Promising and Effective Practices for English Learner Students: Implementing Integrated and Designated English Language Development

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Presenters

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Moderator: Robert Linquanti, Project Director and Senior Researcher, REL Southwest, WestEd
Agenda

• Welcome and opening remarks
• Keynote address: California’s new approach to instructional equity for English learners
• Lesson demonstration: Cohesion analysis
• Introduction to district English Language Development (ELD) implementation
• Working lunch
• Panel presentation: District implementation of promising practices
• Small group discussion: Exploration and application of ELD
• Closing remarks and adjournment
Welcome and opening remarks

Brenda Arellano, Ph.D., Senior Researcher, REL Southwest, AIR

Mayra A. Valtierrez, Director, Language and Culture Bureau, New Mexico Public Education Department
Keynote address: California’s new approach to educational equity for English learners

Pamela Spycher, Ph.D., Senior Research Associate, REL Southwest, WestEd
Topics I’ll address today

California’s…
• vision and mission for educational equity for multilingual English learner students.
• approach to comprehensive English language development (ELD) across the disciplines, including research that informs it.
• evidence-based tools and resources developed to help teachers and administrators achieve the vision and fulfill the mission.
English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

—CA EL Roadmap
California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

—CA EL Roadmap
Amplify disciplinary standards designed to be used with them (not in isolation).

Promote an asset orientation toward students’ home cultures and languages.

Focus on supporting English learner students to…

1. Interact in meaningful ways with their peers and with complex texts and intellectually rich topics.

2. Learn about how English works in complex texts (metalinguistic awareness) and to make deliberate choices when using English.
Values:
A person’s principles or standards of behavior; one’s judgment of what is important in life.
Integrated and designated ELD
BOTH/AND

**Integrated ELD**
- All disciplines.
- Throughout the day.

**Designated ELD**
- Protected time.
- Specialized focus.

All teachers with ELs in their classrooms use the **California ELD Standards** in tandem with the California CCSS for ELA/Literacy and other content standards.*

Teachers use the **California ELD Standards** as the **focal standards** for instruction in ways that build into and from content instruction.

*When the language of instruction is English.
Selected theory and research informing comprehensive ELD

Culturally and linguistically sustaining contexts that affirm students’ multiple and intersecting identities
  (See, for example, Aronson and Laughter, 2016; Delpit, 2006; Gay, 2010; Ladson-Billings, 2014; Paris, 2012)

Pedagogy that integrates ELD with intellectually rich academic content learning across the disciplines
  (See, for example, Baker et al., 2014; Carlo et al., 2004; Graham et al., 2012; Hammond, 2006; National Academies of Sciences, Engineering, and Medicine, 2017; Shanahan et al., 2010)

Protected time for specialized ELD that attends to EL students’ specific language learning needs and builds into and from disciplinary learning
  (See, for example, Christie & Derewianka, 2008; Halliday, 1993; Schleppegrell, 2004; Schleppegrell & de Oliveira, 2006; Saunders et al., 2006)
# CA ELA/ELD Framework Vignette Cheat Sheet

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA/Literacy (with Integrated ELD)</th>
<th>Designated ELD (builds into/from the content instruction in the ELA/Literacy vignette)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>Retelling and Rewriting Stories (The Three Little Pigs)</td>
<td>Retelling Stories; Past Tense Verbs and Expanded Sentences</td>
</tr>
<tr>
<td>K</td>
<td>Interactive read aloud (story); <em>Wolf, Becky Bloom</em></td>
<td>General academic vocabulary instruction</td>
</tr>
<tr>
<td>1st</td>
<td>Interactive read aloud (Science informational text); <em>The Honeymakers, Gail Gibbons</em></td>
<td>Unpacking grammatical requirements</td>
</tr>
<tr>
<td>2nd</td>
<td>Close reading of stories; Author study: Kevin Henkes</td>
<td>Verb analysis (showing ways of thinking and feeling)</td>
</tr>
<tr>
<td>3rd</td>
<td>Collaborative summarizing using informational text; <em>Photosynthesis</em> (Science)</td>
<td>Creating complex sentence relationships of time</td>
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<tr>
<td>4th</td>
<td>Writing biographies; Template for analyzing text organization</td>
<td>5-day general academic cycle</td>
</tr>
<tr>
<td>5th</td>
<td>Science report writing; Text reconstruction information report outline</td>
<td>Using text connectives to expand ideas</td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Close reading of a memoir; Richard Feynman (physicist), central idea</td>
<td>Language analysis of Feynman’s memoir</td>
</tr>
<tr>
<td>7th</td>
<td>Close reading of an informational text; <em>The Omnivore’s Dilemma, Michael Pollan</em></td>
<td>Unpacking arguments: text organization and language for persuading</td>
</tr>
<tr>
<td>8th</td>
<td>Collaboratively analyzing complex texts; First Amendment rights mini-unit (History/Social Science)</td>
<td>Using persuasive language to debate</td>
</tr>
<tr>
<td>9th–10th</td>
<td>Examining diverse perspectives (World Literature); <em>Things Fall Apart, Chinua Achebe</em>; Interdisciplinary unit (ELA/History)</td>
<td>Analyzing a history text; Verb processes, verb groups</td>
</tr>
<tr>
<td>11th–12th</td>
<td>Reading, analyzing, and discussing history text; using language for engaging in academic discourse</td>
<td>Unpacking sentences, discussing language, analyzing nominalization and passive voice in a history text</td>
</tr>
</tbody>
</table>

