“Meaning making is at the heart of ELA/literacy and ELD instruction. Meaning making should be the central purpose for interacting with text, participating in discussions, giving presentations, and engaging in research.”

CA ELA/ELD Framework, Ch. 2, p. 69

“...ELs should engage with complex texts and topics with appropriate scaffolding that facilitates their path toward independence with the texts (Schleppegrell 2004).”

CA ELA/ELD Framework, Ch. 2, p. 74

WHY: English Learners need to engage with a variety of complex texts independently at grade level
WHEN: DAZE measure indicates English Learners are struggling in reading comprehension

DAZE Assessment 3-Step Strategy
(*MMED Resource:mmed.lausd.net)
This module will assist with small group instruction where students will be developing content, academic language, and key interpersonal communication skills.

Mastering the DAZE Lessons
Grade 5 (*MMED Resource:mmed.lausd.net)
These lessons teach students strategies to apply during the DAZE assessment. The following two strategies are taught:
- Read Around the Box Strategy
- CLOZE through Constructive Conversations

DIGITAL Lessons for DAZE 3-Step Strategy
(*MMED Resource:mmed.lausd.net)
These lessons are designed to address the specific needs of students who do not score at benchmark on the DIBELS Daze assessment and have received effective Tier 1 instruction.

English Learner Reading Foundational Skills Support Guides
Daze: Reading Comprehension
(*MMED Resource:MMED.LAUSD.NET)
This resource provides guidance for reading comprehension and how it pertains to the needs of English Learners. It includes teaching considerations, activities, and lessons.