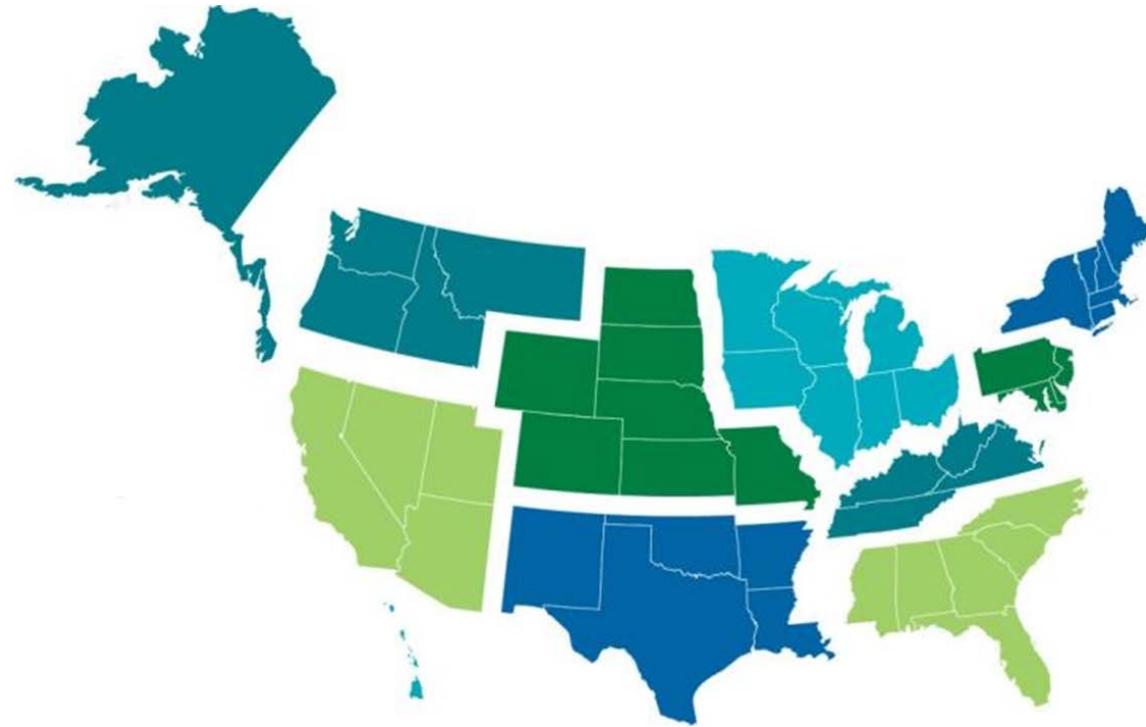


# Scaffolding Emergent Reading, Oral Language, and Writing for Dual Language Learners/English Learners in PreK-1st Grade



# About REL West

- 10 regions
- Bridging research, policy, and practice
- Funded by the Institute of Education Sciences (IES)



# Speakers



**Pamela Spycher**  
WestEd



**Thea Fabian**  
Fresno Unified School District

## Goals for Today's Webinar

- Learn about the Teaching and Learning Cycle (TLC) framework and consider its uses for promoting language and literacy development
- See and hear about examples of the TLC in action, including interactive reading, text-based discussions, and language exploration
- Discuss how the TLC framework is a shift from traditional approaches to teaching dual language learners and English learners (DLLs/ELs).

## Framing the session: What we've heard from teachers...

- *I'm not sure how to get our children to talk more about the stories we read together.*
- *Will young children understand complex texts? Shouldn't we start with lower level texts first?*
- *I teach my students vocabulary words but don't hear them using them.*
- *I wish I knew how to get my kids to write more.*
- *Their stories don't seem to have a beginning, middle, and end—maybe they're too young to learn this.*

## Evidence-Based Practices the TLC Incorporates (1-3)

1. Use culturally responsive and sustaining pedagogy and materials.
2. Provide interactive book reading experiences that support higher-order thinking and oral language development.
3. Guide students through focused, high-quality discussions on the meaning of complex texts.

*Promoting the educational success of children and youth learning English: Promising futures* (National Academies Press, 2017); Institute of Education Sciences/What Works Clearinghouse Practice Guides (2010, 2014, 2016, 2018); *Transforming the workforce for children birth through age 8: A unifying foundation* (National Research Council, 2015).

## Evidence-Based Practices the TLC Incorporates (4-6)

4. Teach academic vocabulary words intensively and over time using a variety of approaches.
5. Support students to identify and use the text's organizational structure to comprehend, learn, and remember content.
6. Provide regular, structured opportunities to develop written language skills and daily time for students to write.

*Promoting the educational success of children and youth learning English: Promising futures* (National Academies Press, 2017); Institute of Education Sciences/What Works Clearinghouse Practice Guides (2010, 2014, 2016, 2018); *Transforming the workforce for children birth through age 8: A unifying foundation* (National Research Council, 2015).

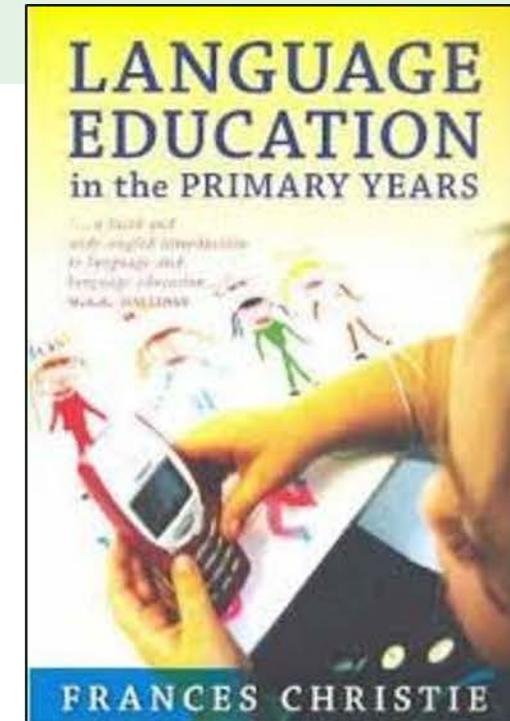
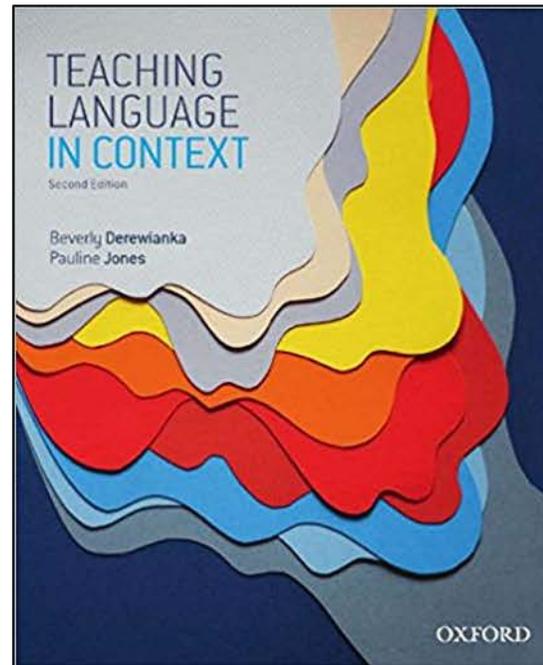
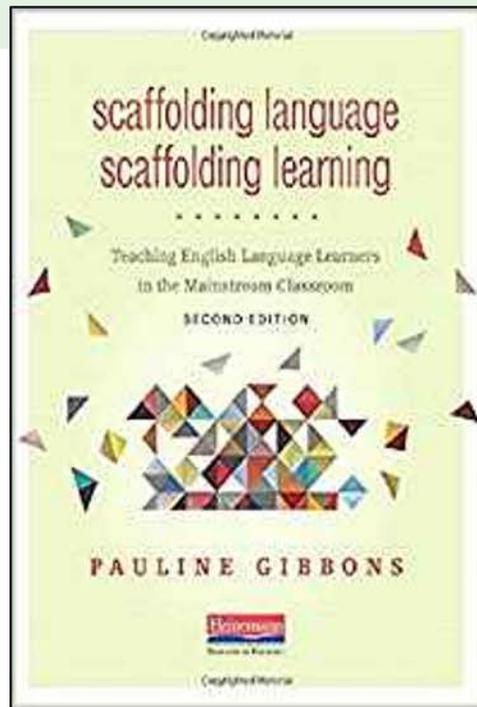
# TLC: Framed by Systemic Functional Linguistics (SFL)

## Theory & Research

- Language is a resource for making meaning (not a set of rules) with many options to choose from, depending on one's purpose, audience, and mode of communication.
- When students are aware of how language works to make meaning, they are in a more informed position when they read, speak, listen, and write.
- When teachers understand how the language in different types of texts works, they are in a better position to empower their students.

Christie, F. (2012). *Language education throughout the school years: A functional perspective*. West Sussex, England: Wiley-Blackwell; Halliday, M. A. K. (1993). Toward a language-based theory of education. *Linguistics and Education*, 5, 93–116; Schleppegrell, M. J. (2017). Systemic functional grammar in the K–12 classroom. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (vol. 3, pp. 384–396). New York: Routledge.

