ENGLISH LANGUAGE LEARNERS AND BILINGUAL EDUCATION TASK FORCE
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on English Language Learners and Bilingual Education

2021-2022

Task Force Goal

To assist urban public school systems nationally in improving the quality of instruction for English Language Learners and immigrant children.

Task Force Chairs

Siad Ali, Minneapolis School Board
Jesus Jara, Clark County Superintendent
TASK FORCE AGENDA
Meeting Agenda

1:45 pm    Meeting Convenes

I. Introductions—Co-Chairs and Council Staff
   • Co-Chair—Siad Ali, Board Member, Minneapolis Schools
   • Co-Chair—Jesus Jara, Superintendent, Clark County Schools

II. Instructional Challenges & Successes during COVID-19
   • ESSER Funds
   • Staffing
   • Virtual Instruction for ELLs—District-Designed & 3Ls™
   • Assessments for Accountability and Determining Need

III. Ongoing Project Highlights
   • Foundational Skills Instruction for ELLs
     o Working Group
     o Review Cycle #1
     o Review Cycle #2
   • Pathway Writing Courses with National Writing Project at UCI
   • Virtual ELL Directors Meetings

IV. Federal Update
   • Welcoming Refugees
   • ESSA Implementation

V. Bilingual, Immigrant, and Refugee Education (BIRE) Directors Meeting—May 2022 in San Antonio, TX

VI. New Business

2:45 pm    Meeting Adjourns
DEPARTMENT OVERVIEW
COVID-19-related Support to Member School Districts

Support Meetings
In SY 2021-22, the Council’s ELL Team has continued regularly scheduled meetings for ELL program directors that began in March 2020 in response to the COVID-19 pandemic. During these meetings, districts continue to lean on one another for shared expertise and best practices and exchange information on timely issues of concern. Typically, during these meetings with ELL directors and staff, around 30-40 participants pose questions for collective thought, share updates, and offer suggestions. These meetings are ongoing and will continue as long as attendees find them to be useful.

- Between March 19, 2020, and September 30, 2021, ELL directors and staff in Council-member districts met 42 times.
- From March 2020 to the end of July 2020, the meetings were held weekly.
- Except for November 2020 (during the virtual BIRE Meeting) and December 2020 (for the holidays), ELL directors and staff met biweekly from August 2020 to June 2021.
- Since July 2021, the meetings have been held monthly.

Publications
The two publications produced in response to the COVID-19-related issues continue to be used. ELL directors and staff in Council-member districts engaged deeply in the development of both documents. Several member districts continue to use the Council-developed interim screener given the ongoing disruption caused by the Delta variant of SARS-CoV-2.

- The first publication, *Assessing Language Proficiency during Extended School Closures: Sample Questionnaires*, provides questionnaires developed in collaboration with Dr. Jennifer Chard of the CUNY Graduate Center to aid in provisional identification of ELLs while in-person screening is infeasible—one of the earliest and most pressing challenges that emerged shortly after school buildings closed. Numerous SEAs and districts have adopted and used the questionnaires for provisional screening.

- *Supporting English Learners in the COVID-19 Crisis* followed to cover enduring challenges facing ELL programs, such as screening and placement, instructional practices and technology, English language development, staffing, professional development, assessment, and family engagement. The publication highlights promising practices developed and used in some of the nation’s largest ELL programs.
Assessing Language Proficiency during Extended School Closures: Sample Questionnaires (May 2020)

This document provides sample questionnaires across grade bands that are designed to provisionally identify students as English learners (ELs) during the COVID-19-related school closures, which impede the administration of face-to-face screening protocols.

Supporting English Learners in the COVID-19 Crisis (August 2020)

This guide is the ninth in a series developed by the Council of the Great City Schools to help districts prepare to reopen schools. The suggestions made in this document build on the notion of shared responsibility across school district departments and the importance of a well-articulated curriculum for the success of English learners; and it covers a range of areas: screening and placement, instructional practices and technology, English language development, staffing, professional development, assessment, and family engagement.

Legislative

As a direct result of the pandemic-related school closures, the Council continues to be in contact with the U.S. Department of Education on assessment-related issues. More recently, attention has shifted to making the department aware of the district needs as they prepare to welcome thousands of refugees from Afghanistan and other parts of the world. On October 1, staff from the ELL Team participated in listening sessions hosted by the Department.

School District Assistance to Council Members

Members of the ELL Team assist Council-member school districts upon request. This assistance ranges from quick responses to queries that may involve issuing a short survey to the membership to long-term engagements on specific ELL programmatic concerns—

- Over the past five months, the CGCS Director of ELL Research and Policy has been part of Baltimore City’s EL Plan Guiding Coalition to provide regular feedback to the district’s planning process to improve instruction and services for English learners.
• The ELL Team, along with the Council’s General Counsel and Director for Legislation, provided guidance to Newark’s ELL program and legal team regarding a proposed settlement agreement with the U.S. Department of Justice.
• The ELL Team has provided feedback and access to guidance documents to several school districts to support their work in expanding and/or improving dual language programs as well as programs or centers for newcomer ELLs.

2022 BIRE Meeting in San Antonio

The 2022 BIRE Meeting will be held at the Embassy Suites San Antonio Riverwalk Downtown from May 9 to 14 in San Antonio, TX. The presentations and work sessions will draw from the areas of need and interests identified during the regular virtual meetings of ELL program directors and those identified in the 2020 post-BIRE survey. Potential topics of presentations include the following—

- Evaluating the rigor of instruction for ELLs in content areas
- Evaluating existing and selecting additional instructional approaches and materials for foundational skills instruction for ELLs
- Attention to ELL data to monitor achievement and student engagement, particularly in light of the unfinished learning due to the pandemic-related disruptions
- Evaluating and improving the rigor of instruction for newcomer ELLs
- Supporting long-term English learners
- Integrating ELD approaches and frameworks with the ELA/Literacy frameworks of district
- MTSS processes to ensure ELLs are properly served in Tiers 1, 2, and 3

Foundational Literacy Skills Development for ELs

Foundational literacy skills development for ELs has been a recurring concern among district staff responsible for EL programs. The Council Team issued two surveys related to literacy instruction to understand the challenges better. During the ELL Directors meetings, Council staff shared the findings to guide discussion on the next steps for Council support related to foundational skills development for ELs. From this discussion, Council-member district EL Directors identified two priority areas—

1. **Reviewing/evaluating existing programs** used to teach foundational skills to ELs and
2. **Identifying supplemental materials** that specifically address the needs of ELs in developing foundational literacy skills.

The survey of materials used to teach foundational skills for English learners (ELs) revealed a large assortment of materials. In some cases, districts varied in their use of identical materials across instructional settings (general education or EL education) and grade bands.

Furthermore, district staff often contact the Council to inquire about quality programs or request information about materials and programs used in other districts. These requests have become more frequent given upcoming decisions for investing American Rescue Plan (ARP) funds and the need to address unfinished learning.

The current state of instructional materials for teaching foundational literacy skills for English learners and the reported needs of Council-member districts call for a research-based, robust, and clear set of criteria as well as a suggested protocol for the review and selection of quality materials that specifically address EL needs in foundational literacy instruction.

**Working group.** The Council has assembled a working group comprising Council-member district staff:

- **Clark County:** Jessica Banales, Claudia Molina, Ignacio Ruiz
- **Dallas:** Richard Heffernan
- **New York City:** Mark Anderson, Stela Radovanovic
- **Omaha:** Nicki Carmichael, Jaimie Cogua
- **Tulsa:** Laura Grisso

Later, language acquisition and literacy experts will be invited to engage in an iterative process to develop criteria for selecting high-quality foundational skills instructional materials that address the needs of ELs.

Council staff produced an initial document for consideration by the working group based on the latest research on ELs and early literacy. The working group has met twice (September 9 and 23) and will meet at least 1-2 additional times to provide feedback on the developing framework and criteria document.

**Timeline.** The framework and criteria document development process involves meetings to produce an initial draft and two opportunities for refinement through trial application. The working group aims to have an initial draft by October 28 for ELL directors to review. Afterward, the first opportunity to refine the document will occur in the first two weeks of November through virtual meetings to review and discuss existing materials (or those under

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1 Active working group members as of October 5, 2021.
consideration) using the draft criteria as the guide. A final opportunity for review will occur at the 2022 BIRE Meeting during a joint session with EL program staff and materials development staff from publishing companies.

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**PLP: Council’s Courses on Complex Thinking and Communication**

The Council’s inaugural courses on *Complex Thinking and Communication* comprise 11 courses beginning with *Foundations*, followed by five courses in each pathway (ELA/ELD and Math). The course content is meant to be delivered with district facilitators and amounts to more than one year’s worth of content.

**District usage.** A total of 8 districts are currently using the courses to provide professional development via professional learning communities, for the most part. Some districts have created individual learning pathways for staff to study the course content. Table 1 shows the districts currently enrolled or in the process of enrolling in the courses.²

**Table 1. Subscribing Districts**

<table>
<thead>
<tr>
<th>Current Subscribers by Launch Year</th>
<th>Former Subscribers ³</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017</strong></td>
<td></td>
</tr>
<tr>
<td>• Guilford County Public Schools</td>
<td>• Charlotte-Mecklenburg Public Schools (2018-2019)</td>
</tr>
<tr>
<td>• Metropolitan Nashville Public Schools⁴</td>
<td>• Clarksville-Montgomery County School (2018-2019)</td>
</tr>
<tr>
<td>• NYC Department of Education – District 25⁵</td>
<td>• District of Columbia Public Schools (2018-2020)</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td></td>
</tr>
<tr>
<td>• Anchorage School District</td>
<td>• The School District of Philadelphia (2018-2021)</td>
</tr>
<tr>
<td>• Oakland Unified School District</td>
<td></td>
</tr>
<tr>
<td><strong>2019</strong></td>
<td></td>
</tr>
<tr>
<td>• Atlanta Public School</td>
<td></td>
</tr>
<tr>
<td>• Kansas City Public School</td>
<td></td>
</tr>
<tr>
<td><strong>2021</strong></td>
<td></td>
</tr>
<tr>
<td>• East Baton Rouge</td>
<td></td>
</tr>
</tbody>
</table>

² The COVID-19 pandemic has delayed onboarding and/or implementation in some of the newer subscribing districts.
³ Former subscribers in Council-member districts have reported implementing professional development based on the principles derived from the CGCS courses. Buffalo Public Schools and San Antonio Independent School District were in the onboarding phase during COVID-19 and did not attempt full implementation.
⁴ Participated in original trial launch of courses in 2017.
⁵ Began implementing the 3Ls™ with Maryann Cucchiara prior to the development of the courses. Participated in the development of the ELA/ELD courses.
⁶ Onboarding delayed due to COVID-19 pandemic.
Training sessions. The Council has held several training sessions on the professional development courses. A total of 11 training sessions have been held by the Council, mostly in conjunction with its BIRE meeting or the fall conference, reaching over 127 facilitators from 28 districts (with some attending several sessions). Additionally, one stand-alone facilitator training session was held in Washington, D.C., in June 2018. In 2020, two general sessions (for facilitators and other interested attendees) were held virtually. Earlier this year, a virtual four-part series that began on February 3 and concluded on March 17 was conducted virtually. (See Table 3.)

Table 2. Training Sessions

<table>
<thead>
<tr>
<th>Date/s &amp; Focus</th>
<th>Location</th>
<th>Content</th>
<th>Trainees</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 18, 2016 (Trial Launch)</td>
<td>Miami</td>
<td>ELA/ELD</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>May 20, 2017 District Demonstration</td>
<td>Los Angeles</td>
<td>ELA/ELD + Math</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Oct. 16-17, 2017 Facilitator Training</td>
<td>Cleveland</td>
<td>ELA/ELD + Math</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Jun. 18-19, 2018 Facilitator Training</td>
<td>Washington, DC</td>
<td>ELA/ELD</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Oct. 25, 2018 3Ls™ Introduction</td>
<td>Baltimore</td>
<td>ELA/ELD</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>May 13, 2019 Facilitator Training</td>
<td>Ft. Lauderdale</td>
<td>ELA/ELD</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>June 17, 2020 Implementing 3Ls™ in a Virtual Setting (Guilford)</td>
<td>Zoom</td>
<td>ELA/ELD</td>
<td>209 from CGCS Districts, 228 Total</td>
<td>33 CGCS Districts, 1 Nonprofit, 1 Non-CGCS School</td>
</tr>
<tr>
<td>December 7, 2020 Webinar Presentation on 3Ls™ and Foundational Skills</td>
<td>Zoom Webinar jointly sponsored by SAP &amp; CGCS</td>
<td>ELA/ELD</td>
<td>96 from CGCS Districts; 223 Total</td>
<td>32 CGCS Districts, 94 Other Organizations</td>
</tr>
<tr>
<td>February 3, 2021 3Ls™ Training Series: Introduction and Connecting to District Initiatives</td>
<td>Zoom</td>
<td>ELA/ELD</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>February 17, 2021 3Ls™ Training Series: Framed Motivation and Word Play</td>
<td>Zoom</td>
<td>ELA/ELD</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>March 3, 2021 3Ls™ Training Series: Reading Closely and Juicy Sentences</td>
<td>Zoom</td>
<td>ELA/ELD</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>March 17, 2021 (final of the series) 3Ls™ Training Series: Differentiated Tasks</td>
<td>Zoom</td>
<td>ELA/ELD</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

These figures do not include participants of the virtual training sessions in 2020 and 2021.
Expert training and kick-off. Training sessions have been held in specific districts by request. (See Table 4.)

