



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)

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**

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- Sierra Health Foundation
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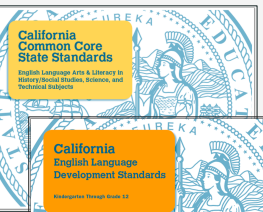


Process: Learning together as partners about what we need to do to implement College and Career Ready standards for English learners' (ELs) and other diverse learners' success





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

Course Content Materials:





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

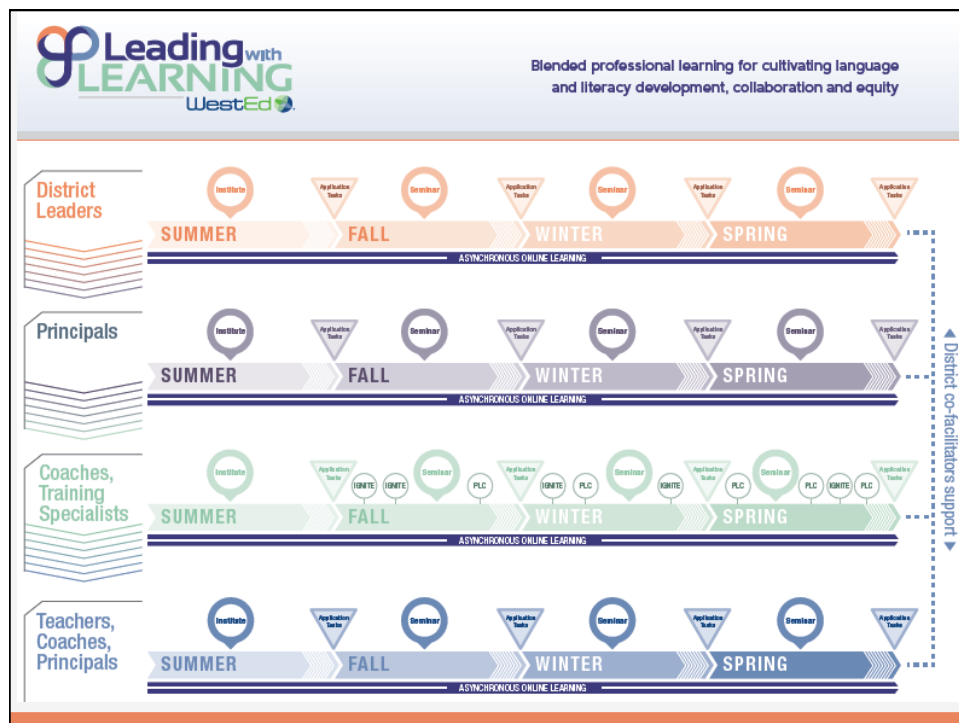




CA ELA/ELD Framework

Online PL and Communities





Teachers' and Coaches' Courses: Critical Features

Supportive:

- Intensive, sustained, frequent, non-judgmental, respectful

Collective:

- Collaborative, interactive, facilitated, whole school

Relevant:

- Coherent, job-embedded, "layering in," differentiated by grade span

Intellectual:

- Grounded in solid theory; lots of reading, processing, and discussing; deep learning through critical thinking, problem posing/revealing and inquiry

Advocacy-oriented:

- Focus on valuing diversity, seeing and redressing inequities, using asset-based and additive approaches, cultivating social and emotional learning



Teachers' Course Overview

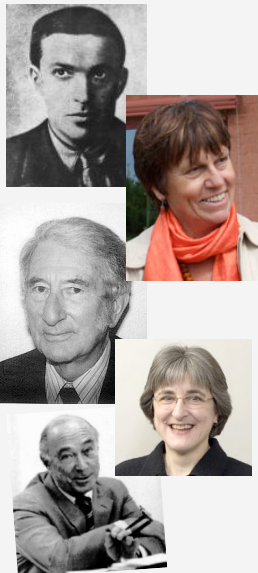
Pre-session	<ul style="list-style-type: none"> • Prepare for the session (reading, viewing, doing)
Session	<ul style="list-style-type: none"> • Reflect on successes and challenges in your teaching practice • Learn new ideas and instructional approaches from the ELA/ELD Framework • Experience a model lesson and unpack the pedagogical moves in it • Analyze the lesson using the CA ELD Standards and CA CCSS for ELA/Literacy • Collaborate with peers to plan similar lessons to implement as <i>Focused Application Tasks</i>
Post-session	<ul style="list-style-type: none"> • Continue to collaborate with peers to plan <i>Focused Application Tasks</i> • Implement Focused Application Tasks • Observe your students and collect digital and print evidence of their progress • Access online resources (videos, tutorials, lesson plans, planning templates, etc.) • Connect with other teachers, coaches, and course facilitators for collegial support