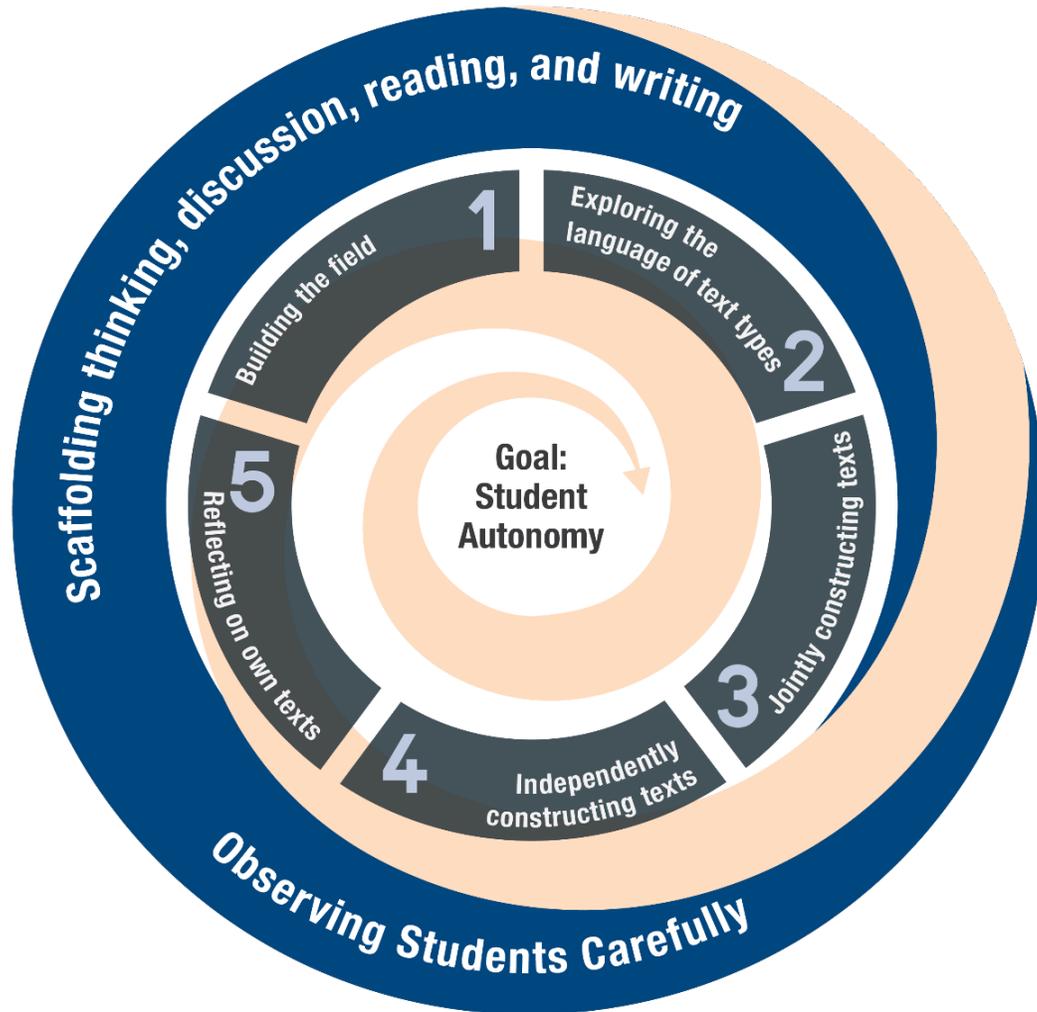
# Some Systemic Functional Linguistic (SFL) Resources We Use



## Some critical things not fully addressed in this session...

- Teaching Foundational Reading Skills
- Partnering with Parents and Families
- Promoting Multilingualism

# Teaching and Learning Cycle (TLC)



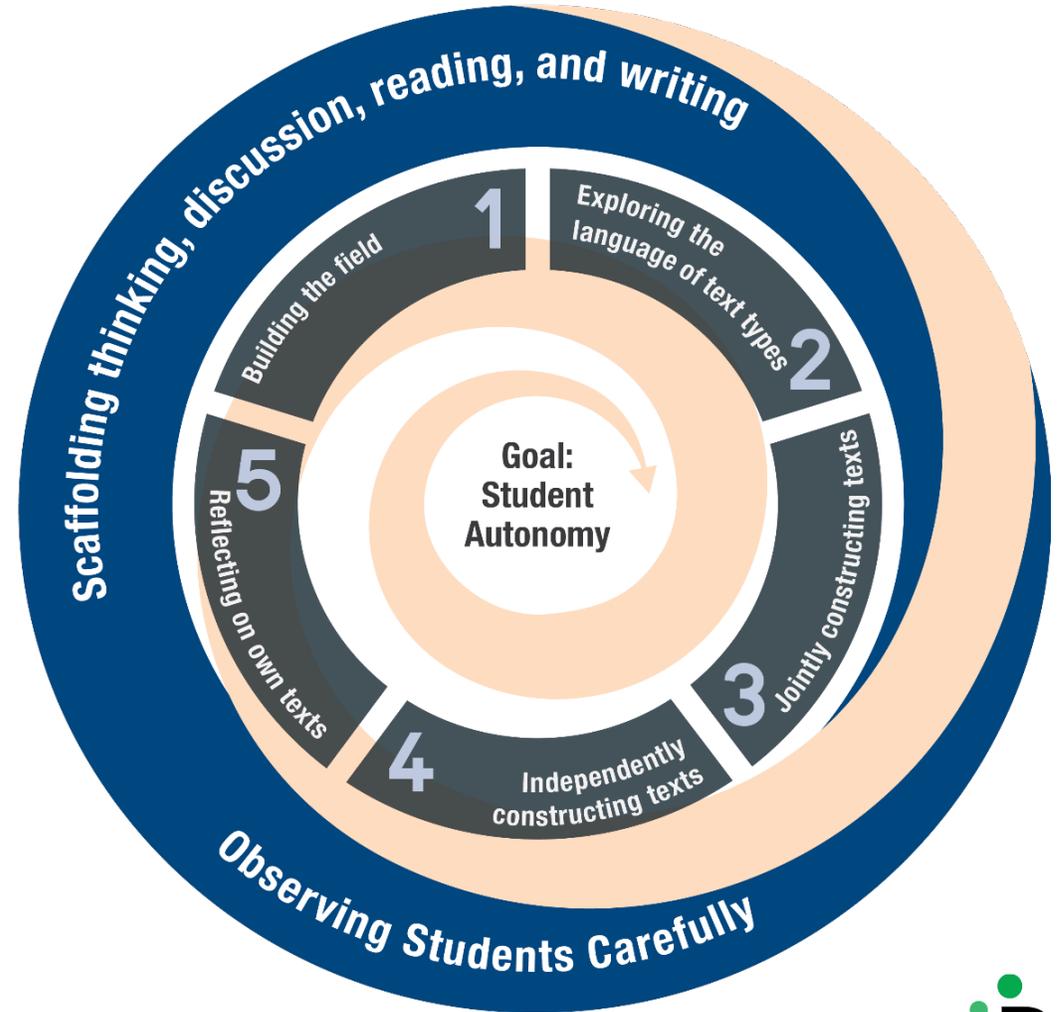
- A framework for scaffolding content knowledge, language, and literacy development (especially writing)
- Useful in any content area

Source: Spycher, Garegnani, & Fabian (2019).

# TLC 5-Day Plan with Storybooks

Using the TLC with storybooks scaffolds children's development of:

- comprehension skills
- discussion skills
- vocabulary knowledge
- complex grammar
- literary language
- emergent story writing



# Teaching and Learning Cycle

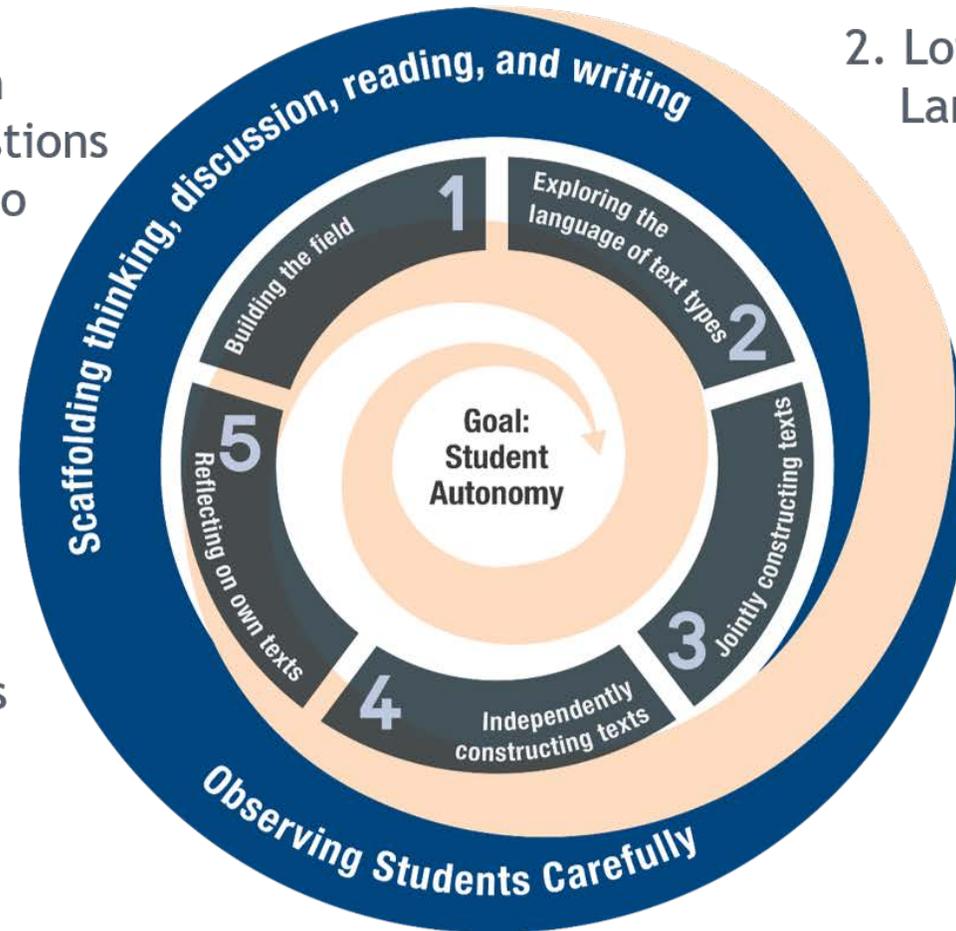
1. Dialogic Reading with Text-Dependent Questions & Explicit Attention to Language

2. Lots of Talking about the Language in the Text

5. Children Sharing Their Texts with Peers

3. Crafting a Text with Children

4. Children Crafting Their Own Texts



# Sample Week-At-A-Glance

**Day 1:** Getting familiar with a new text by discussing “On-the-Surface” (literal) comprehension questions and making predictions

**Day 2:** Discussing “Below-the-Surface” (inferential) comprehension questions and exploring the story’s organization and language

**Day 3:** Exploring “Deeper-Dive” (author’s purpose, themes) comprehension questions and guided retelling with note taking on charts

**Day 4:** Jointly constructing the story, using notes from day 3, with the teacher’s guidance and then writing own version

**Day 5:** Sharing work with peers, giving peers feedback for improvement, reflecting on growth and the process, extension activities

**Plus: Explicit vocabulary instruction of select general academic vocabulary (Tier II words) throughout the week.**

Where do I start with the TLC?



