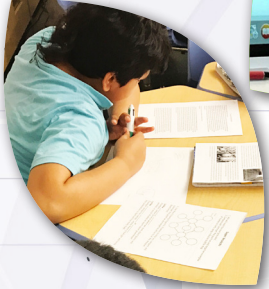




GREAT CITY SCHOOLS
PROFESSIONAL LEARNING PLATFORM



Connecting 3Ls™ to English Language Development Standards & Frameworks

September 2021





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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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Purpose and Intended Audience

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*.¹ 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*.²

¹ Cucchiara, M. (2018, August). *3Ls™ learning, language, and literacy*. Council of the Great City Schools. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/251/2018_09%20Final%203Ls%20Brochure--non-booklet.pdf

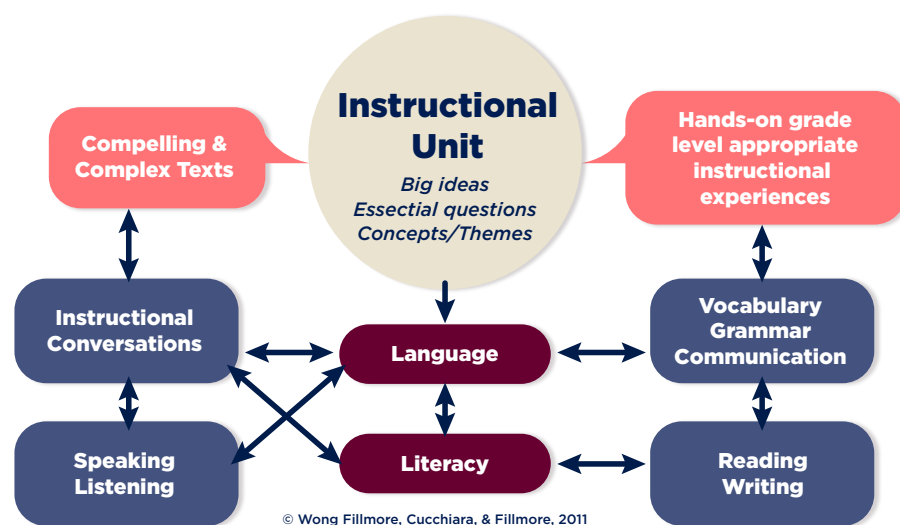
² Council of the Great City Schools. (2017, May). *Re-envisioning English language arts and English language development for English language learners*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf

Background of the 3Ls™ Approach

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



3 Council of the Great City Schools. (n.d.). *Choosing “juicy” complex excerpts and sentences*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/251/CGCS_GCS_Complex%20Sentences_flyer_v6.pdf

4 Council of the Great City Schools. (2012). *Classroom example of teaching complex text: Butterfly* [Video]. <https://vimeo.com/47315992>

5 Cucchiara, M. (2019). Language of learning: Content-rich texts build knowledge and skills. *The Learning Professional*, 40(2), 32-36. <https://learningforward.org/journal/april-2019-vol-40-no-2/language-of-learning-content-rich-texts-build-knowledge-and-skills/>



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 Sentences*⁶ 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

6 Council of the Great City Schools. (2015). *Juicy sentence play*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/251/CGCS_GCS_Sentence%20Play_flyer_v5.pdf

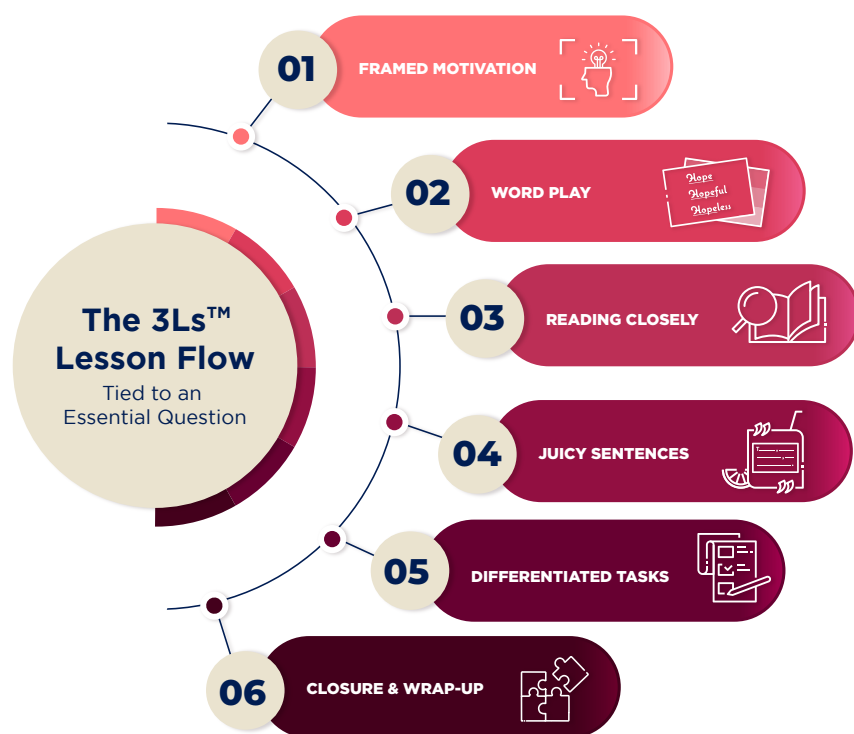
7 The “complexity” of a text is influenced by relationships, richness, structure, style, vocabulary, and purpose. See ACT (2006) for a description of these aspects. ACT. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. https://www.act.org/content/dam/act/unsecured/documents/reading_summary.pdf

