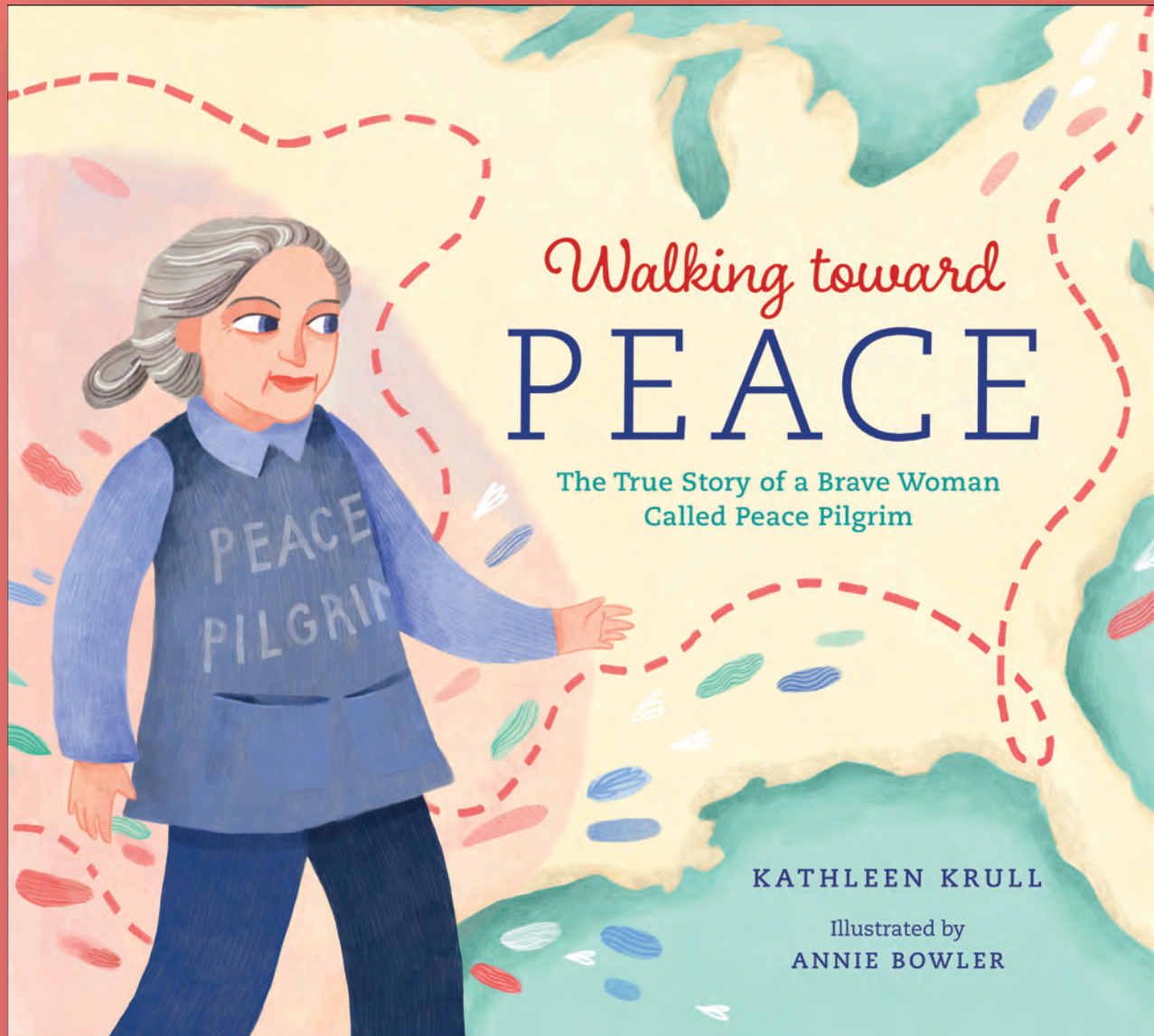


# The California Reader

Volume 54 • Number 3 • Fall 2021

A PUBLICATION OF THE CALIFORNIA READING ASSOCIATION



## *Walking toward* **PEACE**

The True Story of a Brave Woman  
Called Peace Pilgrim

KATHLEEN KRULL

Illustrated by  
ANNIE BOWLER

# about the COVER

## FROM THE COVER EDITOR: DR. VIRGINIA LOH-HAGAN



Kathleen Krull, or “Kathy” to those who knew her, was a gem of a human being. I loved her so much. In January 2021, Kathy passed away from a heart attack. Kathy brought so much joy to all those in her orbit. She was also a huge star in the nonfiction children’s books world. With over one hundred books, Kathy was not only prolific, but she was awe-inspiring. She pushed young readers to be curious and she pushed her fellow writers to be better. I still feel her loss every day. She was a great friend to me and I miss her so much.



On the cover of this issue, we feature **WALKING TOWARD PEACE: THE TRUE STORY OF A BRAVE WOMAN CALLED PEACE PILGRIM**. This was Kathy’s last completed published work. It is about an extraordinary woman who called herself “Peace Pilgrim.” She walked over 25,000 miles on a personal pilgrimage for peace. In honor of Kathy, choose peace. And, keep reading. As Kathy would say, “For Books!”



Rest In Peace, Kathleen Krull (1952-2021)

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# About The California Reader



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*The California Reader* is published by the California Reading Association (CRA) and is a peer-reviewed journal for members of the California Reading Association. It provides a forum for the exchange of information and opinions on current theory, research, and classroom applications, as well as news of interest to California's teachers, parents, and legislators. Articles by teachers as action-researchers are encouraged in our publication. Because *The California Reader* serves as an open forum, its contents do not necessarily reflect or imply endorsement by CRA, its officers, or its members. Visit us on the Internet: Home page: [http://www.californiareading.org/california\\_reader.htm](http://www.californiareading.org/california_reader.htm)

On Facebook: <http://www.facebook.com/pages/The-California-Reader/175062596821>  
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**Information for authors:**

Submissions information is available online at:  
[www.californiareading.org/tcr/tcr\\_submit.htm](http://www.californiareading.org/tcr/tcr_submit.htm)

**Letters to the editor are welcome.** Please be brief. Letters may be edited for length, clarity or libelous content. Letter should be typed, double-spaced and include full name, address, telephone number and email address. Only your name will be published. Letters will be printed on the timeliness of the issues and relevance to the California Reading Association. Address letter to: Editor of *The California Reader*, 638 Camino De Los Mares, Suite H130/476, San Clemente, CA 92673.

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Phone 949-547-6664 \* Fax 949-481-8163

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# From the Editor



Dr. Nancy Rogers-Zegarra

Dear Readers:

As we launch a new school year, we are grateful for teaching students in person, sitting next to colleagues to collaborate, and teaching in our own classrooms, experiencing the joy of being physically and mentally present for each other. As educators the ways we used to think, plan, teach, and learn will never be the same after last year's pandemic challenges. Fortunately, this year is an opportunity and an invitation for educators to rethink, refocus, renew, and reimagine how we structure schools, provide access, teach, learn and celebrate students. We must keep what we learned about virtual learning, resilience, relationships, and flexibility close to our hearts as we re-examine and re-set, discarding ideas and practices that will not meet the needs of current students. This issue's theme *reimagines* ways to start school, refresh strategies for building more equitable classrooms, and revitalize our book collections with inspiring recommendations. The articles and columns support a mindset of **reimagining** and **rebounding** thinking about effective strategies that accelerate not remediate literacy learning. CRA supports our members by providing resources, webinars, and conferences to reinvigorate thinking and teaching and reimagine a community of learners that inspires literacy teaching, celebrates diversity, and promotes the power of literature.

In the Feature section, we begin with Gonzalez Ojeda's and Lapp's article exploring insights from four school-based literacy leaders' describing what they learned from the pandemic and what they will carry forward this year. Based on comments from the interviews, the article highlights five insights to reimagine and accelerate literacy learning opportunities in your school this year.

Lori Oczkus shares ideas and lessons about how to "Accelerate Comprehension and Engagement with the 'Fab Four' Tools." She provides practical classroom-tested ideas and resources in her article which will help you reignite classroom engagement, creativity, and critical thinking.

"That's a Home Run! Assessing Young Children's Writing" is being reprinted in this issue due to an omission of one of the author's names. (Sincere apologies) This article continues to be relevant because it reimagines new ways of effectively assessing emergent writers.

In the Columns section, Virginia Loh-Hagan's "Book Nook" pays tribute to our beloved California author Kathleen Krull. Kathy was an extraordinary woman and author who wrote over 100 books. We were honored with her amazing non-fiction narrative stories at several CRA conferences. Her books portrayed strong female personalities past and present, which provide role models for children. Read both the "About the Cover" and the "Book Nook" section to learn more about her inspiring life and work. The Fall Issue also incorporates numerous voices from the field: hearing from teachers, literacy coaches, an author, and an update from CDE.

This issue also announces the California Young Reader Medal (CYRM) award winners for 2020-21 and the nominees for 2021-22. Get off to a strong start by reading these winners and nominees aloud to your students.

Pablo Picasso reminds us, "Everything you can imagine is real." *"Just Imagine"* is the CRA's 2021 Virtual Literacy Conference theme setting the tone of transformation. Donalyn Miller, author of *Book Whisperer*, will kick off the conference on October 22. She will help us reimagine endless possibilities for reading and teaching books. A stellar author panel will spark our imagination later Friday night. On Saturday, five literacy experts will present innovative and imaginative ideas about ELD, SEL, Comprehension and Vocabulary. Plus, a series of on-demand strategy videos will provide more exciting learning opportunities to strengthen our practice.

CRA Friends and book lovers.... Welcome back to school. Join us in reimagining new ways of accelerating, learning, and sharing the joy of literature this fall!

# From the Co-President .....

Stephanie Jeppson



## Welcome Back!

I hope your much deserved summer was filled with relaxation and reconnecting with friends and family. Now that summer break is coming to a close, I know many of you are preparing for those precious first days of school. Whether it is your first or last year, the first few weeks are always filled with excitement, anticipation and wonder. There is so much to do before those doors open to all those smiling faces.

When I was still teaching, one of my favorite back-to-school tasks was setting up my classroom library. I loved it! I spent time organizing, labeling and arranging my books so they looked nice, hoping to create a place my students wanted to visit, but creating a welcoming inclusive environment is more than having matching bookshelves and color coordinated stickers; it is about having books where all students see themselves represented.

The CRA Board had their share of travel and celebration over the summer, but many of us worked to provide professional development opportunities for members and we have been busy planning for our upcoming conference, Just Imagine 2021. Because of the uncertainty of Covid restrictions, we chose to host a virtual conference again this October. This year, in addition to a fantastic group of authors and presenters, we plan to feature virtual workshops that will include prerecorded videos, by teachers for teachers, filled with practical ideas, strategies and techniques to enhance your existing ELA programs.

As this will be my final President's Message, I want to thank the entire CRA Board for all of their help and support this past year. It has been an honor and a pleasure to lead such a dedicated group of educators.

I hope to see you in October. ***Just Imagine...***

*Stephanie Jeppson, CRA President*





CALIFORNIA READING ASSOCIATION  
54TH ANNUAL CONFERENCE  
VIRTUAL - OCTOBER 22 - 23, 2021



Bring your imagination ... Join us for this outstanding professional online conference and leave with renewed enthusiasm for your craft.

Schedule of Events

Friday, Oct. 22

- 4:00 - 4:45 pm . . . . . Welcome - Awards
- 5:00 - 5:45 pm . . . . . CYRM - honoring **Gordon Korman**, CYRM Winner Eureka Awards
- 6:00 - 7:00 pm . . . . . General Session  
**Keynote: Donalyn Miller**
- 7:00 - 8:00 pm . . . . . Author Panel - Authors  
**Margarita Engle, Andrea Loney, Innosanto Nagara, Duncan Tonatiuh**  
Moderator: Dr. Virginia Loh-Hagan

Saturday, Oct. 23

- 8:45 - 9:15 am . . . . . Welcome
- 9:15 - 10:00 am . . . . . Session 1 - **Jan Burkins & Kari Yates**
- 10:15 - 11:00 am . . . . . Session 2 - **Carol Jago**
- 11:15 am - 12 pm . . . . . Session 3 - **Aletha Harven**
- 12:15 - 1:00 pm . . . . . Session 4 - **Judy Lynch**
- 1:15 - 2:00 pm . . . . . Session 5 - **Allison Briceño**
- 2:15 - 3:00 pm . . . . . Session 6 - **Shane Templeton**
- 3:00 pm . . . . . Closing - Donation Drawing

★ AUTHOR PANEL - DIVERSE AUTHORS  
DIVE INTO DIVERSE BOOKS



**Margarita Engle** is the Cuban-American author of many verse novels, memoirs, and picture books, including *THE SURRENDER TREE*, *ENCHANTED AIR*, *DRUM DREAM GIRL*, and *DANCING HANDS*. Awards include a Newbery Honor, Pura Belpré, Golden Kite, Walter, Jane Addams, Eureka, NSK Neustadt, among others. She served as the 2017-2019 Young People's Poet Laureate. She was born in Los Angeles, but developed a deep attachment to her mother's homeland during childhood summers with relatives on the island. She studied agronomy and botany along with creative writing, and now lives in central California with her husband.

**Andrea J. Loney** is a children's book author based in Los Angeles. Her books include *TAKE A PICTURE OF ME*, *JAMES VANDERZEE* (Lee & Low Books New Voices Award and an NAACP Image Award Nominee), *BUNNYBEAR* (ALA Rainbow List), and *DOUBLE BASS BLUES* (Caldecott Honor). Her upcoming work includes the picture book biography *CURVE AND FLOW: THE ELEGANT VISION OF LA ARCHITECT PAUL R. WILLIAMS* (Knopf, Fall 2022).

**Innosanto Nagara** was born and raised in Jakarta, Indonesia, and moved to the U.S. in 1988 to study zoology at UC Davis. But instead of becoming a zoologist he became an activist and a graphic designer. He also writes and illustrates social justice themed children's books. He wrote and illustrated *A is for Activist*, *Counting on Community*, *M is for Movement*, and *counting*.

**Duncan Tonatiuh** is both an author and an illustrator. His books have received multiple accolades among them the Pura Belpré Award, the Sibert Medal and the New York Times Best Illustrated Children's Book Award. Duncan is both Mexican and American. He grew up in San Miguel de Allende, Mexico and graduated from Parsons School of Design and Eugene Lang College in New York City. His artwork is inspired by Pre-Columbian art, particularly that of the Mixtec codices. His aim is to create images and stories that honor the past, but that are relevant to people, specially children, nowadays.

**Virginia Loh-Hagan** is an author of over 300 books, a former K-8 teacher, and a university faculty member. Currently, she is the Director of the Asian Pacific Islander Desi American (APIDA) Resource Center at San Diego State University.

★ KEYNOTE SPEAKER  
**DONALYN MILLER**

*"The Joy of Reading"*

Avid adult readers find reading personally meaningful and enjoyable. While motivation and engagement remain important factors influencing young people's reading development, prioritizing joyful reading eludes many school communities. Why does reading enjoyment matter? What components foster reading joy? In this session, Donalyn Miller will frame the importance of reading joy and share practical ideas and resources that offer students positive reading experiences.



★ Sponsored by - American Literacy Corporation

★ FEATURED SPEAKERS

**JAN BURKINS, KARI YATES** - Session 1 - *Shifting the Balance: Bringing the Science of Reading into the Balanced Literacy Classroom* - Based on their groundbreaking book, Jan and Kari tell the story of their journey into the body of reading science often referred to as the science of reading, acknowledging that rethinking our practices is emotional as well as academic work. In this funny, engaging, and science-filled session, Jan and Kari assert that the "balanced literacy" and "the science of reading" communities are already aligned in many ways that understanding more cognitive science can lead to stronger practices in classrooms, that some instructional practices do need to be revised or retired, and that extremes in the application of science can create over-correction problems and lead to the dreaded pendulum swing.

**CAROL JAGO** - Session 2 - *Reading, Fast & Slow: The Reading Brain in a Digital World* - As instruction moved online, many students had difficulty reading digital texts because they approached them as they would social media. Students are skimming and scanning when they need to be reading closely, attending to detail and purpose. Teenagers think they are studying, but in fact they are in a state of continuous partial attention-never giving their full attention to what needs to be absorbed. As neuroscientist Maryanne Wolf explains in *Treader, Come*, "The great challenge now is to learn how to use both print and digital mediums to their best advantage for all. Carol Jago will demonstrate instructional moves to help make this happen and share books that are sure to engage your students.

