



## School Culture: Collaborative & Learning-oriented

Successful implementation of this *ELA/ELD Framework* is dependent on the culture in which it is embedded. A **collaborative and learning school culture ... is the essential component** and the vehicle for establishing common interest for school goals, enthusiasm for learning new content and pedagogy, commitment to group processes, and momentum for a range of organizational initiatives needed to implement the standards.

(*ELA/ELD Framework*, Ch. 11, p. 974)

## Leading with Learning: *Cultivating language and literacy, collaboration, and equity*

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

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**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

**Process:** Learning together as partners about what we need to do to implement College and Career Ready standards for English learners' (ELs) and other diverse learners' success



**Goal:** Scalable and replicable model of professional learning and district systems support for improving the educational experiences and outcomes of ELs and other diverse learners

**Figure 11.4. Addressing the Unique Needs of English Learners**

<p><b>English language development and access to the academic curriculum</b></p> <p>ELLs face the unique challenge of developing proficiency in English while simultaneously mastering grade-level academic content. Thus, in addition to learning social English, ELLs must develop the academic language and literacy skills needed to meaningfully access the grade-level curriculum. As ELLs are developing such skills, they require appropriate instructional modifications and supports to make academic content comprehensible. To improve ELL outcome and content-area test strategies that support academic needs.</p>	<p><b>Issues of isolation and segregation</b></p> <p>Interactions with model English speakers can help facilitate ELLs' English language development, yet for ELLs who reside in linguistically-isolated households or communities, attend segregated schools, or participate in classes separately from English-proficient peers, access to model English speakers can be limited. To increase this access, schools might choose to incorporate more student groupings with English-proficient, productive peer-to-peer interactions.</p>	<p><b>English Language Arts/English Language Development Framework</b></p> <p>Foundational Skills Language Development Content Knowledge Meaning Making Effective Expression</p>
<p><b>Culture and socialization needs</b></p> <p>ELLs come from diverse backgrounds and be able to enhance their understanding of the U.S. by preparing ELLs texts with less familiarity for diversity within the transition from home heritage and experience.</p>	<p><b>Interruptions in schooling or limited formal schooling</b></p> <p>Some ELLs have experienced schools with limited literacy in their learning supports. Academic classroom address these students to academic setting specialized strategies.</p>	<p><b>Figure 1.2. Values for Educating English Learners</b></p> <p><b>Valuing Language and Culture as Assets:</b> English learners receive values their home cultures and primary languages as assets and builds up learning.</p> <p><b>Ensuring Equity in Intellectual Richness:</b> English learners benefit expectations of learning established for all students and routinely engage tasks and texts across the disciplines.</p> <p><b>Building Content Knowledge and Language in Tandem:</b> English instruction that promotes content and language learning in tandem in all ELA, mathematics, social studies, science, the fine arts, and other subject full access to a multi-disciplinary curriculum, including those subjects listed.</p> <p><b>Attending to Specific Language Learning Needs:</b> English learner language learning is fostered when targeted language instruction builds in learning and attends specifically to English language proficiency levels and experiences in the primary language and English.</p>
<p><b>Parent and family engagement</b></p> <p>Parents and families behavior and achieve with the U.S. system to stay informed about school decisions and parent involvement in school-related community that parents understand workshops on navigating</p>	<p><b>Exiting from ELL status</b></p> <p>An important goal enough in English productively with Schools might use have been in ELL across states and the state English</p>	

982 | Chapter 11

Get into triads.

Each person reads one page.