Table 3. District-requested Training Sessions

<table>
<thead>
<tr>
<th>District</th>
<th>Date</th>
<th>Presenter</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Columbia</td>
<td>Jun. 2018</td>
<td>Maryann Cucchiara</td>
<td>Training for 25 teachers who taught in summer school</td>
</tr>
<tr>
<td>Guilford County</td>
<td>Aug. 2019</td>
<td>Maryann Cucchiara</td>
<td>Approximately 30 facilitators and teachers</td>
</tr>
<tr>
<td>Metro-Nashville</td>
<td>Sep. 23-25, 2019</td>
<td>Maryann Cucchiara</td>
<td>Held virtual session with coaches and teachers</td>
</tr>
<tr>
<td></td>
<td>Nov. 12-13, 2019</td>
<td></td>
<td>Held in-person session for over 50 teachers</td>
</tr>
<tr>
<td>Oakland</td>
<td>Jun. 13, 2019</td>
<td>Lily Wong Fillmore</td>
<td>Overview for about 30 teachers</td>
</tr>
<tr>
<td>Anchorage</td>
<td>Nov. 26-27, 2018</td>
<td>Harold Asturias</td>
<td>Launch math pathway with teachers, coaches, and facilitators</td>
</tr>
<tr>
<td></td>
<td>Nov. 11, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Antonio</td>
<td>Sep. 22, 2020</td>
<td>Maryann Cucchiara</td>
<td>Held virtual session with coaches and PD leaders</td>
</tr>
<tr>
<td></td>
<td>Sep. 29, 2020</td>
<td></td>
<td>Held virtual session for teachers</td>
</tr>
<tr>
<td>Kansas City</td>
<td>Jun. 9, 2021</td>
<td>Maryann Cucchiara</td>
<td>Held virtual session with ELL team, literacy team, principals, and</td>
</tr>
<tr>
<td></td>
<td>(virtual)</td>
<td></td>
<td>district academic leaders, introducing them to the 3Ls™ approach</td>
</tr>
<tr>
<td>Kansas City</td>
<td>Aug. 3, 2021</td>
<td>Maryann Cucchiara</td>
<td>Introductory training session for teachers</td>
</tr>
<tr>
<td></td>
<td>(virtual)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revamped facilitator support space. The Council created a course on the Professional Learning Platform that includes recordings of training sessions (delivered by course designers/experts to district facilitators and teachers) as a resource for facilitators implementing the PLP courses. The assets include presentation materials and sample lessons, as well as lists of text sets. Additional elements to be added as they are developed and shared by districts include units of study, text set lists, and professional development implementation plans.

Companion documents. The Council’s ELL Team worked with Maryann Cucchiara and a team of educators to develop a companion document that outlines key connections between the 3Ls™ approach and other English language development frameworks, standards, or approaches, including the Council’s ELD framework, WIDA, ELPA21, and the California ELA/ELD Framework.
In 2018, the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), was awarded a five-year, $14.7 million grant,\(^8\) based on its strong track record of improving outcomes for English learners and a robust dissemination component thanks to the partnership with the Council of the Great City Schools. Dr. Carol Booth Olson, Principal Investigator on the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), invited the Council to collaborate on the project, specifically to bolster the dissemination part of the application for *Education Innovation and Research* (EIR) expansion grant application administered by the U.S. Department of Education.

**Course development.** Specifically, as a partner with the University of California Irvine Writing Project, the Council will receive over $600,000 to create a 10-course professional development program to be disseminated using the CGCS *Professional Learning Platform*. Following the Council’s design for hybrid professional learning, the courses will include videos and training materials to provide a much-needed focus on writing offered by the *Pathway* professional development. *Pathway* is a professional learning experience designed to enhance the text-based analytical writing of English learners across all content areas.

- In June 2021, the Council Team met with the UCI team to outline the first four courses.
- The Council Team has created the structure for ten courses in the Canvas platform.
- In September 2021, the Council Team met to flesh out the first three courses.

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PROFESSIONAL LEARNING PLATFORM (PLP)
A program of courses for teachers serving high-needs students to ensure they meet college- and career-readiness standards by engaging in complex forms of communication and thinking.
Introduction

Today’s college- and career-readiness standards require considerably higher levels of academic language mastery and cognitive functioning across the curriculum than ever before. Teachers across all content areas are expected to deepen their students’ understanding of content and develop their mastery of academic language, while also addressing any “unfinished” learning students may bring. For educators in Great City School districts, this challenge is a daily reality. These districts enroll a large share of the nation’s English learners and economically disadvantaged students, many of whom are performing below grade level. Few, if any, efforts have focused on helping teachers who serve high-needs students to acquire the knowledge and skills necessary to meet these new instructional standards.

To address this gap between instructional expectations and capacity, there is an urgent need for professional development that provides teachers new ways of supporting academic language and literacy development across content areas, particularly for high-needs students. The Council of the Great City Schools, with the generous support of the Leona Helmsley Charitable Trust, has therefore initiated its learning platform and developed a set of courses focused on expanding the capacity of teachers to support high-needs students in their acquisition and use of the complex thinking and communication skills required by college- and career-readiness standards in both English language arts and mathematics.

Unique Course Design Features

**Format and delivery.** Large urban districts have substantial professional development needs, and increasingly rely on professional learning communities to provide that development. To support these professional learning communities, and address the limited time and strained budgets many districts face, this professional development resource is designed to provide:

- **Affordable, on-demand, and ongoing access** to nationally-known experts, research, and evidence-based pedagogy, along with high-leverage practices
- **Flexibility** to be delivered either in face-to-face sessions or in professional learning communities with live facilitation
- **Adjustable pacing** to accommodate individual district professional development schedules and opportunities throughout the year
- **Explicit connections** between course content and a district’s own tools and resources to maximize relevance for educators

**Adult learning cycle.** The Council’s advisory teams, consisting of nationally-regarded researchers and urban district practitioners, identified three important design features for an effective professional learning experience. To help teachers transform their instructional practices to better support high-needs students in their attainment of rigorous standards—

- Content must show how teachers implement high-leverage instructional moves for high-needs students.
- Courses should provide access to expert research, evidence-based and effective pedagogy, and promising practices relevant to member districts.
- Course and platform design should allow for maximum integration or coordination with other ongoing district professional learning opportunities.

The web-based learning platform, the brief videos, and the overall design of activities allow for courses to be delivered in many ways and at any time during the year. Flexibility is embedded into the system to provide ample time for participants to experience each phase of the learning cycle: learn new approaches and strategies, plan to execute these approaches and strategies, apply them in classrooms, and reflect upon the implementation experience.
The courses focus on academic language development in order to accelerate the learning needed to master grade-level content tied to college- and career-readiness standards. The program includes the following:

- **Videos and demonstrations of the “how.”** Each of the courses includes video clips of teachers and educators planning and implementing high-leverage strategies, along with video presentations of experts and practitioners describing how to prepare for and execute the instructional moves.

- **Tools and resources.** A range of tools and resources are also provided to aid in the planning and execution processes.

- **Contextualized integration.** Practical and locally-relevant application of new knowledge is built into the course design and the learning cycle. The design assumes a central role for district-based facilitators.

All participants are first required to complete the **Foundations** course in order to build a common understanding of the theory of action and the key research behind the professional development courses, as well as to build a common vocabulary. Once educators complete the **Foundations** course, they can select the course sequence in either the ELA pathway or the Mathematics pathway.

- **ELA pathway:** Focuses on building academic language skills in reading, writing, speaking, and listening, using complex grade-level materials aligned with the college- and career-readiness standards.

- **Mathematics pathway:** Focuses on building academic language skills to address the language demands of mathematics, equipping teachers with the skills necessary to engage students in grade-level reasoning and to build conceptual understanding in math.

### Inaugural Program:
**Ten Courses on Complex Communication and Thinking**

- **FOUNDATIONS**
  - MATH 1: Creating Mathematically Powerful Learning
  - ELA/ELD 1: Achieving Through Learning, Language, and Literacy

- **MATH 2**
  - Selecting Tasks to Promote Thinking and Discourse

- **MATH 3**
  - Mastering Constructive Communication Skills

- **MATH 4**
  - Fortifying and Clarifying the Language of Explanations

- **MATH 5**
  - Tackling the Language of Word Problems

- **MATH 1**
  - Creating Mathematically Powerful Learning
  - ELA/ELD 1: Achieving Through Learning, Language, and Literacy

For more information, contact:
The Council of the Great City Schools at: PLP@cgcs.org.
Vision of the Council’s Professional Learning Platform

We envision a hybrid professional development offering that acknowledges and prioritizes educators as learners, while honoring ELLs, students performing below grade level, and economically disadvantaged students as the ultimate center and focus of the work. Professional development should help build learning communities across districts by accommodating and connecting diverse audiences across roles and content areas (e.g., teachers, instructional coaches, principals, and district administrators), and by providing safe learning environments that support reflection on practice outside of any formal evaluative protocols.

How to sign up for the Program

Contracting for the Council’s inaugural courses is best if arranged through a single point of contact, such as office for English language learners or another office selected by the district.

Contact us at PLP@cgcs.org to request a free consultation to determine the best package for you.

About the Council

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 68 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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Long Beach Unified School District

Executive Director
Michael Casserly
Council of the Great City Schools

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Washington, D.C. 20004
CONNECTING 3LS TO ENGLISH LANGUAGE
DEVELOPMENT STANDARDS AND FRAMEWORKS
Connecting 3Ls™ to English Language Development Standards & Frameworks

September 2021
ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusively representing the needs of America's urban public-school districts. Composed of 75 large city school districts, the organization's mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, instructional support, leadership, management, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge to deliver the best education for urban youth.

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School Committee, Boston Public Schools

Executive Director  
Raymond Hart  
Council of the Great City Schools
ACKNOWLEDGEMENTS

This analysis was prepared by the Council of the Great City Schools in collaboration with Maryann Cucchiara and practitioners from the Council’s member districts. We want to especially thank Rachel Rosenbaum, Tamara Alsace, and Terry Walter whose expertise with the 3Ls™ and various ELD standards and frameworks contributed significantly to the analysis. David Lai and Gabriela Uro from the Council staff coordinated the development and review processes in addition to working with Amanda Corcoran who provided editorial assistance.
# Table of Contents

Purpose and Intended Audience ........................................................................................................................................ 5  
Background of the 3Ls™ Approach ........................................................................................................................ 6  
Key Features and Characteristics of the 3Ls™ Approach .................................................................................. 8  
  Pedagogical Principles .................................................................................................................................................. 9  
  Role of Teachers .......................................................................................................................................................... 9  
  High-Leverage Instructional Practices .................................................................................................................. 10  
A Review of the Six Elements of the 3Ls™ Lesson Flow ..................................................................................... 11  
  Framed Motivation .................................................................................................................................................. 11  
  Word Play .............................................................................................................................................................. 11  
  Reading Closely .................................................................................................................................................... 12  
  Juicy Sentences .................................................................................................................................................... 12  
  Differentiated Tasks ........................................................................................................................................... 13  
  Closure and Wrap-up .......................................................................................................................................... 13  
What a 3Ls™ Lesson Plan Does (and Does Not Do)......................................................................................... 14  
Connections to Leading ELD Frameworks and Standards ............................................................................... 16  
  Connections to the Council of the Great City Schools ELA/ELD Framework .................................................. 19  
  Connections to the California ELD Standards and ELA/ELD Framework ....................................................... 21  
  Connections to the WIDA ELD Standards Framework .................................................................................... 24  
  Connections to the ELPA21 ELP Standards ....................................................................................................... 27  

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School districts that have adopted the 3Ls™ approach to provide rigorous instruction for English learners (ELs) have, invariably, had to make a case for what this approach offers, how it reflects best practices in English language development (ELD) instruction, and how it meets the needs of English learners. They have also had to make explicit connections to their own district standards, frameworks, and practices that guide their instruction to English learners.

To aid districts in making these connections, the Council of the Great City Schools has developed this companion document for our publication 3Ls™ Learning, Language, and Literacy. This document—

• Articulates the guiding principles and characteristics of the 3Ls™ approach;
• Provides a brief description of the six main elements of its lesson design; and
• Makes connections between the 3Ls™ approach and commonly used English language development standards and frameworks.

Intended audience. This document is intended for district leaders and educators who are familiar with English learner pedagogy, principles of English language acquisition, and the 3Ls™ approach, as described in 3Ls™ Learning, Language, and Literacy, and are likely to be considering or already implementing the 3Ls™ approach. Furthermore, readers should also be familiar with the theory of action and principles for ELA/ELD outlined in the Council’s publication Re-envisioning English Language Arts and English Language Development for English Language Learners.

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In response to data showing the continued underperformance of English learners (ELs), in 2007, Dr. Lily Wong Fillmore began working with Maryann Cucchiara in over 300 New York City schools to raise the expectations and academic achievement of ELs. Dr. Wong Fillmore proposed a shift from *English as a Second Language (ESL)* instruction as remediation to *ESL as acceleration* through a standards-aligned instructional approach centered on the use of complex or “juicy” texts—writing that presents multiple layers of ideas, academic language, and complex grammatical structures and can serve as the basis for extended discussion and study.3

Dr. Wong Fillmore’s research and the joint work in New York City schools4 served as a catalyst that resulted in the *Framework of Academic English Curriculum* developed with Dr. Charles Fillmore and Maryann Cucchiara. (See Figure 1.) This framework comprises a complex system of elements, all connected to three “Ls” that ELs need (Learning, Language, and Literacy). The implementation of this instructional approach in New York City schools, in turn, led to the development of the 3Ls™ approach,5 which provided teachers a way to operationalize the *Framework of Academic English Curriculum*.