Teachers' Course: 4 Big Focus Areas

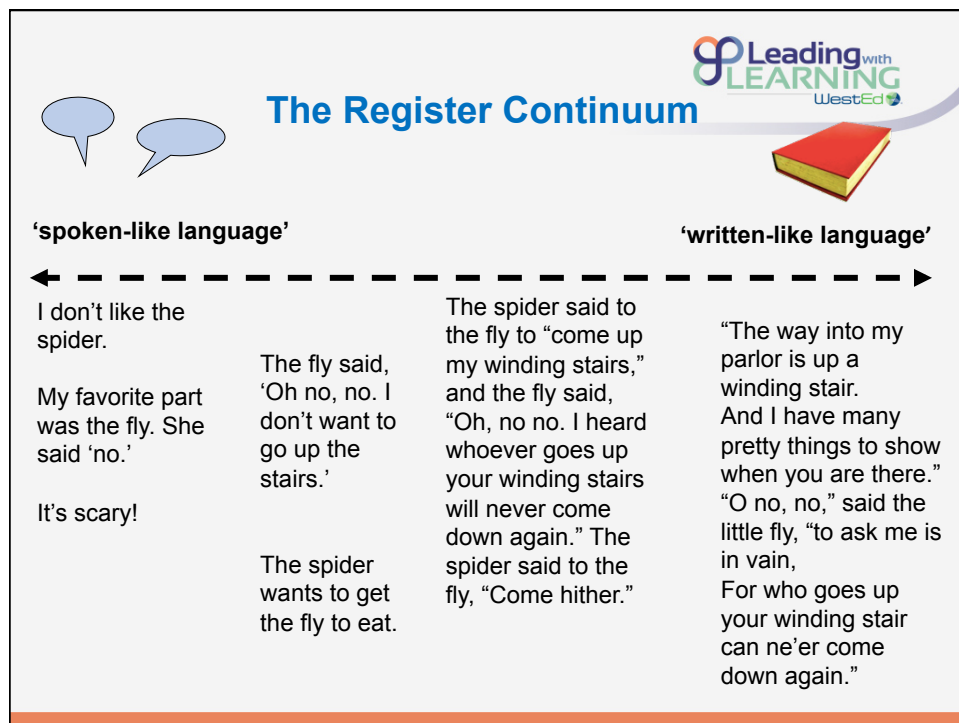
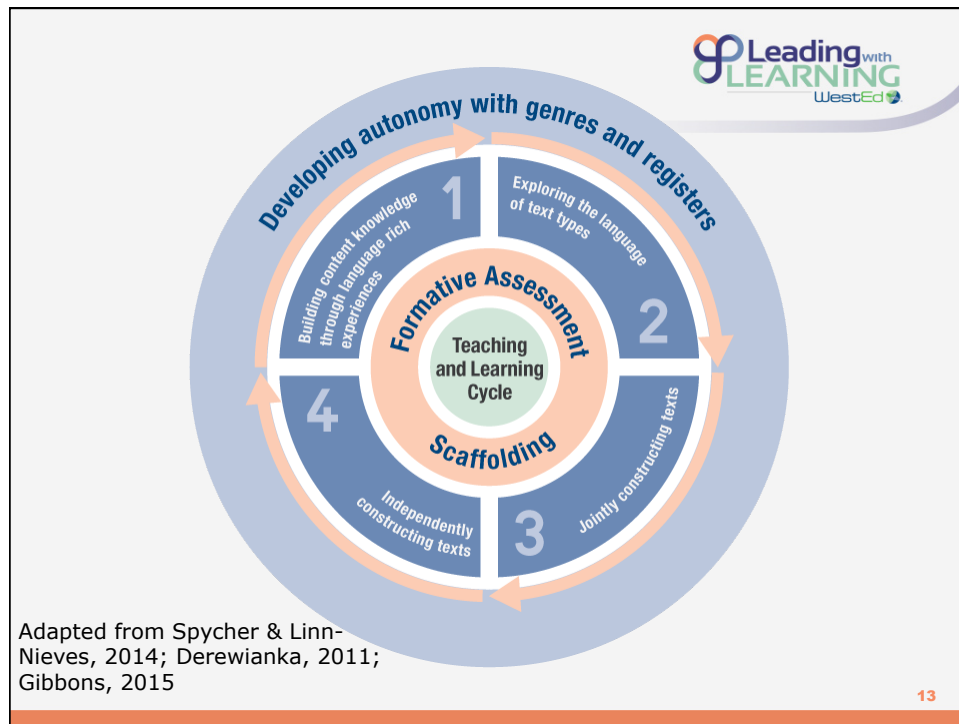


