8 Spelling Inventory Pre & Spelling Inventory Post	-12.	5.3541	2.185	-18.285	-7.047	-5.795

Paired Samples Test

	df	Sig. (2-tailed)
Pair 1 Reading Level Pre - Reading Level Post	5	.004
Pair 2 Fluency Pre - Fluency Post	5	.001
Pair 3 Story Comprehension Pre - Story Comprehension Post	5	.013
Pair 4 Phonemes Pre - Phonemes Post	5	.024
Pair 5 Spelling Pre - Spelling Post	5	.071
Pair 6 Story Writing LC Pre - Story Writing LC Post	5	.025
Pair 7 Story Writing MQ Pre - Story Writing MQ Post	5	.001
Pair 8 Spelling Inventory Pre - Spelling Inventory Post	5	.002

Paired Samples Test

APPENDIX F  
STATISTICAL RESULTS T-TEST  
INDEPENDENT SAMPLES  
BOTH GROUPS

Group	N	Mean	Std. Deviation	Std. Error Mean
Reading Level Post				
Control Group	6	2.8333	1.8348	.7491
Treatment Group	6	5.6667	1.7512	.7149
Fluency Post				
Control Group	6	2.3333	.8165	.3333
Treatment Group	6	3.3333	.5164	.2108
Story Comprehension Post				
Control Group	6	66.6667	37.6386	15.3659
Treatment Group	6	85.8333	12.4164	5.0690
Phonemes Post				
Control Group	6	37.5000	17.3061	7.0652
Treatment Group	6	46.5000	3.1464	1.2845
Spelling Post				
Control Group	6	9.5000	5.6833	2.3202
Treatment Group	6	11.3333	2.5820	1.0541
Story Writing LC Post				
Control Group	6	2.6667	1.0328	.4216
Treatment Group	6	3.6667	.5164	.2108
Story Writing MQ Post				
Control Group	6	2.6667	1.0328	.4216
Treatment Group	6	4.5000	.5477	.2236
Spelling Inventory Post				
Control Group	6	9.8333	4.4008	1.7966
Treatment Group	6	22.50000	8.6891	3.5473

Group Statistics

	Levine's Test for Equality of Variances
--	--

		F	Sig.
Reading Level Post	Equal variances assumed Equal variances not Assumed	.015	.905
Fluency Post	Equal variances assumed Equal variances not Assumed	1.818	.207
Story Comprehension Post	Equal variances assumed Equal variances not Assumed	3.418	.094
Phonemes Post	Equal variances assumed Equal variances not Assumed	3.801	.080
Spelling Post	Equal variances assumed Equal variances not Assumed	3.801	.080
Story Writing LC Post	Equal variances assumed Equal variances not Assumed	1.800	.209
Story Writing MQ Post	Equal variances assumed Equal variances not Assumed	1.359	.271
Spelling Inventory Post	Equal variances assumed Equal variances not Assumed	1.541	.243

### Independent Samples Tests

	t-test for Equality of Means
--	------------------------------

	T	df	Sig. (2-tailed)	Mean Difference
Reading Level Post				
Equal variances assumed	-2.736	10	.021	-2.8333
Equal variances not Assumed	-2.736	9.978	.021	-2.8333
Fluency Post				
Equal variances assumed	-2.535	10	.030	-1.0000
Equal variances not Assumed	-2.535	8.448	.034	-1.0000
Story Comprehension Post				
Equal variances assumed	-1.185	10	.264	-
Equal variances not Assumed	-1.185	6.075	.280	19.1667
				-
				19.1667
Phonemes Post				
Equal variances assumed	-1.253	10	.239	-9.0000
Equal variances not Assumed	-1.253	5.330	.262	-9.0000
Spelling Post				
Equal variances assumed	-.719	10	.489	-1.8333
Equal variances not Assumed	-.719	6.980	.495	-1.8333
Story Writing LC Post				
Equal variances assumed	-2.121	10	.060	-1.000
Equal variances not Assumed	-2.121	7.353	.070	-1.000
Story Writing LC Post				
Equal variances assumed	-3.841	10	.003	-1.833
Equal variances not Assumed	-3.841	7.606	.005	-1.833
Spelling Inventory				
Equal variances assumed	-3.186	10	.010	-
Equal variances not Assumed	-3.186	7.407	.014	12.6667
				-
				12.6667

