Professional learning should mirror what we want to see in TK-12 classrooms.

The same kinds of active engagement with critical thinking and problem posing; collaborative discussions about intellectually stimulating and relevant topics; use of rigorous and appropriate texts; respect for diversity of cultures, languages, and perspectives; and other features found in effective classrooms should be found in professional learning sessions.

*(ELA/ELD Framework, Ch. 11, p. 978)*

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**Leading with Learning:**
Improving English Learner Students’ Learning Experiences and Outcomes through Professional Learning

*U.S. Department of Education*
*Investing in Innovation (i3) Grant*

Pam Spycher, Project Director, WestEd
Danielle Garegnani, Lead Facilitator, WestEd
Patricia Wolf-Kincade, Fresno Unified School District
Learning Outcomes

Develop new and/or refined understandings about high quality teaching and learning experiences for English learner students

Discover tools and resources for implementing the ELA/ELD Framework and for ensuring educational equity

Discuss ways of implementing what was learned in today’s session and/or sharing the learning with others

Funded by the U.S. Department of Education - Investing in Innovation (i3) Grant

District Partners:
- Fresno Unified School District
- Sacramento City Unified School District

Private Sector Partners:
- Ford Family Foundation
- David and Lucille Packard Foundation
- The California Endowment
- Sierra Health Foundation
- Amazon.com
**Goal:** Scalable and replicable model of professional learning and systemic approaches for improving the educational experiences and outcomes of ELs and other diverse learners
Course Content Materials:

CA CCSS for ELA/Literacy, CA ELD Standards, CA NGSS

CA ELA/ELD Framework

Online PL and Communities

ELA/ELD Framework Circles of Implementation
Teachers’ Course: 4 Big Focus Areas (for teaching ELs)

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

Teachers’ Course Overview

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics &amp; Themes</th>
<th>Readings, Videos</th>
<th>Keynote Pedagogy (LP) for Presumed Application Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CA ELD Standards and ELA/ELD Framework Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video: Fossil and the Fox (read by the author)</td>
<td>1b. Text-oriented talk about language in complex narrative texts</td>
</tr>
<tr>
<td>2</td>
<td>Culturally and Linguistically Responsive Teaching (CLRT)</td>
<td></td>
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<tr>
<td></td>
<td>Understanding English Works</td>
<td>Reading from CA ELD Standards: ELA Standards Ch. 5 (Learning About How English Works)</td>
<td>2a. Joint Text Reconstruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video: How We Learn 2.0</td>
<td>2b. Verb Analysis</td>
</tr>
</tbody>
</table>
Coaches’ Course:
4 Big Focus Areas (for coaching teachers of ELs)

- Supporting teachers’ understanding of the ELA/ELD Framework, CA CCSS for ELA/Literacy and CA ELD Standards
- Leading EL-focused coaching cycles (modeling, reflective discussion, planning, observing, reflective discussion)
- Facilitating EL-focused lesson planning (using CA ELD Standards, framing questions from framework)
- Collaborating with principals through collaborative inquiry and partnership

(Some of) Our Goals:
By the end of the year, we want to see daily...
- students engaging in extended conversations about texts worthy of reading and questions worthy of discussing;
- students talking about the language of complex texts and complex content; and
- student writing that reflects these discussions and an awareness of how language works
(Some of) Our Goals:

By the end of the year, we want to see all teachers ...

• working collaboratively to plan lessons using clusters of CA CCSS for ELA/Literacy and CA ELD Standards;
• reflecting together on their impact on student learning using artifacts of student learning;
• speaking to (and about) students and their parents and families respectfully and from an asset-based orientation.

ELA/ELD Framework Quotes:

Gallery Walk

1. Take a few minutes to stroll around the room and skim the quotes.
2. When you hear the timer, go stand by the one that most resonated with you.
3. Discuss your connection with the quote with other people standing with you.
4. What connections are you making? What questions do you have?
5. Capture your discussion on some post-it notes during your discussion and place them on the poster.
Guiding Our Work: Sociocultural Theories of Learning

- Social interaction and language are central to all learning.
- Learning is maximised when learners are supported to work in the upper limits of their Zone of proximal development (ZPD).
- Scaffolding is a special type of support that moves learners toward autonomy (high challenge, high support).
- Language choices are situated in cultural and situational contexts.
- Demystifying language is empowering for students and their teachers.