**Figure 1. Key Elements of the College- and Career-Ready Framework of Academic English Curriculum**

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Interest in this work grew as the 3Ls™ approach began to show outstanding results for ELs in New York City, while districts across the country continued seeing the language development of ELs stall. The Council of the Great City Schools worked with Dr. Lily Wong Fillmore and Maryann Cucchiara to build awareness among the Council membership about Juicy Sentences⁶ and the 3Ls™ to increase rigor in EL instruction and to provide students access to grade-level complex text⁷ and engaging learning experiences that exemplify high expectations for English learners. Afterward, Dr. Wong Fillmore and Ms. Cucchiara began working in other districts, and demand for training on the 3Ls™ grew. To meet this demand, the Council of the Great City Schools developed a series of online professional development courses for member districts.⁸

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Key Features and Characteristics of the 3Ls™ Approach

The 3Ls™ approach places the **LEARNING** of grade-level content at the center of the educational experience of English learners while seamlessly and purposefully integrating **LANGUAGE** and **LITERACY** development. This vital integration is achieved through **six key elements** that build on one another—(1) **Framed Motivation**, (2) **Word Play**, (3) **Reading Closely**, (4) **Juicy Sentences**,9 (5) **Differentiated Tasks**, and (6) **Closure and Wrap-up**—always centered around complex and compelling text and an **essential question**10—an overarching question derived from and anchored in grade-level content that students will be exploring throughout the lesson and unit of study. (See Figure 2.)

Figure 2. The Six Elements of the 3Ls™ Lesson Flow

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The power of this integrated approach stems from important guiding principles concerning pedagogy, the central role of teachers, and what constitutes high-leverage instructional practices. Specifically, based on these principles and the research literature on English language development, the 3Ls™ approach is defined by the following characteristics and features—

**Pedagogical Principles**

- **Educators hold high expectations for ELs.** ELs are held to grade-level expectations, and their cultural and linguistic capital are considered assets. Strategic and dynamic scaffolds support on-grade-level learning, language, literacy skills, and outcomes.

- **Learning is anchored in grade-level content.** The instructional goal of developing language and literacy skills is undertaken to support content learning. All elements of the 3Ls™ approach are designed to build content knowledge and concepts as well as to augment language and literacy.

- **Language and literacy instruction is explicit and accelerated to ensure ELs engage fully with grade-level content.** The 3Ls™ approach conceptualizes ESL or ELD as an accelerated standards-aligned instructional approach to English language acquisition that provides explicit instruction to build academic language from everyday language functions, enabling ELs to participate fully in grade-level content learning.

**Role of Teachers**

The 3Ls™ approach asks teachers to be uniquely aware of the three important roles they play—**Learner, Creator, and Teacher.** Teachers purposefully embrace these roles as they engage in their own new learning of the content and the related academic language demands. Specifically, teachers take on these roles, as needed, to carry out the following—

- **Design engaging learning experiences.** Teachers collaborate with grade-level team members and content area colleagues to develop coherent lesson plans and thematic units of study supported by team-selected sets of rich and robust texts. Specifically, teachers—
  - Create text sets from which they identify and craft essential questions that will weave throughout the unit of study.
  - Design and provide dynamic and targeted scaffolds to address the differentiated needs of the learners to ensure the students succeed in the engaging learning experiences.
  - Develop and use assessment tools to monitor and evaluate learners’ progress vis-à-vis the learning of the concepts, the academic language, as well as the literacy practices and demands of the unit of study.

- **Deliver rigorous instruction.** During instruction, teachers are the ‘More Knowing Adult™’ that guides ELs in building content knowledge and uncovering how academic language works. This means explaining the grade-level concepts and revealing the corresponding academic language and literacy practices for students to successfully engage in grade-level content learning.

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• **Build academic language.** Teachers lead instructional conversations that guide English learners in understanding the words, phrases, and grammatical structures embedded in the complex texts under discussion, thereby augmenting language and literacy in a contextualized and integrated manner.

**High-Leverage Instructional Practices**

Teachers implementing the 3Ls™ approach rely on a set of instructional practices that are considered high leverage because they provide ELs immediate access to complex text through highly engaging activities that cover grade-level content, attend to how English works, and build the academic language necessary to engage with the content. These high-leverage instructional practices include—

• **Grade-level text, talk, and tasks.** Teacher-developed lessons and units of study define cognitively demanding ‘talk and tasks’ to engage with complex ‘texts’ about grade-level content.
  – Robust talk sessions require students to use academic language and to be actively engaged in reading the texts and writing from the texts under discussion.
  – Teachers provide regular and routine access to complex, compelling, concise, and connected (4Cs) “juicy” text sets that compel students to roll up their sleeves and tackle tough readings with the teacher and their classmates.
  – Collaborative and independent tasks are engaging and designed to further students’ understanding of grade-level content and the corresponding academic language.

• **Active engagement.** Lessons generate active student engagement in tackling texts by first attending to them—not simply assigning them to students but actively engaging in discussion and explanation of specific features of the texts being used in the lesson or unit of study. After attending to the texts, students are more equipped to participate actively in the opportunities teachers provide to explore the language and literacy features of the texts. Teacher-determined scaffolds support this active engagement as well as student performance in both oral and written tasks.

• **Explicit attention to academic language development.** Teachers call attention to the use of academic language in service of content learning. Since the text is at grade level and complex, attending to language in explicit ways is key to unlocking the content, thereby motivating students to sustain their efforts in tackling complex texts.
  – Grade-level ‘talk’ involves teachers leading instructional conversations about the meaning of words, phrases, grammatical structures in sentences, paragraphs, and ultimately, the entire text.
  – Scaffolds provide clues to meaning and support students as they not only decode but decipher texts. English learners receive instructional support from teachers to discover how to gain access to the ideas, concepts, and information encoded in the text.
A Review of the Six Elements of the 3Ls™ Lesson Flow

Each 3Ls™ element is a key thread woven together into the fabric of learning, acquiring English as a new language, and developing literacy skills in English. The resulting lesson plans and thematic units of study represent a coherent pathway to learning, language, and literacy that differs dramatically from how instruction for ELs and struggling students has traditionally been designed. Some of the elements are familiar to educators or appear similar to current instructional practices because these elements draw from best practices. However, they have been refined and recreated to deliver the “3Ls”—Learning, Language, and Literacy—English learners need. Below, we describe the distinguishing features of the essential elements in the 3Ls™ approach.

Framed Motivation

The Framed Motivation opens a 3Ls™ lesson with teacher-designed opportunities that motivate students by connecting to the theme or topic being explored, serving as a “sneak preview” of the complex and compelling texts they will read.

This first element motivates students to build background knowledge that will be helpful to explore the essential question and the upcoming texts they will read. 3Ls™ Framed Motivation augments academic language and literacy skills as students engage in academic talk and writing to express their thinking about the content. Furthermore, it expands on the widely known and commonly practiced strategy of building background knowledge in the following ways—

- While some programs spend extensive time—even up to two weeks—building background knowledge before exposing students to the text, 3Ls™ Framed Motivation provides access to texts immediately;
- It goes beyond building background knowledge by tapping into the rich cultural and knowledge background of English learners; and
- It cultivates students’ thinking with the linguistic support needed to communicate orally and in writing using academic language.

Word Play

Word Play in a 3Ls™ lesson is characterized by strategies and activities that are contextualized and interactive, specifically designed to develop and expand the academic vocabulary that is central to the big ideas in the text under discussion.

Cucchiara’s “building from the base” is the starting point for all 3Ls™ Word Play. Starting from the everyday (Tier I) word, teachers uncover the meanings of new academic words by comparing and contrasting them to their everyday counterparts to develop an understanding of the shades of meaning—variations in the purpose or effect achieved with different words—and the nuances embedded in the new vocabulary. Each of these selected new academic words is connected to the big idea or main concepts in the text, with all 3Ls™ Word Play strategies focused on building content knowledge as well as a vast academic word repertoire for all learners. This is accomplished through—

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• Activities that use various strategies and media to allow learners to say, hear, see, act out, draw, and feel the nuanced variations of academic words and phrases;

• Careful selection of key vocabulary, including Tier II words, that provide opportunities for teachers to attend to nuances and shades of meaning beyond asking students to look up words as the main vehicle for vocabulary acquisition; and

• Calling attention to specific phonemes and morphemes. Specifically, through the “grow it” 3Ls™ Word Play strategy, teachers can call attention to specific sound/symbol connections needed for emergent readers as they acquire well-needed decoding skills.

READING CLOSELY

The third element of the 3Ls™ approach is Reading Closely, uniquely designed as a shared literacy event that is modeled and collaborative.

Based on Dr. Wong Fillmore’s work on zooming in on a “juicy sentence,” 3Ls™ Reading Closely is critically important. Through 3Ls™ Reading Closely, teachers model and engage students in exploring essential questions that build academic language and literacy skills needed to unpack challenging texts. Explicit instruction by teachers helps to decipher for students how and why authors use words, phrases, figurative language, grammatical structures, and other cohesive literary devices—language and structures that serve to orient the reader, such as paragraph transitions or numbered lists. This carefully designed, teacher-led instruction uses text-dependent questions to—

• Prompt students to retrieve information from the text;

• Uncover the author’s craft in conveying rich content and building arguments; and

• Build students’ capacity to tackle unfamiliar academic language found in challenging, complex texts while they discover and deepen their understanding of the subject at hand.

JUICY SENTENCES

Juicy Sentences is the fourth element of the 3Ls™ lesson and is vital to providing ELs practice with retrieving information from rich academic texts.

Rich academic texts are usually long, with embedded sentences that convey complex ideas and the content of academic disciplines. This element recognizes that vocabulary instruction alone does not suffice to illuminate academic language or registers—the unique forms and patterns of speech that are characteristic of the academic language used within a specific discipline or across disciplines. Teachers identify a juicy sentence as one that carries weight, contains concepts or big ideas and relationships, and is richly detailed and constructed.13 This sentence is then deconstructed through an interactive or collaborative, hands-on, fun activity that centers around the essential questions being explored, focuses on meaning and the author’s craft, and allows for exploring grammatical structures employed by the author to convey meaning or argue a point. During 3Ls™ Juicy Sentences—

• Carefully designed and teacher-led instructional conversations model for students how to tease apart long, multi-layered sentences into manageable chunks of words, clauses, and embedded phrases, and then map meaning back to these chunks; and

• Within the context of the complex texts, “juicy” sentences provide grammar instruction that helps students learn what function words and phrases serve in the sentence, how they enhance meaning, and which words are connected to other words—going beyond the traditional narrow focus on naming parts of speech.

**DIFFERENTIATED TASKS**

**Differentiated Tasks** in the 3Ls™ approach provide substantial time for continued active engagement around the essential questions being examined and the connected juicy texts being explored.

The 3Ls™ Differentiated Tasks element is a work period during which learners apply new and emerging knowledge of grade-level content as they develop into critical readers and writers, employing the academic language they have been learning in the unit of study. Many of the activities during 3Ls™ Differentiated Tasks are extensions of earlier mini-tasks carried out during other parts of the 3Ls™ lessons—Framed Motivation, Word Play, Reading Closely, and Juicy Sentences. Effective implementation of 3Ls™ Differentiated Tasks requires—

• Teachers to carefully and purposefully design the differentiated tasks to ensure that scaffolds are provided based on students’ language development and literacy needs;

• Tasks that are centered on the grade-level content, themes, and topics at hand; and

• Teachers to use the work periods to provide feedback, guidance, and evaluation on students’ work to meet grade-level expectations.

**CLOSURE AND WRAP-UP**

The sixth and final element of the 3Ls™ lesson is **Closure and Wrap-up**, during which students show what they have learned about academic language use and terminology to express ideas in different disciplines and about different topics through individual and group sharing.