**ALETHA HARVEN** - Session 3 - *Transformative Education: Reading for Critical Social Awareness* - Dr. Aletha Harven is a diversity, equity and inclusion expert - and an advocate for social justice teaching and learning. Dr. Harven's talk will focus on the ways in which teachers can utilize critical books and dialogue to increase students' social awareness, thus transforming their learning experience. Dr. Harven will emphasize how social awareness begins with teachers questioning their own beliefs and practices and the institution of schooling as a whole. Dr. Harven believes that if teachers can thoughtfully interrogate their own perspectives on teaching, learning and the current socio-political climate, then they can thoughtfully select books and engage students in critical dialogue that will speak to diverse perspectives. Thus, the use of critical books and dialogue can help students to not only develop empathy for others but also increase their social awareness.

**JUDY LYNCH** - Session 4 - *Coaching Young Writers and ELs. Confering: What They Know and What They Need - IMAGINE...every time you have a writing conference, you can differentiate what this writer needs now. We will look at student writing and practice conferencing. Donald Graves told me "There is NO such thing as BEHIND". Then, we need to know where writers ARE and nudge them on.*

**ALLISON BRICENO** - Session 5 - *Culturally & Linguistically Sustaining Literacy Teaching* - Culturally and linguistically sustaining teaching makes it easier for kids to learn as we help them connect new material to what is known - their home, language, culture, and community. This session addresses how to identify and build on students' strengths - to center the lived experiences of students of color and bilingual students - in order to further develop their language and literacy.

**SHANE TEMPLETON** - Session 6 - *The Science, Art, and Craft of Teaching Reading and Writing* - Bringing a developmental- and classroom-based perspective to the "Science of Reading," we explore the importance of emphasizing writing as well in the development of phonemic awareness, letter-sound knowledge, fluency, and vocabulary. The art and craft of teaching literacy involves understanding this complexity and applying it in-the-moment with learners. By appropriately determining the timing, pacing, and type of instruction for these intertwined types of knowledge, teachers ensure that more learners will successfully attain their literacy potential. For those children who may still struggle, we will better be able to adjust instruction appropriately and effectively.

★ Questions, Call: 949-547-6664 ★

University Of The Pacific Credits  
2 post graduate semester units available for CRA members attending for 2 days and actively participating.  
More details to come!



# California Reading Association

## Virtual Conference

OCTOBER 22 – 23, 2021

### REGISTRATION FORM



#### WAYS TO REGISTER

- **MAIL** registration form with payment, payable to CRA • 638 Camino De Los Mares, Suite H130/476 • San Clemente, CA 92673
- **FAX** registration form with credit card information to **949-481-8163**
- **CALL** CRA Office with Credit Card number to **949-547-6664**
- **ONLINE** at [www.californiareading.org](http://www.californiareading.org) (additional fees added for Online registration)

PLEASE TYPE OR PRINT CLEARLY!

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email Address \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_

School District/Affiliation \_\_\_\_\_

#### Schedule of Events

##### Friday, Oct. 22

4:00 - 4:45 pm  
5:00 - 5:45 pm

Welcome - Awards  
CYRM honoring Gordon Korman, CYRM Winner  
Eureka Awards  
General Session - Keynote: Donalyn Miller  
Author Panel – Andrea Loney, Innosanto  
Nagara, Duncan Tonatiuh, Margarita Engle

##### Saturday, Oct. 23

8:45 - 9:00 am  
9:15 - 10:00 am  
10:15 - 11:00 am  
11:15 am - 12:00 pm  
12:15 - 1:00 pm  
1:15 - 2:00 pm  
2:15 - 3:00 pm  
3:00 pm

Welcome  
Session 1 - Jan Burkins & Kari Yates  
Session 2 - Carol Jago  
Session 3 – Aletha Harven  
Session 4 – Judy Lynch  
Session 5 – Allison Briceño  
Session 6 – Shane Templeton  
Closing - Raffle

**BECOME A MEMBER TODAY and register for the conference at the member price!**

1.  **Yes, I want to become a member of CRA @ \$40 for a 1 year membership.....\$40.00** \$ \_\_\_\_\_  
*Includes Digital copy of CA Reader publication, 3 times a year.*  
*Note: If you wish to receive a copy in the mail, add \$15.00* \$ \_\_\_\_\_

2. **REGISTRATION:** Check the appropriate box below and fill in the correct amount on the \$ line.

**Member**

**Non-Member**

	<b>Friday Only, Oct. 22</b>	<b>\$30</b>
	<b>Saturday Only, Oct. 23</b>	<b>\$45</b>
	<b>Both Days, Oct. 22-23</b>	<b>\$65</b>
	<b>Student</b>	<b>\$25</b>

	<b>Friday Only, Oct. 22</b>	<b>\$45</b>
	<b>Saturday Only, Oct. 23</b>	<b>\$55</b>
	<b>Both Days, Oct. 22-23</b> <i>Includes 1 yr. CRA membership</i>	<b>\$90</b>

\$ \_\_\_\_\_

**Groups, 10 or more\* \$50**  
*Each person in group must fill out a registration form. \*If you checked the GROUP BOX, please list group name here:*

#### **TOTAL AMOUNT ENCLOSED**

\$ \_\_\_\_\_

**PAYMENT INFORMATION**

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- **FAX** registration form with credit card information to **949-481-8163**
- **CALL** CRA Office at **949-547-6664** with credit card number
- Register OnLine at [www.californiareading.org](http://www.californiareading.org) (additional fees added with Online registration)

**Check Enclosed** (payment in full required) Check # \_\_\_\_\_

**Purchase Order Enclosed:** PO # \_\_\_\_\_

District Name: \_\_\_\_\_

You must attach the purchase order to your registration form. No requisitions will be accepted.

**Credit Card:** Please bill my credit card. We accept VISA, MasterCard, Discover, American Express.

Credit Card # \_\_\_\_\_ Exp. Date: \_\_\_\_\_

Name on Card \_\_\_\_\_

#### CONFIRMATIONS & CANCELLATIONS

- **Confirmation:** All institute registrants will receive a confirmation via email.
- **If you do not receive a confirmation by October 21, 2021, please call the CRA office to verify your registration.**
- **Cancellation:** All cancellations must be received in writing by October 1, 2021. Cancellations received after October 1, 2021 are non-refundable!  
**NO EXCEPTIONS**

#### **Office Use Only:**

Date Paid \_\_\_\_\_

Payment Amount \$ \_\_\_\_\_

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## GROUP REGISTRATION DEAL!

### CRA CONFERENCE – October 22 – 23, 2021

SPECIAL RATES FOR GROUPS AND PRIZES FOR THOSE WHO REGISTER A GROUP OF 10 OR MORE.

#### SPECIAL PRIZES?

**YES...every person that registers a group of 10 also gets a prize: The person who sends in 10 registrations will receive... Five(5) - \$10 Starbucks Cards to use as you wish for your council, group or school!**

#### WHY NOW?

- ✓ Many schools/districts have Title 1 money that must be spent and our professional development qualifies.
- ✓ You can start organizing your group: include your board, members and other teachers who would like to join you.

#### HOW?

- ✓ Gather your group of 10 and try to send registrations at the same time
- ✓ Register at: [californiareading.org](http://californiareading.org)
- ✓ For Group Rate: mention your Reading Council

Registrations must be received by October 1st to receive this special prize

#### SPECIAL RATES?

##### Registration Fees:

##### Member

Friday...\$30    Saturday...\$45    Both days . . . \$65

##### Non-Member

Friday...\$45    Saturday... \$55    Both Days... \$90 *Includes 1 yr. membership*

**GROUPS OF 10 ...ARE ONLY \$50 Per Person / Both Days**

**So, Leaders...start planning how to use your gift cards. Don't forget the gift of Literacy each attendee will receive!**

Fill out ONE registration form per person and send ALL 10 forms together along with payment

Mail to CRA Group Registration 638 Camino De Los Mares, Ste. 130/476

San Clemente, CA 92673

# UNIVERSITY OF THE PACIFIC

## Registration for Credit by attending the CRA Professional Development Institute October 22 – 23, 2021

The units require attendance and participation throughout the conference. Participation will be recognized by active comments in the Chat Section of Zoom at the beginning, middle and end for each speaker or event and a takeaway at the conclusion.

### Directions:

- Download registration form from the CRA website or copy registration form from The California Reader Publication
- Mail completed form to Lynn Gurnee at 86 Esparito Ave. Fremont, CA 94539
- Attach check made out to UOP for \$80 x # of units earned.
- Or fill in your credit card information (e.g. \$80 per unit x 2 units earned = \$160 submitted).

**You can earn 1 unit for attending 1 day or 2 units for attending both days.**

To earn the units, check in on time with your full name, where you are from and what you teach.

Also be sure to post chats throughout the sessions.

If you plan to attend more CRA webinars for credit you may want to mail this registration form.

**If you have any question re: units, please contact Lynn Gurnee at [lynn@gurnee.org](mailto:lynn@gurnee.org)**

PLEASE COMPLETE FORM & PRINT CLEARLY  
UNIVERSITY OF THE PACIFIC

THIS FORM VOID IN OHIO

Seminar Date: 9-09-21 to 6/30/22  
City / State: Fremont, CA

CHECK ENCLOSED - PAYABLE TO UNIVERSITY OF THE PACIFIC  
 VISA OR MASTERCARD NUMBER

EXPIRATION DATE: month - year Charge \$ to my credit card.

Signature \_\_\_\_\_ (S25 fee for returned checks/declined credit cards.)

Post-baccalaureate semester units of credit from University of the Pacific, Center for Professional & Continuing Education, Professional Development Courses are for graduate participants who are NOT pursuing an advanced degree at UOP. Acceptable where local districts approve and applicable to state licensing where authorized. Tuition fees are nonrefundable. UOP is fully accredited by WASC.

**REGISTRATION FORM**

Highest Degree earned \_\_\_\_\_ From \_\_\_\_\_  
Previously enrolled in Professional Development from UOP? YES  NO

PLEASE PRINT NEATLY WITH A DARK BLACK OR BLUE PEN

Enrollment Date: 9/09/21 Completion Date: 6/30/22

COURSE NUMBER: E D U P 9 1 2 3 COURSE TITLE: Instructional Leadership

S.S. # \_\_\_\_\_ HM: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_  
WK: \_\_\_\_\_

NAME: LAST \_\_\_\_\_ FIRST \_\_\_\_\_ MI \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

E-mail Address (Optional): \_\_\_\_\_

Please enroll me in:  
Number of Semester Units of Credit.....   
Fee Per Unit..... \$ 80  
Tuition Submitted.... \$

# Virtual Donation Drawing!

Purchase tickets at  
\$5 each

For a chance to win a  
\$50 gift card from Amazon - Target - Walmart - Starbucks

Or  
a Cross Stitch Baby Blanket  
made by Sandra Yoon



Drawing will take place at the  
CRA Virtual Conference on October 23, 2021

Winner does not need to attend Virtual Conference.

Enter to Win!

I wish to purchase \_\_\_\_\_ tickete(s) @ \$5.00 each = \$ \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email (personal email, not school) \_\_\_\_\_

Check Enclosed (payment in full required)

Credit Card: Please bill my credit card. We accept VISA, MasterCard, Discover, American Express.

Credit Card # \_\_\_\_\_ Exp. Date: \_\_\_\_\_

Name on Card \_\_\_\_\_

MAIL form with payment, payable to CRA • 638 Camino De Los Mares, Suite H130/476 • San Clemente, CA 92673

# Much To Be Gained – Reimagining Opportunities To Accelerate Literacy Learning

by Dr. Alejandro Gonzalez Ojeda and Dr. Diane Lapp

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## Abstract

In the spring of 2020 schools were forced to shift instruction online, and along came the need for educators to learn new modalities, strategies, and ways to leverage their evidence-based tried and true practices from face-to-face environments to video platforms. Educators succeeded and learned much from their experiences in online instruction - how to connect with students, technology tools that facilitate teaching and learning, and strategies to best assess and address the needs as well as accelerate the learning of their students. Gradually schools have prepared to return to in-person instruction, and so we wondered what educators planned to take forward as they reimagine their practice. We interviewed four educators from primary, middle, and high school settings. We culled their thoughts into five insights that should be considered by educators preparing to meet their next groups of students either online or in school classrooms.

### MUCH TO BE GAINED - REIMAGINING OPPORTUNITIES TO ACCELERATE LITERACY LEARNING

A couple of months ago we were a bit dismayed as we heard many local and national reports about the learning loss that students had experienced during their online school year (Taketa, 2021; Kuhfeld et al., 2020). It seemed these concerns were based on a combination of worry, fear, and the desire of educators to ensure that every student was going to benefit from the upcoming school year. We wondered if some of the buzz about learning loss was being fueled because educators were experiencing heightened levels of burnout stoked by a variety of anxiety-related factors about returning to more structured time schedules and school buildings, remaining COVID-19-related anxieties being ignited again by the newer virus variants, anxiety about teaching demands, parent communication, and revised but greatly needed administrative support (Pressley, 2021).

We couldn't totally wrap our heads around the negative part of this concern which featured the mindset of loss. We wondered if those concerned were expecting to meet students in the fall who have forgotten their basic

skills, or forgotten how to study, or the routines of how to function at school, or how to interact and collaborate with their peers. This "learning loss" mindset was not compatible with ours because we had seen the majority of high school students we teach at Health Sciences High and Middle College (HSHMC) find new learning throughout the varying environments - online and hybrid. The majority developed stamina, independence, and adapted their thinking and time to plan, organize, and manage their schedules between home and school responsibilities while assuming increased responsibility for younger family members. They seemed to self-monitor and balance their school and home responsibilities, and still have time to stay somewhat connected to their peers. They, as have we, learned so much about digital tools that could enhance organization and communication, that we are hoping this mindset of adaptability and resourcefulness will be a part of both the learning and teaching that occurs in the 2021-2022 school year and beyond regardless of whether we meet student in school buildings or online.

Recently as we read the McKinsey & Company report (Dorn et al., 2021) we were encouraged by their findings that noted, "Contrary to images conjured by phrases like

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## The flexibility of multimodal demonstrations of learning is something that has sparked opportunities for engagement during distance learning.

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practicing online instruction. Tools such as *Remind*, a texting app used for communication, have become common mediums through which students and teachers connect from a distance. Teachers also learned many new ways to use technology to assess student learning and provide timely feedback. Several tools have risen to the top of teachers' favorites lists, such as Seesaw, an online tool that offers students a portfolio space where they can showcase their learning. Through Seesaw teachers are able to assign tasks that invite students to demonstrate their skills using a variety of mediums - photo, voice, video, or written form. The flexibility of multimodal demonstrations of learning is something that has sparked opportunities for engagement during distance learning. Our high school teacher colleagues, who support students in need of learning intervention, found the simplicity of Seesaw to be particularly welcomed and helpful in assisting their students to showcase learning.

In-the-moment formative assessments have also been an important practice throughout distance learning, as teachers have used tools to gain insights about their students' knowledge and performance through interactive academic games and polling. Digital tools such as Kahoot! and Sli.do have offered creative ways to interact with students, through a fun environment while gaining formative data. Kahoot! has been a staple in many teachers' digital toolbox for some time, though throughout the last year and a half it's become a fun alternative for teachers to engage students through quick game-based assessments in live Zoom sessions. Sli.do, an online polling tool similar to Kahoot!, is another alternative tool that offers simple and sleek options for quizzing and interacting with students through in-the-moment activities. Each of these tools, Remind, Kahoot!, and Sli.do, offers user-friendly reporting features that allow teachers to look back at student responses and interaction data to inform where to go next to support student learning.

Don't get us wrong. The majority of our students are excited to return to school for face-to-face interactions with peers and teachers. While most note they thrive from friend connections, many also acknowledge how safe and comfortable learning at home felt during this last year. We acknowledge that every educator, parent and student

"learning loss," almost all students made gains during the pandemic, just at a slower rate than normal. And the setbacks were on the lower end of some earlier projections". These findings which note "unfinished learning rather than learning loss" offer support that our instructional path for the 2021-2022 school year must be to start the new school year applauding where students are and engaging them in motivating instruction that accelerates their learning. Their instruction must be based on continuous formative assessment that includes supportive equity informed scaffolds. Our call to action as educators is to reimagine how we can create welcoming and engaging learning environments that scaffold learning for students to meet them where they are, and accelerate their learning to get them where they need to be.