Adapted from Spycher & Linn-Nieves, 2014; Derewianka, 2011; Gibbons, 2015
1. Building content knowledge through language rich experiences

Examples tasks:
- Inquiry approaches
- Teacher read alouds
- Talking about what you’re thinking
- Fieldtrips!
- Building models collaboratively
- Viewing videos, exploring websites
- Teacher facilitated discussions
- Student-student discussions

2. Exploring the language of the text type

Example tasks:
- Analyzing a model text
- Deconstructing the text (e.g., unpacking paragraphs, sentences, phrases)
- Reconstructing a text and discussing the language
- Identifying the text’s organization and stages
- Focusing on particular language features by identifying them in text
- Developing a shared metalanguage
3. Joint Construction of Texts

Example tasks (done with teacher facilitation):
- Retelling/rewriting/altering a familiar story
- Writing an informational text about a topic the class has learned about
- Using increasingly descriptive, expanded, enriched language

4. Independent Text Construction

Example tasks:
- Students write their own versions of a story they’ve studied.
- Students write a new story, using their learning of the text type.
- Students write a response to literature.
- Students write an informational text on the same or a related topic.
- Students write a text together, using research/information gathered as a class.
An illustrative example of the TLC: SPIRAL (Sequenced Process for Interactive Read Alouds)

Learning target:
We will retell the story, “The Spider and the Fly,” both orally and in writing.

Lesson Sequence Overview:
The children will …
• listen actively to a rich teacher read aloud multiple times;
• engage in multiple collaborative discussions about the major events of the story and its themes;
• collaboratively retell the story orally and in writing, incorporating new vocabulary, expanding and enriching their ideas, and using the text structure and organization of stories;
• retell the story independently in writing, using illustrations to enhance their retellings.
**SPIRAL: Engaging young ELs with complex texts**

**The Spider and the Fly**
By Tony DiTerlizzi
Based on the 1829 narrative poem by Mary Howitt

Will you walk into my parlor?” said the spider to the fly;
“’Tis the prettiest little parlor that ever you did spy.
The way into my parlor is up a winding stair,
And I have many pretty things to show when you are there.”

“O no, no,” said the little fly, “to ask me is in vain,
For who goes up your winding stair can ne’er come down again.”

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**Developing Young English Learners’ Academic Language and Literacy**

<table>
<thead>
<tr>
<th>Everyday Language Spoken-like Talk</th>
<th>Academic Language Literate Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t like the spider.</td>
<td>The spider said to the fly to “come up my winding stairs,” and the fly said, “Oh, no no. I heard whoever goes up your winding stairs will never come down again.”</td>
</tr>
<tr>
<td>My favorite part was the fly. She said ‘no.’</td>
<td>The spider wants to get the fly to eat.</td>
</tr>
<tr>
<td>It’s scary!</td>
<td>The way into my parlor is up a winding stair. And I have many pretty things to show when you are there.”</td>
</tr>
<tr>
<td></td>
<td>“O no, no,” said the little fly, “to ask me is in vain, For who goes up your winding stair can ne’er come down again.”</td>
</tr>
</tbody>
</table>
Focused Viewing

1. What are the children doing?
2. How do you think the children are being supported to develop language and literacy?

1st Grade Writing

This sad happened at the spider house. The spider is so scuste, the fly is sing about her set. The spider said to the fly to come up, my windse sets and the fly said oh no no.
This story happened at the spider’s house. The spider is so cunning. The fly thinks about herself. The spider said to the fly to “come up my winding stairs,” and the fly said, “Oh, no no. I heard whoever goes up your winding stairs will never come down again.” The spider said to the fly, “Come hither.” The spider said to take a slice, and the fly said, “Oh, no no. I do not want to eat the dead bugs.” The spider said to the fly some flattering words. The fly and the spider went nearer and nearer. The spider grabbed the fly!

Focused Discussion

1. What are the children doing?
2. How do you think the children are being supported to develop language and literacy?
Analyzing a Sample Unit

- Take a moment to review the sample unit.
- How does the unit build students’ content knowledge?
- How are students supported in learning the language of the text type?
- Where are there opportunities to observe students’ learning in order to provide scaffolding?

Keystone Pedagogy-
Model Lesson Part I
(integrated science/ELA/ELD)

Collaborative Group
Work in Science
Sentence Unpacking

**Purpose of the Task:** Unpacking sentences that tend to be long and densely packed with information helps students to understand the complex texts they’re reading and gives them ideas and resources for when they write their own academic texts.