Independent Samples Test

	Std. Error Difference	Lower	Upper
Reading Level Post			
Equal variances assumed	1.0355	-5.1405	-.5261
Equal variances not assumed	1.0355	-5.1412	-.5255
Fluency Post			
Equal variances assumed	.3944	-1.8788	-.1212
Equal variances not assumed	.3944	-1.9012	-9.8832
Story Comprehension Post			
Equal variances assumed	16.1804	-55.2189	16.8855
Equal variances not assumed	16.1804	-58.6397	20.3064
Phonemes Post			
Equal variances assumed	7.1810	-25.0003	7.0003
Equal variances not assumed	7.1810	-27.1206	9.1206
Spelling Post			
Equal variances assumed	2.5484	-7.5116	3.8449
Equal variances not assumed	2.5484	-7.8630	4.1963
Story Writing LC Post			
Equal variances assumed	.4714	-2.0504	5.035
Equal variances not assumed	.4714	-2.1039	.1039
Story Writing MQ Post			
Equal variances assumed	.4773	-2.8967	-.7699
Equal variances not assumed	.4773	-2.9439	-.7228
Spelling Inventory Post			
Equal variances assumed	3.9763	-21.5265	-3.8069
Equal variances not assumed	3.9763	-21.9655	-3.3678

Independent Samples Tests



APPENDIX G  
STATISTICAL RESULTS ANALYTICAL  
OBSERVATION OF VARIANCE

	Sum of Squares	Df	Mean Square	F	Sig.
Reading Level Post					
Between Groups	24.083	1	24.083	7.487	.021
Within Groups	32.167	10	3.217		
Total	56.250	11			
Fluency Post					
Between Groups	3.000	1	3.000	6.429	.030
Within Groups	4.667	10.69	.467		
Total	7.667	11			
Story Comprehension Post					
Between Groups	1102.083	1	1102.083	1.403	.264
Within Groups	7854.167	10	785.417		
Total	8956.250	11			
Phonemes Post					
Between Groups	243.000	1	243.000	1.571	.239
Within Groups	1547.000	10	154.700		
Total	1790.000	11			
Spelling Post					
Between Groups	10.083	1	10.083	.518	.488
Within Groups	194.833	10	19.483		
Total	204.917	11			
Story Writing LC Post					
Between Groups	3.000	1	3.000	4.500	.060
Within Groups	6.667	10	.667		
Total	9.667	11			
Story Writing MQ Post					
Between Groups	10.083	1	10.083	14.756	.003
Within Groups	60833	10	.683		
Total	16.917	11			
Spelling Inventory Post					
Between Groups	481.333	1	481.333	10.148	.010
Within Groups	474.333	10	47.433		
Total	955.667	11			

### Analytical Observation of Variance

APPENDIX H

SENTENCE WRITING AND STORY WRITING CONTROL GROUP

STUDENT SAMPLES PRE AND POST TESTS

m' doudlyv to fiaCit  
hemactb6oubut The egheUN  
uwti605ni

9  
16NOFOAND N 16NU 00

Post Test - Student 1

my DaD Lus to fiy a Kithe  
max it go uBu the tres he  
rus bna it go hiy.

Hegot tiyr Hegot the kit  
Dan and wet in sid

Pre test - Student 2

My Dad Love to fly a Kite he make  
It go abuv the trees he runs and  
It gos high

the got suck in the tree.

Post test - Student 2

my dad lives to fly a kite  
he says it goes up the  
tree he runs and it goes  
high

dad climbs up the tree  
dad has to cast

(dad climbs up the tree, dad has two kites)

Pre test - Student 3

My dad loves to fly a kite  
he make it go ab<sup>3</sup>o<sup>3</sup>f the tree<sup>3</sup>  
he runs and it go<sup>3</sup>se hei<sup>2</sup>

It's going to fly in the  
sky.

Post test - Student 3



my dad left to find a Kat  
he met it go about the job  
he's at it go home

I met a Kat. Was on  
hand for ev

Pre test - Student 4

my Dad love to fly a Kat he  
make it go abus The ches he runs  
and it gos hai

he nevr lets u fo and he  
evr tek a bek

(he never lets you fall and he never takes a break)

Post test – Student 4

Acetone, chlorophenol  
ment

Penicillin

Pre test - Student 5

lo h m s l a c

to h m o a s l a c l a c m h h l m .

L h m o á t h a c m h h t l a

Decalla

my Dad nuf to faea kit  
he me et go ubu the tes he run anet  
go he

he spe wspe the kei the in ea the howe

my bad luv to flai a cit  
he max It go u buy the  
thres He rus and it gos  
hly

is goen dawn and The dad plot

Post test – Student 6

APPENDIX I  
SENTENCE WRITING AND STORY WRITING STUDY GROUP  
STUDENT SAMPLES PRE AND POST TESTS

my dad ups to fi a kitet  
he mes it in upub the hres  
he rus and it go hi

He has to get it dan  
He can giv it to his sun.

