K–3 Literacy Resources: CCSS English Language Arts

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October 2012

Providing Instructional Resources to Support Student Learning Goals
Aligned With the Common Core State Standards for English Language Arts

The Common Core State Standards (CCSS) define what all students are expected to know and be able to do. They focus on results rather than means. The emphasis is on achieving deep, meaningful student engagement with text rather than identifying specific instructional strategies. That is, the Standards do not mandate how teachers should teach—"By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed…Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards."[1]

Doing What Works (DWW) literacy resources emphasize how teachers can help students achieve learning outcomes. DWW provides research-based multimedia and other resources designed to help schools and districts identify and implement instructional practices that can support student learning goals aligned with the Standards. DWW resources give practitioners a framework for building the bridge between research-based practices, teaching strategies, and the end-of-year outcomes defined by the Common Core State Standards.

This resource map lists DWW K-3 literacy resources that provide practical examples of research-based strategy instruction that school staff can use to help students reach some of the achievement goals specified in the *Common Core State Standards for English Language Arts*, particularly student learning goals outlined in the following Standards:

- College and Career Readiness Anchor Standards for Reading K-3
    - Key Ideas and Details*(Anchor and Grade-Specific Standards 1, 2, 3)*
    - Range of Reading and Level of Text Complexity *(Anchor and Grade-Specific Standard 10)*

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[1] Common Core State Standards Initiative. (2010). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.* Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers.

- Reading Standards: Foundational Skills *(Anchor and Grade-Specific Standards 2, 3, 4)*
- College and Career Readiness Anchor Standards for Speaking and Listening K-3 *(Anchor and Grade-Specific Standard 1)*
- College and Career Readiness Anchor Standards for Language K-3 *(Anchor and Grade-Specific Standards 4, 6)*

DWW K-3 Literacy Resources/CCSS English Language Arts Map

The DWW resources listed here are drawn from three DWW topic areas—*Improving K-3 Reading Comprehension, Response to Intervention in Primary Grade Reading,* and *Teaching Literacy in English to K-5 English Learners.* Information about the CCSS and DWW resources is organized as follows:

- The <u>first</u> column lists the DWW topic name (e.g., Improving K-3 Reading Comprehension) and practice (e.g., Teach Comprehension Strategies).
- The <u>second</u> column lists the:
    1) DWW resource title, type, and description (found in the topic's *"See How It Works" section of each practice on the Doing What Works website).*
        o *Resource type* – identifies the resource as multimedia (e.g. video or audio recording) or sample material.
    2) Grade-specific standard addressed by the DWW resource.
        o *Grade-specific standard* – translates the broad aims of the anchor standards into age- and attainment-appropriate terms that together define the skills and understandings that all students must demonstrate.[2]
            - *Note*: The *Anchor Standards for Reading* include separate grade-specific standards for literature (e.g., stories, drama, and poetry) and informational text (e.g. literary non-fiction, history/social studies, science, and technical subjects).
        o The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

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[2] Common Core State Standards Initiative. (2010). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.* Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers.

College and Career Readiness Anchor Standards for Reading K-3: Key Ideas and Details

- **Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**MULTIMEDIA:** *Teaching Early Readers Questioning Strategies (presentation, 4:28 min)* *(Informational Text, Grade 1)* A first-grade teacher uses interactive puppets and cooperative learning strategies like think-pair-share to teach her students about questioning. • **STANDARD:** *Reading Standards for Informational Text—Grade 1:* Ask and answer questions about key details in a text.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**MULTIMEDIA:** *Single-Strategy Instruction: Asking "Wh-" Questions (presentation, 6:36 min)* *(Literature, Grade 2)* A second-grade teacher uses a single-strategy approach to teach questioning. She begins with modeling, and then extends instruction to small-group guided reading activities and independent center work. • **STANDARD:** *Reading Standards for Literature—Grade 2:* Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**MULTIMEDIA:** *Question Sea: On- and Under-the-Surface Questions (presentation, 4:05 min)* *(Literature, Grade 3)* **SAMPLE MATERIAL:** *Question Sea Worksheets (.pdf)* *(Literature, Grade 3)* A third-grade teacher uses modeling and guided practice to teach questioning. Listen as she describes how she supports students in learning to use the strategies on their own. • **STANDARD:** *Reading Standards for Literature—Grade 3:* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