Accelerating learning for all students becomes possible by carefully implementing evidence-based instruction that promotes engaged learning, and leveraging tools many teachers learned to use while

has had a personally unique 2020-21, so it's reasonable to feel somewhat worried about student learning just like we also worry about students' social and emotional health. We believe we all learned differently this last year, but we all learned. So, based on our ongoing observations of our students we are choosing to begin where they are as we continue to create learning experiences that are guided by grade level standards. We are choosing experiences that accelerate rather than remediate learning by assessing what students know and moving forward to ensure they have a base of knowledge that supports their development of new knowledge. This will allow us not to begin school with a deficit mindset about our student's performance. Rather as our HSHMC colleagues Doug Fisher and Nancy Frey noted in a recent podcast, we plan to go back to school attending to student's learning leaps rather than trying to unearth learning loss (DeWitt, 2021). We'll pick up instruction by coming back with an exciting curriculum and motivating instruction that offers the scaffolds needed for everyone to accelerate their learning. If for unseen reasons we find ourselves back in online learning environments, exciting curriculum and motivating instruction will remain our plan.

## HOW CAN WE ACCOMPLISH THIS?

Since we spend most of our time with educators who will incorporate all of their distant learning experiences into their tool boxes and use them in this next school year's teaching we decided to look through the eyes of four of these educators, one primary teacher, one high school teacher, one middle school principal, and one high school curriculum designer to share a few of their thoughts about the positive take-aways from this past school year that they plan to take with them to the 2021-22 school year. We culled their thoughts into five major insights that can positively support us all reimagining our instruction as we enter the new school year whether in brick and mortar or online settings.

## MEET THE EDUCATORS

Let us introduce these four educators whose insights, instruction, and leadership have been featured in books and articles as examples of comprehensive equitable literacy instruction in action.

**Mrs. Hilda Martinez**, an early literacy resource teacher and teacher leader in the San Diego Unified School District, was the 2020 San Diego County Teacher of the Year in California. Hilda is a Nationally Board Certified Teacher.

**Mrs. Annaleah Enriquez Gonzalez**, a Career Technical Education (CTE) health pathway high school and college instructor in the Sweetwater Union High School District.

**Mrs. Precious Jackson Hubbard**, Principal, Bell Middle School, San Diego Unified School District was the 2021 Middle School Principal of the Year from San Diego and Imperial County.

**Dr. Kelly Johnson**, Curriculum Developer for the San Diego Unified School District has taught many grades from 1st-High School. Kelly is a Nationally Board Certified Teacher.

## 5 INSIGHTS FROM THE EXPERTS

### INSIGHT #1. MAKE YOUR CLASSROOM A PLACE WHERE STUDENTS LIKE TO BE.

Mrs. Martinez says, "plan to create an environment filled with movement, buzz, energy and learning where a culture of curiosity and wonder ignites each child's desire to learn!" As soon as you get a list of student names, learn them well enough to use them as part of your greeting even on your first meeting. Also talk about yourself and share what was hard for you and what went well during the pandemic. Encourage students to share their feelings as well as their pandemic strifes and successes.

Dr. Johnson reminds us that such an environment begins by "Checking in and out with students. I begin each session with check ins - students writing in the chat and giving me a pulse of how they are doing. I also end class with this. I anticipate doing this either digitally, on paper or verbally when we reopen because it really gave me a sense of each student." When students return to in-classroom instruction, remember all of the additional ways you made them feel welcome and that they mattered as they checked into your online classroom. Diane began each online class by having students respond via *Padlet* to a question about themselves. By inviting them to make a comparison between themselves

and a character in a novel being studied they were able to share information about themselves without a feeling of being too exposed. Here's an example that generated lots of conversation among members of the class. *Please share what it means to conform? Offer an example when you have felt that peer pressure made you conform? Explain how your experience was similar or dissimilar to those of Winston Smith in 1984.* Students felt very comfortable sharing personal experiences because they felt Winston was the focal point. This allowed them to talk freely about themselves, but through a comparison with Winston. The key message from these examples is to remember and also to take back to the classroom all of the successful ways you connect with your students to create a respectful, collaborative culture that promotes communication, interaction, and supported learning.

## **INSIGHT # 2. BASE YOUR PERCEPTIONS OF EACH STUDENT'S KNOWLEDGE ON REAL DATA.**

When working with students, being a “kid watcher” always helps guide my next steps. Hilda Martinez further noted, “While I absolutely look at data regarding current understanding and implementation of skills, I also ensure that I am observing how students are persevering and progressing, so that I may encourage them to use those known skills to bridge to the unknown. And nothing works better than building a trusting relationship with students. When they know that we genuinely value what they bring to our learning community, they tend to bring the best version of themselves because their confidence in their own self-worth increases.” Kelly Johnson added, “Listen, really listen. Pay attention to physical appearance, behaviors, academic successes and skills and social relationships. This may take the form of surveys, questionnaires, interest inventories as well as listening to students during formal and informal time in class.” What these educators are suggesting is that formative assessment must be real and occur all day long while checking in on student performance and using gained insights to support next decisions about additional curriculum choices, additional instructional implementations, materials, and scaffolding. For example, as Precious Jackson Hubbard noted, “if a teacher observes that students are not grasping a particular concept it can

be retaught through a new activity or strategy. Instruction, materials, and delivery can be modified based on real data from your students.”

Some check-ins that are easily used during a lesson include thumbs up or thumbs down or any other visual gestures that signify that students are attending and understanding, listening in to think-pair-share activities between partners or groups, reviewing homework, observing classwork, or noting responses to short quizzes. Another excellent assessment measure is an exit ticket which offers a quick assessment of student learning (Trumbull & Gerzon, 2013) and gives the green light on whether the student can move on to a next task or exit the classroom at the end of the instructional time. Exit tickets are often index cards or post-it notes on which students write two or three sentences indicating what has just been learned. This assessment is the student's ticket to leave the classroom or move onto the next assignment. Evaluating learning by considering what students write at the end of a lesson can help with subsequent planning. Teachers also often invite students to make a 3, 2, 1 list as a way to share three things they just learned, two additional things they're hoping to learn more about, and one question they have about information just shared. In addition to providing insights for the teacher, students are able to self-assess their knowledge and interest in the topic.

To ensure that all students share their assessments you may want to have sentence frames on pre-prepared prompts that they complete. An emoji can also be selected as a way to offer a visual sign of understanding. Another very informative way to assess learning is by making an observational checklist that you attach to a clipboard. This allows you to take on-the-spot notes about students' oral and written participation and understanding. An anecdotal checklist which can be focused on particular behaviors can also be attached to a clipboard or can be next to you as you work with a small group of students (Brookhart, 2013). During a guided reading lesson you might use a self-made anecdotal checklist to note observations being made about each student in the group. Hilda Martinez noted that during a guided reading lesson she includes “*categories such as reads with appropriate intonation, reads fluently, self-corrected,*



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*attended to the letters or syllables of unfamiliar words, shared the main idea, reread when not comprehending, included details when retelling.*” Having an anecdotal checklist ready allows you to keep your eyes on your students’ performance, monitor and redirect, and have real data available for future planning. Since you will know the group well it should be very easy and quick to add your observation to an anecdotal observation checklist.

Kelly Johnson also noted that, “rubrics are another assessment scale that allows teachers to compile performance data that can be used for instructional planning but can also be used by students to self-assess their growth.” For example as Brookhurst, (2013) suggests during writing instruction a rubric can be made to help students focus on how well their ideas are developed, organized, and expressed. Focusing on mechanics, they could also assess their use of conventions, language style and word use.

A renewed focus for the next school year for Precious Hubbard Jackson and her faculty will be to hear student’s voices. She’s planning to review with her faculty the power of accountable talk as an ongoing assessment practice that promotes equity because it encourages students to become risk takers who ask questions, converse, work, think and learn together with peers about an identified

topic. As teachers listen in they are able to assess if students are understanding the content or if misconceptions are being shared. As Fisher et al. (2020) note, when you are using accountable talk as an assessment measure to guide further instruction, use a framework that teaches students to re-voice other student’s comments, emphasize key points, allow time to think, turn questions back to the class, and ask for evidence. To begin you may want to have students try accountable talk by engaging with a partner in a think-pair-share activity that when shared with other partner teams or the whole class provides you the opportunity to listen in to assess the learning that has occurred. Remember in a think-pair-share you will pose a question about something that has been taught, then ask students to think about the question and formulate their response, next they pair with a partner and discuss their thoughts, finally as pairs share with other partner teams or the whole class you can listen in to their statements to assess both the content and the delivery. Hilda Martinez noted that this practice really supports ELs by building their confidence enough to participate in these smaller groupings.

**INSIGHT #3. CREATE AN EQUITABLE LEARNING ENVIRONMENT THAT INCLUDES A VARIETY OF GROUPING CONFIGURATIONS TO ENSURE EVERYONE GETS THE SCAFFOLDS THEY NEED.**

Video Clip: Annaleah Enriquez Gonzalez:  
<https://youtu.be/ljmykW9ByY>

Creating an inclusive learning space that allows for all students to see themselves as contributors, despite differences in skill levels, diminishes a student’s feeling of “less than” and possible alienation. When planning instruction, Hilda Martinez cautions to “choose approaches that support and develop all students, leveraging each lesson to target and emphasize skills that students need. For some, that might mean sentence frames to help support language acquisition. For others, it might be the use of manipulatives to allow for exploration to aid understanding.” Kelly Johnson adds, “like always, it’s so important to differentiate instruction with materials, strategies, grouping, and assessments. After this year of online learning and teaching, I know so much more about

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As the teacher listens she can offer a next question,  
needed information, a visual aid, or an explanation  
that keeps the conversation moving.

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using technology effectively so I will now incorporate more individualized teaching opportunities like PlayPosit, screencasts, collaborative documents like slides, docs, Jamboard, etc.” Annaleah Gonzalez’s perspective from high school gives insight into how choice plays a role in her groupings. She shares that students find conversations with peers to be rich and engaging, further re-assuring that creating opportunities for students to connect with each other is both enjoyable and helpful in developing their understanding through expression and exposure to different perspectives. In her grouping configurations, Mrs. Gonzalez gives students structured tasks that require each student to assume a role within the group. Students have a choice of which role they take on and then collaborate by reading informational texts and developing notes on a shared digital note-taking guide. Developing a note-taking template on Google Slides that is accessible to all students online is one approach she found helpful and will continue to provide even when she returns to in-person teaching.

Precious Jackson Hubbard notes that equitable instruction is differentiated instruction especially for English learners who are often more secure to participate in small group instruction. She notes that “small group instruction allows teachers to work more individually with students because they can provide immediate and direct feedback via scaffolds that support their learning.” Students feel comfortable to practice their speaking and listening skills in smaller groups as they engage in collaborative talk with peers. As the teacher listens she can offer a next question, needed information, a visual aid, or an explanation that keeps the conversation moving. Hilda Martinez, offers agreement by noting the importance of providing all students, especially English learners more opportunities for oral discussion since research highlights the significant correlation between

having strong oral language skills and developing English literacy (Genessee & Riches, 2006).

**INSIGHT #4. USE RESEARCH TESTED INSTRUCTIONAL PRACTICES THAT ARE KNOWN TO PROMOTE LEARNING.**

Hilda Martinez notes, “By giving students access to equitable resources needed to support learning, I provide the educational rigor they need to increase critical thinking and understanding. Whether it be rich literature that allows students to see reflections of themselves, science lessons that provoke curiosity, or art experiences that allow for creativity, it is vital that students have access to high-quality content and curriculum that is both engaging and motivating.” Principal Jackson Hubbard encourages her teachers to use topically related text sets across the discipline areas that include a range of difficulty levels with the goal being to support all readers acquiring the skills and knowledge needed to access the target grade level text. She initiated using text sets because many of her teachers were struggling to find ways to simultaneously build content knowledge, literacy skills, and reading motivation. She noted that several of her teachers have recently been using the QUAD text set framework (Lupo et al., 2020) to study grade level topics across the disciplines. To begin they select one at grade level or above grade level **Target Text**. This text may contain language and conceptual information that is challenging to students. To support students being able to eventually access the target text, scaffolds in the form of other less conceptually and linguistically difficult texts are included in the set to build needed background knowledge, language, and motivation. The goal is that with adequate supports from the additional texts, the target text will become an accessible text for all students. In

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To begin they select one at grade level or above grade level **Target Text**. This text may contain language and conceptual information that is challenging to students.

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addition to the Target Text, a quad set could include **Visual or video text(s)** to build background knowledge, language, and interest. Informational texts that address the same content but contain more familiar language and presentation of the information and **Accessible texts** which include picture books, charts, graphs, a news article, ebooks or any form of text that presents information linguistically, visually, gesturally, spatially, or through audio. Together the teacher and students share the selected text(s) with the intent being to build a base of knowledge, language, and motivation to support reading the more complex texts. The QUAD set which includes four types of texts is not limited to four texts, rather there may be many texts included in the supportive text types.

Let's look at a couple of examples (**Table 1**) (at the end of the article). Although we've included the lexile levels it's important to keep in mind that the lexile number is only a measurement of the quantitative features of a text, those features that can be counted or quantified. Quantitative features include the counting of sentence and word length, number of syllables, and the frequency of use of unfamiliar words. Unlike quantitative features, qualitative features cannot be counted by a simple formula. Identifying qualitative features requires careful analysis of the structure, language, and sophistication of the content. Since qualitative features are not included in the lexile count the text may be more conceptually difficult than the lexile suggests. For this reason some of the accessible and informational texts we've shared within the text set examples may seem more difficult because of the assigned lexile level but when evaluated on qualitative features are more conceptually complex.

To get started developing text sets you might want to look at some QUAD collections that have been prepared to address grade level standards (Lapp et al., 2019).

<https://www.sadlier.com/school/close-reading-strategies-for-complex-texts> Just click on the **LOOK INSIDE** to see the Grade-level sample units. Each unit has the text sets for that particular unit.

These are designed to build the vocabulary and background knowledge students need to read and then talk and write about topically related complex texts. Think of text sets as a topically related set of various text types that when used together stretch readers' skills and knowledge.

## REMEMBER YOUR RESEARCH SUPPORTED STRATEGIES

Once you have your text sets assembled you'll want to teach students powerful strategies that support their reading of them. The **GIST** Strategy (Generating Interactions between Schemata and Texts) introduced by Klingner, Vaughn, & Schumm, (1998) is one worth teaching. GIST supports reading comprehension by engaging readers in both synthesizing and summarizing information as they read a text. GIST supports the reading of any text that has one or more paragraphs by teaching the reader to both chunk a portion of a dense text and summarize the information. Student partners or individuals can read increasingly complex texts using GIST as a support to their comprehension. Mrs. Jackson Hubbard noted that GIST is a strategy that really supports students when they are assigned to read content material that may be somewhat unfamiliar. She noted. "GIST is a strategy that you can teach to the whole class and then modeled in a smaller group that may need additional scaffolding." GIST is also a strategy that should be encouraged for use during independent reading. (See **Table 2** for modeling steps at the end of the article.)

Once you finish modeling, invite students to try GIST.

If students are working together while you are working with another group, invite them to write their responses as they both synthesize small chunks as well as summarize the entire paragraph. Remember, this process can continue as students read the entire passage.

A sentence or paragraph frame is a scaffold that many students find helpful when they are first learning to use GIST because it allows them to write all of the information they are synthesizing and summarizing. The example shown as (Table 3) shows how to get your students started. This could also be the frame you use to model your think-aloud of GIST.

You can modify this sample based on the sophistication of your students' reading skills and knowledge of the topic being shared. Have students continue adding additional chunks of information as they read the entire passage. At the end of their reading, have them add a summary. Of course, additional scaffolds can be shared that support students' identification of the key words or phrases that supported the accumulation of the information they needed to write their summary.

Another powerful strategy that supports reading comprehension is **reciprocal teaching** (Palincsar & Brown, 1984) This strategy can be taught as you model the four roles of summarizing, question generating, clarifying, and predicting information while reading a text together in a small group. For more detail as well as a video of a teacher in action visit [https://www.readingrockets.org/strategies/reciprocal\\_teaching](https://www.readingrockets.org/strategies/reciprocal_teaching) Like reciprocal teaching ReQuest (reciprocal questioning, Manzo, 1969) is a third instructional strategy that explicitly models how to construct questions during reading and subsequently how to process a text. When engaging in ReQuest teachers and students take turns querying one another and supporting their responses with evidence from the text. To remember the details of teaching ReQuest refer to <https://www.youtube.com/watch?v=KxvRvWDvDt8>.

As you teach all students to read well, remember to draw on additional research supported strategies like choral reading, partner reading and character and story mapping to build the language and literacy skills students need to read increasingly complex texts.

## INSIGHT 5. ENGAGE IN A VARIETY OF TYPES OF PROFESSIONAL LEARNING TO CONTINUE GROWING YOUR PROFESSIONAL KNOWLEDGE AND INSTRUCTIONAL MOVES.