He has to get it dan  
sow He can giv it to hs sun.

Pre test - Student 1



My dad loves to fly a kite  
he makes it go above the trees  
he runs and it goes high.  
20 Wrecks

spacing

The kite will get stuck.  
~~When~~ when he made  
it go above the tree it got  
stuck. Then he pulled it and  
it came down.

Post test - Student 1

my dad love to fly  
he makes it go over the tree  
he runs and it goes hay

stop it and you put it back  
h

My dad loves to fly a kite  
he makes it go above the  
trees. he runs and it goes  
high.

Next he will pull out  
the kite when its dinner  
time.

Post test - Student 2

My dad love to flaya  
cat he meck's it go  
out the trees he  
huns and it goes his

Then he pus it in the  
haws.

Pre test - Student 3

My dad loves to play a  
kayak. he makes it go  
up the tree. he runs and it goes  
away.

I think that the kayak  
got stuck in the trees  
he tried to take it out  
but he couldn't take it out  
he tried and tried again but  
he couldn't take it out.

Post test - Student 3

mi Dab los to fli a kit he  
me it go ab The Tre he  
rs and it go hie

mi Dab los to fli a kit  
me it go ab The Tres he  
rs and it go hie

it go en to The Tre

it go en to The Tre

~~my Dad~~ ~~ball~~  
my Dad loves to fly a  
kite he makes it go  
up and then  
he runs and it goes high

Dad's kite is in the  
tree next door keep flying  
that kite next he kite  
got out oh no  
next he kite got on the  
~~tree~~ on the roof next  
the string got out ~~tree~~

Post test - Student 4

My dad lvs to play a cart  
he meys it go ubv the chris  
he runs and it gos play

and it givsit to his sun.



My dad loves to fly a kite  
he makes it go up over the trees  
he runs and it goes hi

and the kite got stuck in a  
tree and my dad went up the  
tree to get the kite.

Post Test – Student 5

my dad love to fly a kit he max  
he's a pilot the frey he can and it  
go his

he gave it to his son.  
He gave it to his son.  
(he gave it to his son)

Pre test - Student 6

My Dad lov to fli a kit me mak  
go adur the tres me nys and it  
hi

Dad dist to brat to bring it  
My dad lets me tri i get hep  
from my dad.

(Dad just brought it to me  
My dad lets me try I get help  
from my dad.)

Post test - Student 6

APPENDIX J  
ENGLISH LANGUAGE EDUCATION FOR CHILDREN  
IN PUBLIC SCHOOLS

English Language Education for  
Children in Public Schools

by Ron K. Unz and Gloria Matta Tuchman

Text:

SECTION 1. Chapter 3 (commencing with Section 300) is added to Part 1 of the Educational Code, to read:

CHAPTER 3. ENGLISH LANGUAGE EDUCATION FOR IMMIGRANT CHILDREN

ARTICLE 1. Findings and Declarations

300. The People of California find and declare as follows:

(a) WHEREAS the English language is the national public language of the United States of America and of the state of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and

(b) WHEREAS immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and

(c) WHEREAS the government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and

(d) WHEREAS the public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children; and

(e) WHEREAS young immigrant children can easily acquire full fluency in a new language, such as English, if they

are heavily exposed to that language in the classroom at an early age.

(f) THEREFORE it is resolved that: all children in California public schools shall be taught English as rapidly and effectively as possible.

## ARTICLE 2. English Language Education

305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

306. The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

(a) "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.

(b) "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

(c) "English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

(d) "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

(e) "Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language.

### ARTICLE 3. Parental Exceptions

310. The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered.

311. The circumstances in which a parental exception waiver may be granted under Section 310 are as follows:

(a) Children who already know English: the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above

the state average for his grade level or at or above the 5th grade average, whichever is lower; or

(b) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or

(c) Children with special needs: the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

#### ARTICLE 4. Community-Based English Tutoring

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars (\$50,000,000) per year is hereby appropriated from the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency.



316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education.

#### ARTICLE 5. Legal Standing and Parental Enforcement

320. As detailed in Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), all California school children have the right to be provided with an English language public education. If a California school child has been denied the option of an English language instructional curriculum in public school, the child's parent or legal guardian shall have legal standing to sue for enforcement of the provisions of this statute, and if successful shall be awarded normal and customary attorney's fees and actual damages, but not punitive or consequential damages. Any school board member or other elected official or public school teacher or administrator who willfully and repeatedly refuses to implement the terms of this statute by providing such an English language educational option at an available public school to a California school child may be held personally liable for fees and actual damages by the child's parents or legal guardian.

