





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

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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

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Keynote address: California's new approach to educational equity for English learners

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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

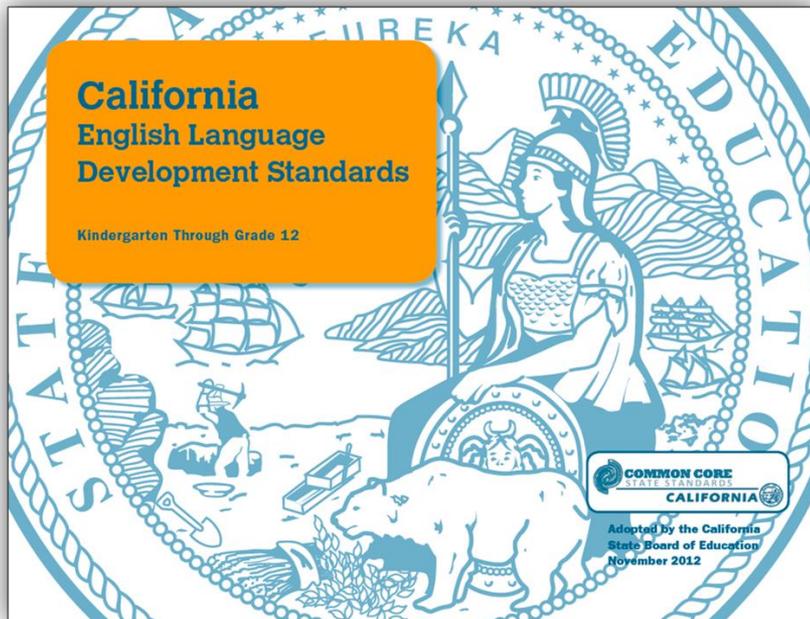
California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities.