- ✓ Fostering **collaborative conversations, abundant writing** and **interactive reading** around complex texts and rich content
- ✓ Engaging in **text-oriented talk about language in complex texts and rich content tasks**
- ✓ **Observing our students closely** to provide “planned” and “just-in-time”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

Guiding Our Work: Sociocultural Theory



- 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.

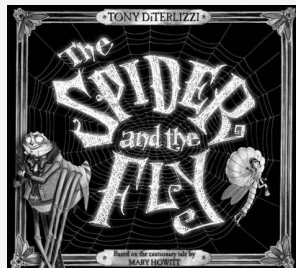




The TLC in Action: An Illustrative Example

Learning target:

We will retell the fable, "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.

Authentic Writing

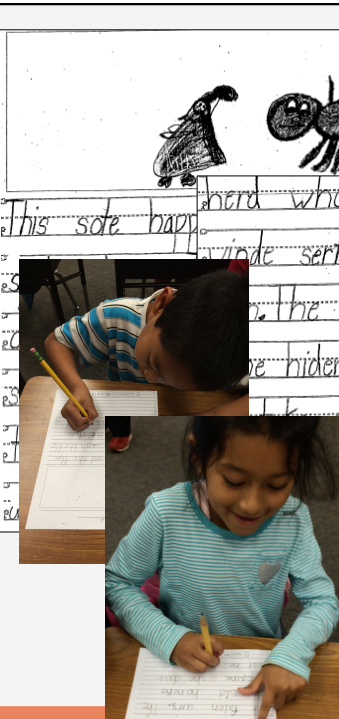


Always do your best! 😊

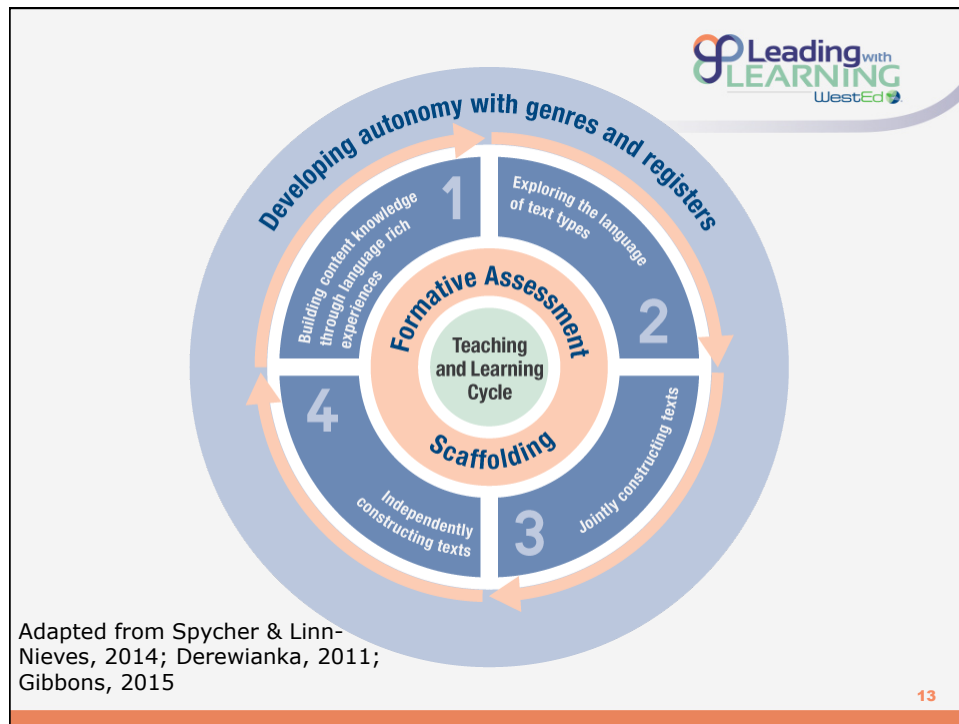


This story happened at the spider house. The spider is so cunning. The fly thinks about herself. The spider said to the fly to come up my winding stairs and the fly said oh no no.

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 the fly 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!



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!





Keystone Pedagogies: Sessions 4-5

Integrated Science/ELA/ELD Unit

- Collaborative Group Work in Inquiry Science
- Collaborative Close Reading of Complex Science Texts
- Language Analysis Work in Science
- Scaffolded Opinion/Argument Writing in Science



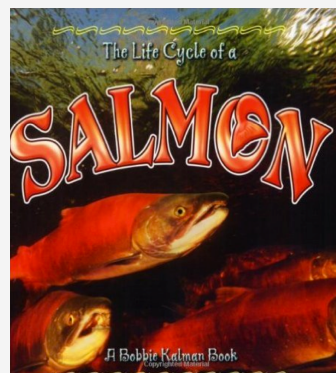

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Analyzing and talking about the language in science texts:

- What's the text's purpose?
- How is it organized?
- What are some of the language features in the text?

Explanation Texts

EXPLANATION	
Purpose	<ul style="list-style-type: none"> • To explain how things work or why things happen • Common explanation genres include: sequential explanation, causal explanation
Structure	<ul style="list-style-type: none"> • Identification and description of thing to be explained • Causal or sequential explanatory sequence of events • Sometimes, but not always, there is a conclusion, which may reinforce the description of the thing that has been explained
Language Features	<ul style="list-style-type: none"> • Generalized participants vs. individuals ("owls eat" and not "an owl ate") • Long noun phrases (Spectacled owls have <u>striking masks that are formed by their dark circles of disk feathers surrounded by white plumage around their eyes.</u>) • Simultaneous connectives: as, while, during, etc. • Sequential connectives: first, next, finally, before, etc. • Causal connectives: when, because, so that, due to, etc. • Passive voice that removes agency (the doer) in actions or focuses on a process (Old growth forests <u>are cut down</u> to create farmland. Tracking devices <u>are placed</u> on the wings to monitor flight and hunting patterns.) • Verbs in the timeless present tense



Scaffolded Opinion/ Argument Writing in Science