#### ARTICLE 6. Severability

325. If any part or parts of this statute are found to be in conflict with federal law or the United States or the California State Constitution, the statute shall be implemented to the maximum extent that federal law, and the United States and the California State Constitution permit. Any provision held invalid shall be severed from the remaining portions of this statute.

#### ARTICLE 7. Operative Date

330. This initiative shall become operative for all school terms which begin more than sixty days following the date at which it becomes effective.

#### ARTICLE 8. Amendment.

335. The provisions of this act may be amended by a statute that becomes effective upon approval by the electorate or by a statute to further the act's purpose passed by a two-thirds vote of each house of the Legislature and signed by the Governor.

#### ARTICLE 9. Interpretation

340. Under circumstances in which portions of this statute are subject to conflicting interpretations, Section 300 shall be assumed to contain the governing intent of the statute.

Ron K. Unz, a high-technology entrepreneur, is Chairman of One Nation/One California, 555 Bryant St. #371, Palo Alto, CA 94301.

Gloria Matta Tuchman, an elementary school teacher, is Chair of REBILLED, the Committee to Reform Bi-Lingual Education, 1742 Lerner Lane, Santa Ana, CA 92705.

APPENDIX K  
HOW NO CHILD LEFT BEHIND HELPS  
TEACHERS OF ENGLISH LEARNERS

HOW *NO CHILD LEFT BEHIND* HELPS TEACHERS  
OF ENGLISH LANGUAGE LEARNERS

SPEAKING AND READING ENGLISH WELL IS ESSENTIAL FOR SUCCESS  
IN AMERICA

- Under *No Child Left Behind*, the academic progress of every child, including those learning English, will be tested in reading, math and eventually science. All English language learners will be tested annually to measure how well they are learning English, so parents and teachers will know how they are progressing. States and schools will be held accountable for results.
- Research shows that students who can't read or write in English have a greater likelihood of dropping out of school, and they often face a lifetime of diminished opportunity.<sup>13</sup>

*NO CHILD LEFT BEHIND* GIVES STATES THE FREEDOM TO FIND THE  
BEST METHODS OF INSTRUCTION

- The new law does not dictate a particular method of instruction for learning English and other academic content.
- States and districts must establish English proficiency standards and provide high-quality language instruction, based on scientific research for English acquisition, in addition to high-quality academic instruction in reading and math.
- States and districts must place highly qualified teachers in classrooms where English language learners are taught.
- Children who are becoming fluent in English are also learning in academic content areas such as reading, math and science. They will be tested in these areas to evaluate progress.

*NO CHILD LEFT BEHIND* ENCOURAGES ALL SCHOOLS TO USE  
SCIENTIFICALLY BASED INSTRUCTION METHODS

For this reason, President Bush has called for new research to study the best ways to teach young boys and girls to become fluent in English.

The National Institute of Child Health and Human

Development, the Institute of Educational Sciences, the Office of English Language Acquisition, and the Office of Special Education are sponsoring research into:

- Effective ways to spur English language learning for Spanish-speaking children.
  - Effective methods for teaching children who may use a non-Roman alphabet (such as Korean, Chinese, Navajo or Russian) and how students transfer their skills to learning English.
  - Methods for teaching all young learners.
- The president's budget provides \$665 million in fiscal year 2004 to help English language learners acquire English language skills. This is a 49 percent increase over fiscal year 2001 and includes \$68 million set aside to prepare teachers of English language learners.

APPENDIX L  
ENGLISH LANGUAGE DEVELOPMENT AND ENGLISH  
LANGUAGE ARTS STANDARDS FOR  
ENGLISH LEARNERS

**ELD-ELA Standards Map**

**Grades K-2: Listening & Speaking**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	1.1 Recognize and use complete, coherent sentences when speaking (written and oral English language conventions). 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.		1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
<b>EI</b>	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns <i>he/she</i> ).			
<b>I</b>	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).			
<b>EA</b>	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.			
<b>A</b>	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.			
<b>EA</b>	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.			
<b>A</b>	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.			
<b>EI</b>	Recite familiar rhymes, songs, and simple stories.		2.1 Recite poems, rhymes, songs, and stories.	