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



The epicenter of enacting
the vision and mission

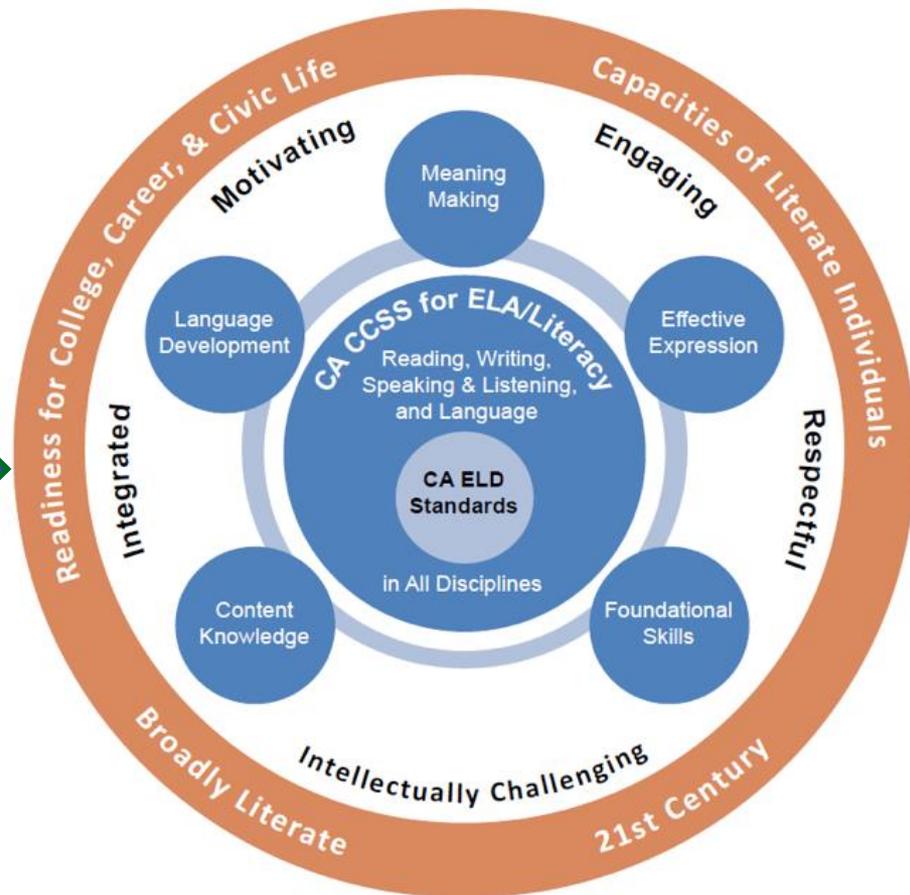
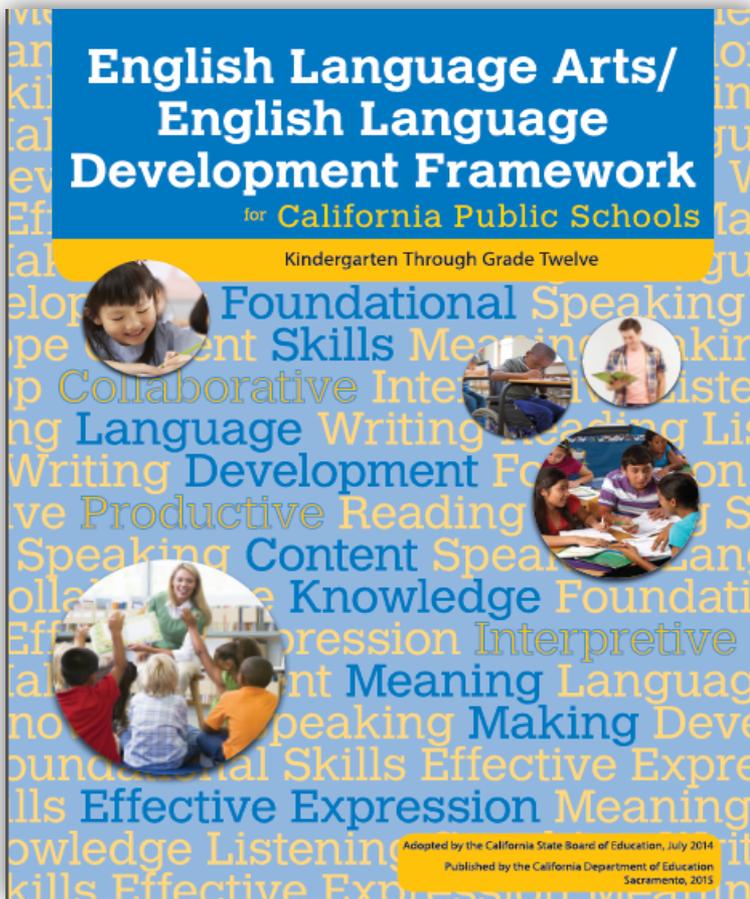


Amplify disciplinary standards designed to be used with them (not in isolation).

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.

Skim the values. Discuss with a partner ONE value that particularly resonates with you and why.

Figure I.2. Values for Educating English Learners

Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning *in tandem* in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

Attending to Specific Language Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds *into* and *from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

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

Grade	ELA/Literacy (with Integrated ELD)	Designated ELD (builds into/from the content instruction in the ELA/Literacy vignette)
TK	Retelling and Rewriting Stories <i>The Three Little Pigs</i>	Retelling Stories Past Tense Verbs and Expanded Sentences
K	Interactive read aloud (story) <i>Wolf</i> , Becky Bloom	General academic vocabulary instruction
1 st	Interactive read aloud (Science informational text) <i>The Honeymakers</i> , Gail Gibbons	Unpacking grammatical
2 nd	Close reading of stories Author study: Kevin Henkes	Verb analysis (showing w thinking and feeling)
3 rd	Collaborative summarizing using informational text <i>Photosynthesis</i> (Science)	Creating complex senten relationships of time
4 th	Writing biographies Template for analyzing text organization	5-day general academic cycle
5 th	Science report writing: Text reconstruction information report outline	Using text connectives to