**Steps:**

1. Model, through thinking aloud and using natural language, how you unpack the meanings of the sentence, teasing apart the information that’s densely packed into the sentence.
2. Talk about the language resources used in the sentence and how they convey particular meanings.
3. Talk about how the sentence is structured and how this structure affects meaning (e.g., connects, condenses, combines, enriches, or expands ideas).
4. Return to the core meaning of the sentence to make sure students don’t lose that as the central focus.
Lesson Analysis

A Side- Collaborative Group Work

B Side-Sentence Unpacking

Work with a partner and discuss:

- Which ELD standards did you feel were addressed in the model lesson? (all)
- What ELA and Science Standards were addressed in the collaborative group work? (As)
- How does the sentence unpacking lesson build into and from content instruction? (Bs)

Take 7 min.

Analyzing a Sample Unit

- Take a moment to review the sample unit.
- How does the unit build students’ content knowledge?
- How are students supported in learning the language of the text type?
- Where are there opportunities to observe students’ learning in order to provide scaffolding?
**Keystone Pedagogy-Model Lesson Part I**

*(integrated science/ELA/ELD)*

**Purpose of the Task:** Through reading complex texts and enriching understanding through discussion, students will build their content knowledge and develop their proficiency with the disciplinary language of science.

**Steps:**

1. **Preparation:** Read the texts carefully. Prepare a chart with the steps to the jigsaw, a language chart for student discussion, and a model of the expert group chart.

2. Create expert groups of 4-5 students

3. Students read their text independently- annotating and preparing to share with the expert group

4. Students engage in an expert group discussion- they work with others who read the same text

5. Students summarize the most important points of their discussions with expert group posters

6. Students see other groups’ work through a rotating share out

7. Students connect the readings to their inquiry question
The CA CCSS & CA ELD Standards: Expert Group Jigsaw Review

1. With an “expert” partner, identify and discuss at least two standards that were addressed in the lesson (5 min.)
   - Partners A: Examine the CCSS for RI and SL
   - Partners B: Examine the CCSS for W and L
   - Partners C: Examine the CA ELD Standards

2. Meet in “jigsaw” triads (A-B-C) to share your findings. (5 min.)

Reading/Writing Opinions & Arguments: Looking at the Language

Students need to:
- Understand the structure and phases of an argument
- Learn to take a position and give reasons
- Learn to support the reasons with evidence:
  - "Intellectual" Evidence:
    - Facts that can be proven
    - Statistics that offer scientific support
    - Expert opinions or quotations
  - "Emotional" Evidence:
    - Powerful illustration or point of view
    - Personal experience
    - Emotional appeal with strong words

Brisk, 2015
## Language Features of Argument

- **Connectives**
- **Evaluative Language**
- **Modality**
- **Citation Phrases, Strength of Claims, Use of Evidence**
Argument - Evaluative Language/ “judging words”

Evaluative language signals how the author feels about something. These feelings can be “turned up” or “turned down” in intensity.

<table>
<thead>
<tr>
<th>like</th>
<th>happy</th>
<th>detrimental</th>
<th>definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>ecstatic</td>
<td>harmful</td>
<td>absolutely</td>
</tr>
<tr>
<td>adore</td>
<td>thrilled</td>
<td>deadly</td>
<td>extremely</td>
</tr>
<tr>
<td>despise</td>
<td>glad</td>
<td>hazardous</td>
<td>very</td>
</tr>
</tbody>
</table>

Can we determine the author’s attitude towards the issue?

Sushi is okay to eat on occasion.  I like sushi.  I love sushi.  I absolutely adore sushi.

Sushi is the most vile food on the planet.  I can’t stand sushi.  I don’t like sushi.
Keystone Pedagogy-Model Lesson Part II
(language work in science)

Analyzing Evaluative Language in Arguments

You Try It!

Work with a partner to identify the “judging” words and determine whether the statement is turned up or turned down in intensity.
Owl Population Decline- “Judging” Words

• Habitat loss and habitat alteration are causing immense problems demanding grave attention.

• Sadly, owl populations are drastically declining in many parts of the United States.

• It’s critical that we take action otherwise we are dooming the spotted owl to extinction.

• A few decades ago, the plight of the spotted owl sparked an epic struggle between environmentalists and the timber industry.

• Greedy corporations destroy old growth forests in order to monopolize land for development, resulting in the decimation of owl populations.

• The irresponsible, barbaric, cruel and unnecessary hunting of owls to collect the feathers or for sport has also impacted owl populations.

Classroom Examples

We can analyze and “unscre” attitudes in turn by looking closely at language.
Classroom Examples

The CA ELD Standards: Which did you see in action?

Work with a partner and discuss:

- Which ELD standards did you feel were addressed in the model lesson?
- How does this lesson build into and from content instruction?

Take 5 min.
Questions?

Thank you!

ONE CHILD, ONE TEACHER
ONE BOOK & ONE PEN
CAN CHANGE THE WORLD.

MALALA YOUSAFZAI