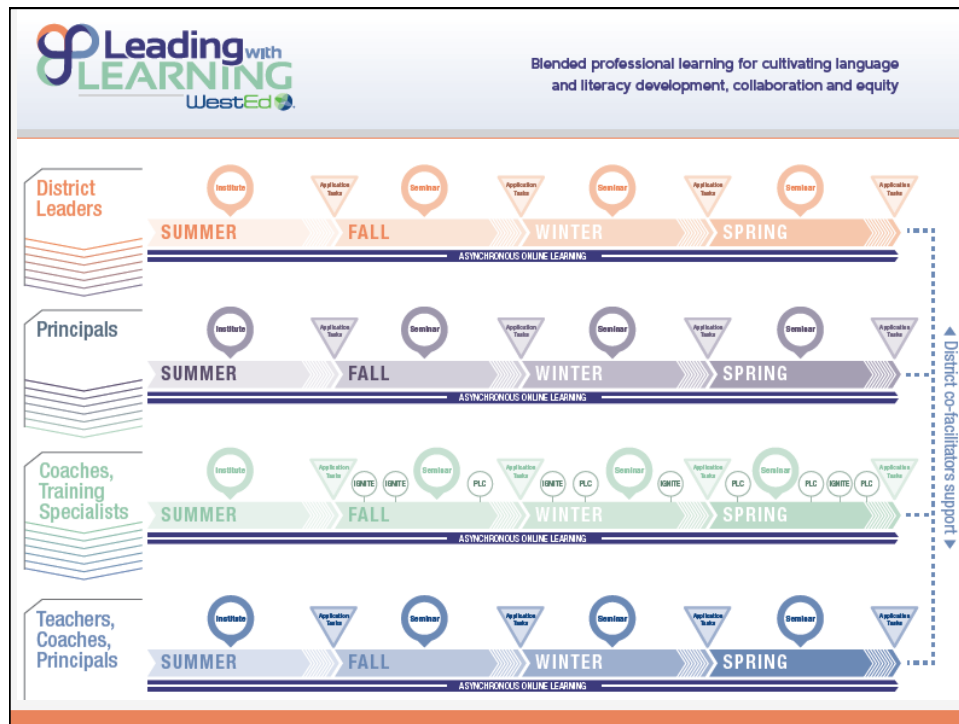
- ☐ What are some areas of strength in your district/county/region?
- ☐ What are some areas for growth in your district/county/region?

## Course Content Materials:

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

**CA ELA/ELD Framework**

**Online PL and Communities**



## Teachers' Course:

### 4 Big Focus Areas (teaching and learning focus)

- ✓ 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**



## Coaches' Course:



### 4 Big Focus Areas (coaching for implementation focus)

- ✓ 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



## Online Coaches' Community



## Online "Ignite" Sessions



Fishbowl protocols:

- problems of practice
- lesson tuning
- success analysis



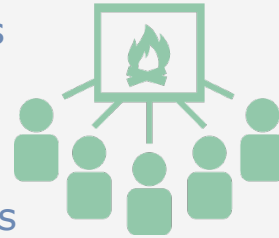
Coffee Talk:

- Share a great idea or experience
- Connect with colleagues on your successes

## Campfire PLCs



- Convene in small (4-6 people) topic-focused groups
- Share experiences and ideas
- Learn from colleagues
- Collaborate to develop and implement effective practices
- Reflect with one another on growth and refinement



## Coaches' F2F Sessions Book Study: ELA/ELD Framework & Gibbons



## Coaches' Course Focused Application Tasks

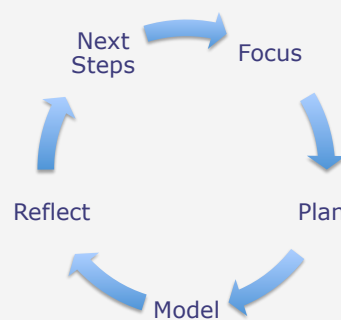


- Modeling Cycle Process
- Collaborative Inquiry Tool
- Grade Level Meeting Record

## Collegial Modeling Process



- Review the Collegial Modeling Process Protocol
- How is this tool similar to or different from coaching tools used in your context?



Take 2 min.



## Collaborative Inquiry Tool



PAGE 5

4 big things to look for:

- ✓ Creating positive and culturally responsive learning environments
- ✓ Observing students closely to provide planned and just-in-time scaffolding
- ✓ 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