# What do you want children to be able to do?

**Learning Target (Teacher Version):** I want to support my students to tell/compose/write a story. After engaging with the same complex text multiple times this week through teacher read alouds, the children will be able to incorporate key ideas and language from the story, use its organizational structure, and demonstrate their understanding of the central messages or life lessons in the story.

**Learning Target (Child Version):**

- We will write the story in order.
- We will use key ideas and words from the story.
- We will show what we know about the big lessons in the story.

# Planning Includes Analyzing the Text

- What's the purpose?
- How is it organized?
- What language is used and why?

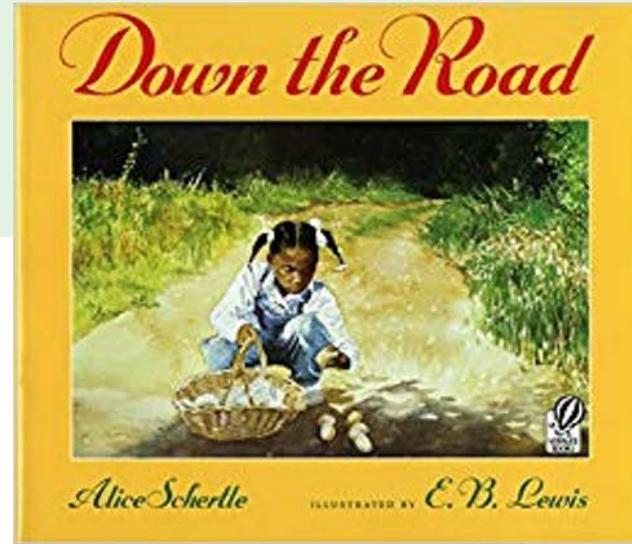
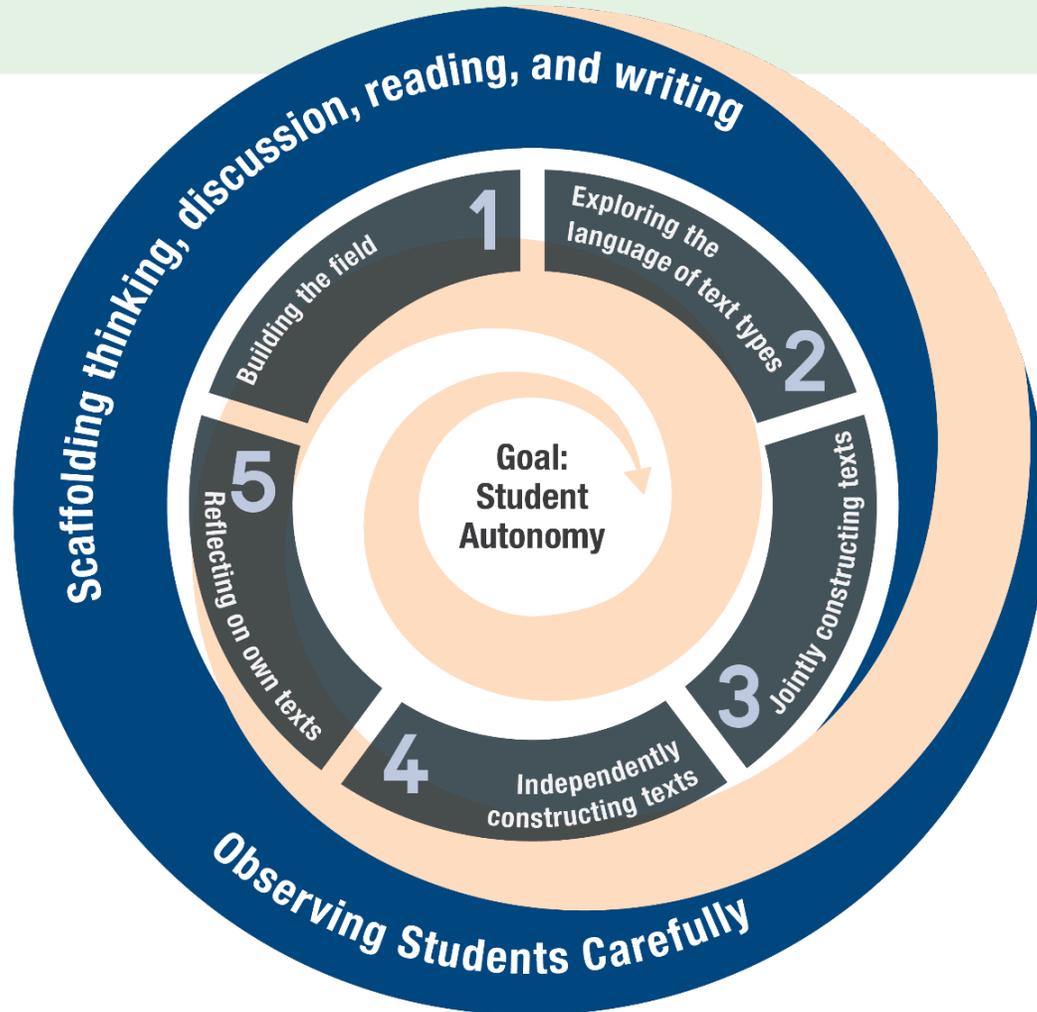
# Planning Includes Analyzing the Text: Stories

<b>What's the purpose?</b>	<ul style="list-style-type: none"><li>• entertain readers/listeners</li><li>• teach a moral or life lesson</li><li>• convey a universal message or theme</li><li>• pass on cultural norms and ways of being in the world</li></ul>
<b>How is it organized?</b>	<ul style="list-style-type: none"><li>• by time (sequentially, in order of events)</li><li>• orientation (introduce characters, setting, foreground a problem, etc.)</li><li>• complication (where the problem is)</li><li>• resolution (where the problem is resolved)</li></ul>
<b>What language is used and why?</b>	<ul style="list-style-type: none"><li>• time connectors to guide the reader (once upon a time, after awhile, suddenly)</li><li>• doing verbs (he trudged) and saying verbs (she roared) and dialogue to show more than tell</li><li>• descriptive vocabulary to help readers visualize (gloomy, huffed, massively)</li><li>• literary language (personification, metaphor, hyperbole)</li></ul>

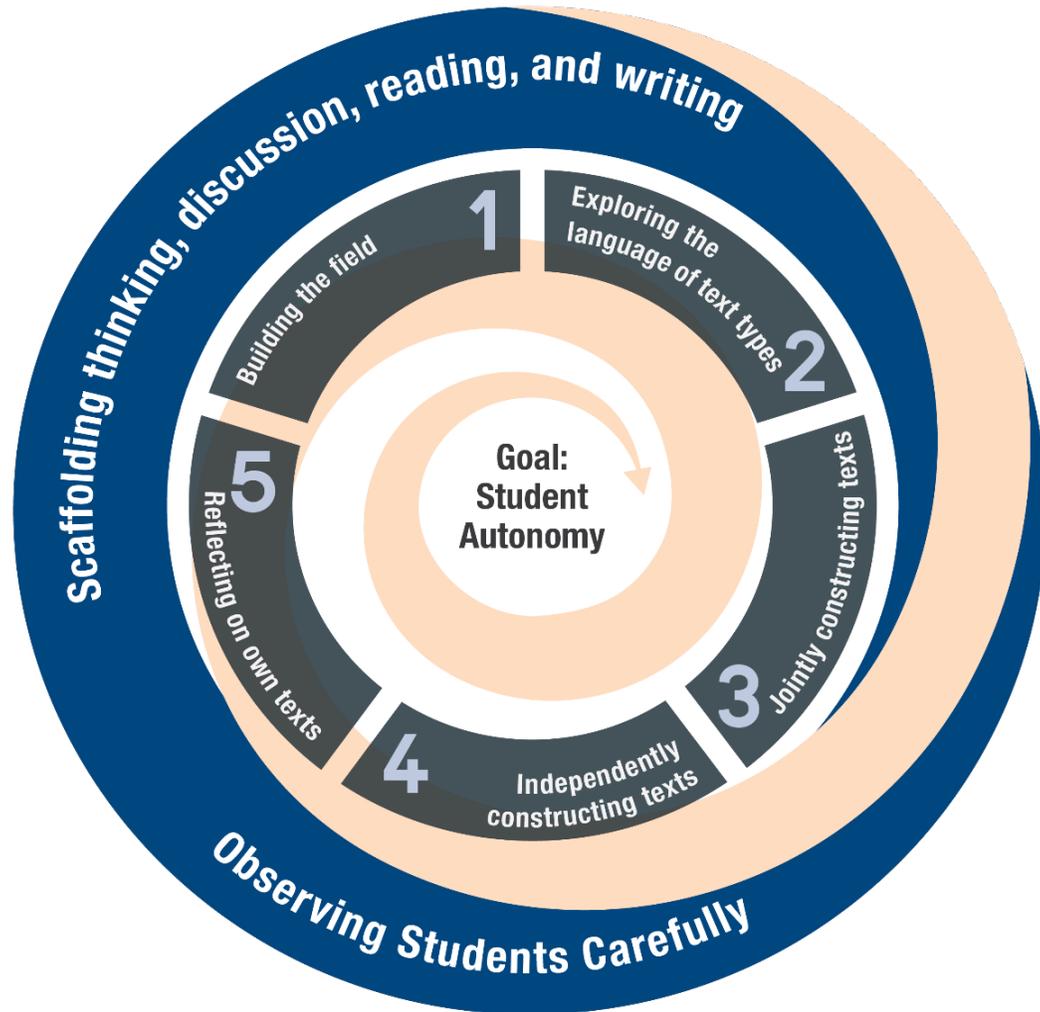
## Pause for Reflection (1)

- In what ways is the TLC process similar to or different from what you are already doing or familiar with?
- How might this process strengthen or enhance what you are already doing or are familiar with?