Dr. Kelly Johnson noted that she looks forward to continuing to learn about strategies to increase learning for students with extraordinary needs, so that she may garner information that promotes the growth that all students deserve. She further reminded us that thousands of educators were forced into a new way of receiving professional learning beginning in March 2020. For many, it was scary because of the unknown. It forced many to learn in unfamiliar ways. Most were used to sit-and-get professional learning experiences. Conferences and hands-on workshops where educational leaders guided curriculum planning and shared curriculum strategies were the norm. But the pandemic forced educators to learn from others in ways that were uncomfortable, at first. The learning curve was steep! But educators learned how to chat with new colleagues from hundreds of miles away. We learned how to annotate on our screens. We learned how to create and share collaborative documents, and how to engage in dialogue in small-group breakout rooms. We learned from live and recorded webinars, and shared resources. We reached and learned from so many more people this way. Many of us had access to professional learning that we never imagined as we tuned into experts in different countries, from different universities, and keynote speakers from different publishers. In reflecting and looking ahead at her own professional learning, Mrs. Gonzalez shared that she plans on staying current with future webinar trainings. She found that now more than ever professional learning resources have become more accessible, and so has connecting with other teachers through shared experiences in developing technology skills and creating new ways of addressing student needs. Professional Learning can now be reimagined as teachers continue to learn in THEIR flexible seats, like their couches, recliners, and at their kitchen tables. Professional learning during the pandemic was different with an unintended consequence of creating more tech savvy teachers who are teaching and learning themselves in a digital world.

## PREPARED FOR WHAT MAY COME

So have we and our students learned? We sure have and hopefully we will take all of this new information forward as we accelerate learning for each of our students. We and our featured educators are reimagining our practice as we re-engage our students and promote their learning when we transition back into the classroom. Their mindsets show that effective equitable instruction involves being creative with the strategies and tools with which we have found success in the past year and a half. Their insights are reminders of the resiliency we possess as educators, and that we must approach whatever lay ahead with best practices that support our students. Wherever you spend the 2021-22 school year, we wish you powerful and productive shared learning experiences.

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## TABLES

Table 1: Elementary QUAD Text Sets Examples

QUAD Text Sets	
<b>Grade: 6</b>	<b>Topic of study: Women's Rights</b>
<p><b>Target Text:</b> Speech: Ain't I A Woman by Sojourner Truth. This speech was delivered at the 1851 Ohio Women's Rights Convention. (740L)</p> <p><b>Visual Text:</b> Cincinnati Suffragists. This text provides a visualization of two women in 1912 sharing information that promotes the cause of women's rights.</p> <p><b>Accessible Text(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Speech:</b> Emma Watson's United Nations: "Heforshe: Gender equality is Your Issue, Too;" 950L</li> <li>● <b>Photo:</b> For Your Country's Sake Today - For Your Own Sake Tomorrow, 1944" by kitchener.lord is licensed under CC BY-NC-ND 2.0.</li> <li>● <b>Interview:</b> "Serving with the Women's Army Corps, Interview with Wilma Hugunin;" 600L</li> </ul> <p><b>Informational Text: Article:</b></p> <ul style="list-style-type: none"> <li>● "Malala Yousafzai: A Normal Yet Powerful Girl;" 820L</li> </ul>	
<b>Grade: 3</b>	<b>Topic of study: Let's Measure It with Graphs</b>
<p><b>Target Text:</b> Tiger Math: Learning to Graph from Baby Tiger by Ann Whitehead, Nagda and Cindy Bickel (810L)</p> <p><b>Visual Text:</b> (Graph) Rainfall in Seattle, Washington (2006) from National Oceanic and Atmospheric Administration.</p> <p><b>Accessible Text(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Book:</b> Lemonade for Sale by Stuart Murphy; 510L</li> </ul> <p><b>Informational Text(s):</b></p> <ul style="list-style-type: none"> <li>● Seven Billion and Counting - A Graph and Report from the U.S. Census Bureau. (610L)</li> <li>● What is a Graph? (Newsela article 360L - 830L)</li> <li>● How to analyze and interpret data by By Alexa Kurzius (Newsela article 450L - 830L)</li> </ul>	

Table 2: GIST Modeling

<p>Select an informational science or social studies text. You could make your selection from the text sets you have previously identified. Using the practice of thinking aloud, orally share what you are thinking as you model GIST for the entire class. Then ask partners or small groups to try it on. Here are 4 steps to support your modeling.</p> <ol style="list-style-type: none"> <li>1. Read the first two sentences of the text.</li> <li>2. In 10 to 20 words (depending on the grade) model synthesizing and restating the information shared in these two sentences. Be sure to help students notice how you asked yourself <b>who, what, where, when, why and how</b> questions as a way to support your comprehension and synthesis.</li> <li>3. Continue this practice throughout the paragraph. Remember to keep synthesizing the new chunks of information with the old.</li> <li>4. At the conclusion of reading the entire paragraph summarize your ideas for the class or a partner.</li> </ol>
---

Table 3: Sentence Frame Scaffold

1. I am reading _____ (title)
2. The first sentence is about _____.
3. The second sentence is about _____.
4. When I put the information from these sentences together I know these two sentences are about (who) _____ (what) _____ and is happening (where) _____ (when) _____.
5. The next two sentences are about _____.
6. Now from reading these first 4 sentences I know _____.
7. Sum It UP: ( In 20 words or less, I can tell all of the details about this text.
This text is _____ about _____.

## ABOUT THE AUTHORS



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# Accelerate Comprehension and Engagement NOW With “Fab Four” Lessons and Tools!

by Lori Oczkus

.....

Educators often express concerns about student reading comprehension but especially now as we move forward after the pandemic. Students often experience difficulties figuring out challenging vocabulary, identifying main ideas and details, finding text evidence, answering and asking questions, and staying engaged. In the midst of the Covid lockdowns, these problems were compounded with lack of student access to technology and texts, plus a decrease in student motivation and engagement.

During the pandemic I consulted virtually with Title I schools across California, the U.S., and internationally to help educators implement a proven strategy, reciprocal teaching. (Palinscar & Brown, 1984) We readily adapted reciprocal teaching, or the Fab Four (Oczkus, 2018), to fit into the virtual space and are using it now as our “go to” for accelerating learning post pandemic! Reciprocal teaching is a discussion technique that involves four strategies that good readers put in motion every time they read – predict, question, clarify, and summarize. During reciprocal teaching lessons the teacher models then invites students to participate in cooperative discussions as they utilize the strategies to comprehend a text together. (Oczkus, 2018) The method requires very little prep and is considered high yield with .74 or nearly two years growth in one year! (Hattie, 2008) Some of my project schools often make such gains in just a few months when we use the method 2-3 times per week with fidelity!

## THE FAB FOUR IN CLASSROOMS

Here are some examples of the Fab Four in action in an elementary and middle school/secondary classroom. The good news is the Fab Four works well across grade levels K-12 and with any text!

### *Read Aloud-Primary/Intermediate*

Mrs. Fong holds up the read aloud picture book, *Astronauts Zoom: An Astronaut Alphabet* by Debra Lee Rose. (Baker & Taylor, 2021) and teases, “Guess who is visiting us first before we read today?” Students chime in, “Paula the Predictor!” Mrs. Fong reveals the Paula Predictor puppet and invites the students to gesture for the predictor by pretending to rub their crystal balls. Mrs. Fong models a prediction, “I think I will learn how astronauts sleep in space because I saw a few illustrations that gave me clues.” She invites students to predict with a partner using the frame, “I think I will learn.... because....”. Mrs. Fong reads the book aloud while referring to a Fab Four bookmark displayed on the white board screen. She demonstrates how to clarify words, ask questions about the text, and to summarize what she learned so far. Mrs. Fong reads two more pages then asks students to share a word to clarify with a partner. Students giggle with partners as they summarize by acting out their favorite pages.

### *Table Teams-Intermediate/Middle School/ Secondary*

The students in Mr. James’s 6th grade class sit spell bound viewing Kobe Bryant’s Oscar winning short film, *Dear Basketball*, for the second time. Mr. James passes out copies of the poem for students to read closely and mark up. He models predicting by skimming the first stanza. “I think Kobe is sharing his childhood dream at the beginning,” he explains. “I circled the words tube socks to clarify what they are exactly and why they are important to the stanza,” explains Mr. James. He gives a quick summary and poses a question, “I wonder if Kobe wrote other poems.” Students hunch over their poems reading silently with colored pencils in hand circling words to clarify and recording what they wonder. Mr James breaks the quiet hush and invites students to take on their table

roles -predictor, questioner, clarifier, and summarizer as they pause to digest each stanza. Juanita asks her team to clarify what Kobe meant by *"I never saw the end of the tunnel I only saw myself running out of one."* A lively discussion ensues. The lesson ends with summarizing as each student shares their favorite line on a Jamboard.

## HIGH YIELD RESULTS

Lessons with the Fab Four are not only engaging, they yield results! Here are some of the exciting reports of dramatic growth in reading that California schools made with reciprocal teaching during the pandemic in 2020-2021 and beyond. I am including results from Paradise, California and Ceres, California districts. Both schools are Title One schools with 75-86 % of the students on free and reduced lunch.

The students in Paradise have certainly experienced a series of tragedies including the horrific Campfire which destroyed their school and entire town. The community was still digging out of the ashes when Covid hit in 2020. Desperate for teaching strategies that could meet the social and emotional needs of their population while accelerating learning, the staff adopted "The Fab Four", or reciprocal teaching as a "go to" strategy to keep literacy moving forward as the staff and students heal from the traumas they've endured the past few years. Paradise teachers used the Fab Four in a variety ways virtually including with poetry, informational text, and read alouds.

Principal Ed Salazar reports that at his school Paradise Ridge Elementary California students went from 32% of the students scoring at or above grade level on the district reading benchmark test in the fall to 62% of the students scoring at or above grade level in the spring. Students also grew with similar results in their comprehension of informational texts. Salazar credits the Fab Four and the dedication of his staff to this growth in reading.

Karol Eisenbeis intervention specialist and President Elect of CRA, at Hidhal elementary in Ceres, California incorporated the Fab Four as a way to reach her intervention students during virtual lessons.. She also trained parents, who were desperate for at home ideas to strengthen reading.

An astounding 95% of the third graders in Ceres, California at Hidahl Elementary read on grade level by the end of the school year 2021. Teachers at Hidahl during the pandemic incorporated the Fab Four in a variety of ways including small group instruction.

## CHECKLIST FOR COMPREHENSION SUCCESS

Here are a few "must do" foundations that help yield strong results with reciprocal teaching.

- **Chunk Material**

Use any text any grade level. Determine stopping points to discuss the text and strategies by page, heading, or chapter. Or read the entire text once through and reread to share the strategies.

- **Use the Fab Four in Concert**

Use all four strategies predict, clarify, question, summarize in EVERY lesson! You might shorten the time you spend on one or more strategies, but cover all four. Engage students at least twice a week in Fab Four lessons for results.

- **Model and Think Aloud**

Choose a portion of text and model one or more of the strategies even after students are proficient to deepen thinking. Try recording your think alouds for students to view online.

- **Encourage Cooperative Discussions**

In reciprocal teaching lessons students participate in discussions throughout the lesson in pairs or teams. Students may take on roles of predictor, questioner, clarifier, and summarizer. Try online discussions using Jamboard interactive charts or Google Docs.

- **Promote Megacognition**

Help students become metacognitive and independent by asking them to explain the strategies and how each one aides in comprehension. Ask students which is their favorite after a lesson.

- Choose Engaging Scaffolds

Incorporate engaging scaffolds such as, characters, gestures, strategy prompts, posters, or bookmarks to provide students with tools to remember and effectively use the strategies.

## CHARACTERS /GESTURES

Try using characters to represent each of the strategies. (Oczkus,2018) You can choose to be silly and dress up like the characters or use puppets. Or just go “light” and show pictures of the characters (Oczkus, 2018) or hold up props to represent the characters.

**Paula Predictor/** a fortune teller who rubs a crystal ball/ use any ball or snow globe

**Clara Clarifier/** a fancy lady who wears big party store glasses to figure out words;

**Quincy Questioner/**a game show host with a fist microphone or use a toy microphone

**Sammy Summarizer/** a cowboy or girl who overhead lassos up main ideas with a scarf or yarn

## STRATEGY PROMPTS/LANGUAGE FRAMES

Display strategy prompts/language frames and provide interactive charts, bookmarks, dials, and other reference tools to support student Fab Four discussions. (see Oczkus,2018)

## RECORD DISCUSSIONS ON INTERACTIVE CHARTS

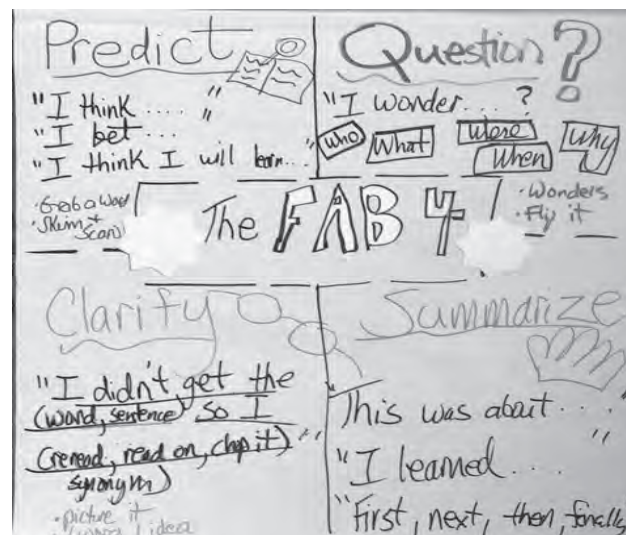
Create simple charts on chart paper or file folders for students to use with sticky notes as they work their way through the strategies. Try Jamboard virtual sticky note charts.

## FAVORITE FAB FOUR LESSONS

Here are two of our “go to” lessons you can easily incorporate into your weekly classroom routines for quick results. Try pairing poetry and informational texts. (see ILA Blog; and TCM)

## FAB FOUR POETRY LESSON

1. Choose any poem to teach with the Fab Four.
2. Predict by skimming the title, vocabulary, and art. Circle words that are new to you. The teacher models a prediction. Students turn to a partner and share predictions. Say, “I predict this poem is about \_\_\_ because \_\_\_\_\_.”
3. Read the poem chorally to enjoy it!
4. Clarify tricky words by circling a few and discussing with partners. The teacher models one word or phrase. Use the frame, “I didn’t get the (word, phrase) \_\_\_\_\_ so I \_\_\_\_\_ ( looked for parts, sounded it out, reread, read on, brought in a synonym).
5. Ask a question about the poem. Start questions with “I wonder...” or “Why did the author... ?”
6. Summarize by sharing favorite parts, sketching, or giving a 10-20 word summary of the poem.



## FAB FOUR INFORMATIONAL TEXT LESSON

1. Choose an informational text to teach with the Fab Four. Use Newsela or Scholastic News or any other news source available to your students.
2. Predict by skimming the title, headings, vocabulary, and art. Circle new words. The teacher models a prediction. Say, “I think this is about \_\_\_ because \_\_\_\_\_.”

3. Clarify tricky words while reading the article. Circle a few to share. Say, "I didn't get the word \_\_\_\_ so I \_\_\_\_\_. (looked for parts, sounded it out, reread, read on, brought in a synonym) .
4. Ask a question by underlining one of the sentences and "flipping it" (Oczkus, 2018) into a question. The teacher models and students take turns flipping sentences into questions with partners. Students verbally answer questions. Or ask "I wonder... "questions.
5. Summarize in a variety of ways. Choose sharing favorite facts, sketching, short summaries, putting facts in order, being an "expert" and reporting on one portion of text. Create a hand motion summary and act out vocabulary in a summary. Work in teams or pairs. The teacher models often.

**Close Reading Lesson  
with Nonfiction Articles**

**Predict**

Discuss and look over the title, author, pictures, headings. Skim the text. Share predictions.  
 "My prediction is that I think we will learn.... because \_\_\_\_"

**Reread to Clarify**

Identify 2-3 challenging or interesting words. Even if you know all the words, chooses/marks one- two to discuss!  
 "A tricky word or interesting word to clarify is \_\_\_\_ we can figure it out by \_\_\_\_"  
-sounding it out      -looking for smaller parts  
-reading on      -rereading for clues  
-thinking what it means

**Reread to Question**

Take turns asking questions to quiz or discuss.  
 "My question is \_\_\_\_"  
 "What? When? Where? Why? How?  
 I wonder..... "

**Reread to Summarize**

Take turns sharing any of the following.  
 "This was about...."  
 "I learned...."  
 "\_\_\_\_ is important because \_\_\_\_"  
 "My favorite part was."  
 "First... Next.... Then.... Finally,  
 @Oczkus 2020

## CONCLUSION

Reciprocal teaching is a proven research -based method for teaching reading comprehension that yields results. Principal Ed Salazar shares, "We know that Fab 4 played a significant role in our students' academic growth." Both Paradiase Ridge and Hidhal Schools outline plans to continue rolling out the implementation

of reciprocal teaching during 2021-2022. Just imagine if these schools made strong gains in the middle of a pandemic, what are the possibilities when we are in the classroom again?