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**ELD-ELA Standards Map**

**Grades K-2: Listening & Speaking**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>I</b>	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.		1.1 Listen attentively.	1.1 Determine the purpose or purposes for listening (e.g., to obtain information, to solve problems, for enjoyment).
<b>EA</b>	Listen attentively to stories/information and orally identify key details and concepts.		1.4 Stay on topic when speaking.	
<b>A</b>	Listen attentively to stories/information on new topics and identify orally and in writing key details and concepts.		1.5 Use descriptive words when speaking about people, places, things, and events.	
<b>B</b>	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	1.1 Understand and follow one- and two-step directions.	1.3 Give, restate, and follow simple two-step directions.	1.4 Give and follow three- and four-step directions.
<b>EI</b>	Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.		2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, and how</i> questions.	1.8 Retell stories, including characters, setting, and plot.
<b>I</b>	Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.		2.3 Relate an important life event or personal experience in a simple sequence.	
<b>EA</b>	Retell stories in greater detail including characters, setting, and plot.		2.4 Provide descriptions with careful attention to sensory detail.	
<b>A</b>	Narrate and paraphrase events in greater detail, using more extended vocabulary.			1.7 Recount experiences in a logical sequence.

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**ELD-ELA Standards Map**

**Grades K-2: Listening & Speaking**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Answer simple questions with one- or two-word responses.	2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	1.2 Ask questions for clarification and understanding.	1.2 Ask for clarification and explanation of stories and ideas.
<b>EI</b>	Ask and answer questions using phrases or simple sentences.	2.2 Recite short poems, rhymes, and songs.		1.3 Paraphrase information that has been shared orally by others.
<b>I</b>	Ask and answer instructional questions using simple sentences.	2.3 Relate an experience or creative story in a logical sequence.		1.5 Organize presentations to maintain a clear focus.
<b>EA</b>	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").			1.9 Report on a topic with supportive facts and details.
<b>A</b>	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand.").			2.1 Recount experiences or present stories.
<b>B</b>	Independently use common social greetings and simple repetitive phrases (e.g., "Thank you." "You're welcome.").			2.2 Report on a topic with facts and details, drawing from several sources of information.
<b>EI</b>	Orally communicate basic needs (e.g., "May I get a drink?").			
<b>I</b>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.			
<b>EA</b>	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.			
<b>A</b>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.			

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**ELD-ELA Standards Map**

**Grades K-2: Reading Word Analysis**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
I	Identify the front cover, back cover, and title page of a book.	1.1 Same as ELD standard.	1.2 Identify the title and author of a reading selection.	
I	Follow the words from left to right and from top to bottom on the printed page.	1.2 Same as ELD standard.		
I	Understand that printed materials provide information.	1.3 Same as ELD standard.		
I	Recognize that sentences in print are made up of separate words.	1.4 Same as ELD standard.		
I	Distinguish letters from words.	1.5 Same as ELD standard.		
I	Identify letters, words, and sentences.			
I	Match oral words to printed words.			
I	Recognize and name all uppercase and lowercase letters of the alphabet.	1.6 Same as ELD standard.	1.3 Same as ELD standard. 1.1 Same as ELD standard.	
<b>B</b>	Recognize English phonemes that correspond to phonemes students already hear and produce.			
<b>EI</b>	Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., "a" in "cat" and final consonants).			
<b>EI</b>	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.			
<b>EI</b>	Identify and produce rhyming words in response to an oral prompt.	1.10 Same as ELD standard.		
<b>I</b>	Create and state a series of rhyming words, including consonant blends.		1.6. Same as ELD standard.	

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ELD-ELA Standards Map

Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>EI</b>	Distinguish initial, medial, and final sounds in single-syllable words.		1.4 Same as ELD standard.	
<b>I</b>	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).		1.5 Same as ELD standard.	
<b>I</b>	Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an).		1.7 Same as ELD standard.	
<b>I</b>	Pronounce most English phonemes correctly while reading aloud.			
<b>I</b>	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).		1.8 Same as ELD standard.	
<b>I/EA</b>	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentence, or simple text.			
<b>EA</b>	Blend vowel-consonant sounds orally to make words or syllables.	1.9 Same as ELD standard.		
<b>EA/A</b>	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard.		
<b>EA/A</b>	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard.		
<b>EA/A</b>	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (e.g., phonograms), and blend those sounds into recognizable words.		1.10 Same as ELD standard.	

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ELD-ELA Standards Map

Grades K-2: Reading Word Analysis

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>I</b>	Segment single-syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).		1.9 Same as ELD standard.	
<b>EA</b>	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	1.11 Same as ELD standard.		
<b>EA</b>	Count the number of sounds in syllables and syllables in words.	1.13 Same as ELD standard.		
<b>EI</b>	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f/, /s/, /th/, /j/, /d/, /h/).	1.7 Same as ELD standard.		
<b>EA</b>	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant-vowel, or consonant-vowel-consonant).	1.8 Same as ELD standard.		
<b>EA</b>	Track auditorily each word in a sentence and each syllable in words.	1.12 Same as ELD standard.		
<b>I/A</b>	Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).			1.4 Same as ELD standard.
<b>EA/A</b>	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard.		
<b>EA/A</b>	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).		1.11 Same as ELD standard.	
<b>EA/A</b>	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.			1.1 Same as ELD standard.
<b>EA/A</b>	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> , vowel-consonant/consonant-vowel = <i>sup/per</i> ).			1.2 Same as ELD standard.
<b>EA/A</b>	Decode two-syllable nonsense words and regular multisyllable words.			1.3 Same as ELD standard.
<b>EA/A</b>	Read compound words and contractions.		1.13 Same as ELD standard.	
<b>EA/A</b>	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.		1.12 Same as ELD standard.	