# The TLC in Action

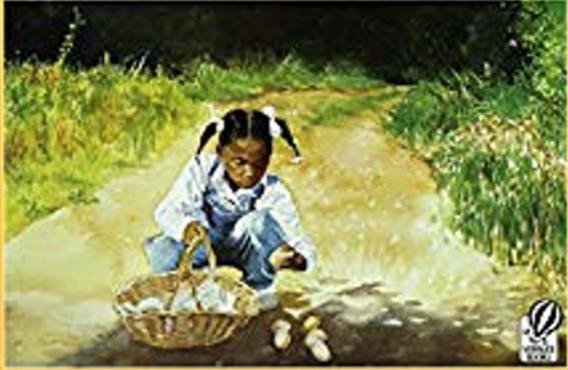


# Stage 1



Interactive reading to build comprehension of the story with lots of pausing for focused talking about the text

# Down the Road



Alice Schertle ILLUSTRATED BY E. B. Lewis

Ask a “why” question to conclude Day 1.

Q: Why was it important for Hetty to be able to go down the road by herself?

SF: “It was important to Hetty because \_\_\_\_.”

Q: (p. 5) What have we learned about the place where Hetty lives?

SF: “We have learned that \_\_\_\_\_.”

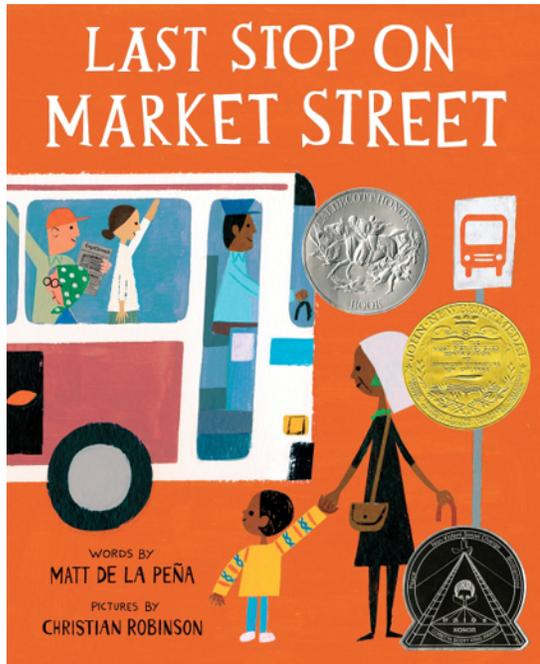
Q: (p. 28) Right after “I broke the eggs Papa, every single one.” Ask, “What do you predict will happen next?”

SF: “I predict that \_\_\_\_\_.”

On the surface, below the surface, and deeper dive questions carefully planned in interactive reading sequence

We use sticky notes in the book.

# Vocabulary development emphasizing general academic (Tier II) vocabulary



surrounded

When you are *surrounded* by something, that thing is all around you.

appreciate

When you *appreciate* something, you feel happy or lucky to have it.

*During the read alouds: Students hear an explanation and say the word chorally with movement.*

*After the read alouds: Students learn the words explicitly and practice using them.*

## Day 1: Modeling Inferences

(Point to illustrations while conversing with the children):  
I'm thinking that Hetty tries to be **responsible**. She's watching out for obstacles in the road. On these pages (pp. 22-24), Hetty stumbles and drops the eggs. But, she carefully examines each one and wipes them off on her shirt before putting them in the basket again. When she walks across the stream (p. 14) she thinks the log might wobble, she'll fall into the stream, and her eggs will break. So, she decides to step into the cold water and walk across instead. And in the store (p. 18), Hetty says exactly what her mother told her "a dozen eggs, please. Twelve big beauties. No cracks." This is a lot of evidence showing us that Hetty tries to be **responsible**.

## Days 2-3: Asking Inferential Questions

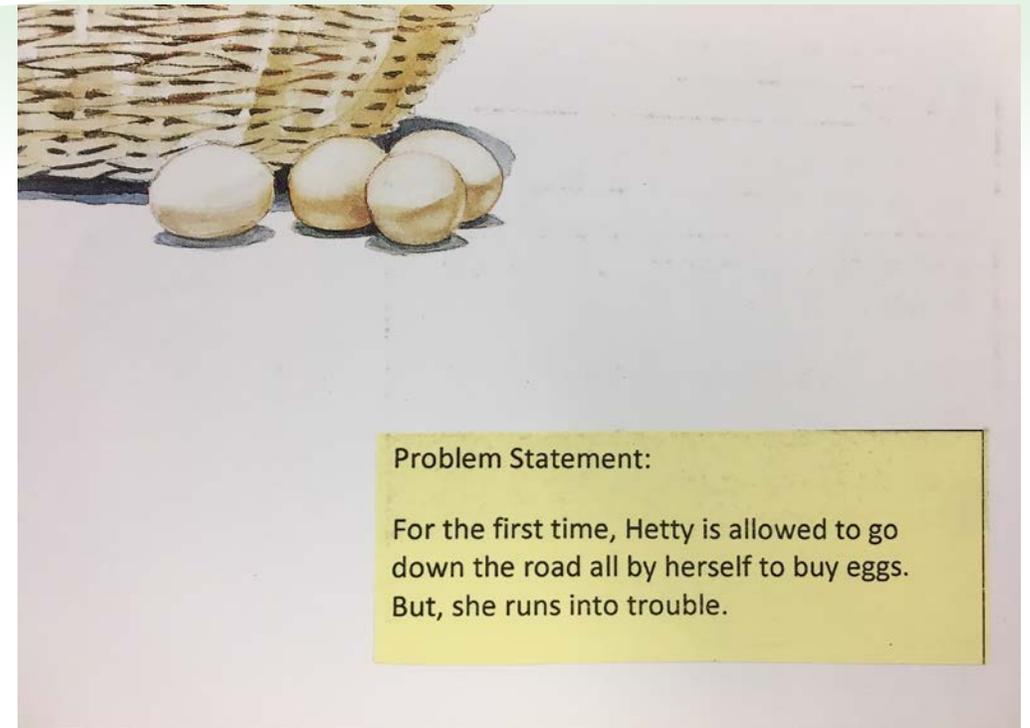
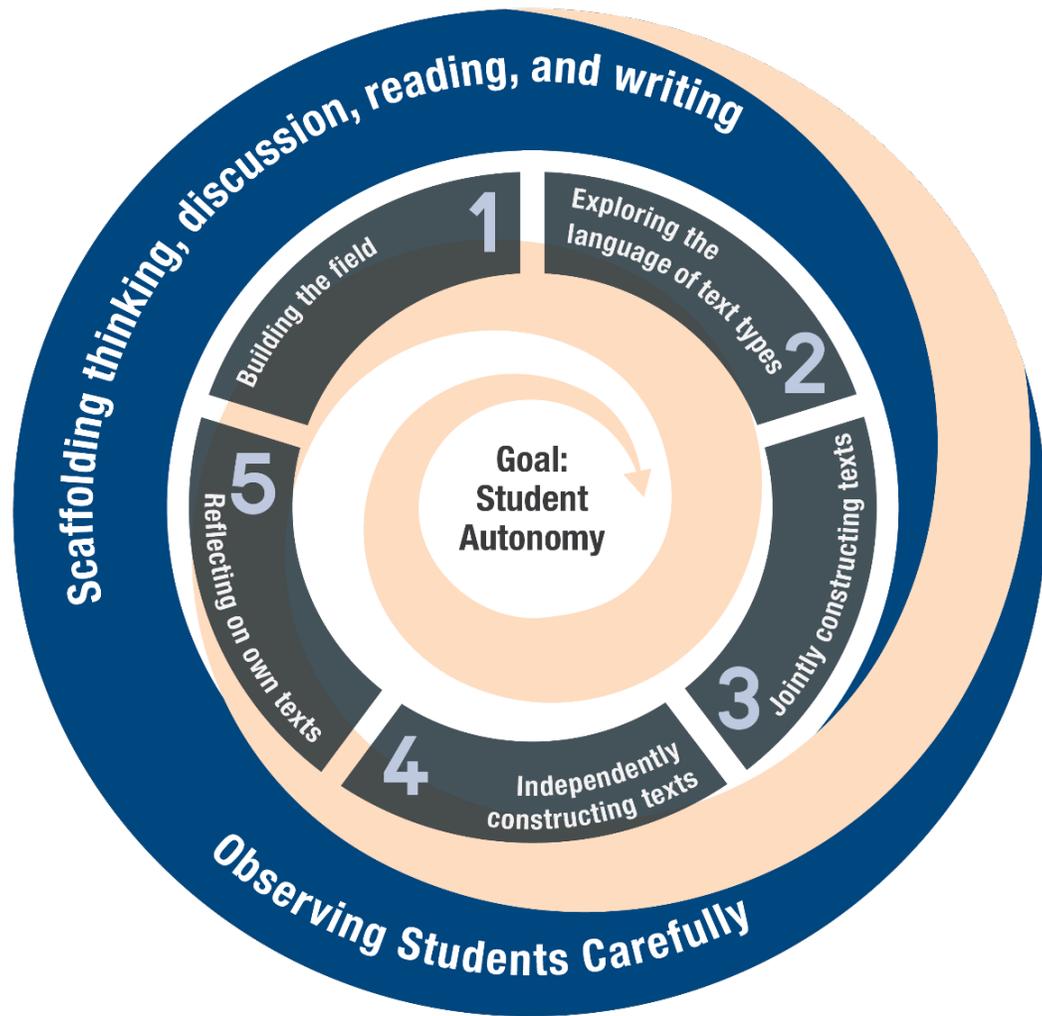
Question: What happens in the story that shows us that Hetty tries to be **responsible**? What does Hetty say or do that shows us she is **responsible**?