College and Career Readiness Anchor Standards for Reading K-3: Key Ideas and Details

- **Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**MULTIMEDIA:** *Targeting Reading Strategies: Summarizing (presentation, 3:43 min)* *(Literature, Grade 2)* **SAMPLE MATERIAL:** *"I Can…" Reading Strategy Books (.pdf)* *(Literature, Grade 2)* A second-grade teacher demonstrates the gradual release of responsibility approach to teach students summarizing. She uses story maps, guided practice, and literacy center games to support students in learning this comprehension strategy. • **STANDARD:** *Reading Standards for Literature—Grade 2:* Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Focus on Text Structure	**MULTIMEDIA:** *Gertrude Took a Nose Dive: Identifying Problem and Resolution (video, 6:10 min)* *(Literature, Grade 3)* **SAMPLE MATERIAL:** *Story Elements Graphic Organizer (.pdf)* *(Literature, Grade 3)* In this video, a third-grade teacher demonstrates how to teach literature text elements using a graphic organizer, including problem and solution. The teacher incorporates several strategies throughout the lesson, such as modeling, questioning, picture clues, predicting, and partner work. • **STANDARD:** *CCSS Reading Standards for Literature—Grade 3:* Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Focus on Text Structure	**MULTIMEDIA:** *Compare-Contrast Graphic Organizer: A Whale Is Not a Fish (presentation, 5:34 min)* *(Informational Text, Grade 3)* **SAMPLE MATERIAL:** *Bat-Bird Compare and Contrast Graphic Organizer (.pdf)* *(Informational Text, Grade 3)* A third-grade teacher uses a graphic organizer to help students compare and contrast information in an informational text. She models the use of clue words and provides practice through partner sharing and independent work. Her goal is for students to be able to comprehend what they read and answer questions using information accessed or created from reading the text. • **STANDARD:** *CCSS Reading Standards for Informational Text—Grade 3:* Determine the main idea of a text; recount the key details and explain how they support the main idea.

College and Career Readiness Anchor Standards for Reading K-3: Key Ideas and Details

- **Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**MULTIMEDIA:** *Targeting Reading Strategies: Summarizing (presentation, 3:43 min)* *(Literature, Grade 2)* **SAMPLE MATERIAL:** *"I Can…" Reading Strategy Books (.pdf)* *(Literature, Grade 2)* A second-grade teacher demonstrates the gradual release of responsibility model using literature to teach students summarizing and to figure out how a character solves a problem. She uses story maps, guided practice, and literacy center games to support students in improving their reading comprehension. • **STANDARD:** *CCSS Reading Standards for Literature—Grade 2:* Describe how characters in a story respond to major events and challenges.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Focus on Text Structure	**MULTIMEDIA:** *Teaching Character and Setting in an Inclusion Classroom (presentation, 4:47 min)* *(Literature, Kindergarten)* **SAMPLE MATERIAL:** *Kindergarten Lesson Plan: Character and Setting (.pdf)* *(Literature, Kindergarten)* A kindergarten teacher adapts a lesson on literature text elements for her special needs students. Instructional strategies include building on background knowledge, using visual materials, character and setting illustrations, and reteaching. • **STANDARD:** *CCSS Reading Standards for Literature—Kindergarten:* With prompting and support, identify characters, settings, and major events in a story.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Focus on Text Structure	**MULTIMEDIA:** *Gertrude Took a Nose Dive: Identifying Problem and Solution (video, 6:10 min)* *(Literature, Grade 3)* **SAMPLE MATERIAL:** *Story Elements Graphic Organizer (.pdf)* *(Literature, Grade 3)* In this video, a third-grade teacher demonstrates how to teach literature text elements using a graphic organizer, including problem and solution. The teacher incorporates several strategies throughout the lesson, such as modeling, questioning, picture clues, predicting, and partner work. • **STANDARD:** *CCSS Reading Standards for Literature—Grade 3:* Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Focus on Text Structure	**MULTIMEDIA:** *Interactive Strategies for Teaching Nonfiction Text Structure (presentation, 4:22 min) (Informational Text, Grade 3)* **SAMPLE MATERIAL:** *Text Structure Activities and Student Work (.pdf) (Informational Text, Grade 3)* A third/fourth-grade teacher shares instructional activities designed to help her students understand the compare-contrast and sequence informational text structures. She uses cooperative learning strategies, graphic organizers, and games. • **STANDARD:** *CCSS Reading Standards for Informational Text—Grade 3:* Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

