CBL Framework[1]: Inspired from Research and Aligned with Current Educational Standards for Elementary Students

CBL Key Tenant/Goal	Support from Research	Alignment with Common Core State Standards (ELA)[2]	Alignment with Next Generation Science Standards
1. Young students must engage in literacy as a *purposeful, disciplinary practice* (not as segmented *tools* or *skills*).	Pearson, Moje & Greenleaf, 2010; Shanahan & Shanhan, 2014; Zygouris-Coe, 2012	CCSS-ELA Introduction, para. 5	NGSS, *Three Dimensional Learning* & Appendix A, Conceptual Shifts
2. *Young students must have extended time on a particular practice or goal for deep learning to occur.*	Cunningham, 2005; Taylor, Frye & Maruyama, 1990; Wigfield & Guthrie, 1997	CCSS-ELA Anchor Standards for Writing (K-12); CCSS-ELA Standard 10 (Staying on topic/activity)	NGSS, Appendix A, p. 3
3. *Small-group collaboration is key* for language and literacy development.	Blumenfeld et al., 1996; Orosco & O'Connor, 2014	CCSS-ELA Writing, K-6; CCSS-ELA Speaking and Listening, Grades 3-6	NGSS, Appendix C, College and Career Readiness (pp. 7 & 11); Appendix F, Practices (pp. 7 & 21)
4. *Explicit strategy instruction is important* for developing the ability to make sense of and critically evaluate challenging texts.	Boardman et al., 2018; Brown & Palincsar, 1987; Klingner & Vaughn, 1999; Romance & Vitale, 1992	CCSS-ELA Language (reading & content), Grades 1-6	"NGSS for All Students" (para. 3); "Instruction and Assessment" (para. 2 & 4)
5. Young students must have opportunities to read and write about *topics and issues of interest and connect such practices with their funds of knowledge and experiences*.	Bravo et al., 2007; McCarthey, 2000; Moll et al., 1992; Nathenson-Mejia & Escamilla, 2003	CCSS-ELA Introduction, para. 8	(Application of "prior knowledge" is mentioned through the NGSS); NGSS, Case Studies
6. Young Students must have opportunities to engage in various literacy practices for *real-world goals or purposes* (e.g., reading or writing about a scientific discovery for public).	Arya & Maul, 2012; Duke et al., 2006; Gambrell et al., 2007; Gustad, 2014; McCarthey & Garcia, 2005	(Only in California CCSS): Language Standards, K-5	NGSS, *Instruction and Assessment*, Case Studies
7. Young Students must *engage in critical reasoning* (evaluating, questioning, critiquing, etc.) of textual information in addition to identifying key ideas.	Alvermann & Hagood, 2000; Arya et al., in press; Duke et al., 2015; McClung, 2018; McDaniel, 2004; Petty, 1956	CCSS-ELA Introduction, para. 5 & 8	NGSS, FAQs, *Contents and Research Background of the Standards,* para. 5

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