Grade	ELA/Literacy (with Integrated ELD)	Designated ELD (builds into/from the content instruction in the ELA/Literacy vignette)
6 th	Close reading of a memoir Richard Feynman (physicist), central idea	Language analysis of Feynman's memoir
7 th	Close reading of an informational text <i>The Omnivore's Dilemma</i> , Michael Pollan	Unpacking arguments: text organization and language for persuading
8 th	Collaboratively analyzing complex texts First Amendment rights mini-unit (History/Social Science)	Using persuasive language to debate
9 th –10 th	Examining diverse perspectives (World Literature) <i>Things Fall Apart</i> , Chinua Achebe Interdisciplinary unit (ELA/History)	Analyzing a history text Verb processes, verb groups
11 th – 12 th	Reading, analyzing, and discussing history text; using language for engaging in academic discourse Interdisciplinary unit (ELA/History)	Unpacking sentences, discussing language, analyzing nominalization and passive voice in a history text

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).
3. *Reconstruct:* Students work with a partner to **reconstruct the text** using their notes (lots of discussion should be had. After 10 minutes, have the partners work with another set of partners to reconstruct their text.)
4. *Check and compare:* Teacher shows the original text to students to discuss differences or similarities between their reconstructions and the original text.
5. *Deconstruct:* Teacher highlights for students a few **language features** and phrases from the text. (Later, show them how to deconstruct, or analyze, the text.)

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.)

Mr. Rodriguez: 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 report.

Ahmad: (Thinking for a moment) "We have to have the freshwater ecosystem for human survival?"

Mr. Rodriguez: What do you think, Sarah?

Sarah: Yeah, that sounds more like a science report.

Mr. Rodriguez: Yes, it does sound more like a science report. Is that important here?

Ahmad: (Thinking.) Because we have to survive, so if we say "human survival" it sounds like we're saying "human survival" to us.

Sarah: And when we say "human survival" it sounds like we're saying "human survival" to us.

Stages and phases		Information Report Outline
Stage 1		<p><i>General statements:</i></p> <ul style="list-style-type: none"> • Tell/define what ecosystems are • Identify what ecosystem this one is
Stage 2	Phases (subtopics)	<p><i>Description of the ecosystem:</i></p> <ul style="list-style-type: none"> • Describe the geography of the ecosystem • Describe what lives there and the food web • Describe the natural factors that harm the ecosystem • Describe what people have done to affect the ecosystem • Describe ways that people can fix the damage they have caused
Stage 3		<p><i>Conclusion:</i> Restate the gist of the report's findings and conclude with a general statement.</p>

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 to dig into some passages you've been reading in science and take a look at how writers use language to connect ideas for information.

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 screen) Right there, where it says "human activities" . . . like, modifying the environment.

Talia: And climate change. That does that.

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

Language to Connect Ideas (Cohesion)		
Adding	Contrasting	Sequencing
in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally
Cause/Result	Time	Clarifying
therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
Words for referring back to people or things: they, their, it, them, this, these, those, one, another, the ones		

Support for academic writing conferences

Figure 8.7. Language Analysis Framework for Writing

Language Analysis Framework for Writing			
Content Knowledge and Register	Text Organization and Structure	Grammatical Structures	Vocabulary
<p>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?</p>	<p>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?</p>	<p>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?</p>	<p>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": tiny, minuscule, microscopic)?</p>