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**ELD-ELA Standards Map**

**Grades K-2: Reading Word Analysis**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>EA</b>	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).			
<b>A</b>	Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).			
<b>EA/A</b>	Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).		1.14 Same as ELD standard.	
<b>EA/A</b>	Read common word families (e.g., <i>-ite, -ate</i> ).		1.15 Same as ELD standard.	
<b>EA/A</b>	Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i> ) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).			1.5 Same as ELD standard.
<b>EA/A</b>	Read aloud with fluency in a manner that sounds like natural speech.		1.16 Same as ELD standard.	
<b>EA</b>	Read aloud fluently and accurately and with appropriate intonation and expression.			1.6 Same as ELD standard.

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**ELD-ELA Standards Map**

**Grades K-2: Reading Fluency & Systematic Vocabulary Development**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	1.18 Describe common objects and events in both general and specific language.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
<b>B</b>	Demonstrate comprehension of simple vocabulary with an appropriate action.			
<b>B</b>	Retell simple stories using drawings, words, or phrases.			
<b>B</b>	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).			
<b>EI</b>	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.			
<b>I</b>	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).			
<b>I</b>	Apply knowledge of content-related vocabulary to discussions and reading.			
<b>EI</b>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.			
<b>I</b>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.			

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ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>A</b>	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard.		
<b>A</b>	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).		1.11 Same as ELD standard.	
<b>A</b>	Read compound words and contractions.		1.13 Same as ELD standard.	
<b>A</b>	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard.		
<b>A</b>	Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard.		
<b>A</b>	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.		1.10 Same as ELD standard.	
<b>A</b>	Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.		1.12 Same as ELD standard.	
<b>A</b>	Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).		1.14 Same as ELD standard.	
<b>A</b>	Read common word families (e.g., <i>-ite, -ate</i> ).		1.15 Same as ELD standard.	
<b>A</b>	Read aloud with fluency in a manner that sounds like natural speech.		1.16 Same as ELD standard.	
		1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	

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ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>A</b>	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.			1.1 Same as ELD standard.
<b>A</b>	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant = sup/per).			1.2 Same as ELD standard.
<b>A</b>	Decode two-syllable nonsense words and regular multisyllable words.			1.3 Same as ELD standard.
<b>A</b>	Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).			1.4 Same as ELD standard.
<b>A</b>	Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i> ) and irregular plurals (e.g., <i>fly-flies, wife/wives</i> ).			1.5 Same as ELD standard.
<b>A</b>	Read narrative and texts aloud with appropriate pacing, intonation, and expression.			1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
<b>EA</b>	Recognize simple antonyms and synonyms in stories and games (e.g., good, bad; blend, mix).			1.7 Understand and explain common antonyms and synonyms.
<b>A</b>	Explain common antonyms and synonyms.			
<b>A</b>	Recognize words that have multiple meanings in texts.			1.10 Identify simple multiple-meaning words.

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ELD-ELA Standards Map

Grades K-2: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards	
Level	K-2	K	1 2
<b>B</b>	Read aloud simple words in stories or games (e.g., nouns and adjectives).		
<b>EI</b>	Read simple vocabulary, phrases, and sentences independently.		
<b>EI</b>	Read aloud an increasing number of English words.		
<b>I</b>	Use decoding skills to read more complex words independently.		
<b>EA</b>	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.		
<b>A</b>	Apply knowledge of academic and social vocabulary to achieve independent reading.		
<b>I</b>	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i> ).		1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
<b>EA</b>	Use simple prefixes and suffixes when attached to known vocabulary.		1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).

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ELD-ELA Standards Map

Grades K-2: Reading Comprehension

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	2.2 Use pictures and context to make predictions about story content.	2.6 Relate prior knowledge to textual information.	
<b>EI</b>	Draw and label pictures related to a story topic or own experience.			
<b>I</b>	Write captions of words or phrases for drawings related to a story.	2.3 Connect to life experiences the information and events in texts.		
<b>B</b>	Respond orally to stories read to them, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	2.5 Ask and answer questions about essential elements of a text.	2.2 Respond to <i>who, what, when, when,</i> and <i>how</i> questions.	2.2 State the purpose in reading (i.e., tell what information is sought).
<b>B</b>	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.		2.4 Use context to resolve ambiguities about word and sentence meanings.	
<b>EI</b>	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.			2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
<b>I</b>	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.			
<b>EA</b>	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.			2.5 Restate facts and details in the text to clarify and organize ideas. 2.7 Interpret information from diagrams, charts and graphs.