## RESOURCES ON THE FAB FOUR/RECIPROCAL TEACHING

BOOK: RECIPROCAL TEACHING AT WORK (ASCD, OCZKUS, 2018)  
[HTTPS://WWW.ASCD.ORG/BOOKS/RECIPROCAL-TEACHING-AT-WORK-POWERFUL-STRATEGIES-AND-LESSONS-FOR-IMPROVING-READING-COMPREHENSION-3RD-EDITION](https://www.ascd.org/books/reciprocal-teaching-at-work-powerful-strategies-and-lessons-for-improving-reading-comprehension-3rd-edition)

**Close Reading with Paired Texts k-12** Series co-author Tim Rasinski Shell/ 2015  
<https://www.teachercreatedmaterials.com/shell-education/series/close-reading-with-paired-texts-211/>

**Fabulous Four Comprehension Puppets**  
<https://www.amazon.com/Primary-Concepts-Reading-Comprehension-Puppets/dp/B00JEVJOQC>

## ARTICLE ON ILA LITERACY TODAY'S BLOG

<https://www.literacyworldwide.org/blog/literacy-now/2020/04/16/reading-rescue-preventing-the-covid-19-slide-with-lessons-for-comprehension-and-fluency-at-home>

Two 7-minute Fab Four lessons Teacher Created Materials YouTube channel.

- How to Boost Reading Comprehension With the Fab Four—an informational text Fab Four close reading lesson
- How to Improve Comprehension & Fluency with Poetry—a poetry Fab Four close reading lesson

We've also created a letter that educators can share with families and caregivers.

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## ABOUT THE AUTHOR



Lori Oczkus is a literacy coach, author, and popular speaker across the United States and internationally. Tens of thousands of teachers have attended her motivating, fast paced workshops and read her practical, research-based professional books. Lori has extensive experience as a bilingual elementary teacher, intervention specialist, staff developer, and literacy coach. She works with students in classrooms constantly and really knows the challenges that teachers face in teaching students to read! Lori has been inducted in the California Reading Association Hall of Fame for her many contributions to the

field of reading in California and internationally. Reach Lori for information about PD (ask about her new Power Hour Webinars!) or her books at [www.lorioczkus.com](http://www.lorioczkus.com) or [loczkus52@earthlink.net](mailto:loczkus52@earthlink.net)



## Thank You ALC!

The American Literacy Corporation (ALC), a non-profit committed to rewarding talented teachers, is proud to sponsor the amazing author Donalyn Miller at the CRA Virtual 2021 Conference. Did you read *The Book Whisperer*? If so, you don't want to miss her keynote at CRA's Conference on Friday Oct. 22 at 6PM. Donalyn's books *Game Changer* and *Reading in the Wild* have dramatically impacted the lives of many teachers and their students! Donalyn also has a new book coming soon. Tell friends and peers and get a group discount for the CRA Conference in October so you can hear the latest ideas from Donalyn!



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# “That’s a home run!”: Assessing Young Children’s Writing Multimodally

by Dr. Nazila Eisazadeh, Dr. Alison Altidor and Dr. Shelley Stagg Peterson

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## Abstract

In this article, we report on observations of a kindergarten student during a literacy assessment interaction with a teacher. Based on the assumption that marks/scribbles, letter-like forms and drawing, are part of early writing development, we make the case for the integration of talk and image, among other modes, to assess students’ print knowledge in kindergarten classrooms. A literacy assessment interaction, where students were prompted to draw, talk and write about activities they liked doing with their family or friends, created a context for writing assessment guided by a graphic-narrative-embodiment (G-N-E) perspective. Our analysis of one student’s assessment interaction with a teacher shows the richness of writing assessments that consider students’ talk and image-creating, as well as their use of conventional print. Practical suggestions for assessing emergent literacy are also provided.

“Next I’m gonna draw me,” says six-year-old Sarah during a writing assessment activity with her teacher-assessor. Our observation of Sarah’s talk before drawing revealed the often-unrecognized importance of assessing more than just the single mode of conventional print when it comes to students’ writing. Sarah was a participant in a multi-year research study on northern rural and Indigenous Canadian children’s oral language and writing, which we call NOW Play ([now-play.org](http://now-play.org)). When prompted to display her knowledge of print through drawing, talk and writing, Sarah immediately drew a picture of her family. She then pointed to each image to introduce them as her story’s characters: “that’s my mom!”. While drawing the characters, Sarah also commented about their appearances, saying, “the pants” while adding details to each image. At times, she even planned these details out before drawing them, making comments such as, “I’m gonna add sparkles to it.” Before writing, Sarah voiced descriptions of what she was drawing, as she included images of the “sky” with “clouds” at the top, much like authors and/or illustrators do to describe the setting of their narratives. Applying her knowledge of print, Sarah wrote two words on the page: “in” and “ok.”

As Owocki and Goodman (2002) explain, Sarah’s talk while carrying out a literacy practice supported her writing and was an important part of her writing process. Her drawing was more than a decoration for her writing. When we draw on Kress’s (2009) definition of modes as cultural tools for the representation of meaning, our assessment of Sarah’s literacy performance provides a richer picture of Sarah’s literacy than is possible in writing assessments that focus solely on conventional print (e.g., Bear et al., 2012; Clay, 1975; Gentry, 2007). Our observations, together with previous research (e.g., Kenner, 2000; Wohlwend, 2011; Wright, 2019) show that talk, image and conventional print, among other modes, are important to young students’ symbolic meaning-making, and should be considered in discussions about writing assessment. These assessments can guide teaching and help students achieve new developmental milestones regarding their literacy development.

Yet, in our combined experience as primary students and teachers and in previous research on writing assessment (e.g., Campbell et al., 2019; Rowe & Wilson, 2015) writing and oral language have not been assessed together in terms of how each mode contributes to

students' overall meaning-making. Additionally, literacy assessments have tended to measure privileged knowledge and skills (Molfese et al., 2011; Puranik & Lonigan, 2014).

The integration of various modes to make meaning, has been described in previous research (e.g., Wright, 2019) as graphic-narrative-embodiment (G-N-E). Wright (2010) defines G-N-E as the "depiction of content through graphic and body-based action, while talking about aspects of the artwork and/or the processes of its creation through a free-form type of narrative" (p. 17). We expand Wright's definition to include conventional print.

In this paper, we describe an assessment context (that we are calling a G-N-E performance) where students were asked to write, draw and talk. We show how the G-N-E perspective can enhance literacy assessment through our description of one child's performance of this task. Based on our work using the G-N-E perspective that captures multiple modes of students' meaning-making we offer practical suggestions for assessing emergent writers' multimodal meaning-making in other classroom contexts.

## GATHERING LITERACY SAMPLES FOR ASSESSMENT: THE G-N-E CONTEXT

For the purpose of this paper, we define writing as the creation of texts, using drawings, marks, scribbles, letter-like forms, letters and words, for social purposes (Kress, 2009). We also recognize the importance of talk to support writing (Quinn & Bingham, 2018), By "crystallising inner thoughts into substance and shaping ideas into existence" (Myhill & Jones, 2009), talk guides students through the complex thinking processes involved in writing and helps them to clarify ideas.

Our G-N-E task involved 99 kindergarten students, in a one-on-one setting with one of three researchers, drawing a picture and writing about what they like to do with their families and/or friends. Researchers, who had previously taught young children, captured students' talk and their writing/image-creating using an iPod set up on a tripod. Details of the larger project can be found in

other papers (Friedrich et al., 2021; Peterson et al., in press).

In order to introduce the assessment protocols created from the larger project, we describe Greg's (pseudonym is used) G-N-E performance, one that is particularly interesting because of the extensive narrative he told while carrying out the task. Greg is an Indigenous boy who was five years old when he carried out the task.

## OBSERVATIONS OF GREG'S LITERACY PERFORMANCE

In this section, we present our observations of Greg's G-N-E performance in terms of: (1) characteristics of Greg's G-N-E performance, and (2) characteristics of the assessor's interactionist dynamic assessment practices. Our description of Greg's G-N-E performance is guided by a thinking-by-writing model (Crang, 2003), where we engage in a simultaneous process of writing and analysis. To convey as fully as possible Greg's multimodal meaning-making and the two-way mediation between Shelley and Greg, we begin by including a section of the transcript of their interaction. We later refer to the emphasized interactions when presenting our observations of Greg by theme.

Greg:

Shelley: Greg:

Shelley: Greg:

Now, I just need to make my body. Ahh! I'm making me hold onto my bat.

That's a good idea. So, you're the batter?

Ugh! Now I just made the bat long! Now, I just need to make me hit, hitting the ball. I'm making me hit it all the way to the sky!

That's a home run, it sounds like.

*[Laughs]* Duncan likes spiky hair. So, I'm making him spiky hair too. Ugh! That's gonna be me. That's gonna be Duncan. He's hitting the ball. Duncan can hit pretty high. And he likes playing Pokémon too with me. I'm making

the lines on the ball. I want to make me jumping. Then I caught the ball. Look. I finished the glove. Now, I just need to make myself going higher. I'm gonna make me catching the ball. I caught the ball. *[singsong voice]*.

There. Now, I need to make him running-g-g-g-g! Run, Duncan, run!

Greg:

Greg:

Shelley: Greg:

Shelley:

Greg: Shelley:

Shelley: Greg:

Shelley: Greg:

Greg: Shelley:

Greg: Shelley: Greg: Shelley: Greg: Shelley:

Greg:

Shelley:

There. I jumped up to the sun. My ear touched it and my hair touched it. And then Duncan runned. But then, I came down. Ya! Ya! Ya! I'm gonna tag him.

Ya, don't let him get to home plate.

Watch this! I'm gonna get him. No, he's running. Then, I get right in front of him. I'm right in front of him now. Now, I'm gonna tag him. Tag. Now, I'm done.

Okay. The game is over. He's been tagged. Can you write about your picture?

No-o-o-o-o-o.

How about if I help you out? Can you write

"Duncan hit the ball?"

Nicely done. Wow! And then can you write "I

caught it?"

[Greg is writing] I-t [stretches out each sound then stops writing]

And "he is out?"

Aa-a-n-n-n-d-d-d. [stretches out each sound] He.

Is. Out. Is. Out.

How do you spell out?

That's a hard one isn't it. What sounds do you hear?

A? W? O?

Out. Out [Sounding out the word for Greg]

T?

You got it! That's very close.

E?

Good job! It was actually an 'O' right here. I'll show you how you...

I wanna try to spell that way: T? Did I make it the same?

You sure did! You did a really good job!

performance through two lenses: one that focuses only on the conventional print mode and the other that turns an eye to other modes of meaning-making. Figure 1 shows the print product that is often used for writing assessment.

## ASSESSING THE CONVENTIONAL PRINT MODE

As shown in the excerpt above and in figure 1, Greg displayed extensive knowledge of conventional print, particularly regarding basic print concepts such as, knowledge of top to bottom and left to right directionality, word separation and letter sequencing. When Greg began his one-on-one assessment session in the spring, he first wrote his name on the top left corner of the page and moved right horizontally in a straight line. He applied his knowledge of print directionality to the three sentences he formed during his graphic-narrative performance, as well. To form these sentences, he placed small spaces before each word, often starting new words with a capital letter, thus, displaying his recognition of word separation and letter case. He also

sequenced letters that corresponded with his intended meaning when forming these words/sentences, displaying his recognition that letters strung together have a communicative function. These words were identifiable with most consonants and vowels in place.

Figure 1: Greg's Print Artefact (Spring Assessment)



## CHARACTERISTICS OF GREG'S G-N-E PERFORMANCE

In the two sections that follow, we present our observations of the characteristics of Greg's G-N-E

Figure 1 also illustrates Greg's knowledge of other print conventions such as simple spelling through sound-symbol relationships (e.g., "hit," "the," "I," "it," "and," "he," "is"), verb tense (e.g., present and past), punctuation (e.g., a period), and full sentence structure (e.g., subject: "Duncan") (e.g., predicate: "Hit the Bol") with the use of common verbs (e.g., "hit," "is," "cot") and nouns (e.g., "Duncan," "bol," "I," "he").

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## TURNING AN EYE TO OTHER MODES OF MEANING

Assessment of concepts about print (Clay, 2019) are important to understanding students' writing development. These assessments can be enriched through observations of students' talk while writing. For instance, when Greg verbally explained that he was "making the lines on the ball" that he had just drawn, he

demonstrated his understanding of using suffixes and common prepositions. He often displayed this knowledge when describing his own actions regarding the pictorial representation or when elaborating on the images he just drew (e.g., "I just need to make myself going higher"). When he stopped to ask, "How do you spell out?", he demonstrated his understanding and use of interrogatives. He also often demonstrated his understanding of transitional word use when verbally describing in detail, the steps he took or needed to take to draw his graphic-narrative (e.g., "Now, I just made the bat long" and "Now, I just need to make me hit, hitting the ball"). Greg's verbal use of transitional words in these ways revealed that the processes involved in Greg's G-N-E performance had, at times, moved beyond meeting the conventions of print narrative (e.g., introduction, problem, solution, etc.). Greg's use of verbal transitions and the oral language that followed, in fact, aligned more with the expository [informative/explanatory] genre.

Greg's combined pictorial and live narration also provided greater detail about the story's characters and events than his conventional print production alone. For instance, through pictorial and live narration, Greg included character development (e.g., "And he likes playing Pokémon too with me") and character dialogue (e.g., "Run, Duncan, run!"). He elaborated on characters' appearances (e.g., "I'm making him [have] spiky hair too") as well as on specific story events (e.g., "I'm making me hit it [the ball] all the way to the sky"). In fact, Greg drew a series of six pictures accompanied with journalistic-type narration as a form of event sequencing or "storyboarding" that were not all included in his eventual written narrative (see figure 1).

Young learners are expected to compose opinion and expository pieces through a combination of drawing, dictating and writing as well (e.g., Common Core State Standards, 2013). Our observations of Greg during his G-N-E performance revealed that he displayed skills linked to both the narrative genre (e.g., enacting the narrative elements) and the expository [informative/explanatory] genre (e.g., verbally using transitions to explain his every move or plan).

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## Running records, sticky notes and even pictures of students' writing processes may be used to informally assess each child.

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### CHARACTERISTICS OF THE ASSESSOR'S INTERACTIONIST DYNAMIC ASSESSMENT PRACTICES

Despite Greg's displayed knowledge of print, he initially responded to Shelley's prompt for him to write by claiming he was unable to write. Greg only began writing conventionally after Shelley offered to help him. As shown in the excerpt above, Shelley selected only simple sentences from his voiced narration for him to write. By receiving focused scaffolding during the assessment process, Greg was able to demonstrate his knowledge about print, despite his initial reluctance to write. Shelley's scaffolding included prompting Greg to think about the sound-symbol relationships (e.g., "What sounds do you hear?) as well as modelling the correct spelling of the word "out" ("I'll show you how ..."). Greg's pictorial and voiced narration before writing conventionally seems to have functioned as the rehearsal for his eventual conventional print production.

Shelley's conversation with Greg illustrates interactionist dynamic assessment practices where teachers' mediation supports students as they learn to use cultural tools, such as written symbols, in increasingly complex ways in a wider range of social contexts. Whereas the child's independent writing reflects current learning, what the child is able to do with assistance provides a window into future writing abilities, those that are in the process of maturing (Poehner, 2008; Vygotsky, 1978).

Shelley also built on Greg's creativity and interests, such as his love of baseball. After Greg said, "I'm making me hit [the ball] all the way to the sky," Shelley responded by saying, "That looks like a home run!" Through these types of interactions, Greg was able to build on his

storyline. For instance, to contest that the character named Duncan would, in fact, miss hitting that "home run," Greg said, while simultaneously drawing sequenced images to depict his narrative, "Watch this! I'm gonna get him! No, he's running. Then, I get right in front of him. Look! I'm right in front of him now. Now, I'm gonna tag him. Tag! Now, he got tagged." Greg's audience awareness (e.g., "watch this" and "look"), which he often displayed through announcing his plans for his narrative, describing characters and events as well as through body movement and gaze, as described above, formed a collaboration and two-way mediation that is quite often overlooked as a potential for enriching the information that can be gathered in assessment contexts.