Figure 8.8. Student Annotated Writing Sample Using the CA ELD Standards

Susana's Text	Annotations
<p>Bats</p> <p>Bats are important because they eat mosquitos, insects, mice, frogs and other small animals that will become pest in your house. They are also important because the spread pollen and seeds and because of that more plants grow. If it weren't for bats we wouldn't have all the food that we have now.</p> <p>There are over 1,200 species of bats. The largest bat is the flying fox and you could find it in Australia. 3 species of bats are bumble bee bat, fruit bat, and even vampire bats. Bat can be able to damage many plants. They don't suck blood like in horror movies. They drink it like little kittens. They are the only mammals that could fly.</p> <p>Bats are in danger because people are scared of them. They are scared of them that they burn their homes. There are less bats now than they used to be. In Austria flying foxes are dying of heat waves. In 15 years over 30,000 bats are dying because of U.S.</p> <p>Summary Notes and Next Steps: Discuss with Susana:</p> <ul style="list-style-type: none"> Ordering of the three chunks, need for introduction that foregrounds the chunks, conclusion that sums them up Review whether information in each chunk fits there and if ideas in each chunk could be expanded more Show where clauses are combined to show relationships between them (e.g., using <i>because</i>), and ask her to see where she could do the same to combine other clauses <p>Discuss with the class (based on patterns in other students' writing):</p> <ul style="list-style-type: none"> how register shifts when <i>you, we, us</i> are used how connecting and condensing ideas (clause combining or other ways) creates relationships between ideas and reduces repetition (maybe a mini-lesson with examples from student writing we revise together) how to use text connectives (maybe revise a piece of writing together and add in text connectives where needed to create cohesion) 	<p>Content and register:</p> <ul style="list-style-type: none"> Big ideas and lots of informative details provided, mostly accurate information Some information needs more clarity (bats aren't in danger just because people are scared of them) <i>You, we, us</i> is used (less formal register) <p>Text structure and organization:</p> <ul style="list-style-type: none"> Organized logically into three chunks (<i>why bats are important, species of bats, why bats are in danger</i>) Some information doesn't seem to fit in the chunks (<i>bats damaging plants</i>) Missing an introduction and conclusion, order may not be logical Pronoun reference: <i>because of that</i> used accurately to condense and link to previous sentence (cohesion) Could use more text connectives (cohesion) <p>Grammatical Structures</p> <ul style="list-style-type: none"> Some appropriate clause combining to link ideas and show relationships Some clause combining needs work (<i>They are scared . . . that they burn . . .</i>) and more could be used Phrases could be expanded to include more details about where, when, etc. <p>Vocabulary:</p> <ul style="list-style-type: none"> Domain-specific (<i>mammals, species, pollen</i>) and general academic (<i>spread, damage</i>) vocabulary used accurately <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> Mostly accurate, with some approximations (<i>mammles, dieing</i>)

Let's talk!

What are some things you are already doing?

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





**Every minute is a
chance to change
the world.**

— Dolores Huerta

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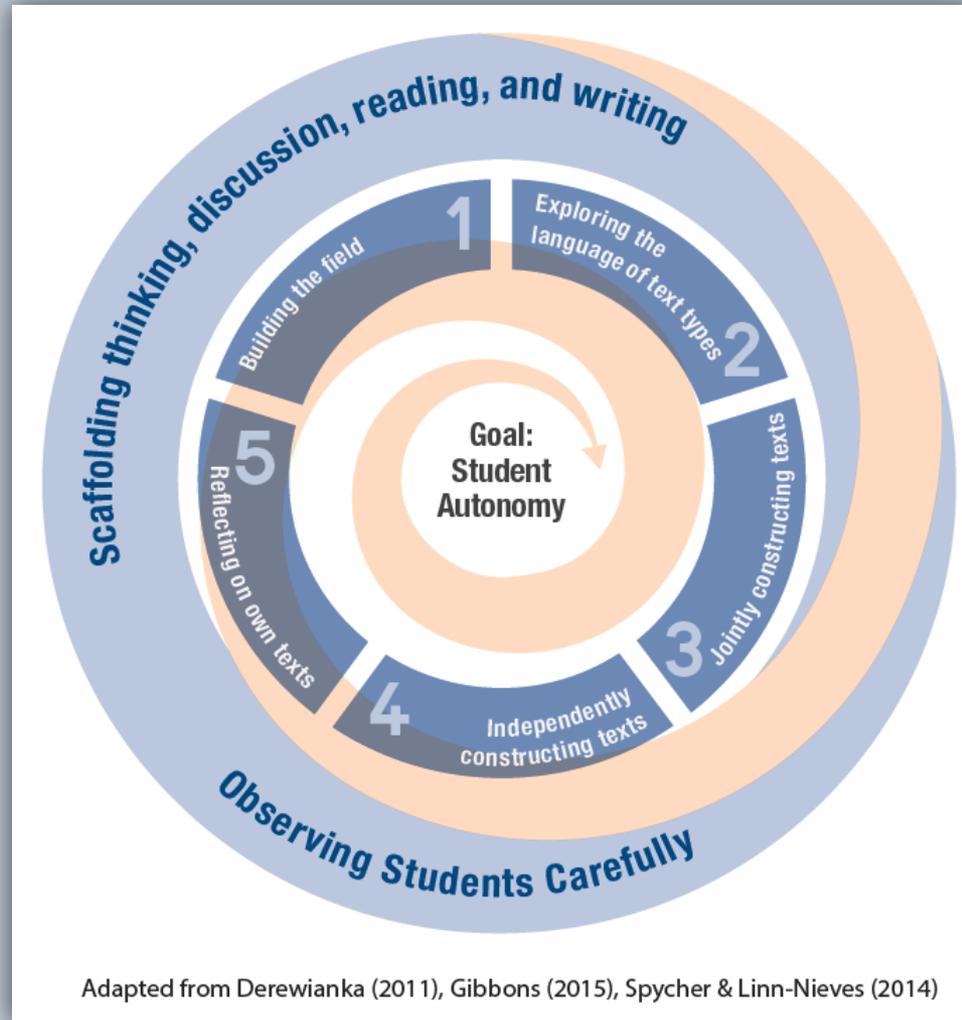