## 1st grade Integrated ELD: Sentence Unpacking

**Partner A look at Quadrants 1 & 2**  
**Partner B look at Quadrants 3 & 4**



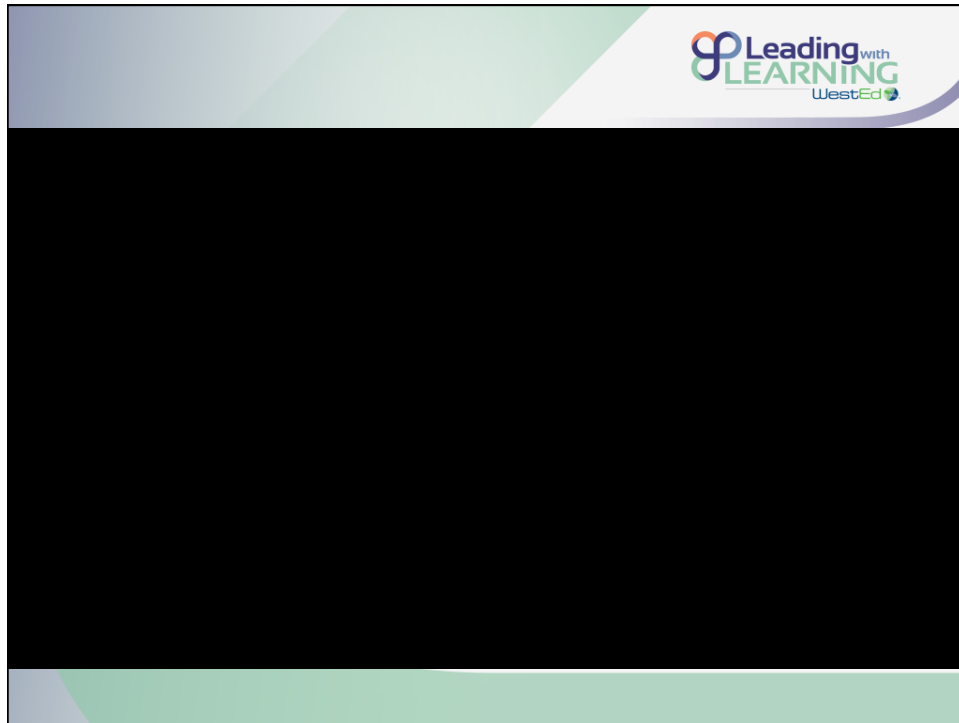
PAGES 1 & 2

1- Creating positive and culturally responsive learning environments	2- Observing students closely to provide planned and just-in-time scaffolding
<b>Respect diverse perspectives and experiences during conversations and offer their own unique ideas/Primary language</b>	<b>Stretch peers' thinking during extended conversations (build on ideas, ask questions)</b>
3- Fostering collaborative academic conversations, abundant writing, and interactive reading around complex texts and content	4- Engaging in text-oriented talk about language in complex texts and rich content tasks
<b>Elaborate on their ideas and explain their reasoning, as needed</b>	<b>Talk about language and how it works to make meaning in complex texts</b>

## Sentence Unpacking: Animal A-Z

The largest big cat in the world, the carnivorous tiger lives in the rainforests, mountains, and grasslands or parts of Asia and Russia.

## 1<sup>st</sup> Grade Sentence Unpacking



## Debrief



- In groups of 3-4, debrief and discuss the lesson observation.
- Summarize your notes/reflections on page 3.



Take 3 min.

## Next Steps



- Collaboratively reflect and jot down a couple of next steps based on your summary.
- Record your ideas on page 4.



Take 2 min.

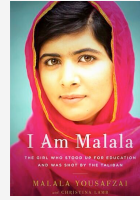
## Ways Principals Are Using the Collaborative Inquiry Tool



- Guide learning walks-evidence gathering and classroom observations
- Support grade-level planning with teachers
- Site-wide consistency/alignment of instructional practice
- Align and guide other professional learning foci



## Teachers' Course Sessions 1-3: Biographies



Leading with  
**LEARNING**  
WestEd

What kind of text is this?

**Text Type:** Informational  
Text- Literary non-fiction –  
Biography

What is the purpose of the  
text? Why did the author  
write it?

**Purpose:** To inform about  
the events of Malala's life. To  
inspire hope and change.

What does the author want  
us to learn? What's the  
"Big Idea"?

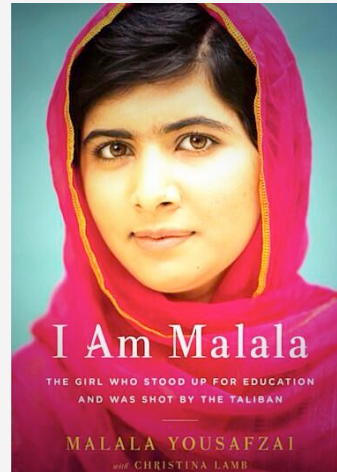
**Big Idea:** The brave acts  
and perseverance of one  
child can affect the world.