8 Council of the Great City Schools. (n.d.). *Inaugural courses: Complex thinking and communication across content areas*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/251/CGCS_ELL_PDSuite_bro_v13.pdf

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



9 Council of the Great City Schools. (n.d.). *Juicy sentence play*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/251/CGCS_GCS_Sentence%20Play_flyer_v5.pdf

10 Wiggins, G. (2007, November 15). *What is an essential question?*. Big Ideas: An Authentic Education E-Journal. https://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53



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’¹¹ 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.

¹¹ See Vygotsky (1978). Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

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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*¹² 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—

¹² WETA. (n.d.). *How do you build background knowledge?* Colorín Colorado. <https://www.colorincolorado.org/faq/how-do-you-build-background-knowledge>

- 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—

¹³ Council of the Great City Schools. (n.d.). *Choosing “juicy” complex excerpts and sentences*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/251/CGCS_GCS_Complex%20Sentences_flyer_v6.pdf

- 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—



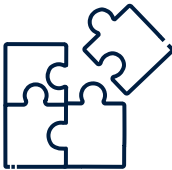
- Students demonstrate their mastery of academic language to express their thinking and understanding of learned content; and
- Students grow in their confidence as they recognize their ability to answer compelling questions—using academic language—based on new learning about the grade-level content.

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—

3Ls™ ELEMENT	WHAT IT DOES	WHAT IT DOES NOT DO
<p>Framed Motivation</p> 	<p>Prior knowledge and experience to enhance background knowledge. 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.</p> <p>Academic language. 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.</p>	<p>Spends extensive time building background knowledge prior to interacting with the text.</p> <p>Builds extraneous background knowledge not tied to grade-level concepts and content.</p> <p>Uses decontextualized drills and activities to teach vocabulary and skills <i>prior</i> to engaging in the content of the lesson/unit.</p> <p>Provides simplified language and sentence frames that are disconnected from the grade-level texts and the essential question.</p>
<p>Word Play</p> 	<p>Foundational skills. Develops foundational skills in the context of complex and compelling grade-level texts.</p> <p>Vocabulary development. 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.</p>	<p>Develops foundational skills through decontextualized drills.</p> <p>Incorporates a decontextualized “word of the day” segment of the lesson. 3Ls™ <i>Word Play</i> is not about students looking up words as the main vehicle for vocabulary acquisition and is not a separate warm-up to the lesson.</p>
<p>Reading Closely</p> 	<p>Text selection. Exposes ELs to complex and compelling texts through shared literacy events and teacher-led conversations. Shared literacy events help make the complex text comprehensible.</p> <p>Comprehension and questioning. 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.</p> <p>Reveals how English works by having teachers explain and examine how connections and relationships are constructed among words and phrases within and across sentences.</p>	<p>Uses simplified materials, which may make the topic less comprehensible or compelling by withholding necessary information and presenting ideas in a disjointed, unconnected manner.</p> <p>Asks students primarily “<i>right there</i>” questions that can be easily answered with only a superficial reading or understanding of the text.</p> <p>Relies heavily on assigning silent reading (with simplified text) to individual learners.</p>