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Reading/Writing Opinions & Arguments



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

OPINION/ARGUMENT	
Purpose	<p>To take a position on an issue and justify it</p> <p>To persuade the reader to agree to a certain viewpoint or take a certain action</p> <p>Common argument/ persuasion genres include: hortatory or analytical exposition, discussion, personal or critical response</p>
Structure	<p>Introduction/ Position Statement</p> <p>Energy use at school must be reduced. Even though there are many electronic devices that students can benefit from, there is still much that can be done to save power and reduce energy consumption in schools.</p>
	<p>Series/ List of arguments + supporting elaboration that includes quotes, statistics, examples and other evidence</p> <p>Firstly, electronic equipment uses too much energy. Therefore computer screens should be turned off when not in use. Secondly, other equipment like lights and air conditioners also use a lot of energy. Students and teachers should turn off lights when they leave the room. Air conditioners should be turned down.</p>
	<p>Acknowledgement of counterpoint (optional)</p> <p>We can all save energy if we think more about saving power. We must start reducing energy consumption now!</p>
Language Features	<p>Conclusion/ Reiteration of position + recommendation (optional)</p> <p>Numeracy + Literacy</p>
	<p>Connectives and conjunctions</p> <ul style="list-style-type: none"> • Therefore, we need to make people pay for the bags they use. • Further, when people try to tag in dangerous places, they run the risk of harming themselves or others.
	<p>Modal auxiliary verbs (i.e. can, should, must, ought to)</p> <ul style="list-style-type: none"> • People <u>should</u> pay for plastic bags they use for their shopping. Making people pay for these plastic bags <u>would</u> encourage them to use reusable bags. • Animals <u>should</u> be kept in zoos because they <u>can</u> receive better care and they are protected by their enemies.
	<p>Evaluative language that indicates author's belief</p> <ul style="list-style-type: none"> • Surprisingly, the health problems of eating too much hit poor people the <u>hardest</u>. • Depending on the zoo, animals are fed once or twice daily. This <u>destroys</u> their natural feeding patterns.
	<p>Citation phrases</p> <ul style="list-style-type: none"> • The International Campaign to Ban Landmines estimates that 100 million mines have been laid throughout the world. • According to Dr. Curt Richter of Johns Hopkins University, "The dietary habits of rat and man are almost identical, except that we eat by day and the rat at night."
	<p>Domain specific and general academic vocabulary</p> <ul style="list-style-type: none"> • It is time that serious attention be paid to helping more of these people become more imaginative and creative with their aerosols.