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**ELD-ELA Standards Map**

**Grades K-2: Reading Comprehension**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Identify the basic sequence of events in stories read to them, using key words or pictures.	2.4 Retell familiar stories.	2.7 Retell the central ideas of simple expository or narrative passages.	
<b>EI</b>	Orally identify the basic sequence of text read to them using key words or phrases.			
<b>I</b>	Write captions of words or phrases for drawings related to a story.			
<b>EA</b>	Write a brief story summary (three or four complete sentences).			
<b>A</b>	Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.			
<b>EI</b>	Use the content of a story to draw logical inferences.		2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what, if, how</i> ).
<b>I</b>	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.			
<b>EA</b>	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.			
<b>EA</b>	Read and orally respond to stories and texts by answering factual comprehension questions about cause-and-effect relationships.			2.6 Recognize cause-and-effect relationships in a text.

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**ELD-ELA Standards Map**

**Grades K-2: Reading Comprehension**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Understand and follow simple one-step directions for classroom or work-related activities.		2.1 Identify text that uses sequence or other logical order.	2.8 Follow two-step written instructions.
<b>EI</b>	Understand and follow simple two-step directions of classroom or work-related activities.		2.3 Follow one-step written directions.	
<b>I</b>	Understand and follow some multi-step directions for classroom-related activities.			
<b>I</b>	While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	2.1 Locate the title, table of contents, name of author, and name of illustrator.		2.1 Use titles, tables of content, and chapter headings to locate information in expository text.
<b>EA</b>	Read and use basic text features such as title, table of contents, and chapter headings.			
<b>A</b>	Locate and use text features such as title, table of contents, chapter headings, diagrams, and index.			

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**ELD-ELA Standards Map**

**Grades K-2: Writing Strategies & Applications**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Copy the English alphabet legibly.	1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	1.3 Print legibly and space letters, words, and sentences appropriately.	1.2 Create readable documents with legible handwriting.
<b>I</b> <b>EA</b>	Write a friendly letter of a few lines. Write a formal letter.			2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.
<b>I</b> <b>EA</b> <b>A</b> <b>A</b>	Write simple sentences appropriate for language arts and other content areas. Use complex vocabulary and sentences appropriate for language arts and other content areas. Write short narratives that include examples of writing appropriate for language arts and other content areas. Produce independent writing using correct grammatical forms.	1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).		2.1 Write brief narratives based on their experience: move through a logical sequence of events; describe the setting, characters, objects, and events in detail.
<b>B</b> <b>EI</b> <b>I</b> <b>EA</b> <b>A</b>	Write a few words or phrases about an event or character from a story read by the teacher. Write simple sentences about events or characters from familiar stories read by the teacher. Write short narrative stories that include the elements of setting and character. Write short narratives that include elements of setting, character, and events. Write short narratives that describe the setting, character, objects, and events.	1.3 Write by moving from left to right and from top to bottom.	1.1 Select a focus when writing. 1.2 Use descriptive words when writing. 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	1.1 Group related ideas and maintain a consistent focus.

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**ELD-ELA Standards Map**

**Grades K-2: Writing Strategies & Applications**

Level	ELD Standards		ELA Standards	
	K-2		K	1 2
<b>B</b>	Copy words posted and commonly used in the classrooms.			
<b>B</b>	Write a phrase or simple sentence about an experience generated from a group story.		1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.
<b>EI</b>	Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: "Today is Tuesday.").			
<b>I</b>	Following a model, use the writing process to independently write short paragraphs of at least three lines.			
<b>I</b>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.			
<b>EA</b>	Use the writing process to write short paragraphs that maintain a consistent focus.			
<b>A</b>	Use the writing process to write clear and coherent sentences that maintain a consistent focus.			
				1.4 Revise original drafts to improve sequence and provide more descriptive detail.
				1.3 Understand the purposes of various reference materials.