### MOVING BEYOND THE G-N-E TO INFORMALLY ASSESS WRITING

In this section, we provide suggestions for assessing a broader range of students' knowledge and abilities. Recognizing the many challenges to assessing students' literacy in real-life practice contexts, including time constraints, we suggest teachers pair students in small groups to collaboratively and multimodally carry out a genre specific task (e.g., teach each other how to carry out certain tasks that interest them, such as how to pass a level of their favourite video game). Props may also be provided. Teachers may then informally assess students by moving around the classroom as each group enacts the particular text-type.

Running records, sticky notes and even pictures of students' writing processes may be used to informally assess each child. This process can be repeated later in the year to track progress over time. These forms of documentation can also be used to guide planning and teaching. During this

process, teachers may also ask questions related to the child's intended meaning or other aspects informed by the curriculum (e.g., CCSS, 2013) to elicit a wide range of knowledge. Additionally, they may provide other types of scaffolding (e.g., offering help, modelling, and drawing on their interests and abilities) in order to lower students' inhibitions about writing and build upon their linguistic and cultural resources.

## CONCLUSION

Our purpose for writing this paper was to highlight how students display considerable knowledge about print literacy through a variety of modes, such as oral language and drawing, when creating symbolic texts. We hope that sharing our observations of the types of literacy knowledge that Greg displayed through his G-N-E performance, will inspire teachers to afford spaces for the use of a combination of modes in both pedagogical and assessment contexts. We also invite teachers to take up an interactionist dynamic assessment approach to literacy assessment, scaffolding students' print knowledge to get a sense of their developing writing abilities. Additionally, teachers can serve, alongside peers, as an audience while their students talk about and communicate meaning through scribbles, marks, drawing and print.

**Acknowledgements:** *We wish to thank Greg and other participating teachers and students of the NOW Play action research project.*

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### Editor's Note

This article is being reprinted in the fall 2021 issue because the third author, Dr. Shelley Stagg Peterson, was inadvertently left off in the spring 2021 issue. Sincere apologies to the authors of the article and our readers. Enjoy reading this relevant article again.

### ABOUT THE AUTHORS



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# BOOK NOOK

By Dr. Virginia Loh-Hagan

This issue's "Book Nook" column is all about Kathleen Krull.

Here's what you know: Kathy has written over 100 books for children, most notably biographies. An award-winning author, she has dazzled readers of all ages with fun facts and "juicy gossip" about famous people.

Here are some fun facts you may not know about Kathy:



**Fun Fact #1:** Kathy was an amazing piano player. She studied music at Northwestern University and then earned a B.A. from Lawrence University where she majored in English and minored in music. Over the past eight years, Kathy and I have hosted over 50 piano recitals. She had eclectic music interests. She would play songs ranging from

Chopin, Satie, Jethro Tull, "Succession" theme, etc. You never knew what she was going to play. It was such a treat!



**Fun Fact #2:** Kathy was into coloring books way before coloring books were cool. She has a section of her house dedicated to coloring. She was also a prolific sketch artist. She has

dozens of sketchbooks filled with fun doodles. Over the years, she has gifted me framed pieces of her piano-themed art. I treasure these.

**Fun Fact #3:** Kathy was a feminist. She waited for no man. In fact, she asked Paul Brewer (her husband) out on their first date. Kathy and Paul were neighbors at the time. They have been together since 1985.

**Fun Fact #4:** Kathy has fun stories about nuns. She went to elementary and middle schools taught by nuns. She wrote stories and poems about nuns – mainly because a lot of words rhyme with "nun." Even though she wrote about nuns jumping to their death, her teachers (who were nuns) encouraged her writing.

**Fun Fact #5:** Before she was a writer, she was an editor. She had worked at Harper & Row, Western Publishing, Raintree Publishing, and Harcourt Brace Jovanich. It was because of Harcourt that she moved to San Diego in 1982. She had written several work-for-hire texts. In 1993, "Lives of the Musicians" kicked off her successful full-time writing career.



**Fun Fact #6:** Kathy has been part of a book club for over 20 years. The group was founded by amazing women who worked at The White Rabbit, a children's bookstore in San Diego. Kathy invited me to join several years ago and I am so thankful for that. It's a fabulous group. Kathy was the unofficial secretary – She always took notes on the books we discussed and shared the "minutes" with everyone the next day. We had named ourselves "The Wild Rabbits."



**Fun Fact #7:** Kathy's hobbies included reading, practicing piano, watching TV, and gardening. Her house is filled with potted plants. It is also filled with art and books. Paul said that she never bought a book she didn't read. I am going to miss her recommendations – Kathy always shared interesting books, shows, etc. She would even

send me links to piano-themed clothes, etc. She was so good at sharing recommendations.



**Fun Fact #8:** Kathy and Paul run in swanky circles. They have been invited to fancy parties and have met Brad Pitt, Sean Penn, Bill Clinton, etc. Kathy loved going to parties; she didn't like to stay long though. She and Paul had a secret signal indicating when she was ready to go. (She was always one of the last people to leave one of my parties, so I feel honored.)

**Fun Fact #9:** Kathy and Paul have traveled the world for various speaking gigs. She has been to South Korea, Hungary, Poland, Paris, Bahrain, Oman, Qatar, etc. Paul said one of their favorite places to visit was Bali. I was lucky enough to travel to Yosemite with them. (My husband called me and Kathy "bus people" because we wouldn't get off the tour bus in Yosemite; everyone else got off the bus to see the mountains and stuff. The mountains looked just as cool on the bus.)



**Fun Fact #10:** Kathy said "dude" all the time. Paul said she was inspired after watching "The Big Lebowski."



Dude, I miss her so much.  
RIP, Kathleen Krull  
(1952-2021).



## BOOK RECOMMENDATIONS:

Encourage your students to read these EUREKA! award-winning books written by Kathleen Krull:

- **A Kids' Guide to America's First Ladies** by Kathleen Krull and illustrated by Anna DiVito (HarperCollins, 2017): America's first ladies are a fascinating group of individuals who forged paths for future Americans. Krull includes entertaining anecdotes and thoughtful insight into the lives of these women.
- **Joey: The Story of Joe Biden** by Dr. Jill Biden & Kathleen Krull and illustrated by Amy June Bates (Simon and Schuster, 2020): Dr. Biden and Krull follow Joe Biden's life as a young boy in working-class Pennsylvania to his time as Vice President in the White House. President Biden's story inspires readers to challenge themselves and be the leader they are born to be.
- **The Only Woman in the Photo: Frances Perkins and Her New Deal for America** by Kathleen Krull and illustrated by Alexandra Bye (Atheneum Books for Young Readers, 2020): Krull takes on the untold story of the first woman to serve in a presidential cabinet. Frances Perkins' influence formed the well-known New Deal under Franklin D. Roosevelt's presidency. Perkin's story empowers readers to go forward and make a change in their community.





# Can Do Kids and Can Do Teachers!

## One teacher's view of the challenges of teaching during the Covid-19 Pandemic

by Tricia Marles and Karol Eisenbeis

Free from lockdown and back in the classroom, Tricia Marles, a Kindergarten teacher of twenty-two years at Sam Vaughn Elementary School describes how community can be found wherever her students may be. She is a member of the California Reading Association. Co-author, Karol Eisenbeis, is a reading intervention teacher and President Elect of CRA.

On March 19, 2020, schools closed in Ceres, California. In this Title 1, K-12 district, all students had a Chromebook to take home. Teachers left the classroom after preparing materials for a month's worth of lessons. The site administrator organized a distribution team who handed out materials to parents driving through the parking lot. Table 1 shows the configuration of instruction from the beginning of school closures until all students returned to school in the spring of 2021.

ever heard of ZOOM. Coming from a District where each student had their own Chromebook, we were a little ahead of the game in terms of distance learning. However, there was still an enormous learning curve that many of us embraced. The best of times were working with colleagues and the two-way window into homes and classrooms. Together, we learned the nuts and bolts of ZOOM and a lot more. On Zoom my colleagues and I practiced toggling from one platform to another, screen sharing, using the whiteboard feature, recording meetings, adding backgrounds, and of course enhancing our appearance. "LOL" Asynchronous and synchronous learning became part of our vocabulary. Our Friday evening get-togethers via Zoom sustained us. We celebrated our students' accomplishments and grew closer to each other, avoiding the isolation that was happening around us.

In August, 2020 new anxieties emerged as my new group of kindergarten students arrived for their first day of school ever via Zoom. Well no runners on the first day of school!

During COVID, the mantra, "We're all in this together," felt alive and well. The Zoom platform was a window that allowed insight for both families and teachers. Families saw what classroom life was like and I saw what home life was like. I could better understand the needs of my students' families. I saw which children had help during the lesson and which children did not, allowing me to size up the needed levels of support.

CUSD Elementary Learning Configurations During Covid-19		
Dates	Instructional Model	Grades
March 19, 2020-June 3, 2020	Online	K-6
August 12, 2020- October 29, 2020	Online	K-6
November 2, 2020	Hybrid Model (2 days in person, 3 days online)	PreK-2nd
November 16, 2020	Hybrid Model (2 days in person, 3 days online)	3-6
March 15, 2021	In person classes 4 days a week (Wednesday Distance Learning)	PreK-3rd
April 12, 2021	In person classes 5 days a week	PreK-6 <sup>th</sup>

In so many ways the COVID year seemed like "The best of times and the worst of times" When COVID shut down the schools in March of 2020, not many of us had

The partnerships my families and I created this year with my families were unique. I have always valued the

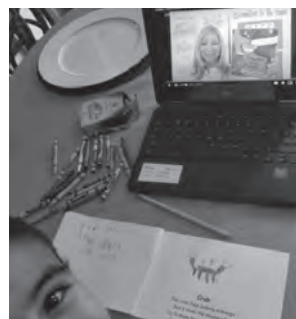
parent-teacher-student relationship, but it was kicked into high gear during this COVID year. My classroom families rose to the occasion in more ways than I can count. We agreed early on to give each other grace. We were all learning as we went. Parents signed onto REMIND and Parent Square for daily communication. Families were introduced to Google Classroom, Google Slides, Symbaloo, EPIC Books, BOOM Learning, and SeeSaw. Assignment due dates were more flexible; grace was afforded so that students could work around the family's schedule. I had a "Go To Mom" who would let me know when links weren't working or when I needed to adjust sharing settings. I appreciated the heads-up so that I could make corrections. Partnerships, grace, plus a balance between technology and hands-on materials made the difference in our families lives.

Our district was very proactive. Our supervisors understood the necessity for hands-on materials and allowed us to purchase them for our students. We sent work packets, hands-on materials, and manipulatives home on a monthly basis. The packets home included: art activities, scissors, glue, paints, Play Dough. The literature activities connected to our shared reading on Zoom, the literature-connected writing activities, and more. Via Zoom, families shared photos of their children proudly holding their art work for me to see. Behind their children, families displayed the masterpieces, creating a joyful background for our Zoom classroom.

Emergent reader books that students could read, color, and annotate were also included in these packets. It was essential for my beginning readers to physically track the print and turn the pages helping to solidify concepts about print. I also made these books accessible digitally through SeeSaw. At the end of each week, my students were expected to record themselves reading their book. I listened to them reading. This valuable exercise helped me assess and understand my students' progress. I knew what reading strategies they were using and how fluent they were becoming. These digital assignments incorporated high frequency word activities, phonics activities, and writing activities. SeeSaw did not afford the feedback loop that occurs in the classroom, but it did provide a window for checking

for understanding. Listening to my students' recordings took a great deal of time, but I looked forward to the little love notes my students would say to me at the end of their recordings. Nothing fuels a teacher's heart more than hearing "I love you Mrs. Marles."

Preparing for instruction had many moving parts. I created guided video lessons for asynchronous tasks, and uploaded these videos to YouTube, intentionally published them as unlisted. I could see how many views each video received. If a video had 24 views, most of my 24 kiddos had watched the lesson. Students played the video of me demonstrating, and they worked right along with me, pausing the video according to their needs. Using videos, I kept families informed of which materials would be needed for each day's lesson.



At first, creating videos was fun, but grew burdensome because creating videos is very time consuming—especially when you are a one-person production crew. When my partner and I began to share our videos, the workload became more manageable.

Students accessed lessons through Google Classroom, Symbaloo, and SeeSaw. SeeSaw was a game changer in terms of my determining my students' progress. I hesitate to use the word "assess" here, but the lessons turned in gave me a fairly clear picture of how each student was doing. I spent an enormous amount of time developing digital lessons using SeeSaw as the vehicle for independent practice. My students enjoyed using SeeSaw, so it was worth it.

During our online phase of instruction, an interesting phenomenon occurred. Parents began to mimic my instruction using the academic language that I used during our lessons. I witnessed this when students recorded themselves reading in SeeSaw. I could hear families "coaching" along the way. Families incorporated the language I used to help their child navigate the reading strategies application. I enjoyed hearing them encouraging, prompting, and honoring their child's

approximations through a SeeSaw recording. My videos provided modeling not just for my students, but for my families as well. Because of SeeSaw's sharing feature, I would often send a link to the child's family so they could witness the learning.

Much of my lesson delivery while zooming utilized the ineffective Spray and Pray technique. I would pose a question, offer wait time, and often I would answer. Academic conversations were hard to sustain because of tech glitches and writing in the chat was unrealistic for my kiddos. Breakout rooms didn't really work for me.

When I look back over this year, I remember the celebrations very clearly and the struggles not so much. Rebuilding the classroom over and over to adjust to the new guidelines for each phase was a headache. Wearing masks got very old and trying to keep our littles wearing their masks was a constant battle, but truly the "worst of times" this year, was not being able to give my students proper hugs.

I love creating engaging activities for my young learners. This past year we had nowhere to go, so I immersed myself in all things kindergarten. I lived, ate, and breathed school which was not especially healthy. During this upcoming year, I want to get back to my yoga, quilting, and visiting with family and friends. Maintaining a balance is one of my goals.

Keeping the lines of communication open with my families is something I want to foster. Granting grace to families was huge this past year. It doesn't mean that we make excuses or that we dummy down the learning, it means we recognize that everyone is fighting a battle that we may know nothing about. I want to be even more sensitive to that.

- I know that much of what I did the past year helped students and parents succeed, so this year I plan on:
- Sharing more of my Teacher Tip videos with parents
- Sharing the SeeSaw tutorials and using them for homework (These are better than Google slides)

- Implementing the SeeSaw recording feature so students can self-assess their reading growth.

I am reminded of the promise I made to my families in the first note I sent to them. It reads like the start of a typical/regular/ordinary school year, but of course, it wasn't.

Covid couldn't stop us. Teachers can always find a way to reach out and give a hand, open a door, or in this case a click open a Zoom room. I leave you with a few links for your window into the world of the Can Do kids and the partnerships that propelled the learning!



It's a Wonderful World in Kindergarten  
<https://www.youtube.com/watch?v=VtfX6vkvjT8>

Christmas Joy in Kindergarten  
<https://www.youtube.com/watch?v=585Leg4mZQI>

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# Reflections from the field: The Power of a Name!

By Dr. Nancy Rogers-Zegarra and Molly Snider

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A new school year is always an exciting time, and as educators, we look forward to a chance to start over and teach a new group of students. The pandemic forced us to change practice overnight and suddenly pivot to a myriad of tech tools, Zoom, and Teams platforms. Students' and teachers' social-emotional in person face to face relationships were often limited. Academic learning may have accelerated for some but lagged for others. Yet, the silver lining is that we had multiple opportunities to reflect and rethink how we interact and collaborate with students, colleagues, and families through the past months' challenges. The time spent working at home prompted us to try different ideas and disrupt our practice. We had to lean in, look, and listen to students and families more carefully because it was more challenging on Zoom to pick up cues from body language and/or hear the students' voices. Creating online classes that were equitable and inclusive was a struggle, but we adapted and differentiated instruction. This year brings a call to rethink, reimagine, and reset instructional practice and learning. As we return to in-person classrooms, we can fine-tune our best practices, discard outdated views, and adopt new ideas from lessons learned to ensure more positive social-emotional interactions, and equitable learning for all our students.