Source: Multilingual Education Department, San Joaquin County Office of Education
Vignette 5.3. Science Informational Research Reports on Ecosystems Integrated ELA and Science Instruction in Grade Five

Text Reconstruction Procedure

1. Read once: Teacher reads a short section of the text (no more than 60 seconds) aloud while students just listen.
2. Read twice: Teacher reads the text a second time while students listen and take notes (bullet points with no more than a few words). Students work in a group to create a text using their notes (lots of discussion should take place, have the partners work with another set of reconstructions.)
3. Reconstruct: Students work with a partner to construct a text using their notes (lots of discussion should take place, have the partners work with another set of reconstructions.)
4. Check and compare: Teacher shows the original text to students to discuss differences or similarities between their reconstructions.
5. Deconstruct: Teacher highlights for students a language feature and prompts them to reread the text. (Later, show them how to deconstruct, or reveal more of the language features and phonics patterns.)

Example:
Sarah: Yeah, I think that’s right, and it makes sense because we learned about that. But I think there was something more about water. I have drinking water, so I think he said that the freshwater ecosystem give us most of our drinking water, so maybe that’s why we have to have them to survive.

Ahmad: What should we write? How about, “We have to have the freshwater ecosystem for to survive because they give us most of our drinking water?”

Sarah: (Nodding.)

Ahmad: Can we take a look at your notes again, Ahmad? Before you said you wrote, human survival, and I’m wondering if the two of you can figure out how to use that in your text.

Mr. Rodriguez: What do you think?
Sarah: Yeah, that sounds good. It sounds more like a question. Sarah: And when we say us.

<table>
<thead>
<tr>
<th>Stages and phases</th>
<th>Information Report Outline</th>
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<tbody>
<tr>
<td>Stage 1</td>
<td>General statements:</td>
</tr>
<tr>
<td></td>
<td>- Tell/define what ecosystems are</td>
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<tr>
<td></td>
<td>- Identify what ecosystem this one is</td>
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<tr>
<td>Stage 2</td>
<td>Description of the ecosystem:</td>
</tr>
<tr>
<td>Phases (subtopics)</td>
<td>- Describe the geography of the ecosystem</td>
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<tr>
<td></td>
<td>- Describe what lives there and the food web</td>
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<td></td>
<td>- Describe the natural factors that harm the ecosystem</td>
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<tr>
<td></td>
<td>- Describe what people have done to affect the ecosystem</td>
</tr>
<tr>
<td></td>
<td>- Describe ways that people can fix the damage they have caused</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Conclusion: Restate the gist of the report’s findings and conclude with a general statement.</td>
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</table>
Vignette 5.4. Learning About Cohesion in Science

Designated ELD instruction in Grade Five

Cohesion:
- How information and ideas are connected in a text
- How a text hangs together and flows

Mr. Rodriguez: Sometimes, it might be hard to identify the language that creates cohesion in a text, so we're going to discuss it. We're going into some passages you've been reading in science and take a look at how writers use language in reading, and how they connect ideas for cohesion in a text.