Sentence Frame: "Hetty tries to be responsible when she \_\_\_\_\_."

*Modeling inferences in the first engagement*

*Asking students to discuss inferential questions in subsequent engagements*

# Stage 2



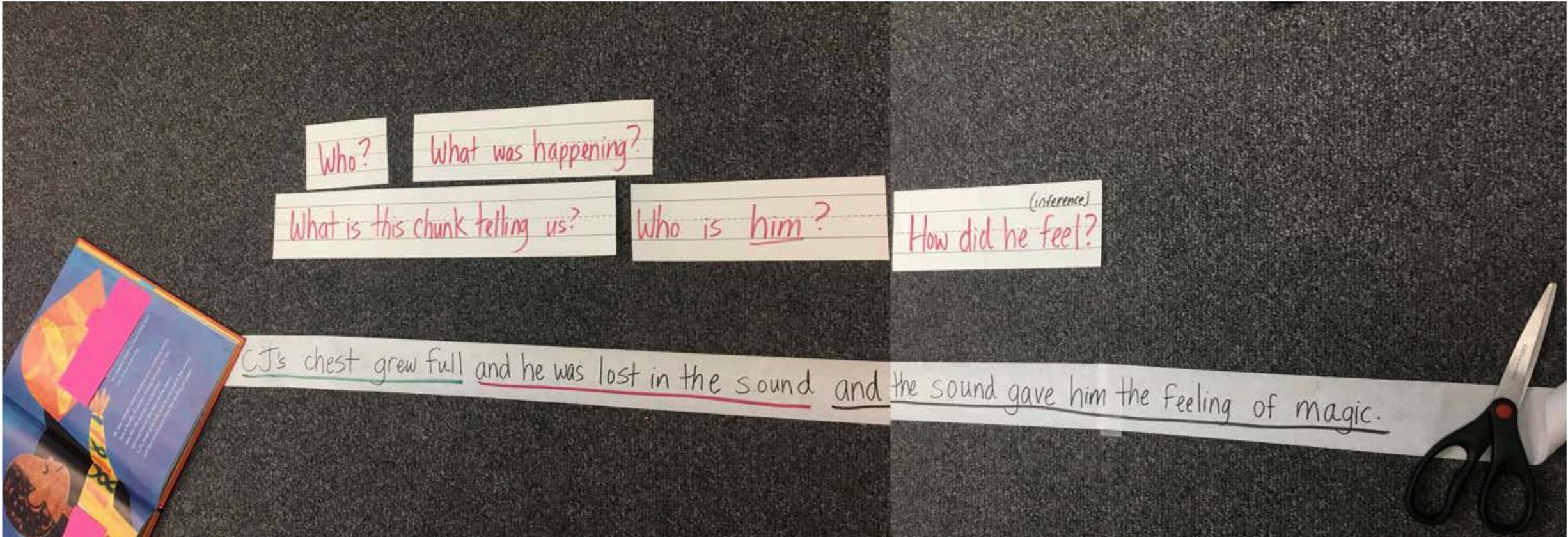
“Children, this part of the story is called the orientation. Everyone say ‘Orientation.’ This is where we learn about who is in the story, where the story is happening, and when it’s happening.”

# Sentence Unpacking

*“Hetty was so busy doing her smooth walk, and saying her walking words, and admiring the eggs in the basket that she didn’t see a rock sticking up in the middle of the road.”*

- Who/what is this sentence about?
- *What was Hetty doing?*
- *What else was she doing? Why does the author use “and”?*
- *Where was the rock?*
- *Why didn’t she see the rock? Why does the author use “that?”*
- Let’s read it again all together emphasizing “and” and “that.”
- How many ideas did Alice Schertle pack into this sentence?
- How did she do this?

# Sentence Making: Combining Ideas & Making Meaning



# Sentence Making: Expanding, Enriching, & Making Meaning

Hetty lived in a little gray house  
with a big chimney and a screen door  
that squeaked in a friendly way  
for comings and goings.

Who?

Where?

What kind of door?

Did what?

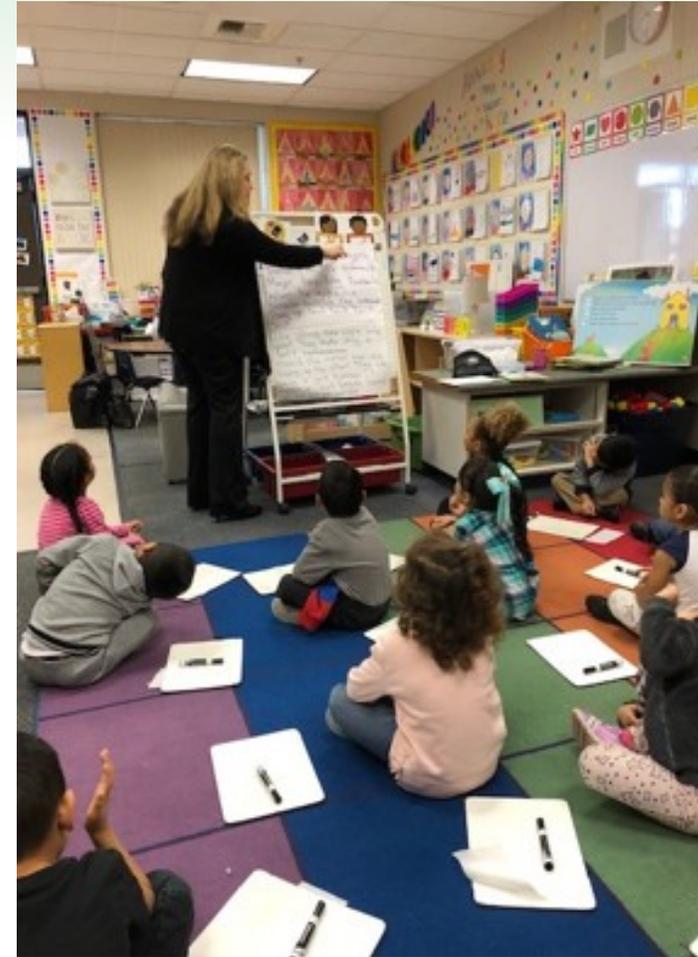
How did it squeak?

What was it used for?

# Examples from TK and K



Discussing Story Text Structure in Kindergarten



Collaborative Text Reconstruction in TK

# Discussing & Charting Language

What CJ says:	How Nana helps CJ see beauty in the world:
"How come we gotta wait for the bus in all this wet?"	"Trees get thirsty too... Don't you see the big one drinking through the straw?"
"Nana, how come we don't got a car?"	"Boy, what do we need a car for? We got a bus that breathes fire, and old Mr. Dennis, who always has a trick for you."
"How come we always gotta go here after church? Miguel and Coby never have to go nowhere."	"I feel sorry for those boys. They'll never get a chance to meet Bobo or the sunglass man."
"How come it's always so dirty over here?"	"Sometimes when you're surrounded by dirt CJ, you're a better witness for what's beautiful."

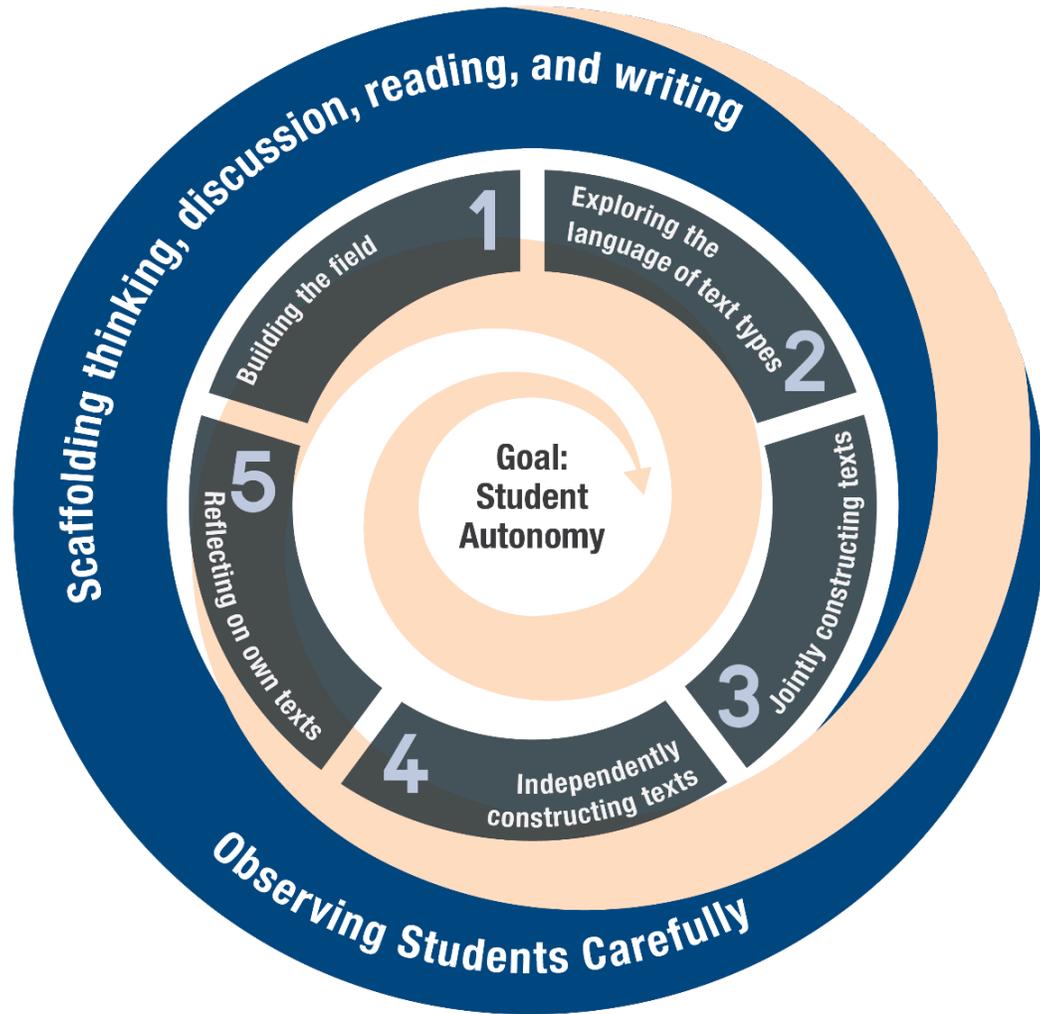
Drawing attention to how dialogue is used

Handwritten notes on a whiteboard next to the book cover for "LAST STOP ON MARKET STREET" by Matt de la Peña. The notes list several verbs used in the book: freedom, ducked under, encounter, creaked, lurched, appreciate, plucking, surrounded, witness, and "the rhythm lifted CJ out of the bus".