## **START WITH A CHILD'S NAME:**

Begin by embracing students' identity as a significant first step. Every child enters the school door with anticipation, expectations, and wonder for their new year: a journey of new faces, connections with friends, triumphs, and challenges. Each child brings a lifetime of experiences, equipped with their unique lens on the world, and how they view their place in a new classroom. Each child has a name, an important representation of their life, family, and culture. A name is a common

denominator and a powerful link to identity. Names begin as a gift from others, and we each grow in our very own relationship to it through life. Our name also provides an initial lens for others who begin to build assumptions about us. As individuals, we are keenly connected to our name, responding to the calling of the world around us. It rolls off our tongues as part of our natural cadence with the world through our language and is a garment that drapes our core, bridging us to our family and cultural identity. Being seen, being heard, and being acknowledged is critical for learning. Ralph Ellison reminds us, "It is through our names that we first place ourselves in the world." Teachers call students' names several time every day, unfortunately, names are often mispronounced, misspelled, shortened, changed, or mocked inadvertently by teachers, students, peers, or parents. Students may feel shame, a lack of belonging in the classroom community, or an assault on their identity with even a subtle change in their name. One of the most basic human needs is belonging, and it begins with the identity that comes with a name spoken as your family intended. This may seem nuanced, but language is very personal and reflects who we are as individuals.

## **PROVIDE A SPACE OF BELONGING:**

Teachers provide a space that recognizes the classroom dynamics and the needs of each student. Lisa Delpit, the author of *The Skin That We Speak*, notes that "The students have to feel they belong to the school club. And we have to help the teachers show students they are welcome, celebrated, and a vital component of every school day in every school classroom." The choreography of these critical first days is a gift for robust growth and change that will hopefully happen for each student while building the classroom family community.





Teachers have the power to facilitate a space that celebrates and nurtures the growth of students as they develop as scholars and community members. Honoring name spellings, pronunciations and discussing names are ways to help students strengthen their identity and feel part of the classroom. A welcoming space of equity, inclusion, and acceptance supports children as they gain confidence and agency. It embraces diversity, uses accurate language, and celebrates caring human connections, the key to valuing identity and strengthening community. Young children begin to recognize unfairness, differences, and understanding of hurt early on. To mature socially and emotionally and gain more perspective, empathy, and compassion for others, they need a space that nurtures awareness of self and others starting by honoring their names. Books and literacy activities are a powerful way to understand diverse perspectives and build confidence, voice, and agency. Sharing books depicting children from diverse cultures and languages will help students experience different narratives, perspectives, and points of view. Reading books about why and how names are different and same will help students start the conversation about identity, culture, and allow them to safely share their narratives. Through text comes real words expressed in writing and speaking honoring name and place. Student ideas and voices will be strengthened through conversations and creative projects about identity, language, and diverse backgrounds.





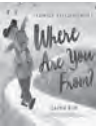
Current national conversations about equity have provided access to some amazing resources. In California, we are fortunate to have guidance from the California Department of Education (CDE) resources, in the *ELVELD Framework* and the *California English Learner Roadmap*, which view students as bringing rich cultural and linguistic assets to school. The CDE, the Santa Clara County Office of Education (SCCOE), and the National Association for Bilingual Education (NABE) forged a partnership. They created the “My Name, My Identity” initiative to help teachers and students navigate and transfer their learning to real-life with more robust engagement, innovation, and contribution to the classroom community and their world. Including





activities about names in your classroom which at a family literacy night celebrates and builds awareness in recognizing differences and similarities in a community setting.

As you reimagine instructional planning, this fall, with a focus on the power of a name and identity, we offer a collection of activities, resources, and books (see the grid below) that we have found to be intentional, accessible, and easy to implement for all students as we celebrate and honor identity. As Brene Brown reminds us, “Be here. Be you. Belong. This classroom belongs to all of us.” Take one step toward inclusiveness and start with the power of honoring something that belongs to all of us, our name.






## RESOURCE GRID




Resources		Focus for Practice	Instructional Idea
	My Name, My Identity project from the Santa Clara Office of Education ( <a href="http://mynameidentity.org">mynameidentity.org</a> )	Foster identity and belonging with the students with this collection of resources to support identity and community.	Create a project: Share the story of your name through a creative project or speaking activity.
	<a href="http://facinghistory.org">Lesson: Identity and Names   Facing facinghistory.org</a>	Explore how each individual contributes to a collective community. This resource highlights United States history by thinking about how individuals build a nation.	Think Pair Share: Discuss variations of your name. How does that present or change your identity? Use the sample sentence frames and lesson ideas from <a href="http://facinghistory.org">facinghistory.org</a> lesson: Identity and Names
Books		Focus for Practice	Instructional Idea
	<i>All Are Welcome Here</i> by Alexander Penfold and Suzanne Kaufman	A classroom is a place, space, and opportunity for all students to learn and work together.	Consider completing these sentences for a writing project: The important thing about <i>All Are Welcome</i> is.... But the most important thing about <i>All Are Welcome</i> is....
	<i>The Name Jar</i> by Yangsook Choi	Everyone’s name is important and unique to identity. This story explores the importance of pronouncing our names correctly and celebrating who we are.	Create a Bag Speech about yourself and/or your name. Place 3 items in a bag to represent your ideas to share with others.

	<i>Your Name is a Song</i> by Jamilah Thompkins-Bigelow	Each name plays its own song and, in this story, a little girl teaches others about the importance of pronouncing names correctly.	Create a rhythm or small song for your name. Clap the syllables of your name and create a chant. For additional fun, use an instrument or percussion tool.
	<i>My Name is Maria Isabel/Me llamo Maria Isabel</i> by Alma Flor Ada	A name is part of our identity. We want to be called by our own names. Maria Isabel doesn't want her name changed to Mary just because there are two other Maria's in her class. She doesn't want to lose her life story.	Design a story map that describes where your name comes from, who you were named after, and why this is important to your identity.
	<i>Teach Us your Name</i> by Huda Huda Essa	Embracing and celebrating the diversity of our names is our first step in appreciation, compassion, and empathy.	Check out this website for other resources to use this book title. <a href="http://Culture Links, LLC – Huda Essa: Opening Minds Connecting Worlds (culturelinkslc.com)">Culture Links, LLC – Huda Essa: Opening Minds Connecting Worlds (culturelinkslc.com)</a>
	<i>S is for Scarlett</i> by Lil Llama Custom Kids Books	A name is a celebration of each person.	Write ABC individual or class books about student (s)' names.
	<i>Where Are You From?</i> by Jamile Saied Mendez and Jaime Kim	This book focuses on self-acceptance, identity, and the place we call home.	Write a poem, essay, or speech. Create an art project or collage that depicts your ideas for I <i>Come From</i> .

	<i>My Name is Jorge on Both Sides of the River</i> by Jane Medina and Fabricio Vanden Broeck	This book of poems helps readers understand the dilemma of immigrant children living in two cultures and the challenge of maintaining identity while navigating a new culture. The poems honor different perspectives from varying points of view.	<b>My Voice</b> I used to live in the country of _____. My name is _____. My name means _____. My name is important because _____. I am _____, not _____.	<b>Second Voice</b> I live in the country of _____. My name is _____. My name means _____. My name is important because _____. I am _____.
	<i>Chrysanthemum</i> by Kevin Henkes	Identity brings challenges and finding individuality.	Use this read aloud as a discussion for identity, tolerance, kindness, and compassion.	
	<i>My Name is My Address</i> by Ekuwah Mends Moses	A name is a reflection of family, culture, and place.	Illustrate your own name's story through words, art, movement, or music.	
	<i>My Name is Yoon</i> by Helen Recorvits and Gabi Swiatkowska	Names help us find our place and identity. Yoon is struggling to use the English alphabet and feels it doesn't capture the concept of her name, "Shining Wisdom" written in Korean characters.	Compare pictures of Yoon in the book as she fantasizes about changing her name.  Talk with a partner about why she wanted to change her name and how her facial expressions reflect her fantasies.	



	<i>Alma and How She Got Her Name</i> by Juana Martinez Neale	Students learn how lives are similar and different in this story.	The California Global Education Project   CGEP has a great activity for this title. <a href="https://cgepresources.org/">https://cgepresources.org/</a>
	<i>My Name is Bilal</i> by Asma Mobin-Uddin MD M.D. And Barbara Kiwak	This story speaks to the struggle that comes with grappling with identity.	<a href="#">5 Tips For Teaching Immigration to Elementary Students - Population Education</a>  <a href="#">Exploring Young Immigrant Stories   Learning for Justice</a>  <a href="#">Not Just for Kids: Our Journey to Turquoise Mountain   Reading Rockets</a>  <a href="#">How Schools Can Create a Safe Environment for Muslim Students   Colorin Colorado (colorincolorado.org)</a>
	<i>Thunder Boy Jr.</i> by Sherman Alexie and Yuyi Morales	Our names hold a story and identity. Thunder Boy Jr. doesn't like having the same name as his father because wants to have a name that shows who he is instead of being a smaller version of his father.	Write a Poem for two voices (Father and Son) Using the stem: I am _____. You are _____. But we both are _____.
	Check out TeachingBooks.com for <a href="#">TeachingBooks   Notable Books for a Global Society, 1996-2021</a> <a href="https://www.teachingbooks.net/tb.cgi?wid=104">https://www.teachingbooks.net/tb.cgi?wid=104</a>		
	<a href="#">25 Books to Teach Kids About the Importance of Names - We Are Teachers</a> <a href="https://www.weareteachers.com">weareteachers.com</a>		

	<a href="#">Now Read This! Books that Promote Race, Identity, Agency, and Voice   NAEYC</a> <a href="https://naeyc.org">naeyc.org</a>		
	Global Book Bags <a href="#">Global Book Lists — California Global Education Project (calglobaled.org)</a>		
Resource/Idea	Focus for Practice	Instructional Idea	
	Family Literacy Night	Children learn about themselves and others through hearing and telling family stories especially about why the child received their name. Host a Multilingual Storytelling night early in the year. Invite families to tell their story in their own language helping families feel welcome and heard.	Read Aloud a name book (see book titles in grid). In small groups, ask parents to share their life story and how they selected the child's name. Families create pictorial timelines of important events or ideas about their identity and why the child was given his/her name. Children can also make an acrostic: <i>I Am</i> poem using the first letters of their name. I am Diego. I am... Diligent I am... Intelligent. Enthusiastic Gentle Outgoing  Then draw a self-portrait.

## ABOUT THE AUTHORS:



Nancy loves all things related to literacy. She is the current Editor of *The California Reader* and is also a Past President of the California Reading Association. Nancy has pre-K- 12 administrative experience as a principal, district director, and county office coordinator. She has taught at the elementary, secondary and university levels as well as serving as a reading specialist in California and Peru. As a trained Reading Recovery Teacher Leader she enjoys working with teachers and 1 to 1 with first graders. Her passion is bringing the joy of literacy to all and especially multilingual students. You can reach Nancy at [ner4@stmarys-ca.edu](mailto:ner4@stmarys-ca.edu)



Molly Snider has been an educator for 40 years. Recently retired she continues to support education as a curriculum and instructional coach and serves on the California Council for the Social Studies Board of Directors representing Region 1 Representative and local chapter President for California Reading Association Local Lake-Mendocino Chapter. As a prior grades 1-6 teacher, coach, and specialist, she advocates for the diverse needs of all students bringing a passion for literacy and the humanities to learning. You may contact her at [redwoodhouse@sbcglobal.net](mailto:redwoodhouse@sbcglobal.net)

## Call For articles on classroom success or action research.

CRA is now accepting articles for the Winter 2022 Issue of *The California Reader*.

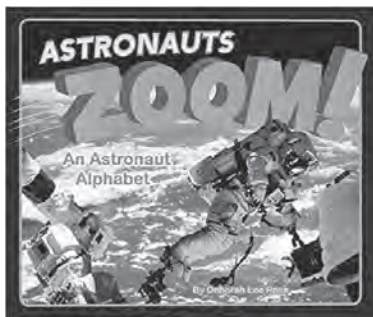
If you would like your literacy voice heard or have an innovative classroom practice or action research that you would like to share with other CRA members, please send your articles to the Editor of *The California Reader* for possible inclusion in future Issues of *The California Reader*. Please email manuscripts to: Nancy Rogers-Zegarra, Editor *The California Reader*  
[nr729zeg@gmail.com](mailto:nr729zeg@gmail.com)

# Astronauts Zoom, Astronauts Read

By Deborah Lee Rose

California science and scientists have inspired me for 20 years to write children's books that weave together reading, language learning and STEM discovery. Connecting reading and STEM began with a true Eureka moment for me on the Monterey Peninsula. My then kindergarten-aged son was practicing writing letters on a sandy beach. Watching him, I was powerfully struck by the realization that the alphabet and the ocean are alike—each holds limitless possibilities for discovery. That moment grew into my book *Into the A, B, Sea*, with STEM content inspired by Monterey Bay Aquarium.

Twenty years later, another Eureka moment sparked me again to link STEM with language learning. A definition of the word Eureka that I love is “an exclamation to celebrate a discovery or invention.” My version of such exclamation is “I NEVER KNEW THAT!” My newest book *An Astronaut Alphabet* began with my learning one amazing fact: astronauts on the ISS travel around Earth at 17,500 miles an hour. What do they do while they're speeding around Earth? I suddenly wondered. How can I convey this immense speed, and astronauts' experiences in space, to young readers?



Photo/NASA

I titled the book *Astronauts Zoom!* to capture that awesome sense of speed (long before we all started virtually zooming). When I looked at the title, the context of A to Z jumped out and I realized I was embarking on a space alphabet book. Often a book topic chooses me, not the other way around—and it can feel a bit like being

launched into the unknown of space! I wanted another layer of context, which became a “day in the life” of ISS astronauts from when they “awake” to when they are “zipped in for the night.”



From *Astronauts Zoom!* © Deborah Lee Rose, photos/NASA (L), ESA/NASA (R)

## FUN FACT

**Rotate the cover of *Astronauts Zoom!*, or any of the book's photos from space, and they will still be correct. On the space station, there is no upside down!**

What do astronauts do between those “bookends” of their day? Lots of things just like kids do, but also very different, including READ! Women and men astronauts must read about STEM subjects to keep the space station operating and safe. They read for fun too, often while floating in the station's windowed cupola with a spectacular view of Earth. And they read emails and letters from their families, friends and colleagues back on Earth. More and more of those colleagues are now in California, home of the SpaceX Dragon spacecraft which carries astronauts from the launchpad at NASA Kennedy Space Center in Florida to the space station 250 miles above Earth's surface.

California science and multiple California scientists helped inspire and inform my book *Scientists Get Dressed*. My friend Marian Diamond, world-renowned brain scientist at UC Berkeley, always wore a crisp white lab coat for her research. White lab coats are what most kids

.....

## Props and Astronaut Tools Treasure Hunt for Teaching with *Astronauts Zoom! An Astronaut Alphabet*

Weave STEM with language learning, while making astronauts and space even more engaging. Along with *Astronauts Zoom! An Astronaut Alphabet*, fun props can bring astronauts' experiences in space closer to kids' experiences on Earth. Here are some props that are easy to find, and you can add more as you like: toothbrush ("astronauts brush their teeth"); dinosaur or other stuffed toy, like those that float in the International Space Station ("astronauts float"); lab type gloves ("astronauts investigate science questions"); and tortillas ("astronauts love to make pizza")—the tortilla pizzas float in space but don't create crumbs!

.....

(and many adults) think all scientists wear, but the range of STEM work clothing is astonishingly diverse.

In the book, a USGS volcanologist from Menlo Park wears a respirator mask and cotton clothing. The mask ensures that she won't breathe toxic fumes; the cotton clothing won't melt onto her skin from volcanic heat. A Stanford University neurosurgeon wears full operating room clothing, plus magnifying glasses to see tiny parts of her patient's brain. A clean room team from NASA's Jet Propulsion Lab in Pasadena wear "bunny suits" to keep skin and hair from getting into a Mars rover's equipment. A paleontologist from Western University of Health Sciences wears knee pads to kneel in rocky desert areas, where he digs up fossils of the largest dinosaurs that ever lumbered on Earth.



Photo/Glen Hush © Jane Veltkamp

Even *Beauty and the Beak: How Science, Technology, and a 3D-Printed Beak Rescued a Bald Eagle*, which won the Gold Award of CRA's Eureka! Nonfiction Children's Book Award, has a California connection. My coauthor, Idaho raptor biologist Janie Veltkamp, first trained as a nurse in California. Her medical and raptor biology training together inspired her to engineer a prosthetic beak for Beauty, the majestic Alaskan eagle. I didn't just want to write about Janie's pioneering work with Beauty. Janie and I decided we would write the book together, to link STEM and literacy in telling the true story. We wanted kids (and adults) to care deeply about Beauty and bald eagles, while getting a real sense of how scientists and engineers solve problems that matter.

I am not a scientist, an engineer or an astronaut, so how do I convey the work of engineering a bald eagle's beak or walking in space? One way is by using photos to bring the words in my books to life. For *Astronauts Zoom!*

it was photos OF astronauts and BY astronauts that helped me capture living and working in space, and seeing Earth from above. One ELA/Reading standard I like a lot is “Use information gained from illustrations (e.g., photographs) and words in a text to demonstrate understanding of the text.” Lory Miller, Rtl-TSA from Alpha Elementary School in Madera, California says about Astronauts Zoom!, “There is so much information just in the pictures that will lend itself to lots of classroom discussion.” Each photo I use tells a story, builds a story arc in combination with other photos, and can inspire kids to read and write about the STEM details captured in an image.

