

Figure 3.1. Circles of Implementation of ELA/Literacy and ELD Instruction



Figure 3.2. Motivation and Engagement

Educators should keep issues of motivation and engagement at the forefront of their work to assist students in achieving the CA CCSS for ELA/Literacy and CA ELD Standards. The panel report *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010) makes clear the importance of addressing motivation and engagement in primary grade literacy programs and recommends the following practices:

- Help students discover the purpose and benefits of reading by modeling enjoyment of text and an appreciation of the information it has to offer and creating a print rich environment (including meaningful text on classroom walls and well stocked, inviting, and comfortable libraries or literacy centers that contain a range of print materials, including texts on topics relevant to instructional experiences children are having in the content areas).
- Create opportunities for students to see themselves as successful readers. Texts and tasks should be challenging, but within reach given appropriate teaching and scaffolding.

- Provide students reading choices, which includes allowing them choice on literacy-related activities, texts, and even locations in the room in which to engage with books independently. Teachers’ knowledge of their students’ abilities will enable them to provide appropriate guidance.
- Provide students the opportunity to learn by collaborating with their peers to read texts, talk about texts, and engage in meaningful interactions with texts, such as locating interesting information together.

Contributing to the motivation and engagement of diverse learners, including ELs, is the teachers’ and the broader school community’s open recognition that students’ primary languages, dialects of English used in the home, and home cultures are valuable resources in their own right and also to draw on to build proficiency in English and in all school learning (de Jong and Harper 2011; Lindholm-Leary and Genesee 2010). Teachers are encouraged to do the following:

- Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity.
- Get to know students’ cultural and linguistic backgrounds and how individual students interact with their primary/home language and home cultures.
- Use the primary language or home dialect of English, as appropriate, to acknowledge them as valuable assets and to support all learners to fully develop academic English and engage meaningfully with the core curriculum.
- Use texts that accurately reflect students’ cultural and social backgrounds so that students see themselves in the curriculum.
- Continuously expand their understandings of culture and language so as not to oversimplify approaches to culturally and linguistically responsive pedagogy. (For guidance on implementing culturally and linguistically responsive teaching, see chapters 2 and 9 of this *ELA/ELD Framework*.)

Meaning Making

Each of the kindergarten and grade one strands of the CA CCSS for ELA/Literacy make clear the attention that meaning making should receive throughout language arts instruction, as do all components of the CA ELD Standards. The CA CCSS reading standards center on meaningful interactions with literary and informational text. For example, they require that children learn to ask and answer questions about the content of texts (RL/RI.K–1.1), attend to the meaning of words in texts (RL/RI.K–1.4), learn about text structures as different ways to tell stories and share information (RL/RI.K–1.1), explore the role of illustrations in contributing to text meaning (RL/RI.K–1.7), and make comparisons among events or information in one or more texts (RL/RI.K–1.9). Much of this occurs during read aloud experiences in this grade span.