Letter to the Editor

Purpose(s):

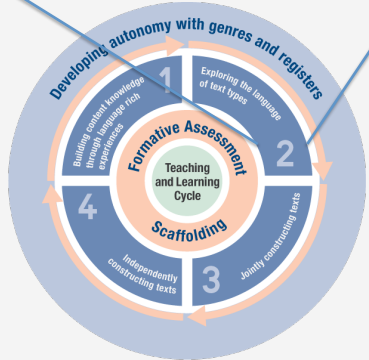
- To reach a large audience about an important issue
- To persuade others to take a specific action
- To influence public opinion, policy-makers and/or elected officials
- To educate/inform the general public on a specific matter
- To publicize the work of your group




Language Features of Opinion/Argument

- Connectives
- Evaluative Language
- Modality

Keystone pedagogy:
Analyzing Modality and Evaluative Language

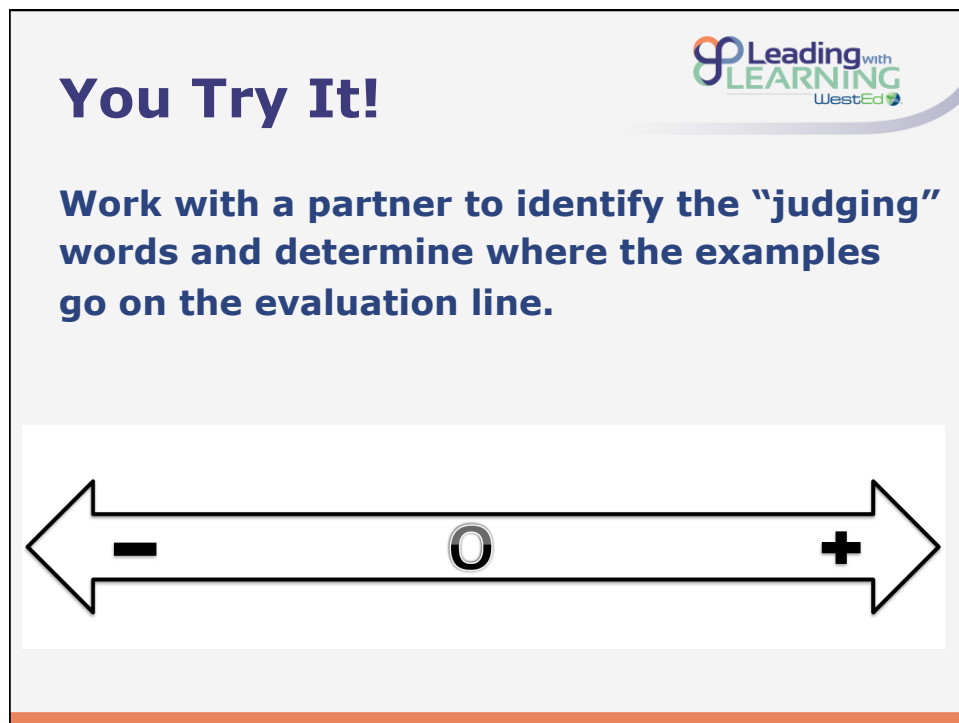
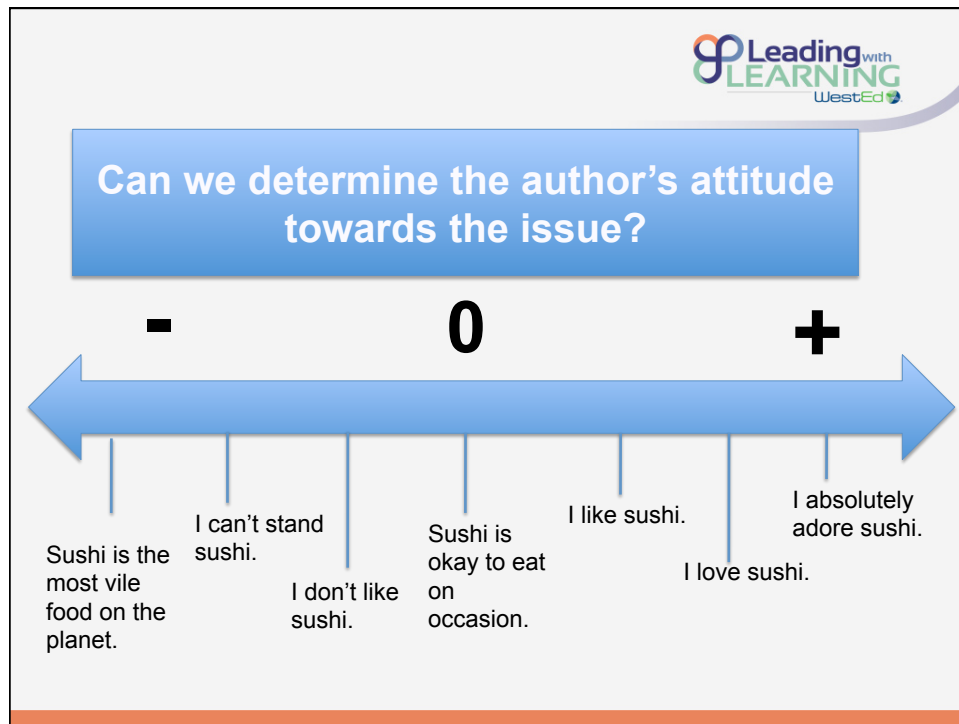