College and Career Readiness Anchor Standards for Reading K-3: Range of Reading and Level of Text Complexity

▪ **Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.**

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**MULTIMEDIA:** *Purposeful Text Selection to Supplement Core Materials (video, 4:47 min) (Informational Text, Kindergarten)* In this video, a literacy coach discusses text selection and helps a kindergarten teacher choose informational texts to incorporate into core instruction. The coach emphasizes selecting texts that take into account instructional purpose, group size, text complexity and difficulty, and opportunities for engaging students in discussions. • **STANDARD:** *CCSS Reading Standards for Informational Text—Kindergarten:* Actively engage in group reading activities with purpose and understanding.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**MULTIMEDIA:** *Supporting Teachers' Text Selection (audio, 3:58 min) (Literature and Informational Text, Kindergarten)* In this audio interview, a principal, literacy coach, and kindergarten teacher discuss ways in which the coach trains and supports teachers' reading instruction and text selection. The coach assists with lesson planning, modeling teaching strategies, and identifying appropriate resources. • **STANDARD:** *CCSS Reading Standards for Literature and Informational Text—Kindergarten:* Actively engage in group reading activities with purpose and understanding.

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**SAMPLE MATERIAL:** *Examples of Effective Reading Comprehension Strategies (.pdf)* *(Literature and Informational Text, Kindergarten-Grade 3)* This table from the IES Practice Guide on *Improving Reading Comprehension in Kindergarten through 3rd Grade* describes six research-based strategies for improving reading comprehension in the primary grades and provides examples of activities to promote strategy practice. Teachers should explain how the strategies can help the students learn from text—as opposed to having them memorize the strategies—and how to use the strategies effectively. • **STANDARD:** *CCSS Reading Anchor Standard (#10)—Range of Reading and Level of Text Complexity K-3 (Literature and Informational Text):* Read and comprehend complex literary and informational texts independently and proficiently.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**SAMPLE MATERIAL:** *Examples of Multiple-Strategy Formats (.pdf)* *(Literature and Informational Text, Kindergarten-Grade 3)* This table from the IES Practice Guide on *Improving Reading Comprehension in Kindergarten through 3rd Grade* shows four research-based examples of multiple-strategy formats that combine strategies with an explicit method of teaching them. Multiple-strategy instruction familiarizes students with using the strategies together from the very beginning, providing a more authentic, strategic reading experience. • **STANDARD:** *CCSS Reading Anchor Standard (#10)—Range of Reading and Level of Text Complexity K-3 (Literature and Informational Text):* Read and comprehend complex literary and informational texts independently and proficiently.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Teach Comprehension Strategies	**SAMPLE MATERIAL:** *Illustration of Gradual Release of Responsibility Model (.pdf)* *(Literature and Informational Text, Kindergarten-Grade 3)* Research suggests that comprehension strategies should be taught through a gradual release of responsibility, in which the teacher first explains how to use the strategy and then gives students more and more independence in practicing and applying the strategy over time. This illustration from the IES Practice Guide on *Improving Reading Comprehension in Kindergarten through 3rd Grade* shows the shift in responsibility from teacher to student. While going through the steps with the class, a teacher should periodically review the purpose of any given strategy and how it improves comprehension until students can apply it independently while they read. • **STANDARD:** *CCSS Reading Anchor Standard (#10)—Range of Reading and Level of Text Complexity K-3 (Literature and Informational Text):* Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards: Foundational Skills