3Ls™ Closure and Wrap-up is a sustained teacher-facilitated academic conversation among students (and/or academic written responses) that encourages students to share new understandings and perspectives about the **Essential Question**. During this final element of the 3Ls™ lesson—

• Students demonstrate their mastery of academic language to express their thinking and understanding of learned content; and

• Students grow in their confidence as they recognize their ability to answer compelling questions—using academic language—based on new learning about the grade-level content.
### What a 3Ls™ Lesson Plan Does (and Does Not Do)

In the comparison table below, we highlight the distinguishing features of the essential elements in the 3Ls™ approach—

<table>
<thead>
<tr>
<th>3Ls™ ELEMENT</th>
<th>WHAT IT DOES</th>
<th>WHAT IT DOES NOT DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Framed Motivation</strong></td>
<td><strong>Prior knowledge and experience to enhance background knowledge.</strong> Uses an essential question tied to complex and compelling grade-level concepts to tap into the students’ rich linguistic and cultural assets in service of building the background knowledge necessary to access the meaning of the text.</td>
<td>Spends extensive time building background knowledge prior to interacting with the text. Builds extraneous background knowledge not tied to grade-level concepts and content.</td>
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<td><strong>Academic language.</strong> Uses linguistic frames derived from and connected to the essential questions and complex and compelling texts of the lesson to provide students with the language needed to express their thinking. The linguistic frames provide models for comprehensible output in English.</td>
<td>Uses decontextualized drills and activities to teach vocabulary and skills prior to engaging in the content of the lesson/unit. Provides simplified language and sentence frames that are disconnected from the grade-level texts and the essential question.</td>
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<td><strong>Word Play</strong></td>
<td><strong>Foundational skills.</strong> Develops foundational skills in the context of complex and compelling grade-level texts.</td>
<td>Develops foundational skills through decontextualized drills.</td>
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<td><strong>Vocabulary development.</strong> Through carefully orchestrated, active participation by both the teacher and the learners, explores and develops vocabulary using various activities and strategies to build students’ understanding of the nuanced variations of academic words and phrases.</td>
<td>Incorporates a decontextualized “word of the day” segment of the lesson. 3Ls™ Word Play is not about students looking up words as the main vehicle for vocabulary acquisition and is not a separate warm-up to the lesson.</td>
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<tr>
<td><strong>Reading Closely</strong></td>
<td><strong>Text selection.</strong> Exposes ELs to complex and compelling texts through shared literacy events and teacher-led conversations. Shared literacy events help make the complex text comprehensible.</td>
<td>Uses simplified materials, which may make the topic less comprehensible or compelling by withholding necessary information and presenting ideas in a disjointed, unconnected manner.</td>
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<td><strong>Comprehension and questioning.</strong> Attends to academic language by having teachers model how to unpack complex text and then allowing students to grapple with challenging readings to uncover big ideas, author’s craft, intent, and purpose. Text-dependent questions aim to build grade-level content knowledge. Reveals how English works by having teachers explain and examine how connections and relationships are constructed among words and phrases within and across sentences.</td>
<td>Asks students primarily “right there” questions that can be easily answered with only a superficial reading or understanding of the text. Relies heavily on assigning silent reading (with simplified text) to individual learners.</td>
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<tr>
<td>3LS™ ELEMENT</td>
<td>WHAT IT DOES</td>
<td>WHAT IT DOES NOT DO</td>
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<tr>
<td>Juicy Sentences</td>
<td><strong>Language and content objectives.</strong> Undertakes language and literacy development in service of content learning—to equip students with the skills they need to access the grade-level curriculum.</td>
<td>Views language objectives as separate from content objectives. Involved isolated word substitution or replacement drills, which do little to build student understanding of more complex syntactical structures.</td>
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<td><strong>Sentence study and grammar.</strong> Provides a fun activity through which students feel empowered to tackle any complex sentence by deconstructing and reconstructing as they develop an understanding of the functions of the individual words and phrases within the sentence.</td>
<td>Provides disconnected, in-depth lessons about grammar and syntactical definitions using random texts or focusing on naming the parts of speech.</td>
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<tr>
<td>Differentiated Tasks</td>
<td><strong>Differentiation and scaffolding.</strong> Provides the appropriately customized supports students need to engage with the grade-level content and linguistic demands of English.</td>
<td>Provides watered-down, below grade-level content and simplified language for some students while providing challenging, rich, grade-level content and language for others.</td>
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<td><strong>Connection to an essential question.</strong> Extends the mini-tasks carried out during the other lesson elements in service of deep learning related to the essential question.</td>
<td>Assigns isolated skill drills without connection to the lesson and the proper scaffolds.</td>
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<tr>
<td>Closure and Wrap-up</td>
<td><strong>Formative assessment and demonstration of content learning.</strong> Provides opportunities for students to express their thinking about the grade-level content being learned.</td>
<td>Assigns a decontextualized quiz on vocabulary, grammar, or sentence structure.</td>
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<td><strong>Extension of learning.</strong> Provides purposeful tasks to deepen students’ understanding of the grade-level content of the lesson or unit of study and its corresponding academic language.</td>
<td>Assigns a quick, superficial assessment of proficiency that serves as more of an “exit ticket” than a meaningful measure of student learning. Or, administers a standardized assessment of decontextualized literacy skills or a diagnostic assessment for an upcoming lesson.</td>
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Connections to Leading ELD Frameworks and Standards

In this section, we share our analysis of the connections or commonalities between the 3Ls™ approach, the Council’s ELA/ELD framework, *Re-envisioning English Language Arts and English Language Development for English Language Learners*, and three commonly used ELD frameworks or standards—the California (CA) ELD Standards and ELA/ELD Framework, the World Class Instructional Design and Assessment (WIDA) ELD Framework, and the English Language Proficiency Assessment for the 21st Century (ELPA21) ELP Standards.

**Why these frameworks and standards?** We selected these three frameworks/standards—CA, WIDA, and ELPA21—because 72 percent of the nation’s school-age ELs attend school in a state that uses them. California’s ELD standards are relevant to its more than 1 million English learners, comprising almost 20 percent of the nation’s English learners. The WIDA standards are used in about 40 states and U.S. territories, and the ELPA21 standards are used in 11 states. In addition, we included the analysis of connections to the Council’s ELA/ELD Framework, which can be used in conjunction with ELD standards in any state.

**Commonalities of four leading ELD frameworks/standards.** Comparing the frameworks and standards from a bird’s eye view reveals several overall commonalities with the 3Ls™ approach—

- an asset-based approach to English language development that recognizes the assets and inherent capabilities that ELs bring to the language learning process;
- language learning that is inextricability tied to grade-level content;
- a functional approach to language development that focuses on using language for a variety of purposes in service of communicating and learning content; and
- a recognition that language learning occurs across a continuum of proficiency and requires “just-right” supports throughout the process to make the rich grade-level content accessible.

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Each of the four ELD frameworks or standards is briefly described below—

**Council of the Great City Schools ELA/ELD Framework**

The Council’s *Re-envisioning English Language Arts and English Language Development for English Language Learners*\(^{16}\)—also called the Council’s ELA/ELD Framework—was developed as a useful guide for EL educators in three key areas: (1) raising expectations and instructional rigor, (2) presenting a vision for defining and delivering ELD instruction, and (3) highlighting key considerations for evaluating and selecting instructional materials. It clearly articulates a re-envisioning of goals, expectations, and instruction for ELs within the diverse district contexts in which they learn and provides a *theory of action* for instruction anchored in the college- and career-readiness standards that were being adopted across the nation at the time the document was written. Closely aligned with the *Instructional Materials Evaluation Tool (IMET)*\(^{17}\) developed by Student Achievement Partners and anchored in the college- and career-readiness standards, the Council published an initial version in 2013 and a subsequent update in 2017.

**California ELD Standards and ELA/ELD Framework**

The *California ELD Standards*\(^{18}\) are aligned to the California Common Core State Standards (CCSS)\(^{19}\) for ELA/literacy as they magnify and make clear areas of English language development that are crucial for academic learning.

- The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource.
- The standards are stated by grade level and across grade levels or grade spans—increasing language complexity from *Emerging to Expanding* and then *Bridging*.
- For each grade level/span, the standards are structured in three parts:
  - Part I: Interacting in Meaningful Ways—Language Modes: Collaborative, Interpretive, Productive;
  - Part II: Learning How English Works—Language Processes: Structuring, Expanding and Enriching Ideas, Connecting and Condensing Ideas; and
  - Part III: Using Foundational Literacy Skills.
- The standards position ELs—at all English language proficiency levels—as capable of meaningful engagement with complex, cognitively demanding academic tasks in English as long as they are provided the appropriate types and levels of scaffolding.\(^{20}\)

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The *California ELA/ELD Framework*\(^{21}\) bridges the two sets of aligned and interrelated standards—the *ELD Standards* and the *ELA and Literacy Standards*. This framework provides a blueprint for implementing the two sets of standards—providing guidance, resources, and information to inform and guide educators in designing and providing high-quality, aligned, and effective ELD and ELA instruction. The guidance centers around building ever-increasing capacity for ELs as they interact in meaningful ways using collaborative, interpretative, and productive skills.

**World Class Instructional Design and Assessment (WIDA) ELD Framework**

The *WIDA ELD Standards Framework, 2020 Edition*\(^{22}\) is built on four big ideas—*equity of opportunity and access, integration of language and content, collaboration among stakeholders, and a functional approach to language development* (p. 17). This framework consists of four major components, ranging from broad to narrow in scope—five *WIDA ELD Standards Statements, Key Language Uses (KLUs), Language Expectations, and Proficiency Level Descriptors*. These work together to form a comprehensive picture of language development for English learners.

**English Language Proficiency Assessment for the 21st Century (ELPA21) ELP Standards**

The *ELPA21 English Language Proficiency Standards*\(^{23}\), organized by grade bands, outline the knowledge, skills, and processes that students demonstrate within each domain (listening, reading, writing, and speaking). The ELP Standards are organized so that they each correspond to the *receptive* modalities of listening and reading, the *productive* modalities of speaking and writing, or the *interactive* modalities of listening, speaking, reading, and writing.

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Connections to the Council of the Great City Schools ELA/ELD Framework

The Council’s *Re-envisioning English Language Arts and English Language Development for English Language Learners*—also called the Council’s ELA/ELD Framework—presents a vision for defining and delivering ELD instruction that is anchored in the college- and career-readiness standards and calls for more rigorous instruction to ensure ELs not only acquire English proficiency but also the corresponding academic language across content areas. The Council’s ELA/ELD Framework’s theory of action expects ELs to engage with complex text almost immediately and expects ELs to take on cognitively demanding tasks.

**FRAMED MOTIVATION**

The theory of action of the Council’s ELA/ELD Framework for English learners’ instruction includes the expectation that ELs engage in complex thinking and develop the language and academic registers that allow them to express this thinking. 3Ls™ Framed Motivation entails instructional moves, student activities, and linguistic supports that build students’ language while engaging with compelling texts and grade-level content that motivate English learners to understand and reflect upon the content to express their thoughts.

3Ls™ Framed Motivation provides content-based, rigorous ELD instruction around students’ listening to the text and/or viewing concepts and big ideas related to the essential question. Through the 3Ls™ Framed Motivation activities, students tap into prior knowledge and express their thoughts, availing themselves of linguistic frames developed based on the content being learned and the register of the discipline. Teachers’ careful construction of linguistic frames supports students’ academic conversations and reveals a teacher’s intentional focus on the specific language demands of the content, which in the Council’s ELA/ELD Framework is called *Discipline-specific Academic Language Expansion (DALE)*. DALE expects instruction to attend to academic registers and ways of expressing ideas in different academic fields.

**WORD PLAY**

The Council’s ELA/ELD Framework provides a comprehensive approach to English Language Development (ELD), with two key elements—Focused Language Study (FLS) and Discipline-specific Academic Language Expansion (DALE). The instructional attention required to implement 3Ls™ Word Play activities provides the rich, contextualized vocabulary learning expected in both FLS and DALE. 3Ls™ Word Play is particularly important for FLS as it allows the teacher to attend to critical vocabulary development and how English works, helping ELs understand how words work, such as sound/symbol patterns, as well as prefix and suffix patterns. 3Ls™ Word Play activities help stretch students’ language by exploring the nuance and meaning of Tier II and Tier III vocabulary.

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27 See page 16 of the Council’s ELA/ELD Framework for a full explanation of DALE.
**Reading Closely**

The Council’s ELA/ELD Framework theory of action centers on providing ELs access to complex and compelling grade-level text across all content areas. The 3Ls™ Reading Closely activities, including using text-dependent questions, provide ELs with the capacity to unpack complex text, extract meaning, and learn how language is used in particular fields or content areas. DALE aims to build English learners’ capacity and stamina to tackle the academic language of the content area successfully, with increasing independence, and engage with complex text.

**Juicy Sentences**

Dr. Lily Wong Fillmore’s approach to working with *Juicy Sentences*\(^{28}\) embodies the pedagogy, expectations, and features described in the Council’s ELA/ELD Framework. Her belief that English learners should have almost immediate exposure, even at the very beginning levels of English language proficiency, to the complex text and academic language of grade-level content is central to the Council’s ELA/ELD Framework. The work of the 3Ls™ approach to unpacking complex sentences and extracting meaning from its construction and language use is the cornerstone for both building student understanding of how English works as envisioned in FLS and accessing grade-level content and the corresponding academic language register of the discipline (in DALE).

**Differentiated Tasks**

The Differentiated Tasks element of a 3Ls™ lesson exemplifies the comprehensive approach to ELD that combines FLS and DALE as envisioned in the Council’s ELA/ELD Framework. During FLS, the instructional emphasis is on the functional use of the English language in all four domains, using standards for English language acquisition to guide differentiation and necessary scaffolding. On the other hand, DALE requires attending to the development of disciplinary academic language. The principles and purposes of FLS and DALE are present in 3Ls™ Differentiated Tasks that differentiate based on existing English proficiency while intentionally targeting the development of higher levels of proficiency as students engage with grade-level content. 3Ls™ Differentiated Tasks explicitly bridge learning between FLS and grade-level subject matter content, encouraging students to apply language (DALE) as they advance their conceptual understanding in lessons and the unit of study.

**Closure and Wrap-up**

3Ls™ Closure and Wrap-up is a time for language production that showcases student learning of how English works, building their ability to use academic language to express their growing understanding of grade-level content (DALE). The 3Ls™ Closure and Wrap-up activity embodies the underlying expectation of the Council’s ELA/ELD Framework for English learners to engage with grade-level content and develop the corresponding academic language to express their complex thinking about core topics of the discipline.

Connections to the California ELD Standards and ELA/ELD Framework

This analysis highlights the features of California’s ELD Standards\(^\text{29}\) and ELA/ELD Framework\(^\text{30}\) that we consider to be connected to the underlying pedagogy or specific elements of the 3Ls™ approach. The ELD standards clarify the knowledge, skills, and abilities needed to help ELs engage with and master the state’s college- and career-readiness standards. California’s ELD Standards and Framework work together to inform and guide educators in identifying, designing, and providing high-quality, aligned, and effective ELA/ELD instruction. This is not meant to be an exhaustive review but rather a high-level look at some key convergences.

**FRAMED MOTIVATION**

The 3Ls™ Framed Motivation exemplifies the philosophy shared in the California ELD Standards and ELA/ELD Framework about ELs and their capacity, when given the appropriate supports, to engage in complex and cognitively demanding social and academic activities requiring language. As explained in the California ELD Standards, the extent of support needed varies depending on the student’s English language proficiency and level of familiarity, as well as the linguistic and cognitive demand of the task and topic.