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**ELD-ELA Standards Map**

**Grades K-2: Writing Conventions**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Use capital letters when writing own name.	1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
<b>EI</b>	Use capital letters to begin sentences and proper nouns.			
<b>EI</b>	Use a period or question mark at the end of a sentence.			
<b>I</b>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.			
<b>EA</b>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.			
<b>A</b>	Produce writing that demonstrates a command of the conventions of standard English.			
<b>EI</b>	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	1.5 Use a period, exclamation point, or question mark at the end of sentences.	1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
<b>EA</b>	Edit writing for some conventions (e.g., capital letters and periods).			
<b>A</b>	Edit writing for punctuation, capitalization, and spelling.			
			1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	
			1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	1.5 Use quotation marks correctly.
				1.7 Spell frequently used, irregular words correctly.

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ELD-ELA Standards Map

Grades K-2: Writing Conventions

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>I</b>	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).		1.1 Write and speak in complete, coherent sentences.	1.1 Distinguish between complete and incomplete sentences.
<b>EA</b>	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).		1.2 Identify and correctly use singular and plural nouns.	1.2 Recognize and use the correct word order in written sentences.
<b>A</b>	Use complete sentences and correct word order.		1.3 Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i> ) and singular possessive pronouns (e.g., <i>my/mine</i> , <i>his/her</i> , <i>hers</i> , <i>your/s</i> ) in writing and speaking.	1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
<b>A</b>	Use correct parts of speech, including correct subject/verb agreement.			

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**ELD-ELA Standards Map**

**Grades K-2: Literary Response & Analysis**

ELD Standards		ELA Standards		
Level	K-2	K	1	2
<b>B</b>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	3.3 Identify characters, settings, and important events.	3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	3.1 Compare and contrast plots, settings, and characters presented by different authors.
<b>B</b>	Draw pictures related to a work of literature identifying setting and characters.			
<b>EI</b>	Orally respond to stories by answering factual comprehension questions, using simple sentences.			
<b>EI</b>	Orally identify setting and characters using simple sentences and vocabulary.			
<b>I</b>	Use expanded vocabulary and descriptive words for oral and written responses to simple texts.			
<b>EA</b>	Read and orally identify literary elements of plot, setting, and characters.			
<b>EA</b>	Read and identify beginning, middle, and end of story.			
<b>A</b>	Read and respond both orally and in writing to a variety of children's literature.	3.1 Distinguish fantasy from realistic text.	3.2 Describe the roles of authors and illustrators and their contributions to print materials.	3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, alternatives.
<b>EI</b>	Recite simple poems.	3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	3.3 Recollect, talk, and write about books read during the school year.	3.3 Compare and contrast different versions of the same stories that reflect different cultures.
<b>I</b>	Read simple poetry and respond to factual comprehension questions using simple sentences.			
<b>EA</b>	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).			
<b>A</b>	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).			
				3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

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APPENDIX M  
READING AND LANGUAGE ARTS CONTENT FRAMEWORK FOR  
CALIFORNIA PUBLIC SCHOOLS  
FIRST GRADE

## Reading

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### *Concepts About Print*

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a reading selection.
- 1.3 Identify letters, words, and sentences.

#### *Phonemic Awareness*

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).
- 1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).

#### *Decoding and Word Recognition*

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- 1.12 Use knowledge of vowel digraphs and *r*- controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).
- 1.15 Read common word families (e.g., *-ite, -ate*).
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

#### *Vocabulary and Concept Development*

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

## 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

### *Structural Features of Informational Materials*

2.1 Identify text that uses sequence or other logical order.

### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Respond to *who*, *what*, *when*, *where*, and *how* questions.

2.3 Follow one-step written instructions.

2.4 Use context to resolve ambiguities about word and sentence meanings.

2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

2.6 Relate prior knowledge to textual information.

2.7 Retell the central ideas of simple expository or narrative passages.

## 3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### *Narrative Analysis of Grade-Level-Appropriate Text*

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

3.2 Describe the roles of authors and illustrators and their contributions to print materials.

3.3 Recollect, talk, and write about books read during the school year.

## Writing

### 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### *Organization and Focus*

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

### *Penmanship*

- 1.3 Print legibly and space letters, words, and sentences appropriately.

## 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

### *Sentence Structure*

- 1.1 Write and speak in complete, coherent sentences.

### *Grammar*

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., *isn't*, *aren't*, *can't*, *won't*) and singular possessive pronouns (e.g., *my/ mine*, *his/ her*, *hers*, *your/s*) in writing and speaking.

### *Punctuation*

- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

### *Capitalization*

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

### *Spelling*

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

## Listening and Speaking

### 1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### *Comprehension*

1.1 Listen attentively.

1.2 Ask questions for clarification and understanding.

1.3 Give, restate, and follow simple two-step directions.

### *Organization and Delivery of Oral Communication*

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.1 Recite poems, rhymes, songs, and stories.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.

2.3 Relate an important life event or personal experience in a simple sequence.

2.4 Provide descriptions with careful attention to sensory detail.

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