Example Text Types:	Argument	Explanation	Information Report	Recount	Story
<b>Example Texts</b>	<i>Climate Change is a Problem Created by Humans</i>	<i>How Deserts are Formed</i>	<i>Insect Habitats</i>	<i>A Day in the Life of a Civil War Soldier</i>	<i>The House on Mango Street</i> by Sandra Cisneros
<b>Social Purpose</b>	Arguing for a position:  To persuade people to think or act in a certain way	Explaining how things work:  To explain how things work or why things happen	Giving information:  To provide information about a topic	Telling what happened:  To retell events or recount a series of events over a long time span	Entertaining:  To entertain  To convey inner thinking and feelings
<b>Text Structure &amp; Organization (Stages)</b>	Thesis/Claim  Arguments • Point • Elaboration  Reinforcement of thesis/Call for action	Phenomenon • Identification • Description of the phenomenon  Explanation (e.g., sequential, causal, factorial)	General Statement • Identification • Definition • Classification  Description • Features • Characteristics, appearance • Activities, behavior	Orientation  Record of events  (Evaluation or re-orientation)	Orientation • Events  Complication • Events  (Evaluation)  Resolution
<b>Some Typical Language Features</b>	Text connectives: <i>first of all, on the other hand, therefore</i>  Modality: <i>should, might, needlessly, obviously</i>	Text connectives: <i>as a result, however, consequently</i>  Causal subordinating conjunctions: <i>because, since, as a result of</i>	Text connectives: <i>for example, in contrast</i>  Verbs in the timeless present (action and relating): <i>Bees are...Insects have...Butterflies eat...</i>	Text connectives: <i>after that, during this time, in the end</i>  Dates and times to orient the reader (e.g., <i>In 1860</i> )  Verbs in the past tense	Text connectives: <i>once upon a time, after a long while, suddenly, soon</i>  Verbs in the past tense: • action (for events) • thinking and feeling (for inner thoughts and intentions) • saying (for dialogue)

## Biographies/ Autobiographies



Features of Biography Texts	
Purpose	To give an account of someone's life
Structure	<ul style="list-style-type: none"> <li>Opening statement that introduces the subject and explains why he/she is known or important</li> <li>Significant events are ordered chronologically</li> <li>Closing statement that explains how the person is/will be remembered and sometimes gives the writer's opinion</li> </ul>
Language Features	<ul style="list-style-type: none"> <li>Prepositional phrases with dates and places to provide details about specific events</li> <li>Verbs in the past tense</li> <li>Action verbs to describe the achievements of the person</li> <li>Direct and indirect speech and quotes from other sources</li> <li>Time connectives to link ideas/events</li> <li>Events are anecdotal in style (rather than a list of facts) and engage the reader</li> </ul>



## Analyzing Student Language



Review Figure 8.7 and discuss with a partner:

- How might this tool help teachers to focus writing instruction?
- How might teachers use this tool to observe and respond to how students are developing as writers?

Figure 8.7. Language Analysis Framework for Writing

Language Analysis Framework for Writing				
Content Knowledge and Register	Text Organization and Structure	Grammatical Structures	Vocabulary	Spelling and Punctuation
Is the overall meaning clear? Are the big ideas there and are they accurate? Is the text type (e.g., opinion, narrative, explanation) appropriate for conveying the content knowledge? Does the register of the writing match the audience?	Is the purpose (e.g., entertaining, persuading, explaining) getting across? Is the overall text organization appropriate for the text type? Are text connectives used effectively to create cohesion? Are pronouns and other language resources used for referring the reader backward or forward?	Are the verb types and tenses appropriate for the text type? Are noun phrases expanded appropriately in order to enrich the meaning of ideas? Are sentences expanded with adverbials (e.g., adverbs, prepositional phrases) in order to provide details (e.g., time, manner, place, cause)? Are clauses combined and condensed appropriately to join ideas, show relationships between ideas, and create conciseness and precision?	Are general academic and domain-specific words used, and are they used accurately? Are a variety of words used (e.g., a range of words for "small", little, tiny, miniscule, microscopic)?	Are words spelled correctly? Is punctuation used appropriately?

Sources:  
From  
Spycher, Pamela, and Karin Lino-Nieves. 2014. *Reconstructing, Deconstructing, and Constructing Complex Texts*. In *The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K-5*, edited by Pamela Spycher. Alexandria, Virginia: TESOL Press.  
As adapted from  
Demeriks, Beverly. 2011. *A New Grammar Companion for Teachers*. Sydney, NSW: Holt Rinehart.

## Analyzing Student Writing



Note: this is an excerpt from a student writing sample.

