# Teachers’ Course Overview

## Course Goals (what we’re getting really good at this year):

- Fostering collaborative academic conversations, abundant writing and interactive reading around complex texts, and content
- Engaging in text-oriented talk about language in complex texts and rich content tasks
- Observing students closely to provide “planned” and “just-in-time” scaffolding
- Creating positive and culturally responsive learning environments

## Extend Tasks (read-view-do after each session):

- **Read**: Reflect on an excerpt from the ELA/ELD Framework with note-taking guide
- **View**: Reflect on a video (CA ELD Standards Online PLMs) with guided viewing questions
- **Do**: Focused Application Tasks - Teach/adapt the keystone pedagogy lessons, collect evidence of and reflect on student learning, post in the online community (Canvas), respond to someone else’s post.

### Spiraling, integrated focus topics throughout all sessions:

Scaffolding, Teaching and Learning Cycle, Culturally and Linguistically Responsive Pedagogy, Social and Emotional Learning, Parent and Family Engagement, Integrated and Designated ELD, Formative Assessment, CA ELD Standards and CA CCSS for ELA/Literacy

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<tr>
<th>Session</th>
<th>Topics &amp; Themes</th>
<th>Readings, Videos</th>
<th>Keystone Pedagogies (KP) for Focused Application Tasks</th>
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| 1       | CA ELD Standards and ELA/ELD Framework Overviews | Reading from ELA/ELD Framework:  
  - Chapter 2: Circles of Implementation  
  - Chapters 3-6: ELA/Literacy with Integrated ELD vignettes  
  Video:  
  - Flossie and the Fox (read by the author) | 1a. Repeated interactions with complex narrative texts:  
  - TK-1: Sequenced Process for Interactive Read Aloud Lessons  
  - 2-3: Story Mapping  
  - Collaborative Text Reconstruction  
  Collaborative lesson planning |
| 2       | Culturally and Linguistically Responsive Teaching (CRLT)  
Understanding How English Works  
Register Awareness (everyday and academic register choices)  
Integrated and Designated ELD | Reading from CA ELD Standards:  
- ELD Standards Ch. 5 (Learning About How English Works)  
Reading from ELA/ELD Framework:  
- Chapter 9 (Access and Equity): CRLT excerpts (Fig. 9.11 and 9.12)  
- Chapters 3-6: Designated ELD vignettes  
Video:  
- Jamila Lyiscott – 3 Ways to Speak English | 1b. Text-oriented talk about language in complex narrative texts:  
- TK-1: Joint Text Reconstruction  
- 2-3: Verb Analysis  
- 4-6: Cohesion Analysis/Lexical Chains  
Collaborative lesson planning |
| 3 | Language Development  
General Academic Vocabulary Instruction  
Culturally and Linguistically Responsive Teaching | Reading from ELA/ELD Framework:  
- Chapter 9 and 2: CRLT excerpts - posters (Gallery Walk)  
- Chapter 2: Language Development Theme Videos:  
  - Ms. Noonan - Morning Meeting  
  - Clint Smith – The Danger of Silence | 1c. General academic vocabulary instruction (7-step process)  
Collaborative lesson planning |
|---|---|---|
| 4 | Scaffolding  
Inquiry-based science and collaborative group work  
Interdisciplinary learning:  
Science/ELA/ELD  
Analyzing the Language of Science Texts (explanations) | Reading from ELA/ELD Framework:  
- Chapter 2: Scaffolding  
- CRLT snapshots (Ch. 3-6) Mix and Mingle  
Video: Science content topics (bees, salmon, owls) | 2a. Collaborative group research in science (inquiry-based)  
2b. Text-oriented talk about the language in complex science texts (sentence unpacking)  
Collaborative lesson planning |
| 5 | The Teaching and Learning Cycle: A Framework for Scaffolding Writing  
Interdisciplinary learning:  
Science/ELA/ELD  
Analyzing the Language of Science Texts (arguments)  
Evaluating Student Writing using the ELA/ELD Framework | Reading from Gibbons (2015):  
- Teaching and Learning Cycle excerpt  
Reading from ELA/ELD Framework:  
- Chapter 8 (Assessment): Figures 8.7, 8.8, 8.9  
Videos:  
  - SPIRAL (mini-TLC, “Spider and the Fly”)  
  - Scaffolding writing: Writing conference | 3a. Collaborative reading in science:  
  - TK-1: Sequenced Process for Interactive Read Aloud Lessons  
  - 2-3: Collaborative Summarizing  
  - 4-6: Expert Group Jigsaw  
3b. Scaffolding argument writing in science:  
  - Letters to the editor/others  
  - Advocacy Posters  
Collaborative lesson planning |
| 6 | Global Competence  
Cultural and linguistic pride (asset-based, additive)  
Literacy, social studies, and arts integration  
The Story We Want to Tell | Reading from ELA/ELD Framework:  
- Chapter 9 (Access and Equity) narrative excerpts with CLRT snapshots 3.7, 6.7, 7.1  
- Chapter 10: Global Competence (CCSSO and Asia Society)  
Video:  
  - “We Are” spoken word poetry by Chicano/Mexicano poet Michael Reyes | 4: Effective Questioning and Extended Discussions with Culturally Relevant Literature  
4b: Community research projects – Integrated literacy/arts/media projects  
Collaborative lesson planning |