One especially powerful photo in Astronauts Zoom, taken by an astronaut, shows a massive, swirling hurricane on Earth. When astronauts see such views from space, they may experience the “Overview Effect” which forever changes how they understand our planet. Such photos can give kids a different and larger sense of our planet too. Fantastic photos are available from the Windows on Earth project at <https://www.windowsonearth.org> and [nasa.org](https://www.nasa.org). These can even be reproduced to create an inspiring reading space, like the ISS windowed cupola, right in your own classroom, school library, or kids’ rooms at home.

Through my STEM books, young readers can discover cool, surprising and fun STEM facts and concepts, from the deep ocean to bald eagles’ realm to space. But just as important, kids can “meet” STEM professionals “at work,” explore how and why these women and men do what they do (and wear what they wear!), and ultimately be inspired. Read “Scientists get Dressed” and find useful strategies for teaching the book in the free downloadable educational guide.



From *Scientists Get Dressed* © Deborah Lee Rose, photos/UC Regents (L), Stanford Health Care/Todd Holland (R)

The free educational guide to *Astronauts Zoom!* at [www.deborahleerose.com](http://www.deborahleerose.com) includes an Astronaut Tools Treasure Hunt. Kids can hunt through the book for 25 tools that help astronauts do their incredible work, including microscope, helmet, giant robotic arm, and camera.

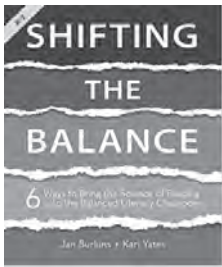


## ABOUT THE AUTHOR



*Deborah Lee Rose is the national award-winning author of the STEM books Astronauts Zoom!, Scientists Get Dressed, Beauty and the Beak (all published by WunderMill Books), Jimmy the Joey, Into the A, B, Sea, One Nighttime Sea, and Ocean Babies, and the school stories The Twelve Days of Kindergarten, The Twelve Days of Winter and The Spelling Bee Before Recess. Several of Deborah’s book have won the CRA Eureka Award for Non-Fiction. She is available for virtual author visits and can be contacted via her website or at [deborahleerose@gmail.com](mailto:deborahleerose@gmail.com).*





# A Review of *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*

Written by Jan Burkins and Kari Yates

.....  
Reviewed by Stacy A. Griffin, Ed.D.

Do you work with beginning readers or students who experience reading difficulties? Do you ever feel disheartened by inequitable literacy results? Do you ever feel frustrated by the conflicting viewpoints on best practices for reading instruction? Do you struggle to find equilibrium between balanced literacy and the science of reading? If you answered yes to any of those questions, then the book *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*, was written for you!

In this leading edge book, esteemed authors, consultants, and featured speakers for the 2021 California Reading Association Annual Conference, Jan Burkins and Kari Yates, prompt us to reflect on and reevaluate our current instructional practices. They clearly explain how integrating the science of teaching reading with balanced literacy can provide students with foundational knowledge and literacy experiences that are steeped in meaning. In the powerful and practical book, Burkins and Yates describe how making six simple shifts can transform our current beliefs on effective approaches for teaching reading.

Each chapter follows the same organizational structure. The authors begin with a classroom vignette, address common misunderstandings, succinctly summarize the science associated with the shift, and provide straightforward recommendations and routines to execute the shift. Then, we return to the classroom that began the chapter and explore how intentional changes elevated the teacher's literacy practices. The chapters conclude with reflection questions that guide us through our own process of planning to make a meaningful shift.

1. The following briefly outlines the wealth of information provided in the book:
2. *Rethinking How Reading Comprehension Begins*: This chapter emphasizes the need for rich oral language development.
3. *Recommitting to Phonemic Awareness Instruction*: Chapter two emphasizes the need for explicit phonemic awareness instruction.
4. *Reimagining the Way We Teach Phonics*: In chapter three we learn about eight high-leverage instructional routines for systematic phonics instruction.
5. *Revising High-Frequency Word Instruction*: This chapter offers suggestions on how to help children learn words, specifically irregular and high-frequency words.
6. *Reinventing the Ways We Use MSV (3 Cueing Systems)*: Chapter five allows us to consider high-leverage instructional routines to support student understanding of the three sources of information (visual, meaning, and structure).

*Reconsidering Texts for Beginning Readers*: In this chapter we learn how to consider and evaluate texts that are decodable and engaging for beginning readers.

As an educator, literacy consultant, and author, I highly recommend *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Although the book is primarily intended for kindergarten through second grade teachers, I believe that all educators who work with readers who struggle will benefit from the contents. I trust that the research and

balance presented by Burkins and Yates will transform your practice, revolutionize your beliefs, and *shift* your mindset on effective reading instruction. Be sure to explore more recommendations and resources from Jan Burkins and Kari Yates on their website, TheSixShifts.com, @TheSixShifts on Facebook, Instagram, and Twitter. I am excited to hear them speak on shifting the balance during the CRA 54th Annual Conference and I am sure you will enjoy the engaging virtual session as well!

## REFERENCE

Burkins, J. & Yates, K. (2021). *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Stenhouse Publishers.  
ISBN: 978-1-62531-510-6

## ABOUT THE REVIEWER



Dr. Stacy A. Griffin is an educator, literacy consultant, and author. She is an adjunct professor at California State University, Long Beach and an Instructional Leader at Project Social Justice through Language, Literacy and Leadership at UCLA Center X. She has worked in urban communities for over 20 years, provides on-going professional development for educators and administrators, and has presented research at the local, state, and national levels.

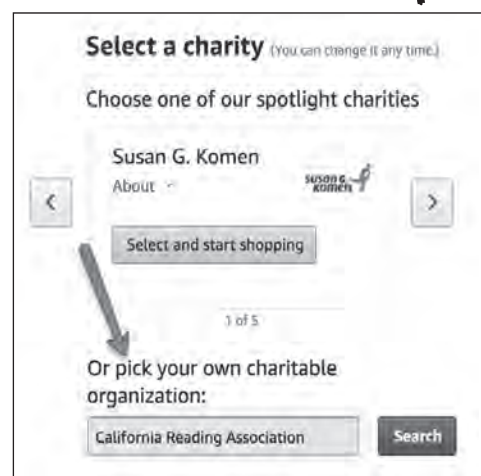
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If you have any questions, please email Lynn Gurnee at [lynn@gurnee.org](mailto:lynn@gurnee.org)



# California Young Reader Medal (CYRM)

Article Written by Melanie Miller and Penny Ann Cline

GET READY to participate in the 2021-2022 CYRM Program! Excite and Expose your students to some of the best fiction written in the past four years.

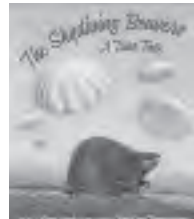
Here is a quick way to be **SUCCESSFUL**.

- S**- Scope out the five CYRM categories. Read all books in one or more categories for your grade level.
- U**- Understand that others can help and share the selections.
- C**- Copy list of 2021-2022 nominated books
- C**- Create your order (AmazonSmile, PermaBound, Bound to Stay Bound.
- E**- Estimate how many copies you need for you or your school.
- S**-Share the book order with your principal, librarian, your grade level.
- S**- Schedule a time for read alouds.
- F**- Finish each book by writing a class summary or other FUN activities.
- U**- Use the class summaries to review the nominated books.
- L**- Last of all, students individually vote for their favorite before April 1.

Ballots are on-line [www.californiayoungreadermedal.org](http://www.californiayoungreadermedal.org) Teachers or librarians must submit the totals for each book on-line via SurveyMonkey.

## 2021-2022 CYRM NOMINATED BOOKS

### PICTURE BOOKS FOR OLDER READERS.....



*Before She Was Harriet* by Lesa Cline-Ransome/Illustrator Frank Ransome  
Lush and lyrical biography written in verse.

*Let the Children March* by Monica Clark-Robinson/Illustrator Frank Morrison  
Told from a child's point of view about the Children's Crusade of 1963.

*The Skydiving Beavers* by Susan Wood/Illustrator Gyjsbert van Frankenhuyzen  
In a daring experiment, beavers were air dropped to a new home.

## PRIMARY READERS .....

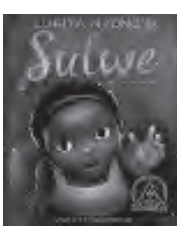


**All Are Welcome** by Alexandra Penfold/Illustrator Suzanne Kaufman

Celebrate diversity in a school where students grow and learn from each others' traditions.

**Drawn Together** by Minh Le/Illustrator Dan Santat  
With a lack of language, grandfather and a young boy find a bond that goes beyond words.

**Dreamers** by Yuyi Morales  
Finding your way in a new place by navigating an unfamiliar world and finding the best parts of it.



**Hair Love** by Matthew A. Cherry/ Illustrator Vashti Harrison  
Daddy gives his daughter an extra special hair style.

**Sulwe** by Lupita Nyong'o/Illustrator Vashti Harrison  
A whimsical and heartwarming story that will inspire children to see their own unique beauty.

## INTERMEDIATE READERS .....



**Other Words for Home** by Jasmine Warga  
This lyrical, life affirming story is about losing and finding home most importantly finding yourself.

**The Remarkable Journey of Coyote Sunrise** by Dan Gemeinhart  
Grieving daughter and father make a cross country trip to find that strangers can become family.

**Wishtree** by Katherine Applegate  
Trees can't tell jokes, but they can certainly tell stories. Be careful what you wish for.

## MIDDLE SCHOOL/JUNIOR HIGH READERS .....



**The Length of String** by Elissa Brent Weissman  
Weaving together the past and present of family, identity, and the history that makes us who we are.

**Nevermore: The Trials of Morrigan Crow** by Jessica Townsend  
Before Morrigan's eleventh birthday she must compete in four dangerous trials.

**The Jigsaw Jungle** by Kristin Levine  
A timely tale of family that will keep you searching for clues to solve a mystery.

## YOUNG ADULT READERS .....



***Fountains of Silence*** by Ruta Sepetys  
Lives and hearts collide, revealing an incredible dark side to the sunny Spanish city.

***Frankly in Love: A Novel*** by David Yoon  
When life throws him a curveball, Frank is wondering whether he really knows anything about love or himself.

***Patron Saints of Nothing*** by Randy Ribay  
A Filipino American teenager uncovers the truth about his cousin's death in the Philippines.

## CALIFORNIA YOUNG READER MEDAL 20-21 WINNER

The California Young Reader Medal Committee thanks the children of California and their teachers and librarians on selecting the 2020-2021 winning books. The author and illustrator will be honored at one of the state conferences (CRA,CATE,CSLA,CLA) this school year. Join us in celebrating these award-winning authors and illustrators. More information about the nominees and past winners can be found on the website listed above or [www.californiareading.com](http://www.californiareading.com)



***Sergeant Reckless***  
Picture Book for Older Readers  
PATRICIA MCCORMICK Author  
IACOPO BRUNO Illustrator  
Balzer/Bray



***Poor Louie***  
Primary Winner  
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# Comprehensive Literacy State Development (CLSD) Grant

by Jennifer Howerton



The final draft of the California State Literacy Plan (SLP) was approved by the State Board of Education (SBE) in March 2021 and the final publication will be posted soon. A Local Literacy Planning Toolkit to accompany the SLP, along with many other resources, is available in the Literacy Resources Repository on the California Educators Together online platform.

The California Department of Education (CDE) released the Request for Applications (RFA) for subgrant awards on May 5, 2021, and will award funds to seven county offices of education (COEs), or consortia of COEs, through a competitive grant process. Grantees will serve as Local Literacy Lead Agencies and will be required to build expertise in strategies that address the statewide literacy priorities identified in the SLP and implement these strategies through a three-year small-scale pilot with one or more local districts. These strategies must align with state guidance and policies, must be evidence-based, and support the literacy needs of economically disadvantaged and high-need students. Consistent with grant requirements, funds will be awarded as follows:

- Birth to age five programs: One grant (15 percent of funding)
- Kindergarten to grade five programs: Three grants (40 percent of funding)
- Grade six to grade twelve programs: Three grants (40 percent of funding)

Each grantee will support districts and schools in its region to improve comprehensive literacy instruction with a focus the statewide literacy priority for the identified age and/or grade span. The expertise and resources that Local Literacy Lead Agencies generate with their model

sites will be disseminated to educators across the state through the Statewide System of Support.

The CDE conducted an informational webinar for potential applicants on May 11, 2021, and in June 2021, the American Institutes for Research presented a webinar on the National Evaluation Impact Study, which Local Literacy Lead Agencies in the three kindergarten to grade five priorities may opt to participate in. These presentations and accompanying resources are available on the CDE CLSD RFA web page.

Applications were due on June 25, 2021, and the CDE is currently reviewing all submissions. The Intent to Award will be posted August 11, 2021, and the Notification of Final Award will be posted August 23, 2021. Local Literacy Lead Agencies will begin work September 1, 2021.

Stay informed about the CLSD grant and other statewide literacy initiatives in California by joining the CDE Literacy listserv by sending a blank email to: [join-cde-literacy@mlist.cde.ca.gov](mailto:join-cde-literacy@mlist.cde.ca.gov).

## EARLY LITERACY SUPPORT BLOCK GRANT

Section 113 of the Education Omnibus Trailer Bill (Senate Bill 98) for the 2020–21 California State Budget authorizes the Early Literacy Support Block (ELSB) grant program. The Expert Lead in Literacy, in partnership with the Consortium on Reaching Excellence in Education (a subsidiary of Pivot Learning), continues to support participating local educational agency (LEA) grantee teams that have recently conducted root cause analyses, completed needs assessments on their findings, and developed three-year literacy action plans based on high-priority needs. The root cause analysis and needs assessment helped to identify the strengths and

weaknesses of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive.

Participating LEAs reviewed all relevant diagnostic measures, including, but not limited to, data on pupil performance, effective and ineffective practices, and equity and performance gaps. The LEAs consulted with stakeholders, including school staff, school leaders, parents, and community members at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds described in their literacy action plans. All plans were submitted to the CDE for approval by the end of June 2021. Resources developed and curated through this grant program will be made available in the future for statewide use.

## TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING SUITE OF TOOLS

In June 2021, California’s Social and Emotional Learning (SEL) State Team convened to celebrate the

culmination of the meaningful work that transpired over the last year. In June 2020, the CDE brought together 56 educators, practitioners, and community members from diverse educational settings (classrooms, districts, county offices of education, institutions of higher education, and non-profit organizations) with expertise in SEL, as well as expanded learning, students with special needs, arts education, professional learning, and more. Despite the personal and professional challenges of working through a pandemic, the SEL State Team accomplished much. Successes include the following:

- Transformative SEL (T-SEL) Competencies
- T-SEL Conditions for Thriving
- Collections of resources to support SEL implementation

Explore the T-SEL Competencies and Conditions on the CDE T-SEL Competencies and Conditions for Thriving web page and visit the SEL group page on California Educators Together to find many more resources curated by the SEL State Team.

**RECOGNIZE AND REWARD TEACHERS**

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# California's Social and Emotional Learning Guiding Principles



## 1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.



## 2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.



## 3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.



## 4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.



## 5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

<https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>



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## Using Kathleen Krull's Books in Your Classroom By Dr. Virginia Loh-Hagan\*

Kathleen Krull would be the perfect author to study! School *Library Journal* said, "Kathleen Krull's many picture books exemplify the best kind of narrative nonfiction for our students – accurate, well-research, lively texts..."

### Ideas for Author Study:

- Krull always said that nonfiction biographies were her niche. Study her writing style. Ask students: What makes Krull different from other nonfiction writers?
- Krull has written about so many different people. Study the topics of her books. Ask students: What do Krull's subjects have in common?
- Krull has worked with several different illustrators. Study the illustrations. Ask students: What did each illustrator bring to Krull's work?
- Krull does a lot of research for her books. Think about the information Krull includes in her books. Ask students: What type of research does Krull include in her books?

### Focus Standards:

ELA Anchor Standard for Reading #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.



\*Dr. Virginia Loh-Hagan is a friend of Kathy Krull, published author, former K-8 teacher, and the Director of the APIDA (Asian Pacific Islander Desi American) Center at SDSU. If you are a traditionally-published CA author and/or illustrator and wish to be featured on the cover, please contact her for consideration requirements: [vloh-hagan@sdsu.edu](mailto:vloh-hagan@sdsu.edu).