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Topic and Practice	Resources
TOPIC: Response to Intervention in Primary Grade Reading **PRACTICE:** Systematic Skill Instruction	MULTIMEDIA: *Modeling Initial Sounds in Tier 3 (presentation, 5:57 min)* *(Kindergarten)* SAMPLE MATERIAL: *Reading Skills Error Analysis Sheet (.pdf)* *(Kindergarten-Grade 2)* SAMPLE MATERIAL: *Foundational Reading Skills: Instructional Routines (.pdf)* *(Kindergarten-Grade 2)* SAMPLE MATERIAL: *Five Essential Reading Components (.pdf)* *(Kindergarten-Grade 3)* A reading specialist demonstrates modeling, guided practice, and error correction strategies during an intensive one-on-one lesson on letter sounds. She discusses how she models correct sounds and scaffolds using the "I do, we do, you do" approach. • STANDARD: *CCSS Reading Standards: Foundational Skills—K-1:* Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading Standards: Foundational Skills

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Topic and Practice	Resources
TOPIC: Response to Intervention in Primary Grade Reading **PRACTICE:** Systematic Skill Instruction	MULTIMEDIA: *Thinkaloud Examples in Comprehension and Phonics (video, 4:31 min)* *(Kindergarten-Grade 3)* SAMPLE MATERIAL: *Foundational Reading Skills: Instructional Routines (.pdf)* *(Kindergarten-Grade 2)* SAMPLE MATERIAL: *Five Essential Reading Components (.pdf)* *(Kindergarten-Grade 3)* In this video, Dr. Joseph Dimino explains how the thinkaloud strategy can be used during instruction. He demonstrates a comprehension thinkaloud using text and pictorial clues, and a phonics thinkaloud using a silent "e" example. • STANDARD: *CCSS Reading Standards: Foundational Skills—K-2:* Know and apply grade-level phonics and word analysis skills in decoding words.
TOPIC: Response to Intervention in Primary Grade Reading **PRACTICE:** Progress Monitoring and Differentiation	MULTIMEDIA: *Reteaching in Small Group Interventions (presentation, 3:29 min)* *(Grade 1)* A first-grade teacher demonstrates a small group phonics lesson and discusses reteaching and frequent checking for skill mastery. She explains the 80% / 20% decision rule for regrouping, describes ways to support English language learners, and reviews reteaching strategies. • STANDARD: *CCSS Reading Standards: Foundational Skills—Grade 1:* Know and apply grade-level phonics and word analysis skills in decoding words.

Reading Standards: Foundational Skills

▪ **Standard 4: Fluency - Read emergent-reader texts with purpose and understanding (Kindergarten). Read with sufficient accuracy and fluency to support comprehension (Grades 1-3).**

Topic and Practice	Resources
TOPIC: Response to Intervention in Primary Grade Reading **PRACTICE:** Systematic Skill Instruction	**MULTIMEDIA:** _Foundational Reading Skills: Instructional Routines (.pdf)_ _(Kindergarten-Grade 2)_ The Florida Center for Reading Research (FCRR) has developed instructional routines for teaching foundational reading skills in grades K-3, including phonemic awareness, phonics, comprehension, fluency, and vocabulary. Included here are examples of four routines: Kindergarten phonemic awareness, Grade 1 phonics, Grade 1 comprehension, and Grade 2 fluency. • **STANDARD:** _CCSS Reading Standards: Foundational Skills—Grade 2_: Read with sufficient accuracy and fluency to support comprehension.
TOPIC: Response to Intervention in Primary Grade Reading **PRACTICE:** Systematic Skill Instruction	**SAMPLE MATERIAL:** _Five Essential Reading Components (.pdf)_ _(Kindergarten-Grade 3)_ This summary chart of the five essential reading components is used in elementary schools to help teachers understand the components and high-priority skills identified within each component. The chart provides examples of teaching strategies and guidance on instructional research. • **STANDARD:** _CCSS Reading Standards: Foundational Skills—Grades 1-3_: Read with sufficient accuracy and fluency to support comprehension.