Further, the California ELD Standards and ELA/ELD Framework promote an awareness that different languages and variations of English exist and that English learners, their home languages, and cultures are valuable assets for building English proficiency. This mirrors the 3Ls™ use of students’ rich linguistic and cultural knowledge in service of building background knowledge.

3Ls™ Framed Motivation supports ELs with appropriate and differentiated linguistic templates corresponding to the demands of the academic function so that they can exchange ideas orally and in writing with the teacher and their classmates. Specifically, 3Ls™ Framed Motivation supports ELs as they “produce sustained informational exchanges with others on an expanding variety of topics” (California Department of Education, 2012, p. 21).

**WORD PLAY**

*Interacting in Meaningful Ways—Part I* of the California Standards requires ELs to use language for various purposes and through various modes (collaborative, productive, and interpretive) and calls out “analyzing language choices” as an essential component of interacting in meaningful ways. This requires ELs to “distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect” (California Department of Education, 2012, p. 29). 3Ls™ Word Play supports this meaningful interaction and analysis of structural features by regularly exposing ELs to both Tier II and III vocabulary embedded in the complex text under discussion and by routinely incorporating instructional conversations and active participation to develop an understanding of these shades of meaning, especially for key Tier II words. These instructional conversations support ELs as they learn new vocabulary and become increasingly capable of understanding and using nuanced vocabulary in their language production (both oral and written).

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Learning How English Works—Part II of the California Standards includes “Expanding and Enriching Ideas,” in which ELs acquire a command of verbs, verb phrases, nouns, noun phrases, and modifiers, such as adjectives and adverbs (California Department of Education, 2012, p. 33). The 3Ls™ Word Play activities help ELs understand how words work by examining sound/symbol patterns, prefix and suffix patterns, and thematic groupings of words aligned to key themes and disciplinary discourse.

**READING CLOSELY**

The California ELA/ELD Framework specifically addresses the skills for improved reading comprehension by “reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language” (California Department of Education, 2015, p. 944). The Standards (Interpretive) also require ELs to listen actively and read/view closely. These skills are closely connected to the goals of 3Ls™ Reading Closely. Specifically related to the California ELD Standards, 3Ls™ Reading Closely focuses on two of the “Part I, B. Interpretive” ELD standards outlined in the California ELA/ELD Framework (2015)—

#7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

#8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (p. 944)

The 3Ls™ Reading Closely activities include text-dependent questions that routinely ask ELs to decipher not only the text’s big ideas and concepts but the author’s craft, intent, and purpose as well. The 3Ls™ Reading Closely instructional conversations guide and support ELs in drawing conclusions and making inferences from the texts they read. These 3Ls™ Reading Closely activities aim to develop students’ language abilities within all three communicative modalities of the California ELD Standards—Collaborative, Interpretive, and Productive. Specifically, during 3Ls™ Reading Closely—

- Teachers and students—together—explore grade-level complex texts to understand the text relationships and how text is used to “explain ideas, phenomena, processes…” (California Department of Education, 2015, p. 958) (e.g., compare/contrast, cause/effect, problem/solution); and
- Students are expected to “express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences)” (California Department of Education, 2015, p. 569).

**JUICY SENTENCES**

The California ELD Standards and ELA/ELD Framework (2015) reflect an underlying pedagogy and conceptualization about language in line with the 3Ls™ approach, stating—
... academic English encompasses much more than vocabulary. In school or other academic settings, students choose particular language resources to meet the expectations of the people with whom they interact or the academic tasks they are assigned. Although these language resources include vocabulary, they also include ways of combining clauses to show relationships between ideas, expanding sentences to add precision or detail, or organizing texts in cohesive ways. ... From this perspective, language is a meaning-making resource, and academic English encompasses discourse practices, text structures, grammatical structures, and vocabulary—all inseparable from meaning. (p. 80)

3Ls™ Juicy Sentences routinely and regularly expose and support ELs’ understanding of text structure and cohesion, providing important models and practice with How English Works, as called for in Part II of the ELD Standards. “Play” with 3Ls™ Juicy Sentences focuses on one key sentence with more complex text structures and cohesive devices. Through daily sentence play, ELs learn how different text types are organized and how ideas, events, or reasons are linked throughout a text using various connecting words or phrases (e.g., first/second/third, once, at the end, etc.). 3Ls™ sentence play includes teacher modeling, teacher-led instructional conversations, and shared language activities centered around understanding complex text and applying this knowledge in students’ writing. Thus, this 3Ls™ element allows students to interact in meaningful ways through collaborative work as they interpret the text for meaning and express their thinking through oral and written language production (Part I of ELD Standards), as well as deconstruct, reconstruct, and dig into complex and compelling text (Part II of ELD Standards).

**Differentiated Tasks**

The California ELD Standards and ELA/ELD Framework acknowledge that ELs at all English language proficiency levels are capable of high-level thinking and meaningful engagement with cognitively demanding academic tasks in English as long as they are provided the appropriate types and levels of scaffolding.

The 3Ls™ Differentiated Tasks maintain the cognitive grade-level demands of academic tasks while providing differentiated support to ensure that English learners can successfully engage with the task at all levels of English proficiency.

**Closure and Wrap-up**

3Ls™ Closure and Wrap-up emphasizes production, or the expression of language and content learned throughout the lessons and units, which is then tied back to the essential question. The final 3Ls™ element weaves together all three parts of the California ELD Standards. As called for in Part I of the ELD Standards, English learners interact with peers and the teacher in meaningful ways to express their understanding and thinking about the grade-level topic.

Furthermore, as called for in Part II of the standards, students are able to express their thinking and connect ideas using enriched language they have developed throughout the lesson. Finally, a student’s successful use of content-relevant academic language and general conventions of English is built on the student’s developing foundational literacy skills, as called for in Part III of the California ELD Standards.
Connections to the WIDA ELD Standards Framework

In this analysis, we highlight some of the features of the WIDA ELD Standards Framework of 2020\textsuperscript{31} that we consider to be connected to the underlying pedagogy or specific elements of the 3Ls™ lessons and approach. The WIDA ELD Standards Framework, 2020 Edition, consists of four components ranging from broad to narrow in scope.\textsuperscript{31} Our analysis points to connections between the 3Ls™ approach and one or more of the components of the WIDA ELD Standards Framework—at times, we make connections to the ELD Standards Statements, and at other times, with the Key Language Uses or general pedagogy and language expectations.

Framed Motivation

\textit{Key Language Uses} (KLUs) present language functions learners use across the disciplines—to narrate, inform, explain, and argue as they engage with academic content. WIDA Standard 1 encompasses English learners’ use of language along a continuum of language proficiency across all disciplines and school settings and includes numerous topics, tasks, and situations in which English is used while interacting with others.

The Framed Motivation of a 3Ls™ lesson provides English learners at varying levels of English proficiency with the language they need to express themselves both orally and in writing as they communicate for varied purposes.

The WIDA Language Expectations signal language learning driven by the language demands of the content and comprise \textit{Language Functions} and their respective \textit{Language Features}.

- \textit{Language Functions} are common patterns of language use students encounter in school, such as explaining phenomena, constructing fictional narratives, or engaging in argumentation.
- \textit{Language Features} are the language resources used to carry out a particular language function (e.g., types of sentences, clauses, phrases, and words).

3Ls™ Framed Motivation engages English learners in the grade-level content and motivates them to use language to express their thinking, providing linguistic frames to support student use of certain \textit{features} as they interpret and produce language \textit{(language functions)}. In other words, 3Ls™ Framed Motivation provides the incentive or motivation for students to use varied language functions. With linguistic frames, this element supports students’ use of relevant language features.

The \textit{Language Expectations} of the WIDA ELD Standards Framework are consolidated into two communication modes—\textit{Interpretive} (listening, reading, and viewing) and \textit{Expressive} (speaking, writing, and representing) (WIDA, 2020). The 3Ls™ Framed Motivation engages ELs in both modes as they interpret what they view and/or listen to information about a topic related to the upcoming theme and essential question. Then, they express their thinking orally to their peers or write using complex language, supported by linguistic frames.

**Word Play**

The *Proficiency Level Descriptors* (PLDs) presented in the WIDA ELD Standards Framework describe how English learners use language in three dimensions—discourse, sentence, and word/phrase—at different points along the continuum of English proficiency. The discourse dimension relates to the text’s overall meaning, constructed through its organization, cohesion, and the density of language. The discourse dimension is supported by the sentence dimension—focused on grammatical complexity—and the word/phrase dimension, which involves adding precision to communication. For example, language users strategically select common, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with the shades of meaning of words to convey their thinking.

3Ls™ Word Play purposefully attends to the word/phrase dimension in a contextual manner that also addresses the sentence and discourse dimensions described in the WIDA ELD Standards Framework. Via 3Ls™ Word Play, students learn to understand the function of words in a text through a context-embedded approach that prepares them to read and write about the text at hand, thereby expanding students’ ability to choose words to express meaning more precisely and effectively. Phonological and morphological study through playful activities helps English learners build linguistic sophistication and make meaning at the word and phrase levels.

**Reading Closely**

The discourse dimension relates to the text’s overall meaning, focusing on the organization, cohesion, and density of language. This dimension focuses on the overarching message and how language is organized to communicate particular ideas (e.g., patterns and characteristics of a particular genre); how language holds ideas together in a text (its cohesion, within and across sentences using cohesive devices); and how loosely or tightly language is packed (its density in noun groups).

Through 3Ls™ Reading Closely, the teacher works with students to uncover meaning in a complex and compelling text. The teacher attends to how the author uses literary devices to craft the message, convey an idea, or formulate a claim. The text-dependent questions of the 3Ls™ lesson guide students in the unpacking of dense and complex sentences to extract meaning—to explore the organization and cohesion to reveal how the author conveys complex ideas.

**Juicy Sentences**

The sentence dimension, as described in the WIDA Framework, contributes to the grammatical complexity of a text through the use of clauses and sentence variety to express relationships and to shape how the text is sequenced and connected.

3Ls™ Juicy Sentences embody the grammatical complexity and density of language found in complex sentences. Carefully designed and teacher-led instructional conversations model for students how to tease apart a long, multilayered sentence into manageable chunks—words, clauses, and embedded phrases—to map meaning back to these chunks. This playful chunking of the sentence reveals cohesive devices, noun groups, and other features of the complex text while focusing on making meaning of the texts.
**Differentiated Tasks**

The WIDA Proficiency Level Descriptors (PLDs) can help design and scaffold classroom instruction and assessment tasks, but as noted in the WIDA ELD Standards Framework, they should not be used to limit access to complex text and grade-level materials or participation in rigorous learning.

The 3Ls™ Differentiated Tasks are differentiated to support students in meeting the language and content expectations with the “just right” level of support needed to succeed while engaging in productive struggle.

**Closure and Wrap-up**

3Ls™ Closure and Wrap-up emphasizes production, or the expression of language and content learned throughout the lessons and units, which is then tied back to the essential question. This is when students demonstrate their attainment of the content standards and the (WIDA) language expectations and performance level descriptors that serve as the foundation of the learning goals for the lesson/unit. In other words, the students explain, inform, narrate, and/or argue to express or represent their ideas, and the teachers can assess student growth in both language and content.
Connections to the ELPA21 ELP Standards

In this analysis, we highlight some of the features of the ELPA21 ELP Standards\textsuperscript{32} that have connections to the underlying pedagogy or specific elements of the 3Ls™ lessons and approach. There are ten interrelated ELPA21 standards that can be organized by receptive, productive, and interactive modalities.

**FRAMED MOTIVATION**

The first and opening element of a 3Ls™ lesson is closely connected to three of the ELPA21 Standards (2014) and is addressed in all three modalities—receptive, productive, and interactive.

- **Standard 1:** “Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing” (p. 4).
  - This standard falls within the “receptive modalities” that describe the learner as a “reader or listener/viewer working with ‘text’ whose author or deliverer is not present or accessible. ... The learner brings background knowledge, experience and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction” (p. 5).

- **Standard 7:** “Adapt language choices to purpose, task, and audience when speaking and writing” (p. 4).
  - This standard falls under the “productive modalities,” where “… communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast” (p. 5).

- **Standard 4:** “Construct grade-appropriate oral and written claims and support them with reasoning and evidence” (p. 4).
  - This standard falls under the “interactive modalities” that “[require] two-way interactive communication where negotiation of meaning may be observed” (p. 5).

During 3Ls™ Framed Motivation, students bring their experiences and background knowledge, as articulated in the receptive modality, to develop an understanding of what they are hearing or watching to respond to a prompt (audio, visual, text) that asks the student to form opinions, make arguments, or hypothesize, in writing or speaking (productive modality). Furthermore, students are provided with various linguistic frames that help ELs plan or formalize their language production. These linguistic frames are not generic but rather are teacher-designed, revealing specific language functions given the genre and purpose connected to the grade-level topic at hand. With the support of the relevant linguistic frames, students engage in two-way communication (interactive modality) to convey their thinking about the content being learned.

**WORD PLAY**

Standard 8 ("determine the meaning of words and phrases in oral presentations and literary and informational text" (p. 4)) falls under the receptive modalities, which expect students to use context, reference materials, visual aids, and knowledge of morphology (root words, inflectional endings, etc.) to construct meaning (CCSSO, 2014). The 3Ls™ Word Play activities allow students to explore the shades of meaning of words and word formation (morphology) connected to the texts to deepen students’ understanding of the lesson’s topic.