Early Life  
George Washington Carver  
a Missouri farm in  
in 1860. His parents  
George's father died  
one day slave stealer  
and his mother away  
and into the dark  
George's mom but the  
found George on the

Purpose		Features of Biography Texts			
Structure		To give an account of someone's life			
Language Features		<ul style="list-style-type: none"> <li>Opening statement that introduces the subject and explains why he/she is known or important</li> </ul>			

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Content Knowledge and Organization	Text Organization and Structure	Grammatical Structures	Vocabulary	Spelling and Punctuation
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## How to support students' biography writing:



ELA-ELD Framework  
Grade 4 vignettes

### ELA/Literacy and ELD Vignettes

The following ELA/Literacy and ELD vignettes illustrate how teachers might implement the CA CCSS for ELA/Literacy and the CA ELD Standards using the framing questions and additional considerations discussed in the preceding sections. The vignettes are valuable resources for teachers to consider as they collaboratively plan lessons, extend their professional learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the identified content areas. Rather, they are provided as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

### ELA/Literacy Vignette

Vignette 5.1 presents a portion of an instructional unit and a closer look at a lesson during integrated ELA and social studies instruction. In this vignette, the focus of instruction is conducting research and writing research reports (biographies). The integrated ELA/social studies vignette is an example of appropriate instruction for all California classrooms; additional suggestions are provided for using the CA ELD Standards for EL students (integrated ELD).

### Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four

#### Background

Mrs. Patel's 32 fourth graders write many different text types during the course of the school year. Currently, they are in the middle of a unit on writing biographies based on research. At Mrs. Patel's school, the TK-5 teachers have developed a multi-grade scope and sequence for *literary nonfiction writing*. Instruction focuses on simple recounts of personal experiences in TK-grade 1, autobiographies in grades 2-3, and biographies that involve research in grades 4-5. Fourth graders write biographies about famous Californians who made a positive contribution to society through their efforts to expand Americans' civil rights (e.g., Dolores Huerta, Fred Korematsu, Edmund G. "Pat" Brown, Mary Ellen Pleasant, Cesar Chavez, Ed Roberts, Jackie Robinson, Harvey Milk).

The students at the school come from diverse cultural and linguistic backgrounds. In Mrs. Patel's class, children speak 12 different primary languages. Seven of Mrs. Patel's students are ELs at the late Expanding or early Bridging level of English language proficiency, and five students are former ELs in their first year of reclassification. Students with disabilities are included in all instruction. The fourth-grade teachers intentionally select biographies that reflect the diversity of the students. Among the teachers' main purposes for conducting this biography unit are to engage students in discussions about life in different historical contexts and explore how specific historical figures dealt with life's challenges in courageous ways that not only benefited society but were also personally rewarding.

## Exploring the Language of the Text Type



Biographies give an account of someone's life.

Structure/Organization	Language Features
<ul style="list-style-type: none"> <li>- <u>Sequential</u> - order significant events chronologically. (in the order they happened)</li> <li>- Explain how/why the person is important</li> <li>- Connects the person's</li> </ul>	<ul style="list-style-type: none"> <li>- <u>past tense</u></li> <li>- <u>time phrases</u> <ul style="list-style-type: none"> <li>• When he</li> <li>• In 184</li> <li>• Ten years</li> <li>• After</li> </ul> </li> </ul>

Transition words help connect ideas throughout a text.

Purpose	Examples
<u>Add Ideas</u>	Also, Furthermore, In addition, Another reason...
<u>Provide Examples</u>	For instance, For example, To be specific,
<u>Sequence</u>	As, To conclude, Then, First of all, In conclusion, Finally, Next, To start, Most recently
<u>Compare</u>	Like, Similarly, In the same manner,
<u>Contrast</u>	However, Unlike, On the other hand, While, Even though, Although, Despite,

## Joint Construction of Text



Early Life: Alexander Graham Bell

March 3, 1847 - born in Edinburgh, Scotland

reluctant to marry until his 21st birthday (1867)

Mother: - Eliza Bell

Father: - Alexander Melville Bell (deaf)

Siblings: - Older brother, Melville (deaf)

- Younger brother, Edward (deaf)

When he was eleven

first invention - machine that took off birds from grain

thirteen years old - graduated early from high school

fifteen years old - was sent to London to study with his grandfather, Alexander Melville Bell

studied at the University of London

actor - wrote books (focused on speech)

Early Life: Language Features

12/17/19

(Past Tense) Verbs

was born

was

lost

became

was

dedicated

had

named

created

adjectives

excellent

older

younger

adverbs

sadly

completely

Time Phrases

on March 3, 1847

by the time

when Alexander was eleven





## Give It a Try!

Work with a partner to analyze the student biography writing sample using the Language Analysis Framework and the Features of Biography Text Cheat Sheet:

- Take notes on what you notice.
- Determine some possible next steps for instruction for this student based on your observations.
- Discuss your ideas with another group.

Be ready to share out



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(*ELA/ELD Framework*, Ch. 11, p. 974)