Argument- Evaluative Language/ “judging words”

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

like	happy	detrimental	definitely
love	ecstatic	harmful	absolutely
adore	thrilled	deadly	extremely
despise	glad	hazardous	very

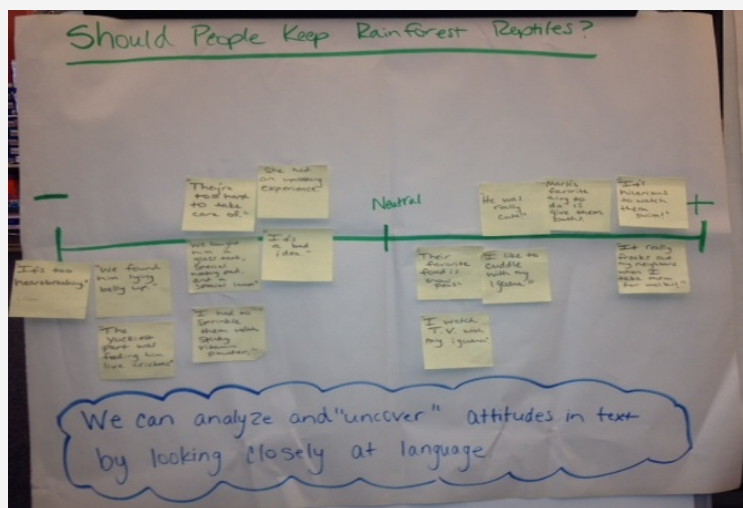


Salmon Habitat Pollution- "Judging" Words



- Careless people also pollute salmon habitats by throwing trash in rivers.
- Extremely irresponsible, ignorant people also pollute salmon habitats by throwing trash in rivers.
- The city must enforce strict laws and have harsh consequences for companies that are irresponsible with their chemical waste.
- But we have a big problem.

Classroom Examples



Understanding Modality



The level of certainty or degree of obligation

We might...

We should not...

We must take action to...

It is imperative/critical to...