**READING CLOSELY**

The ELPA21 ELP standards within the reading domains (1,2,5,6,8) (which fall in both receptive and interactive modalities), specifically in the lower grades, directly address the ability to analyze details and identify main topics from a text. Depending on the grade level, the domains also refer to answering questions on various topics to determine or clarify the meaning of words, phrases, and idiomatic expressions. In grades 2-3, students are expected to explain how key details support the main idea (author’s message), answer more complex questions, and understand the meaning of some academic vocabulary. In grades 4-5, students work towards determining the meaning of figurative language, identifying the author’s purpose, and explaining how reasons and evidence support or fail to support particular points (CCSSO, 2014).

3Ls™ Reading Closely has clear connections with the reading domains of the ELPA21 standards, both of which aim to develop students’ understanding of how complex texts are constructed and how ideas are conveyed using a range of literary devices. In 3Ls™ Reading Closely, teachers guide instructional conversations to help students see how and why authors use words, phrases, figurative language, grammatical structures, and other cohesive literary devices. 3Ls™ Reading Closely also aims to build students’ capacity to uncover the author’s craft in conveying rich content and building arguments in compelling texts.

**JUICY SENTENCES**

According to the ELPA21 ELP standards in the writing domains (2,3,4,5,6,7), specifically for grades 2-3, students work on composing compound and complex sentences with a clear meaning that relate to a prompt, recognizing and using parts of speech, accurately using complex grammar structures, and expanding word choice to communicate meaning. ELPA21 ELP standards in the writing domain for grades K-1 reference students’ ability to create complete sentences by placing words in the correct order.

"Play" with 3Ls™ Juicy Sentences builds students’ understanding of syntax and grammatical structures through the interactive and playful deconstruction of complex sentences. The crux of this exploration is to understand how changes in sentence structure, word choice, etc., impact overall meaning. 3Ls™ Juicy Sentences activities include sentence acrobatics that build students’ ability to create complete sentences, moving from simple to compound and complex.
**Differentiated Tasks**

As called for in ELPA21 Standard 7, students work on making language choices based on purpose, task, and audience. Depending on the grade level, ELPA21 standards expect students to be able to explain how an author uses language to convey his/her message, answer increasingly complex questions, or understand the meaning of some academic vocabulary, determine the meaning of figurative language, identify the author’s purpose, or explain how reasons and evidence support or fail to support particular points.

During 3Ls™ Differentiated Tasks, students have the opportunity to work on what they have learned about the content and how academic language is used. Teachers design academically demanding tasks that require students to explore how and why authors use words, phrases, figurative language, grammatical structures, and other cohesive literary devices to convey ideas and make arguments, uncovering the author’s craft. The differentiated tasks support students in meeting the language and content expectations with the “just right” level of support needed to succeed while engaging in productive struggle.

**Closure and Wrap-up**

3Ls™ Closure and Wrap-up emphasizes productive and interactive modalities of ELPA21. During this part of the 3Ls™ lesson, students use language to express orally or in written form the content learned throughout the lessons and units of study, always tied to the essential question. Illustrating what ELPA21 Standard 4 calls for, students engage in two-way interactive communication with peers and the teacher, using the relevant academic language to share their reasoning and claims about the grade-level content.
COUNCIL MEMBER DISTRICTS

Albuquerque, Anchorage, Arlington (Texas), Atlanta, Aurora (Colorado), Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charleston County, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), East Baton Rouge, El Paso, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hawaii, Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Long Beach, Los Angeles, Miami-Dade County, Milwaukee, Minneapolis, Nashville, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Portland, Providence, Puerto Rico, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Toledo, Toronto, Tulsa, Washington, D.C., Washoe, and Wichita
CONNECTING 3LS TO SIOP
BACKGROUND

Sheltered Instructional Observation Protocol (SIOP)
The SIOP Model® was developed in the 1990s, in the aftermath of various state initiatives in the late 1990s (CA passed Prop. 227 in 1997) and early 2000s (AZ passed proposition 203 in 2000, and MA passed Question 2 in 2002), to limit EL instruction to primarily English-only approaches that prohibited—or drastically limited, the use of native language for instruction. In the 2004 edition (second, after the initial edition in 2000) of Making Content Comprehensive for English Learners: The SIOP Model®, the authors indicate that the genesis of the book was the lack of consensus among district-referenced or created definitions of shelter instruction for ELLs, or Specially Designed Academic Instruction in English (SDAIE) as it was called in California after the passage of proposition 227.¹ Working with teachers using the nascent and controversial sheltered instruction to ELLs, the authors drafted a preliminary observation protocol. Supported by U.S. Department of Education funding through the Center for Research on Education, Diversity, and Excellence (CREDE).²

The SIOP Model® provided welcomed guidance to EL educators who had to pivot to deliver instruction entirely in English, moving away from bilingual education that used students’ home language to support their language acquisition and access to content. As described in the Making Content Comprehensive book, “sheltered instruction is an approach for teaching content to English learners (ELs) in strategic ways that make the subject matter concepts comprehensive while promoting the students’ English language development.”³ SIOP provides a model for lesson planning and implementation, comprising 30 indicators divided by eight sections: preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment.

A large swath of teachers and districts across the nation adopted the SIOP Model® yet the achievement of ELLs continues to lag. With the adoptions of college and career readiness standards and their related increase language demands, the achievement gap of ELLs compared to their English-speaking peers has remained. Districts that have continued to use the SIOP Model® created prior to the increase language demands of new standards have not seen the desired gains for ELLs. In a 2017 report examining a 15-year trend on the National Assessment of Educational Progress (NAEP) the Economic Policy Institute highlighted “the stall of non-English

¹ While Proposition 227 proposed a “sheltered English immersion” approach, it did not define this and regulatory language came to adopt the term “structured English immersion” after the literature which describes a pedagogical approach that focuses on the use of English for instructional purposes. Source: The Initial Impact of Proposition 227 on the Instruction of English Learners. Gándara, Patricia Maxwell-Jolly, Julie García, Eugene et al. UC Berkeley Policy Reports. https://escholarship.org/content/qt491925b7/qt491925b7.pdf Accessed June 19, 2021
² Making Content Comprehensive for English Learners: The SIOP Model p. xi
³ ibid, p. 2
The need for research- and evidence-based approaches for ELL instruction that are proven to be effective is an ongoing need in the field.  

Learning, Language, and Literacy (3Ls™ approach)  
The 3Ls™ is an approach that places LEARNING grade-level content at the center of the educational experience of English Language Learners (ELLs) seamlessly yet purposefully integrating LANGUAGE, AND LITERACY development. The approach is based on the research of Dr. Lily Wong Fillmore and the joint work with Maryann Cucchiara in New York City schools that began in 2007. The approach challenges educators to think differently about how ELLs learn, asking teacher to include reenvisioned strategies and complex text, integrated into the flow of a 3LsTM lesson and thematic units of study.

The centerpiece of Dr. Lily Wong Fillmore’s work was the notion of “juicy texts.” For too long, Dr. Wong Fillmore contended, the prevailing instructional approach used for ELLs consisted of dull, rather decontextualized texts centered on everyday topics, rather than centered on grade-level content. Most of the texts used had been manipulated to remove all difficult vocabulary and grammatical structures that would add length and depth to the sentences. ELLs had limited access to grade appropriate, complex and compelling texts despite that ELLs most need access, attention and active engagement with complex and compelling texts in order to learn academic English and succeed in school. Dr. Fillmore’s instructional centerpiece around attending to academic language inside of “juicy texts” served as a catalyst for the shift from ESL as remediation to ESL as an accelerated, standards-aligned instructional approach, resulting in the Framework of Academic English Curriculum developed with Dr. Charles Fillmore and Maryann Cucchiara (see Fig. 1).

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5 For example, the What Works Clearinghouse of the Institute of Education Sciences stated in 2013 that it was “unable to draw any conclusions based on the research about the effectiveness or ineffectiveness of SIOP on English language learners” due to the lack of studies that met the What Works Clearinghouse design standards.
The Framework of Academic English Curriculum comprises a complex system of key elements all connected to address all three Ls that ELLs need. The 3Ls™ approach provides teachers a way to operationalize this Framework through six essential elements—framed motivation, word play, reading closely, juicy sentence, differentiated tasks, closure, that build on each other, always centered around complex and compelling text and an essential question derived from and anchored in grade-level content. The 3Ls™ approach results in coherent lesson plans and thematic units of study that increase instructional rigor for ELLs, providing them access to grade-level complex text and engaging learning experiences that hold high expectations for English learners.

Connections between the SIOP Model® and the 3Ls™ approach

In the search to provide ELLs with access to grade-level content while developing their English proficiency, educators draw from a range of approaches and models. The SIOP Model® is one which is used in many districts, including those who have begun to implement the 3Ls™ approach for ELL instruction. The underlying tenets of both the SIOP Model® and the 3Ls™ approach are largely consistent with regard to the dual and objective of developing content knowledge and English language development through sheltered instruction. However, there are also unique differences between these two approaches, in part due to when each was developed.

In this section, using the SIOP Model® lesson planning checklist (See Appendix A), to create a cross-reference that highlights similarities and differences between the two approaches, with the goal of helping districts to harmonize and leverage these two approaches for the benefit of ELLs. Many of the 30 strategies listed in the SIOP MODEL® reflect best instructional practices for both ELLs and English-speaking students. Others are more specific to ELL instruction. The instructional planning sheet lists two sets of What to Teach, while the strategies are listed as How to Teach What Students Need SIOP.

<table>
<thead>
<tr>
<th>What to Teach</th>
<th>Content Area Standards</th>
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<tbody>
<tr>
<td>ESL Standards</td>
<td>Standard, Benchmark, Performance Task, Scoring Guide</td>
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<tr>
<td>• Listening in English</td>
<td>• Standard</td>
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<td>• Speaking in English</td>
<td>• Benchmark</td>
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<td>• Reading in English</td>
<td>• Performance Task</td>
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<tr>
<td>• Writing in English</td>
<td>• Scoring Guide</td>
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<tr>
<th>SIOP Model® Strategies</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>1. Create clearly defined content objectives to display and review with students.</td>
<td>The 3Ls™ approach centers lessons and student engagement around an Essential Question about grade-level content, drawing from college and career-readiness standards. Students are guided to focus on developing enduring and deep understanding that might not be captured in an abbreviated content objective.</td>
</tr>
<tr>
<td>2. Create clearly defined language objectives to display and review with students.</td>
<td>The 3Ls™ approach builds academic language with the use of Text, Talk and Tasks around an Essential Question about grade-level content. Students engage with tackling complex text, uncovering language structures, author’s craft, and using mentor text to engage in writing of their own. Teachers design</td>
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<tr>
<td>3.</td>
<td>Choose content concepts appropriate for age and educational background level of students.</td>
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<td></td>
<td>Content of the 3Ls™ lessons and units of study are guided by grade-level content and college and career readiness standards. Teacher-led instruction and supports to access the content is responsive to the needs of ELLs.</td>
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<tr>
<td>4.</td>
<td>Identify supplementary materials to make the lesson clear and meaningful.</td>
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<td></td>
<td>In 3Ls units of study and lessons, ELLs are expected to engage with the same materials all students are working with. Through teacher-led instruction, supports, and a variety of texts, ELLs understand the lesson.</td>
</tr>
<tr>
<td>5.</td>
<td>Adapt content to all levels of student language proficiency.</td>
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<tr>
<td></td>
<td>In the 3Ls™ approach, content is NOT adapted to English proficiency levels; it must remain at the grade level expectations of college and career readiness standards. Multiple texts, engaging activities guided by a well-designed lesson, and teacher’s attending to academic language provide multiple entry points to engage with the grade level content and tasks.</td>
</tr>
<tr>
<td>6.</td>
<td>Plan meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.</td>
</tr>
<tr>
<td></td>
<td>Practices recommended in general to support the development of academic language, of ELLs and all students.</td>
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**Building Background**

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<tbody>
<tr>
<td>7.</td>
<td>Explicitly link concepts to students' backgrounds and experiences.</td>
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<tr>
<td></td>
<td>The 3Ls™ lessons and units of study are carefully designed to maximize building on student assets, backgrounds, and experiences.</td>
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<tr>
<td>8.</td>
<td>Explicitly link past learning and new concepts.</td>
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<td></td>
<td>The 3Ls™ lessons and units of study are carefully designed to maximize building coherence between prior and new learning.</td>
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<tr>
<td>9.</td>
<td>Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight for students to see.).</td>
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<td></td>
<td>The 3Ls™ approach to vocabulary development is more contextualized and incorporates both receptive and productive language. Teachers attend to tier II and tier III vocabulary by uncovering how they are used in the grade-level complex texts. Students use the words and sentence structures in their own writing.</td>
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**Comprehensible Input**

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<tbody>
<tr>
<td>10.</td>
<td>Use speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for emerging ELs).</td>
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<tr>
<td></td>
<td>The 3Ls™ approach does NOT call for the use of simplified sentence structure. Instead, it calls for explicit attending to teaching the sentence structures in English to accelerate ELLs understanding of what they read and the expression of their thoughts in English. In order to advance in their acquisition of English, ELLs need access to models of academic and grade level English, rather than being limited to hearing or reading simplified English.</td>
</tr>
<tr>
<td>11.</td>
<td>Explain academic tasks clearly.</td>
</tr>
<tr>
<td></td>
<td>The 3Ls™ lessons and units of study include clearly stated mini-task and differentiated task that require ELLs to use the newly acquired academic language to express their thinking about the content learned.</td>
</tr>
<tr>
<td>12.</td>
<td>Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).</td>
</tr>
<tr>
<td></td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
</tbody>
</table>