Lesson demonstration: Cohesion analysis

Liz Jameyson, Senior
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What is our theory of learning?



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?



system.

Ecosistema de Lechugas

Los animales se deben comer unos a otros para evitar una abundancia de ese especie.

Consumidor Secundario



Los consumidores secundarios se comen a los herbívoros.

Consumidor Primario



Los consumidores primarios se comen a los productores.

Productor



Los productores son plantas o frutas. Producen su propia comida.

Moriso
Joan
Daniel
Ryan

Chemicals also cause secondary poisoning in owls. Owls come into contact with pesticides indirectly, as they eat infected food, like mice, grasshoppers and gophers, where the chemical does not break down in the prey or owl's body.

Unpacked Sent with Bullet Pointed Informa

Main Clause/ Independent Clause	Owls come into contact with pesticides indirectly, as they eat infected food, like mice, grasshoppers, and gophers, where the chemical does not break down in the prey or owl's body.	<ul style="list-style-type: none"> Owls may eat prey that is contaminated Owls will eventually eat pesticide from mice accumulate that they eat. 	Owls accumulate pesticides from prey that they eat.
Dependent Clause	as they eat infected food,	<ul style="list-style-type: none"> Owls are eating toxins from rats. Owls may eat mice or other prey that is contaminated with toxins. 	Owls are eating mice and other prey that is contaminated with toxins.
	like mice, grasshoppers, and gophers, where the chemical does not break down in the prey or owl's body.	<ul style="list-style-type: none"> prey animals that live underground chemicals are not being digested in the owl's body. chemicals stay (accumulate) in the owl's body. 	Owls are eating prey like animals that live on and under the ground. Chemicals can accumulate in the owl's or prey's bodies.

leading to problems such as illness or infertility.

cannot have babies they get diseased poison cause them to get sick

The poison causes them to get sick and not have babies

What is the focus of this lesson?

Structuring cohesive texts

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

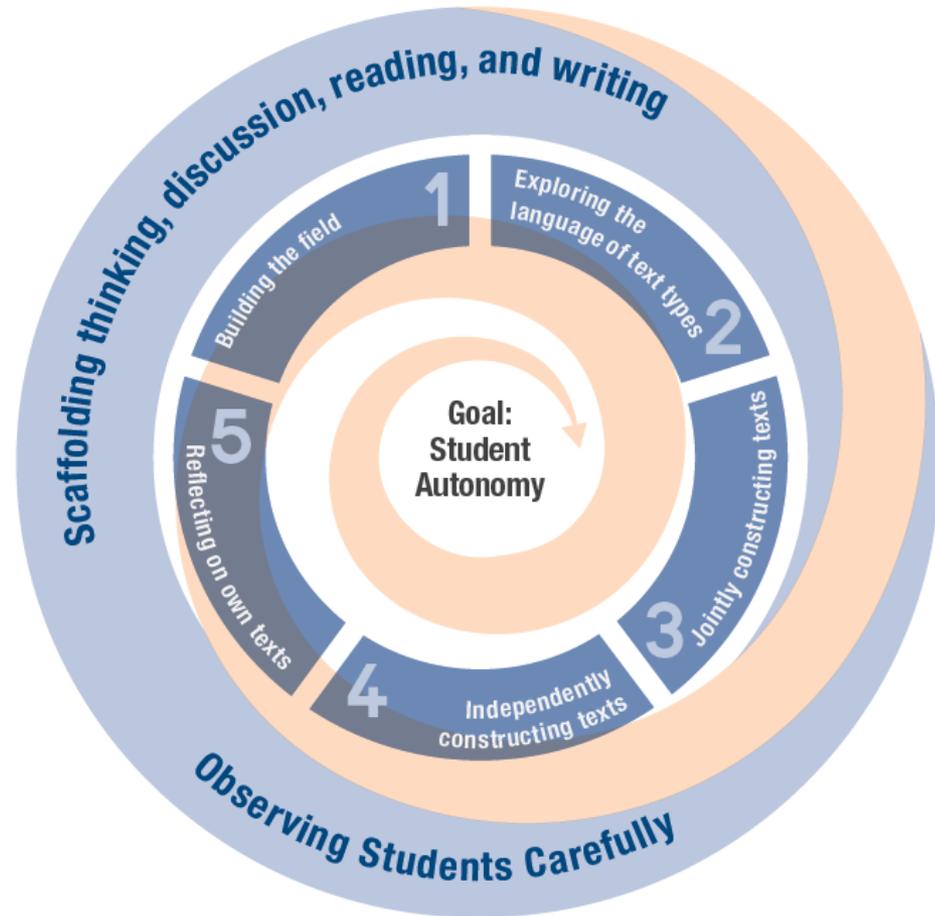
A cohesive text is created through a variety of cohesive devices that facilitate understanding across the text or discourse.