Drawing attention to how vocabulary and figurative language is used

- ### Complication
- get on the bus creaked
  - Nana says "We got a bus that breathes fire."
  - Sunglass man boarded the bus and the spotted dog watch the world with his ears
  - man singing, plucking his guitar
  - CJ closes his eyes, magic of music lifted him out of the bus
  - hawks slicing through the air
  - CJ feels mad/sad didn't like how things looked
  - Nana helps CJ see the beauty in his community/world. "I'm glad we are here."

# Stage 3



Time for the children to “rehearse” their independent writing with guidance from the teacher



## Stage 3: Jointly Constructing a Story



*Last Stop on Market Street*  
Kinder/1st Grade Combo

### Resolution: Possible questions

- What did CJ see at the end of the story? (the rainbow, beauty in his community)
- How does CJ feel now? How do we know? (happy, he's smiling, and he sees beauty)
- How was the big problem resolved? (CJ's Nana helped him see beauty in the world, and he no longer feels sorry for himself)

Sticky Note

# Orientation, Complication, and Resolution

Our retelling of  
Last Stop on Market Street

One day there once was...

One day CJ was skipping down the steps outside of church. He felt free and the air smelled like Freedom. CJ ducked under Nana's umbrella because it was raining. CJ said, "Why do we have to wait for the bus in all this wet?" Nana told CJ, "Don't you see the tree drinking out of the straw?"

But then... Next... Then...

CJ got on the bus and with his Nana the guy with the guitar was plucking the strings. CJ looked out the window. CJ closed his eyes and imagined the butterflies dancing in the air and the hawks slicing through the sky. He felt happy and his chest grew full and he felt power inside his heart. He got off the bus and was on market street but he was surrounded by dirt

Finally... After some time...

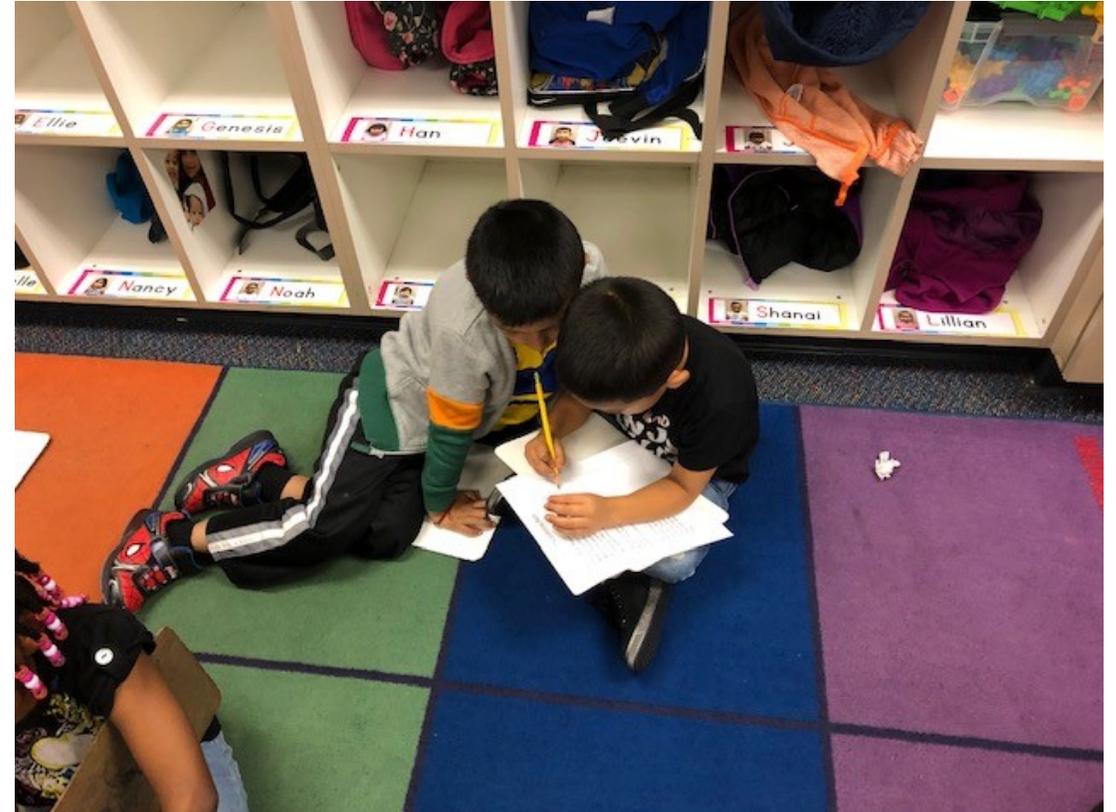
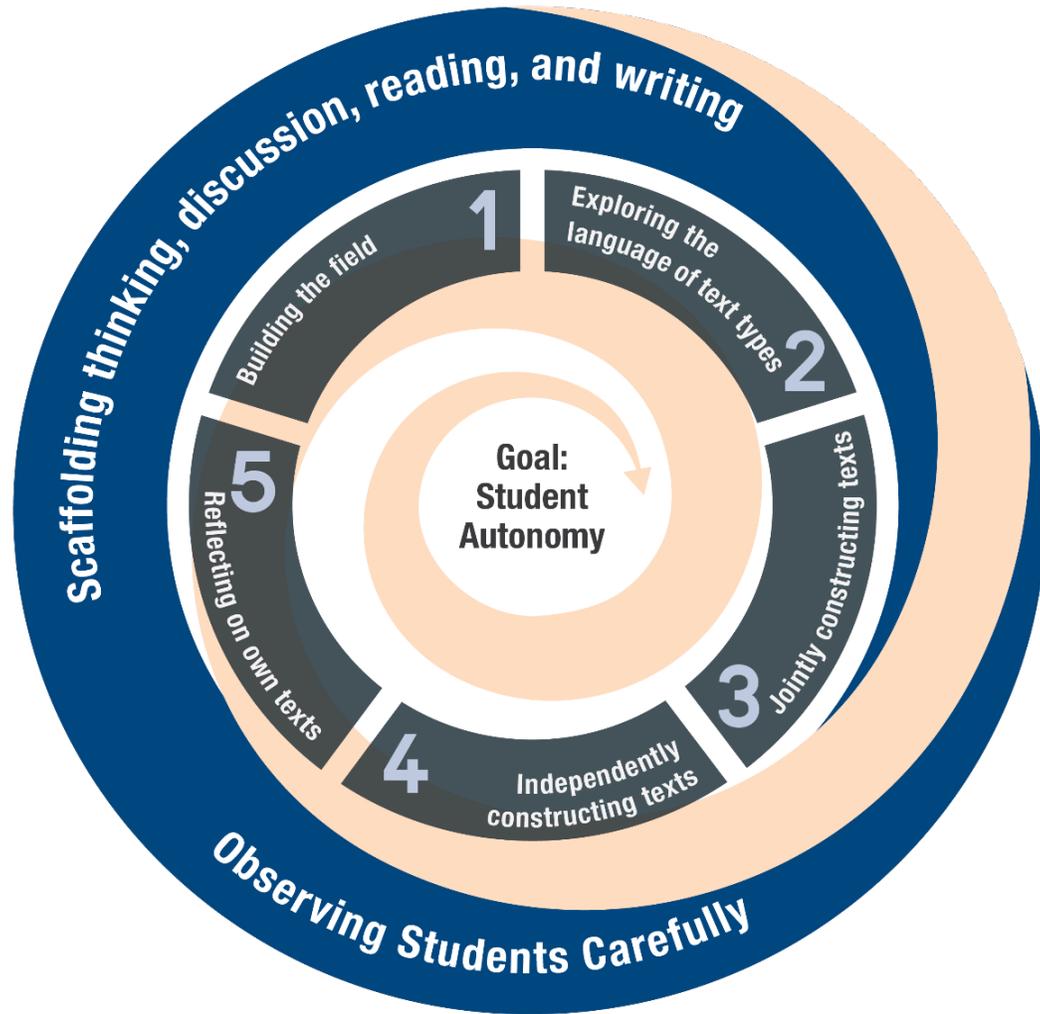
Finally CJ said "I'm glad we're here." His Nana said, "I'm glad we are here too." They went to the soup kitchen and CJ helped Nana serve the people.

## Close Reading with Enhanced Attention to Language

What does CJ learn about his community by the end of this story?

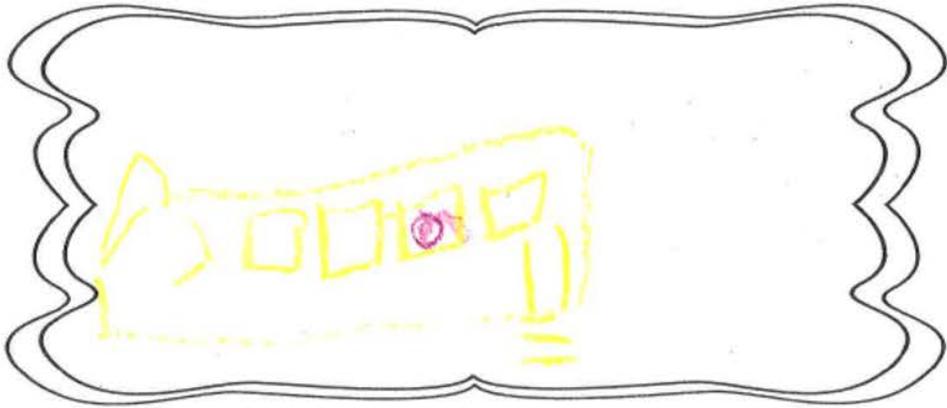
CJ learns that if you're surrounded by dirt, you're a better witness to see what's beautiful." The rainbow is beautiful. The sunglasses man showed CJ how to ~~not~~ watch the world with his ears. He learned that he could make new friends, includ<sup>ing</sup> the spotted dog. He learned that he could serve the people.