**Strategies**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Provide ample opportunities for students to use learning strategies (e.g., predicting, summarizing, categorizing, evaluating, self-monitoring, etc.).</td>
</tr>
<tr>
<td></td>
<td>The 3Ls™ lesson plans call for teacher-designed instructional conversations and tasks that are specifically aligned to the grade level expectations and related language demands.</td>
</tr>
<tr>
<td>14.</td>
<td>Use scaffolding techniques consistently, assisting and supporting student understanding (e.g., think-alouds).</td>
</tr>
<tr>
<td></td>
<td>The 3Ls™ lessons include teacher-defined scaffolds and supports for ELLs to access content and develop academic language.</td>
</tr>
<tr>
<td>15.</td>
<td>Use a variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions.)</td>
</tr>
<tr>
<td></td>
<td>The 3Ls™ has as its central element reading closely, and juicy sentence work that use engaging, rigorous, text dependent...</td>
</tr>
<tr>
<td>Questions to develop content understand and reveal the academic language used to convey complex thinking.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td></td>
</tr>
<tr>
<td>16. Provide frequent opportunities for interactions and discussion between teacher/student and among students and encourage elaborated responses about lesson concepts.</td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
<tr>
<td>17. Use group configurations that support language and content objectives of the lesson.</td>
<td>Practices used in a variety of programs and settings. The 3Ls™ groupings for mini-tasks and differentiated tasks support targeted development of academic language. Content objectives remain at grade level.</td>
</tr>
<tr>
<td>18. Provide sufficient wait time for student responses consistently.</td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
<tr>
<td>19. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text</td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
<tr>
<td><strong>Practice/Application</strong></td>
<td></td>
</tr>
<tr>
<td>20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.</td>
<td>The 3Ls™ engaging lessons and instructional conversations provide ELLs practice with using newly developed academic language and content knowledge.</td>
</tr>
<tr>
<td>21. Provide activities for students to apply content and language knowledge in the classroom.</td>
<td>Mini-lessons and differentiated tasks provide ELLs with opportunities to apply the new content and academic language.</td>
</tr>
<tr>
<td>22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).</td>
<td>The 3Ls™ lesson plans integrate Text, Talks, and Tasks to build content knowledge, uncover academic content and develop language.</td>
</tr>
<tr>
<td><strong>Lesson Delivery</strong></td>
<td></td>
</tr>
<tr>
<td>23. Support content objectives clearly.</td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
<tr>
<td>24. Support linguistic objectives clearly.</td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
<tr>
<td>25. Engage students approximately 90-100% of the period.</td>
<td>A 3Ls™ lesson plan expects to engage ELLs 100% of the period.</td>
</tr>
<tr>
<td>26. Pace the lesson appropriately to the students’ ability levels.</td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
<tr>
<td><strong>Review/Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>27. Provide a comprehensive review of key vocabulary.</td>
<td>The 3Ls™ lessons and units of study provide ample opportunities for ELL to engage and use the new vocabulary in order for students to internalize them as part of the content learning.</td>
</tr>
<tr>
<td>28. Provide a comprehensive review of key content concepts.</td>
<td>The 3Ls™ lessons and units of study include mini-tasks and culminating tasks that are only centered in the grade-level content learning, providing ongoing and deepening understanding of concepts learned.</td>
</tr>
<tr>
<td>29. Provide regular feedback to students on their output (e.g., language, content, work, effort, etc.).</td>
<td>The 3Ls™ lessons and units of study include mini-tasks and culminating tasks that provide ample opportunities for the teacher to provide regular feedback to students.</td>
</tr>
<tr>
<td>30. Assess student comprehension and learning on all lesson objectives (e.g., spot checking, group response) throughout the lesson.</td>
<td>Practices used in a variety of programs and settings.</td>
</tr>
</tbody>
</table>

At least 10 of the listed strategies are part of the teaching repertoire we see in classrooms today. An additional 15 of the listed SIOP Model® strategies closely correspond to instructional practices embedded in the 3Ls™ approach, only they are further enhanced by the 3 Ls™ lesson flow. In other words, the 3 Ls™ lesson flow provides a straightforward guide for teachers to implement these 16 strategies included in the SIOP Model®. There are five remaining strategies in which the 3 Ls™ approach differs from strategies recommended by the SIOP Model®:
• **Access to grade level texts.** The 3Ls™ approach is anchored in providing ELLs with access to grade-level, complex texts. Ideally, using a range of texts with varying levels of complexity provides ELLs from all levels of English proficiency, with sufficient entry points to access the texts being used with all students. ELLs are supported to access these texts rather than be given alternative, supplementary texts. **In contrast,** strategies #3, #4, and #5 of the SIOP Model® lesson, call for choosing content that is appropriate to age and educational level of the student; asks teachers to adapt content to the English proficiency levels; and to use supplementary materials to make lesson clear.

• **Academic language.** Two hallmarks of the 3Ls™ approach are that vocabulary is not taught in a decontextualized manner, and that ELLs be exposed to and taught to tackle complex sentences and text. The development of academic vocabulary is not limited to Tier III words; it includes Tier II words and discipline-specific registers to reveal how thoughts and knowledge are expressed across content areas. Teacher-led instructional conversations provide ELLs with the understanding and tools to deconstruct complex text, sentence variety, to extract meaning and to later use such mentor texts to develop their own writing. **In contrast,** strategies #9 and #10 of the SIOP Model® lesson recommends emphasizing key vocabulary with activities that suggest word-level engagement rather than contextualized in a sentence, and calls for slower rate and simple sentences when speaking to ELLs.
APPENDIX A. The SIOP Model Lesson Planning Checklist
Source: Echevarria, Vogt, and Sort, Making Content Comprehensible for English Learners p. 209

The SIOP® Model – Lesson Planning Checklist

Lesson Preparation

☐ 1. Create clearly defined content objectives to display and review with students.
☐ 2. Create clearly defined language objectives to display and review with students.
☐ 3. Choose content concepts appropriate for age and educational background level of students.
☐ 4. Identify supplementary materials to make the lesson clear and meaningful.
☐ 5. Adapt content to all levels of student language proficiency.
☐ 6. Plan meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background

☐ 7. Explicitly link concepts to students’ backgrounds and experiences.
☐ 8. Explicitly link past learning and new concepts.
☐ 9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight for students to see).

Comprehensible Input

☐ 10. Use speech appropriate for students’ proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for emerging ELs).
☐ 11. Explain academic tasks clearly.
☐ 12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

☐ 13. Provide ample opportunities for students to use learning strategies, (e.g., predicting, summarizing, categorizing, evaluating, self-monitoring, etc.).
☐ 14. Use scaffolding techniques consistently, assisting and supporting student understanding (e.g., think-alouds).
☐ 15. Use a variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions).

Interaction

☐ 16. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses about lesson concepts.
☐ 17. Use group configurations that support language and content objectives of the lesson.
☐ 18. Provide sufficient wait time for student responses consistently.
☐ 19. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.

Practice & Application

☐ 20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
☐ 21. Provide activities for students to apply content and language knowledge in the classroom.
☐ 22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).

Lesson Delivery

☐ 23. Support content objectives clearly.
☐ 25. Engage students approximately 90-100% of the period.
☐ 26. Pace the lesson appropriately to the students’ ability levels.

Review & Assessment

☐ 27. Provide a comprehensive review of key vocabulary.
☐ 28. Provide a comprehensive review of key content concepts.
☐ 29. Provide regular feedback to students on their output (e.g., language, content, work, effort, etc.).
☐ 30. Assess student comprehension and learning on all lesson objectives (e.g., spot checking, group response) throughout the lesson.


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ELL MATERIALS PROCUREMENT PROJECT
Directory of Instructional Materials for English Language Learners—
Math for Grades 6-8

May 2019
Introduction

The joint procurement initiative developed by the Council of the Great City Schools and executed under the auspices of the Los Angeles Unified School District, was a multi-year process to harness the purchasing power of the nation’s largest urban school district to equip teachers of English Learners with high-quality, standards-based instructional materials for mathematics that meet the language needs of English Learners. This bench of contracts offers several choices for math instructional materials for Grades 6 through 8.

On February 19, 2019, the LAUSD Board of Education approved the contracts to provide instructional materials for middle school mathematics that meet the needs of English-language learners. For reference, you can find the approval document HERE. [url address] For the Request for Proposal document—and related addenda—through which the proposals were solicited, see RFP & ADDENDA.

Publisher Contact Information

Curriculum Associates, LLC

LAUSD Vendor No.: 1000000184
Contract No.: 4400006090

Products Included
- Ready Math Textbook
- Ready Math Textbook Teacher Guide
- iReady Instruction

Contacts
Claudia Salinas
V.P. of English Learning (TX)
214.519.3677
salinas@cainc.com

John Sipe
Regional V.P. (CA)
760.213.6163
jsipe@cainc.com

Andres Gorbea
Educational Consultant
(Los Angeles, CA)
909.648.6019
agorbea@cainc.com

Website:
www2.curriculumassociates.com/products/subjects.aspx?topic=CM0

Imagine Learning, Inc.

LAUSD Vendor No.: 1000003998
Contract No.: 4400006091

Products Included
- Imagine Math
- Math Performance Task Blackline Master (upper EL)
- Math Performance Task Blackline Master (MS)
- Student Journals Printed (consumable)

Contact
Chiara Tellini
Area Partnership Mgr., L.A.
626.437.7350 (cell)
chiara.tellini@imaginelearning.com

Website:
www.imaginelearning.com/programs/math

Open-Up Resources

LAUSD Vendor No.: xx
Contract No.: xx

Products Included
- xx

Contact
Publisher Highlights

Curriculum Associates, LLC

Ready Mathematics, Grades 6-8 ©2020

Teacher support provided at every lesson in the Teacher Resource Book help facilitate classroom discussion.

Language routines, found in the Teacher Resource Book, enhance the overall Think-Share-Compare discourse routine and suggest an overall approach to teaching problems.

Students communicate information, ideas, and concepts necessary for academic success, and they are given opportunities to listen, speak, read, and write at the appropriate level of language proficiency.

The Student Instruction Book gives students the opportunity to review mathematical and academic vocabulary and to access and build on familiar concepts.

Students communicate information, ideas, and concepts necessary for academic success, and they are given opportunities to listen, speak, read, and write at the appropriate level of language proficiency.

Visit www.mathletics.com/teachers for more information.

The Student Instruction Book gives students the opportunity to review mathematical and academic vocabulary and to access and build on familiar concepts.

Concept Development

Provides collaborative visual aids to students with a range of mathematical and English language proficiency can access and builds on familiar concepts that are appropriate for the unit.

Preview Academic Vocabulary

Suggests activities through which students explore word meanings, word structure, and related words to create a word wall that students can refer to during the unit.

Integrating Language and Mathematics

Outlines language routines that can be used within any part of the Think-Share-Compare routine. They offer consistent, repeatable structures to understand language and mathematical content. The language routines help students clarify understanding and communicate mathematics they are learning. For example, in the Think-Share-Compare routine, students are given opportunities to narrate an idea that allows students to retell or restate their conversation in their own words. It requires students to clarify understanding and use clear, specific language.
Imagine Math Overview

At Imagine Learning we believe that all students are language learners. We believe that mathematical understanding and language development are interdependent and symbiotic. And most importantly, we know that when students are provided with meaningful learning experiences, they can master mathematics and acquire language at the same time.

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:

- Engage in thinking and reasoning about mathematics
- Investigate mathematical concepts and practices
- Explore mathematical ideas through a problem solving approach
- Solve problems using multiple representations of mathematical relationships

Students receive instructional support throughout the lesson in three main ways:

1. Feedback that is designed to address misconceptions and redirect thinking in response to student work
2. Math Help that is designed to provide direct instruction on the math concepts behind a particular problem, available upon student request
3. Live Help that allows students to work directly with a bilingual, certified math teacher on their math problem, also available upon student request

At a Glance: Imagine Math Activities

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Quiz</td>
<td>Students have the opportunity to demonstrate their understanding of the content within the lesson.</td>
</tr>
<tr>
<td>Warm Up</td>
<td>Students practice procedures and recall facts that may be helpful in the lesson.</td>
</tr>
<tr>
<td>Guided Learning</td>
<td>Students engage in meaningful instructional tasks designed to facilitate understanding and reinforce college and career readiness standards. To support their learning, students have access to personalized feedback, digital manipulatives, reference tools, and live certified math teachers.</td>
</tr>
<tr>
<td>Problem Solving Process</td>
<td>Students work through and begin to internalize a problem solving process that can be applied to complex problems.</td>
</tr>
<tr>
<td>Practice</td>
<td>Students review, extend, and synthesize the ideas from the Guided Learning, continuing to receive corrective feedback.</td>
</tr>
<tr>
<td>Post-Quiz</td>
<td>Students demonstrate their understanding of the content within the lesson.</td>
</tr>
</tbody>
</table>
vendor 3
Contracting Procedure

School districts wishing to acquire the services offered by the listed contracts should take the following steps:

1. Select from listed products, as specified in the Product Code table, and offered by the contracted publishers;
2. Go to www.cgcs.org/domain/266 to review the pricing as well as terms and conditions for each of the respective contract(s) to ensure that pricing, terms, and conditions are acceptable to the school district;
3. Email the selected publisher(s) outlining the specific proposed purchase and requesting the publisher’s written quote, noting that (a) each quote request should identify the product(s) sought, requested delivery date and any special terms; and (b) for items as listed in the contract where no special terms are requested, the price quoted by the vendor should be no higher than the price shown in that publisher’s contract;
4. Using the agreed-upon quote, issue a purchase order or other purchase request to the selected publisher in accordance with your school district policy.