3LS™ ELEMENT	WHAT IT DOES	WHAT IT DOES NOT DO
<p>Juicy Sentences</p> 	<p>Language and content objectives. Undertakes language and literacy development in service of content learning—to equip students with the skills they need to access the grade-level curriculum.</p> <p>Sentence study and grammar. 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.</p>	<p>Views language objectives as separate from content objectives.</p> <p>Involves isolated word substitution or replacement drills, which do little to build student understanding of more complex syntactical structures.</p> <p>Provides disconnected, in-depth lessons about grammar and syntactical definitions using random texts or focusing on naming the parts of speech.</p>
<p>Differentiated Tasks</p> 	<p>Differentiation and scaffolding. Provides the appropriately customized supports students need to engage with the grade-level content and linguistic demands of English.</p> <p>Connection to an essential question. Extends the mini-tasks carried out during the other lesson elements in service of deep learning related to the essential question.</p>	<p>Provides watered-down, below grade-level content and simplified language for some students while providing challenging, rich, grade-level content and language for others.</p> <p>Assigns isolated skill drills without connection to the lesson and the proper scaffolds.</p>
<p>Closure and Wrap-up</p> 	<p>Formative assessment and demonstration of content learning. Provides opportunities for students to express their thinking about the grade-level content being learned.</p> <p>Extension of learning. Provides purposeful tasks to deepen students’ understanding of the grade-level content of the lesson or unit of study and its corresponding academic language.</p>	<p>Assigns a decontextualized quiz on vocabulary, grammar, or sentence structure.</p> <p>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.</p>

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*,¹⁴ 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 percent¹⁵ 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 inextricably 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.

¹⁴ Council of the Great City Schools. (2017, May). *Re-envisioning English language arts and English language development for English language learners*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf

¹⁵ Calculated from 2018 fall enrollment data published in the NCES’ *Digest of Education Statistics* using consortia membership as of 2021. National Center for Education Statistics. (2020). *Table 204.20.English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2018*. https://nces.ed.gov/programs/digest/d20/tables/dt20_204.20.asp

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

16 Council of the Great City Schools. (2017, May). *Re-envisioning English language arts and English language development for English language learners*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf

17 Student Achievement Partners. (2015, April). *Instructional materials evaluation tool (IMET)*. <https://achievethecore.org/peersandpedagogy/intro-to-the-imet/>

18 California State Board of Education. (2012, November). *California English language development standards: Kindergarten through grade 12*. <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

19 California Department of Education. (2021). *California Common Core State Standards*. <https://www.cde.ca.gov/re/cc/>

20 California Department of Education. (2015). *English language arts/English language development (ELA/ELD) framework for California public schools*. <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>



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.

21 California Department of Education. (2015). *English language arts/English language development (ELA/ELD) framework for California public schools*. <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

22 WIDA. (2020). *WIDA ELD standards framework, 2020 Edition*. <https://wida.wisc.edu/teach/standards/eld>

23 ELPA21. (2014). *English Language Proficiency (ELP) Standards*. <https://www.elpa21.org/elp-standards/>

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*²⁴—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 Framework²⁵ 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.²⁶ 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)*.²⁷ 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.

24 Council of the Great City Schools. (2017, May). *Re-envisioning English language arts and English language development for English language learners*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf

25 Council of the Great City Schools. (2017, May). *Re-envisioning English language arts and English language development for English language learners*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf

26 Wiggins, G. (2007, November 15). *What is an essential question?*. Big Ideas: An Authentic Education E-Journal. https://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53

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.

28 Council of the Great City Schools. (n.d.). *Juicy sentence play*. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/251/CGCS_GCS_Sentence%20Play_flyer_v5.pdf

Connections to the California ELD Standards and ELA/ELD Framework

This analysis highlights the features of California’s ELD Standards²⁹ and ELA/ELD Framework³⁰ 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).

29 California Department of Education. (2012, November). *California English language development standards: Kindergarten through grade 12*. <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

30 California Department of Education. (2015). *English language arts/English language development (ELA/ELD) framework for California public schools*. <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

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).

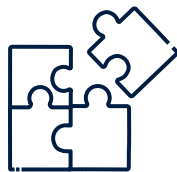
DIFFERENTIATED TASKS



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 2020³¹ 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.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



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 *Language Functions* and their respective *Language Features*.

- *Language Functions* are common patterns of language use students encounter in school, such as explaining phenomena, constructing fictional narratives, or engaging in argumentation.
- *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 *features* as they interpret and produce language (*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 *Language Expectations* of the WIDA ELD Standards Framework are consolidated into two communication modes—*Interpretive* (listening, reading, and viewing) and *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.

31 WIDA. (2020). *WIDA ELD standards framework, 2020 Edition*. <https://wida.wisc.edu/teach/standards/eld>

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.

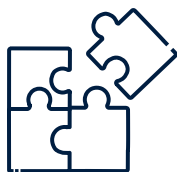
DIFFERENTIATED TASKS



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 Standards³² 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.

32 CCSSO. (2014, April). *English language proficiency (ELP) standards*. https://ccsso.org/sites/default/files/2017-11/Final%204_30%20ELPA21%20Standards%281%29.pdf

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.





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