# Stage 4



TK Independent Writing,  
Olmos Elementary

# Examples of Student Writing 1

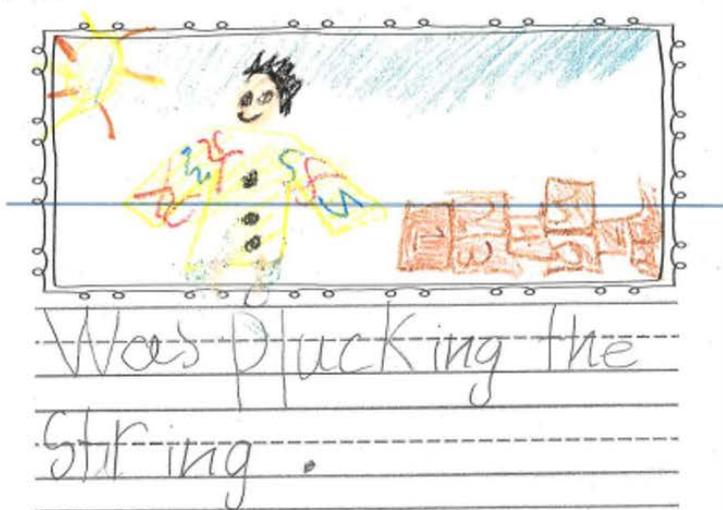


CJ encounters the  
music in the bus.  
The music lifts CJ off  
the bus.

CJ and Nana was this  
at the top kisin  
I glad I glad we  
the her Nana sed  
I glad I ma too.

## Examples of Student Writing 2

a shirt with  
his Nana cd got on  
the bus and the  
guy with the guitar



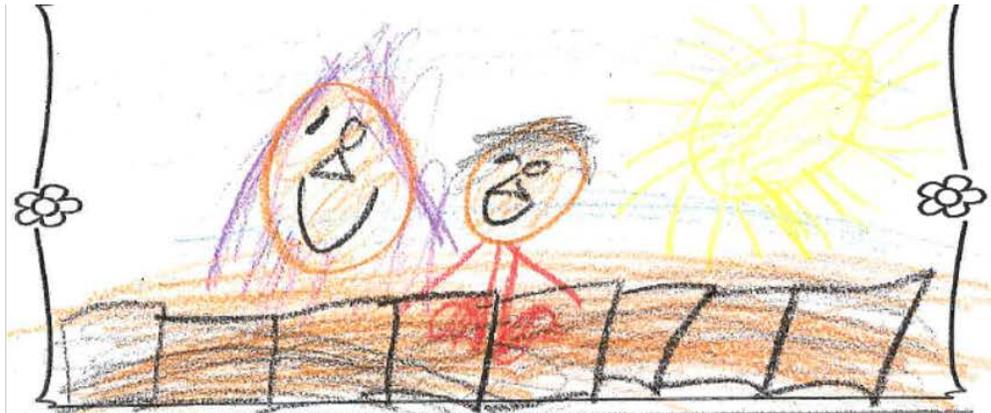
Cj said how  
come we have  
to wait for  
the bus in all  
this wet trash  
get thirsty to.

don't you see  
the big one drink-  
ing through the  
straw.

## Examples of Student Writing 3

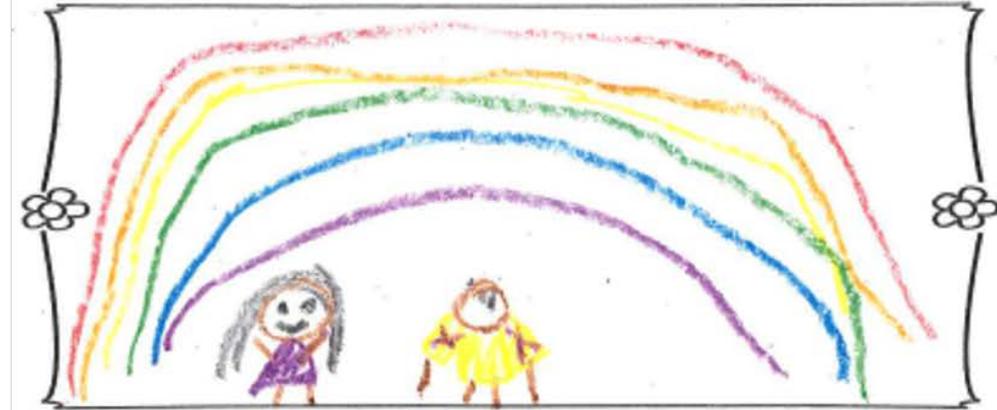


summ muse. + of fid  
the muse the muse  
lift of out of the  
by



Alaka sed when you  
are stranded by  
dent you can see  
the buter.

# Examples of Student Writing 4



Cj saw the  
buddle in the  
world wen he  
saw the rabo.

## Pause for Reflection(2)

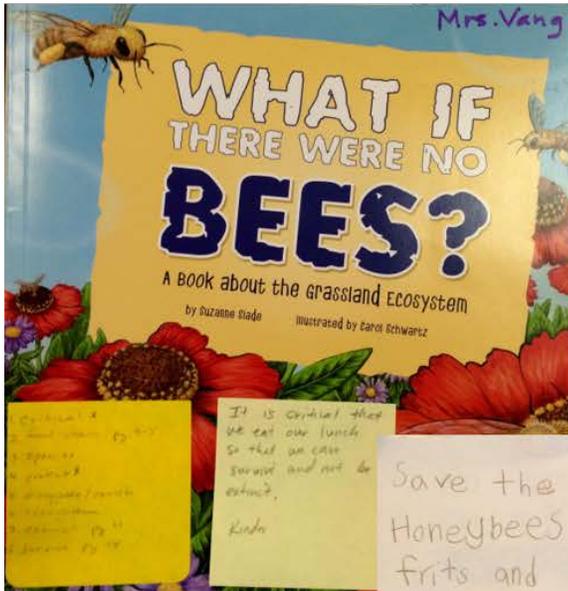
### Teachers:

- What is one idea shared so far you can use to enhance your teaching practice?
- What questions do you have?

### People who support teachers:

In what ways can you share what you learned today in order to support teachers?

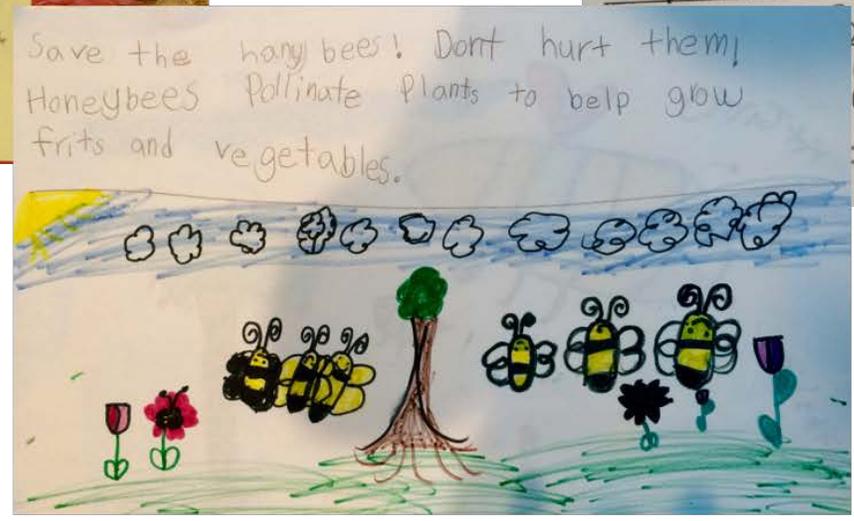
# The TLC in Science



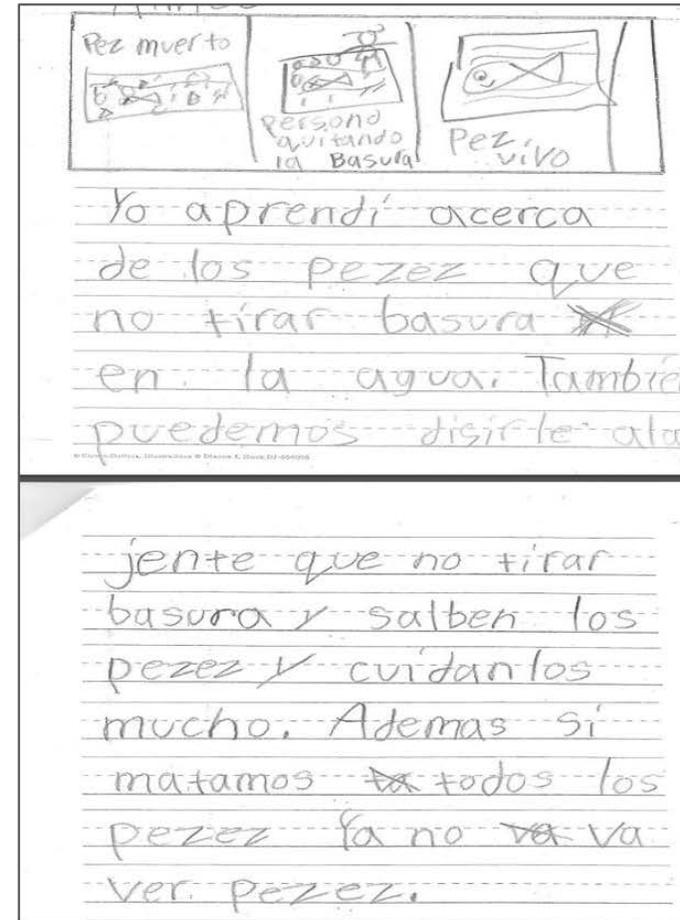
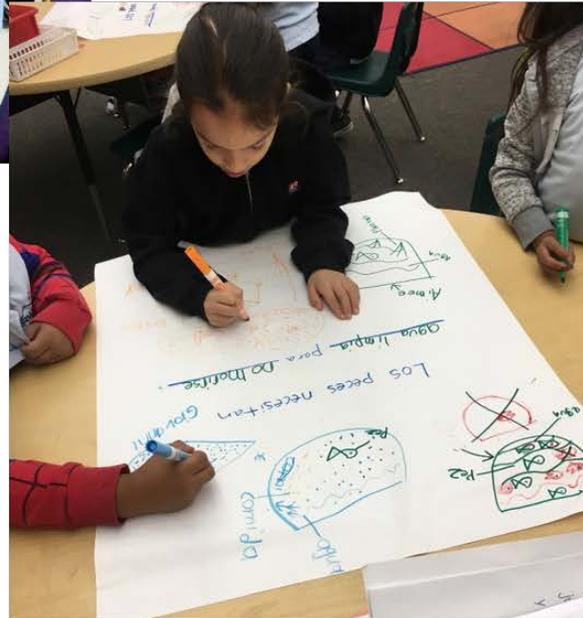
Dear Editor,