—California Department of Education, 2012

What are the purposes of a cohesion analysis?

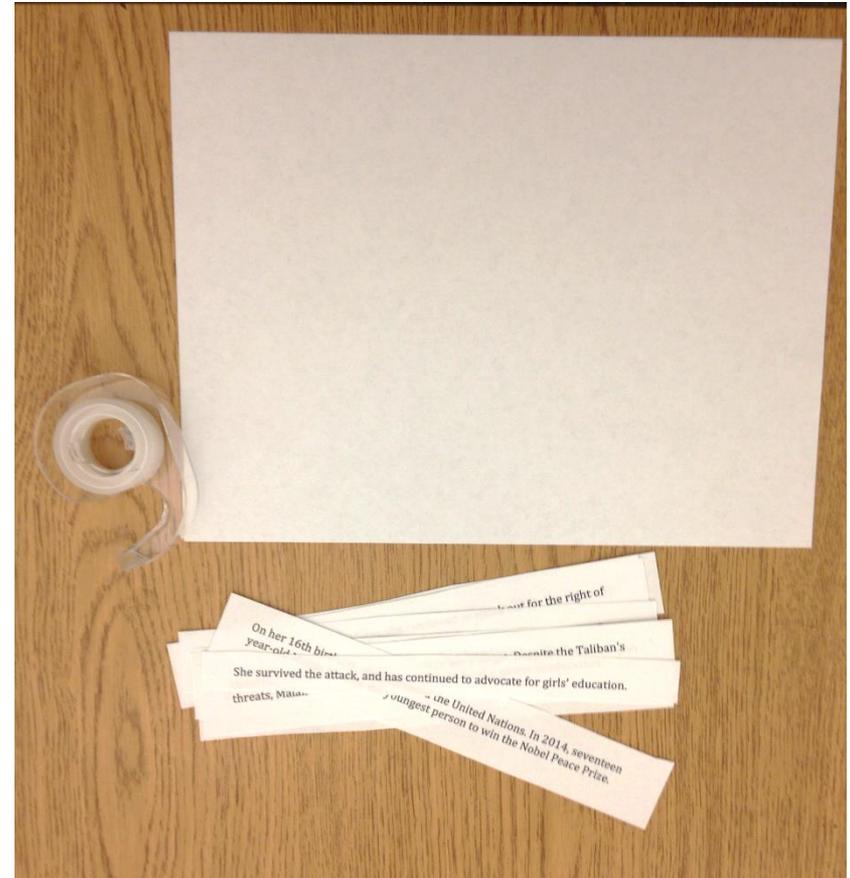
Making meaning from text.

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!



[https://ies.ed.gov/ncee/edlabs/
regions/southwest/index.asp](https://ies.ed.gov/ncee/edlabs/regions/southwest/index.asp)



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