Ernesto: I think that when you use the word *consequently*, you're saying that something is happening because something else happened. Like, *consequently* means it's a result.

Mr. Rodriguez: Can you say more about that? What ideas is the word *consequently* connecting in this text?

Ernesto: (Thinks for a moment, then points to the right side of the screen) Right there, where it says that human activities... like, mining, and making dams or water diversion activities with...? Turn to you *consequently* is connecting.

Talia: And climate change. That does...? I mean, climate change...? And the results of that will be...?*consequently* is connecting.

Mr. Rodriguez: So, what you're saying is that the activities, those terms—draining, making dams or water diversion activities with...? Turn to you *consequently* is connecting.

<table>
<thead>
<tr>
<th>Language to Connect Ideas (Cohesion)</th>
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</thead>
<tbody>
<tr>
<td><strong>Adding</strong></td>
</tr>
<tr>
<td>in addition</td>
</tr>
<tr>
<td>furthermore</td>
</tr>
<tr>
<td>similarly</td>
</tr>
<tr>
<td>also</td>
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<table>
<thead>
<tr>
<th><strong>Cause/Result</strong></th>
<th><strong>Time</strong></th>
<th><strong>Clarifying</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>therefore</td>
<td>next</td>
<td>that is</td>
</tr>
<tr>
<td>consequently</td>
<td>meanwhile</td>
<td>in other words</td>
</tr>
<tr>
<td>because of this</td>
<td>until now</td>
<td>for example</td>
</tr>
<tr>
<td>in that case</td>
<td>later</td>
<td>for instance</td>
</tr>
</tbody>
</table>

Words for referring back to people or things: they, their, it, them, this, these, those, one, another, the ones
Support for academic writing conferences
Let’s talk!

What are some things you are already doing?

What are some ideas you are thinking of taking into your current practice?

Photo Courtesy of Wikimedia Commons
Every minute is a chance to change the world.

— Dolores Huerta
References


Lesson demonstration: Cohesion analysis

Liz Jameyson, Senior Research Associate, REL Southwest, WestEd
What is our theory of learning?

Adapted from Derewianka (2011), Gibbons (2015), Spycher & Linn-Nieves (2014)
What is our unit’s content focus?

**Driving question:** How do humans impact ecosystems?

**Big idea:** People’s actions impact owls and their ecosystems. If we understand how ecosystems work, we can take action to protect the environment.

**Culminating Task:** Write a letter to the editor of a local newspaper persuading readers to take action for owl conservation.

**Inquiry questions:**
1. How are organisms interdependent?
2. How does energy flow through an ecosystem?
3. How do owls impact ecosystems?
4. How do humans impact ecosystems?
5. How can we become citizen advocates for the environment? Why should we be advocates for animals in the wild?
Where are we in the unit?
What have we already accomplished?
What is the focus of this lesson?

**Structuring cohesive texts**

*Cohesion* refers to how information is connected and flows in a text.

A cohesive text is created through a variety of cohesive devices that facilitate understanding across the text or discourse.

—California Department of Education, 2012
What are the purposes of a cohesion analysis?

Making meaning from text.

Exploring the language of the text type.
Task instructions

1. Open the envelope and remove the strips of paper and the larger sheet of paper.

2. With your partner, read each strip of paper.

3. Work with your partner to put the strips of paper in the order that makes the most sense.

4. Discuss why you believe the order you chose is accurate. What words or phrases in the text made you choose this order?

5. Tape the strips to the larger paper.
Humans have long roamed the earth interacting with other species and the habitats in which they are found. Some of these interactions impact owls in harmful ways. These harmful impacts can be classified as *individual impacts*, or things that affect only some owls, and *population impacts*, or things that affect all the owls in a region. While individual impacts are detrimental to owls, impacts that affect owl populations are of more concern to scientists. Because population scale impacts affect owls greatly, they are generally studied more and are ecologically more important.
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Where do we go from here?

• 7-step vocabulary lessons (impact).
• Sentence unpacking.
• Joint construction of a scientific explanation.
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Introduction to District English Language Development (ELD) Implementation

Sacramento City Unified School District
Central Consolidated School District
Clovis Public Schools
Albuquerque Public Schools
Panel Presentation:

District Implementation of Promising Practices
Questions?
Tell us what you thought!

Please complete the feedback survey
Thank you!