_____ is not good for _____.

_____ can harm _____.

_____ is detrimental to _____.

Degree of Obligation

-

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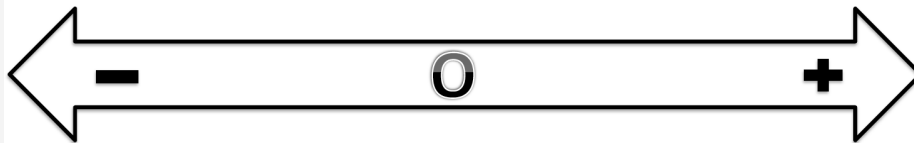
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May Might Could Would	Will Need to Should	Must Shall Ought to Has to
The city <u>could</u> strengthen laws for water pollution.	The city <u>should</u> strengthen laws for water pollution.	The city <u>must</u> strengthen laws for water pollution.

You Try It!



Work with a partner to identify the words that signal modality and determine where the examples go on the evaluation line.



Modality



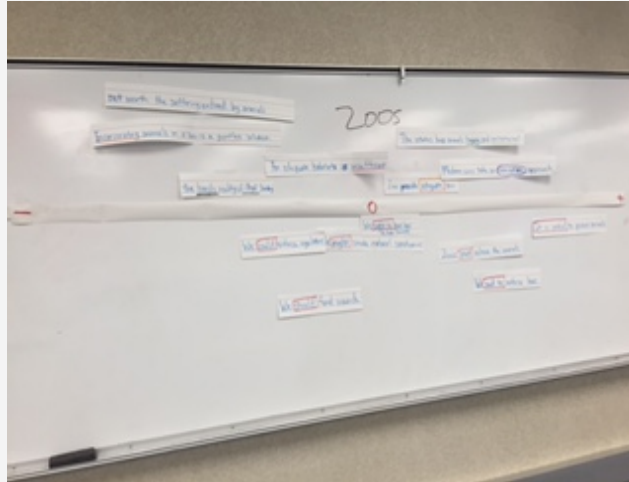
If you live far from natural salmon habitats, you **can** still help by cleaning up nearby ponds and streams.

Although you may live far from natural salmon habitats, you **must** clean up nearby ponds and streams.

We **should** conserve water so that salmon to have more clean water in rivers and streams.

It is critical that water is conserved in order for salmon to have clean water in rivers and streams.

Classroom Examples



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Keystone Pedagogy Model Lesson



Your role:

- ✓ **Be a learner** (so you can experience what it's like for your students to do this)
- ✓ **Fully participate in the learning** (we'll debrief afterward to discuss how to apply this to your classroom)

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- What's the text's purpose?
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Text Analysis: Text Type and Purpose



What kind of text is this?

Text Type: Informational:
Causal Explanation

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

Purpose: To explain the causes of owl population decline

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

Big Idea: Owls are a critical part of an ecosystem.

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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.

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Unpacking Sentences for Meaning



Because owls are at the top of the food chain, they tend to accumulate large amounts of chemicals from their prey that are retained in their bodies, leading to problems such as illness or infertility.

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Because owls are at the top of the food chain, they tend to accumulate large amounts of chemicals from their prey which cause retention of the chemicals in their bodies, leading to problems such as illness or infertility.

Because owls are at the top of the food chain

they tend to accumulate large amounts of chemicals from their prey

that are retained in their bodies

leading to problems such as illness or infertility .

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Survey Results: Session 4

This session prepared me for my role in the following areas:

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
100% agree/ strongly agree	96% agree/ strongly agree	98% agree/ strongly agree	100% agree/ strongly agree
0% disagree/ strongly disagree	4% disagree/ strongly disagree	2% disagree/ strongly disagree	0% disagree/ strongly disagree

Survey Results: Session 4



What aspects of this professional learning session did you find most useful? Why?

- *Modeling: Allows me to see the ideas we are reading and talking about/supposed to use in the class.*
- *Actually participating in the lesson provides insight on how to apply these techniques and adjust the lesson according to the population we serve.*
- *I found the collaborative aspect of the session most helpful.*
- *The strategies for teaching vocabulary and comprehension and the examples of student tasks.*
- *Unpacking sentences was helpful because it was very explicit.*
- *Sentence unpacking because I know I can use this skill across [the] curriculum.*