College and Career Readiness Anchor Standards for Speaking and Listening K-3: Comprehension and Collaboration

▪ **Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.**

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Engage Students with Text	**MULTIMEDIA:** _Preparing Kindergartners for Text Talk (presentation, 4:43 min)_ _(Kindergarten)_ A kindergarten teacher helps students develop partner-sharing skills. The teacher talks about the benefits of beginning text discussion at an early age and describes how she establishes partner-share procedures and routines. • **STANDARD:** _CCSS Speaking and Listening Standards—Kindergarten_: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Engage Students with Text	**MULTIMEDIA:** *Pumpkin Pie for Halloween: Text Discussion With English Learners (presentation, 3:31 min)* *(Kindergarten)* A kindergarten teacher uses a variety of strategies to help English learners move from listening to discussing stories. She describes how text discussion develops across the early grade levels and explains how she forms small groups of English learners to individualize instruction. • **STANDARD:** *CCSS Speaking and Listening Standards—Kindergarten:* Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Engage Students with Text	**MULTIMEDIA:** *Partner Sharing: Good Readers Ask Questions (video, 5:34 min)* *(Grade 2)* In this video, a second-grade teacher engages students in text discussion using multiple techniques focused on questioning. Throughout the lesson, the teacher builds on previous strategies and introduces new ones, reminds students of what good readers do, and provides numerous opportunities for partner sharing. • **STANDARD:** *CCSS Speaking and Listening Standards—Grade 2:* Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Engage Students with Text	**MULTIMEDIA:** *Literature Circles in Second Grade (presentation, 5:22 min)* *(Grade 2)* **SAMPLE MATERIAL:** *Second Grade Literature Circles Lesson (.pdf)* *(Grade 2)* A second-grade teacher describes how she uses literature circles in her classroom. By providing clear roles and procedures she develops an effective setting for group discussions. • **STANDARD:** *CCSS Speaking and Listening Standards—Grade 2:* Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Engage Students with Text	**MULTIMEDIA:** *Using Peer Collaboration and Self-Reflection to Engage With Text (presentation, 5:00 min)* *(Grade 3)* **SAMPLE MATERIAL:** *Teacher and Student Literature Discussion Cards (.pdf)* *(Grade 3)* A third/fourth-grade teacher describes how she uses discussion cards to engage students during guided reading groups. Students reflect on their reading, make notes, and work in teacher-led discussions, small groups, and pairs to share their thinking about their reading. • **STANDARD:** *CCSS Speaking and Listening Standards—Grade 3:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Topic and Practice	Resources
TOPIC: Improving K-3 Reading Comprehension **PRACTICE:** Engage Students with Text	**MULTIMEDIA:** *Buddy Talk (presentation, 4:51 min) (Grade 3)* **SAMPLE MATERIAL:** *Third Grade Buddy Talk Lesson (.pdf) (Grade 3)* A third-grade teacher uses partner sharing to help her students discuss questions about what they are reading. She supports her students' talk by laying the groundwork for effective collaboration and providing supportive structures. • **STANDARD:** *CCSS Speaking and Listening Standards—Grade 3:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
TOPIC: Teaching Literacy in English to K-5 English Learners **PRACTICE:** Schedule Peer Learning	**MULTIMEDIA:** *Practical Peer Learning (audio, 6:05 min) (Kindergarten-Grade 3)* **SAMPLE MATERIAL:** *Peer Learning Routines (.pdf) (Kindergarten-Grade 3)* **SAMPLE MATERIAL:** *More Peer Learning Routines (.pdf) (Kindergarten-Grade 3)* **SAMPLE MATERIAL:** *Rules of Cooperation (.pdf) (Kindergarten-Grade 3)* In this audio interview, an elementary school principal describes ways to use peer learning and pairing strategies for connecting students, including "turn to your partner," "bottoms up-heads together" team work, and "peanut butter-and-jelly." • **STANDARD:** *CCSS Speaking and Listening Anchor Standard (#1)—Comprehension and Collaboration K-3:* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.