<table>
<thead>
<tr>
<th>Product Catalog (NIGP Code)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>71500</td>
<td>Publications and audiovisual materials (prepared materials)</td>
</tr>
<tr>
<td>71586</td>
<td>Textbooks: 6th thru 8th grade (includes student and teacher</td>
</tr>
<tr>
<td>78570</td>
<td>Instructional aids: courses, lesson plans (prepared), program</td>
</tr>
<tr>
<td>78575</td>
<td>Instructional software licenses, non-taxable</td>
</tr>
<tr>
<td>78576</td>
<td>Paper items: composition books, test/examination materials</td>
</tr>
</tbody>
</table>

Sample Approval

LAUSD Contact Information

Sybil Ward
Contract Administration Manager Procurement Services Division
213-241-3594 • sybil.ward@lausd.net

Alicia Martinez
Assistant Contract Administration Manager Procurement Services Division
213-241-3527 • alicia.martinez@lausd.net
SURVEY ON NEXT STEPS
Responding districts as of June 23, 2021 n=16

- Duval County Public Schools
- Atlanta Public Schools
- Los Angeles Unified School District
- Denver Public Schools
- East Baton Rouge Parish Public Schools
- Boston Public Schools
- Tulsa Public Schools
- St. Louis Public Schools
- The School District of Palm Beach County
- Clark County School District
- Fresno Unified School District
- Metro Nashville Public Schools
- Los Angeles Unified School District
- Broward County Public Schools
- Omaha Public Schools
- Tulsa Public Schools
NEEDS: Foundational Skills, ELLs in Pre-K to Grade 2

Close to half of respondents indicated the need to either—

- Review/evaluate existing programs used or
- Identify supplemental materials that especially address ELL needs

As the #1 priority need

Another 4 indicated
- Identify supplemental materials that especially address ELL needs

As a #2 priority need
NEEDS: Foundational Skills, ELLs in Grades 3-5

Half of respondents indicated the need to either—

• \textit{Review/evaluate existing programs used} or
• \textit{Identify supplemental materials that especially address ELL needs}

As their #1 priority need

Another 5 indicated

• \textit{Identify supplemental materials that especially address ELL needs}

As a #2 priority need
NEEDS:
Foundational Skills, ELLs in Grades 6-8

Close to half of respondents indicated the need to either—

- **Review/evaluate existing programs used**
- **Identify supplemental materials that especially address ELL needs**

As their #1 priority need

Another 6 indicated

- **Identify supplemental materials that especially address ELL needs**

As a #2 priority need
NEEDS: Foundational Skills, ELLs in Grades 9-12

Half of respondents indicated the need to either—
- **Review/evaluate existing programs used** or
- **Identify supplemental materials that especially address ELL needs**

As their #1 priority need

For the #2 priority responses were equally divided between—
- **Identify supplemental materials that especially address ELL needs**, and
- **Review/select materials for new adoption w/ESSERS funds**
TWO PRIORITY NEEDS

✓ Review/evaluate existing programs used
✓ Identify supplemental materials that especially address ELL needs
What would be helpful to meet your needs related to foundational skills for ELLs, in the next FIVE MONTHS?

**First Choice**
- Nine (9) districts selected *Council-led effort to create a criteria document*, and
- Three (3) selected *Hearing from experts on language acquisition and literacy* as the most helpful in the next five months.

- Council-led effort to create a criteria document (similar to the ELA/ELD Framework),
- Hearing from experts on language acquisition and literacy (e.g., Lily Wong Fillmore, Ofelia Garcia, Kathy Escamilla, Maryann Cucchiara, etc.),
- Hearing district presentations on their review and selection process,
- Joint review with other member-district staff of materials and programs,
2nd Choice. What would be helpful to meet your needs related to foundational skills for ELLs, in the next FIVE MONTHS?

- Eight (8) districts selected *Working groups for districts using similar programs or materials to share insights*, and
- Six (6) selected *Council-led effort to create a criteria document*

As the most helpful in the next five months:

- Working groups for districts using similar programs or materials to share insights on how to maximize or supplement products for ELLs
- Council-led effort to create a criteria document (similar to the ELA/ELD Framework)
- Hear from experts on language acquisition and literacy (e.g., Lily Wong Fillmore, Ofelia Garcia, Kathy Escamilla, Maryann Cucchiara, etc.)
- Confidential presentations to ELL directors/staff by providers to respond to questions about their products
PRIORITY NEEDS

✓ Review/evaluate existing programs used
✓ Identify supplemental materials that especially address ELL needs

Few raised as a priority, mostly #2 or #3:
✓ Review/select materials for new adoption with ESSERS funds

PREFERRED NEXT STEPS

❖ Council-led effort to create a criteria document
❖ Hearing from experts on language acquisition and literacy
❖ Working groups for districts using similar programs or materials to share insights
ELL DIRECTORS SURVEY
ELL DIRECTORS MEETING

June 3, 2021
THANK YOU TO THE DISTRICTS WHO COMPLETED ONE OR BOTH SURVEYS!

Albuquerque Public Schools
Anchorage School District
Arlington Independent School District
Atlanta Public Schools
Birmingham City Schools
Boston Public Schools
Bridgeport Public Schools
Broward County Public Schools
Buffalo Public Schools
Cincinnati Public Schools
Clark County School District
Columbus City Schools
Denver Public Schools
District of Columbia Public Schools
Duval County Public Schools
Fresno Unified School District
Guilford County Schools
Hawaii State Department of Education
Hillsborough County Public Schools
Kansas City Public Schools
Metro Nashville Public Schools
Miami Dade County Public Schools
Milwaukee Public Schools
Newark Public Schools
Oakland Unified School District
Providence Public School District
San Francisco Unified School District
The School District of Palm Beach County
The School District of Philadelphia
Tulsa Public Schools
Wichita Public Schools
FOUNDATIONAL SKILLS INSTRUCTION SURVEY INITIAL FINDINGS
WHO RESPONDED? 21 DISTRICTS, 25 RESPONSES
RESPONSE SUMMARY: OVERALL APPROACH

- Many districts said FS are taught within an integrated literacy block following the district scope and sequence and/or state standards for ELA / ELD (16)

- Many districts (10+) listed “same” across grade spans.

- Many districts listed a product...

<table>
<thead>
<tr>
<th>Elementary (20)</th>
<th>Middle (17)</th>
<th>High School (18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Different Products</td>
<td>11 different products</td>
<td>11 different products</td>
</tr>
</tbody>
</table>

- Several products usually used with SWD were listed.
- Same products used across various grade bands without differentiation for age.
- In several districts, focus is on remediation/intervention.
- ELD is not seen as Tier I instruction in several districts.
- In some districts foundational skills are not addressed at the high school level.

rather than an approach to teaching:

- 3Ls, Science of Reading, Balanced Literacy, Language Development
RESPONSE SUMMARY: ELD (24) 18 DISTRICTS
DESCRIBE HOW FOUNDATIONAL LITERACY SKILLS ARE DEVELOPED FOR ELLS DURING TIME ALLOCATED FOR LANGUAGE DEVELOPMENT.

- Similar findings to overall approach responses.
  - Products, often those used in lower grades or for SWD listed rather than instructional approaches or practices.
  - Some listed instructional materials or grouping practices
  - ELD seen as “intervention”

- In some districts designated ELD time and approach depends on which school and which principal.
Elementary Materials for Foundation Skills for ELLs
Middle School Materials for Foundation Skills for ELLs
High School Materials for Foundation Skills for ELLs
SMALL GROUP DISCUSSIONS

- What are your thoughts upon seeing these initial survey results?
- How do these findings align with your own experiences in your districts?
- What do you need in order to ensure that ELs receive instruction in foundational skills and literacy that builds on the linguistics assets students bring and is age- and grade-appropriate?
SPANISH INSTRUCTIONAL MATERIALS SURVEY
OVERALL RESPONSE INFORMATION/TRENDS

- In all, 16 districts responded to the survey.
- We found very little consistency across districts in the types of materials used, the grade levels in which they’re used, and the content areas for which they are used.
- Only one district reported using a title across all grade levels, K-12.
- Three districts reported using Spanish materials in PreK and TK. All three use them for Spanish Language Arts, and one district also uses Spanish materials for mathematics in preschool.
# RESPONSE SUMMARY BY SUBJECT: MATH

<table>
<thead>
<tr>
<th></th>
<th>Grades K-6 (11 districts)</th>
<th>Grades K-8 (2 districts)</th>
<th>Grades 6-8 (3 districts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 distinct titles.</td>
<td>Six (6) different titles</td>
<td>Three districts use three different products for mathematics instruction.</td>
<td></td>
</tr>
<tr>
<td>Only a handful of the identified products were used by more than one district.</td>
<td>One of the districts uses four (4) different products and the other uses two (2).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One district reported using 6 different products</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

90
### RESPONSE SUMMARY BY SUBJECT: SCIENCE

<table>
<thead>
<tr>
<th>Grades K-6 (8 districts)</th>
<th>Grades K-8 (6 districts)</th>
<th>Grades 6-8 (1 district)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only two (2) of 19 different products were used in more than one district.</td>
<td>Six (6) different products are used in 5 of the districts. Only two products are used by more than one district.</td>
<td>One district uses one product for science.</td>
</tr>
</tbody>
</table>
RESPONSE SUMMARY BY SUBJECT: 
SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Grades K-6 (8 districts)</th>
<th>Grades K-8 (3 districts)</th>
<th>Grades 6-8 (2 district)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 different products listed.</td>
<td>One (1) district uses 2 different products, and two other districts use 1 product each.</td>
<td>Two districts use two different products for Social Studies.</td>
</tr>
<tr>
<td>As in the case of the science materials, only two (2) were being used in more than one district.</td>
<td>None of them use the same product as the others.</td>
<td></td>
</tr>
</tbody>
</table>
RESPONSE SUMMARY BY SUBJECT: SPANISH LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Grades K-6 (11 districts)</th>
<th>Grades K-8 (3 districts)</th>
<th>Grades 6-8 (2 district)</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 different product names listed. Only three (3) of the 26 were used in more than one district.</td>
<td>No districts reported using SLA materials for this grade span, however one reported using a growth and fluency assessment for K-8.</td>
<td>Three districts reported using SLA products. Two of them use three different products and the other uses one product. Only one title was used by more than one district.</td>
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</table>
RESPONSE SUMMARY: MIDDLE AND HIGH SCHOOL

- Only one district reported using products for grades 6-12. They use one product for Social Studies and two for Spanish language arts.

- Only 3 responding districts indicated using Spanish instructional materials in grades 9-12. Only one district uses the materials for all content areas, whereas the remaining two districts use Spanish instructional materials only for Spanish Language Arts.
RESPONSES TO OPEN-ENDED QUESTIONS

Fourteen (14) districts responded to one or both of the open-ended questions included in the survey:

• What are the reasons for not purchasing or adopting Spanish instructional materials?
  
  #1 ANSWER: LACK OF FUNDING (7)

• What Spanish materials do you foresee your district needing to adopt/purchase in the next 3 years? In which content area(s)?
  
  #1 ANSWER: HIGH SCHOOL SCIENCE (7) & SOCIAL STUDIES (8)
There is a lack of *parity* between English and Spanish versions of instructional materials.

Lack of *quality* is another prevalent issue that recurs in the responses.

There is also a lack of *availability* of Spanish materials, especially at the high school and middle school levels.
SMALL GROUP DISCUSSIONS

- What are your thoughts upon seeing these initial survey results?
- How do these findings align with your own experiences in your districts?
- What can be done to improve the availability, quality, parity, and cost of Spanish Instructional Materials?
ELL TEAM ENGAGEMENT—JUNE THRU DEC ‘21

❖ *Monthly* meetings -- ELL Directors to raise pressing issues and topics

❖ *Bi-monthly working groups*: For iterative work such as ELL Program Review, Dual Language Implementation, etc.

❖ *Quarterly*: In-depth, one-time, presentation and discussion of topics of interest. For e.g., Newcomers, SIFE, Foundational Skills, etc.

❖ *Annual* BIRE: May 2022
This Photo by Unknown Author is licensed under CC BY
COMPILATION OF SPANISH INSTRUCTIONAL MATERIALS
### Instructional Materials in Spanish
Compiled February 2021

#### Materials by Content and Grade Band

Total titles by grade band<sup>1</sup> shown in parentheses. Publishers and titles (italicized) are shown.

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<th>Social Studies</th>
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<td>- National Geographic - U.S. History America Through the Lens</td>
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<sup>1</sup> Grade 6 was grouped with elementary grades if the reported grades using a publication included primarily elementary grades (e.g., K-6). On the other hand, Grade 6 was grouped with intermediate grades if it was reported with primarily intermediate grades (e.g., 6-8). Generally, the intermediate grades are 6 to 8. Secondary includes grades 9 to 12.
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**Intermediate (6)**
- Distribuciones Cumbre - Various Texts
- McGraw Hill - El español para nosotros
- Santillana - Title Not Reported
- Vista Higher Learning
  - Yabísí Español
  - Galería de lengua y cultura 1
  - Galería de lengua y cultura 2

**Intermediate/Secondary (2)**
- LearningWrite - LearningWrite
- Publisher Not Reported - En Español/Intriga Imagina

**Secondary (5)**
- Cengage - El mundo 21 hispano
- LearningWrite - LearningWrite
- Savvas (formerly Pearson) - Sendas Literarias 2
- Vista Higher Learning
  - Galería de lengua y cultura 1/2
  - Temas

**Other Materials**

**Elementary (2)**
- BrainPOP - BrainPOP Español
- Fountas & Pinnell - Sistema de evaluación de la lectura

**Elementary/Intermediate (1)**
- NWEA - MAP Growth & Fluency Assessment