College and Career Readiness Anchor Standards for Language K-3: Vocabulary Acquisition and Use

▪ **Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

Topic and Practice	Resources
TOPIC: Teaching Literacy in English to K-5 English Learners **PRACTICE:** Teach Vocabulary	**MULTIMEDIA:** *Teaching Word Meaning in First Grade (slideshow) (Grade 1)* A teacher uses vocabulary strategies such as word introduction, a T-chart graphic organizer, student picture drawing, and practice in multiple contexts to teach word meaning to first graders. • **STANDARD:** *CCSS Language Standards—Grade 1:* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Topic and Practice	Resources
TOPIC: Teaching Literacy in English to K-5 English Learners **PRACTICE:** Teach Vocabulary	**MULTIMEDIA:** *Teaching a Third-Grade Vocabulary Unit (audio, 6:35 min)* *(Grade 3)* In this audio interview, a third-grade teacher discusses how she teaches seven new words over a week and modifies instruction for EL students using activities such as photo cards, physical motion, graphic organizers, and assessments. • **STANDARD:** *CCSS Language Standards—Grade 3*: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
TOPIC: Teaching Literacy in English to K-5 English Learners **PRACTICE:** Teach Vocabulary	**MULTIMEDIA:** *Vocabulary Teaching in Action (slideshow)* *(Kindergarten-Grade 3)* **SAMPLE MATERIAL:** *List of Science Content Words (.pdf)* *(Kindergarten)* Elementary school teachers use eight vocabulary strategies to create a rich language environment for all students. Examples of strategies include graphic organizers, working with word parts, word wheels, "juicy" words, and computer-assisted instruction. • **STANDARD:** *CCSS Language Anchor Standard (#4)—Vocabulary Acquisition and Use K-3*: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
TOPIC: Teaching Literacy in English to K-5 English Learners **PRACTICE:** Teach Vocabulary	**MULTIMEDIA:** *Moving Vocabulary Research to Classroom Practice (audio, 6:14 min)* *(Kindergarten-Grade 3)* In this audio interview, a principal explains how study groups focused on Isabel Beck's research helped teachers learn to use the vocabulary strategies shown in the *Vocabulary Teaching in Action* and *Teaching Word Meaning in First Grade* slideshows. • **STANDARD:** *CCSS Language Anchor Standard (#4)—Vocabulary Acquisition and Use K-3*: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

College and Career Readiness Anchor Standards for Language K-3: Vocabulary Acquisition and Use

- **Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

Topic and Practice	Resources
TOPIC: Teaching Literacy in English to K-5 English Learners **PRACTICE:** Develop Academic English	MULTIMEDIA: *Teaching Academic English to English Learners (slideshow)* *(Kindergarten-Grade 3)* SAMPLE MATERIAL: *Graphic Organizer: Story Map (.pdf)* *(Grade 1)* SAMPLE MATERIAL: *Kindergarten Student Writing Sample: The Butterfly (.pdf)* *(Kindergarten)* Teachers demonstrate practical strategies for building academic English using graphic organizers, such as thinking maps and web diagrams. • STANDARD: *CCSS Language Anchor Standard (#6)—Vocabulary Acquisition and Use K-3:* Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
TOPIC: Teaching Literacy in English to K-5 English Learners **PRACTICE:** Develop Academic English	MULTIMEDIA: *Everyone's Role in Academic English (video, 13:38 min)* *(Kindergarten-Grade 3)* In this video, an elementary principal, coaches, and teachers discuss their roles in teaching academic English, and the instructional support teachers need to address standards, conduct vertical planning, and use assessment data to improve instruction. • STANDARD: *CCSS Language Anchor Standard (#6)—Vocabulary Acquisition and Use K-3:* Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.