we MUST keep  
the bee safe to  
protect.  
Bees are critical  
because they pollinate  
fruits and vegetables.  
Bees are critical  
because they  
help us.

we should save  
bees BY NOT sprin-  
gling crops.



# The TLC in Science in Dual Immersion PK-1 Classrooms



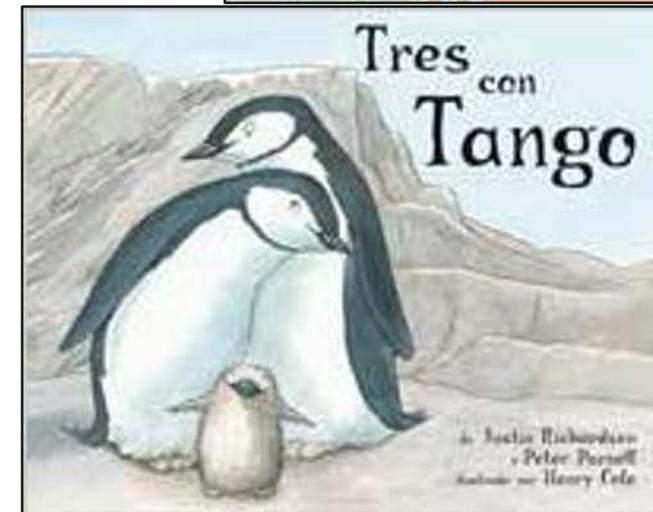
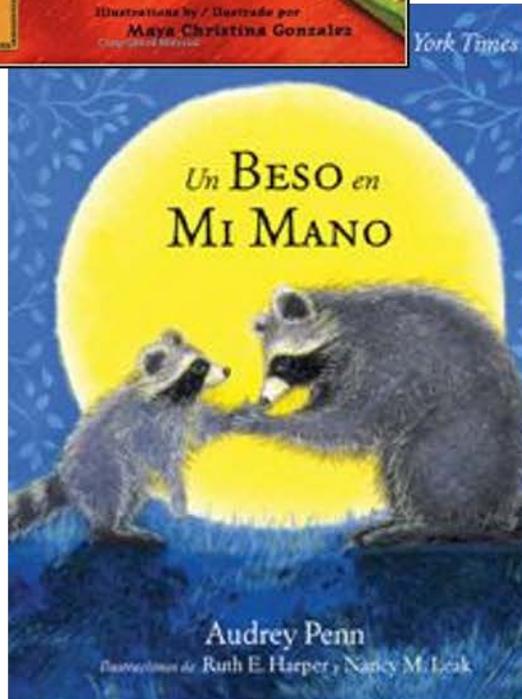
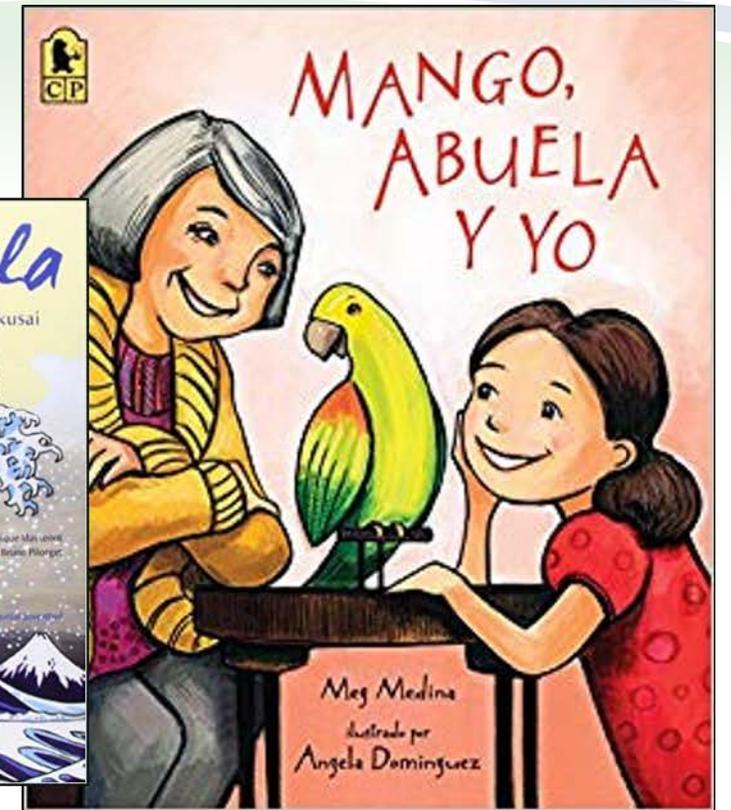
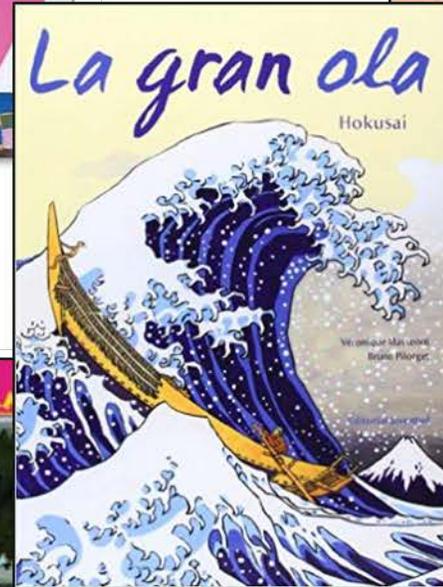
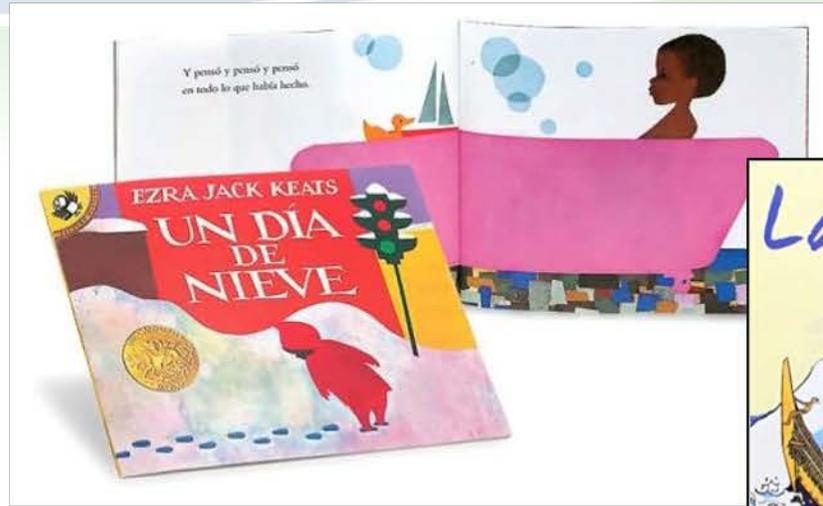
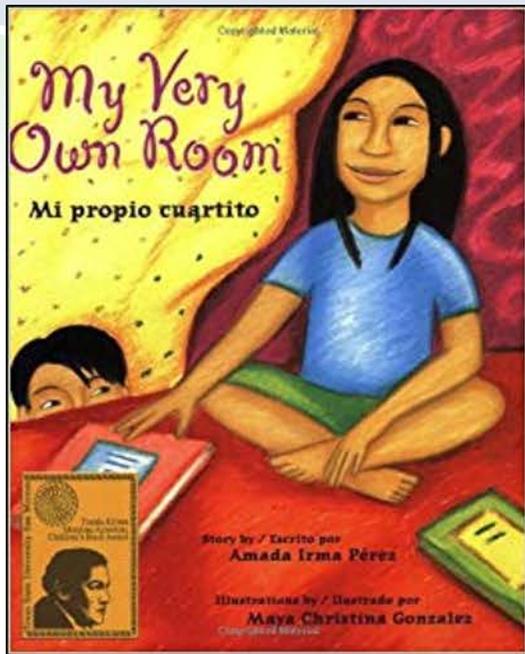
# (Some) Critical Considerations for Multilingual (DLL/EL) Children

## Cultivate Multilingualism & Multiculturalism

- Use English Language Development Standards to guide instruction and assessment
- Use translanguaging pedagogy
- Enact culturally sustaining practices
- Use books in children's home language(s)

## Partner with Parents

- Send home books in the family's home language(s)
- Support parents to enact dialogic reading techniques at home
- Invite parents into the classroom to read books in children's home language(s)
- Provide professional learning to parents to use aspects of the TLC



Some of our favorites!

# Recap: The Teaching and Learning Cycle

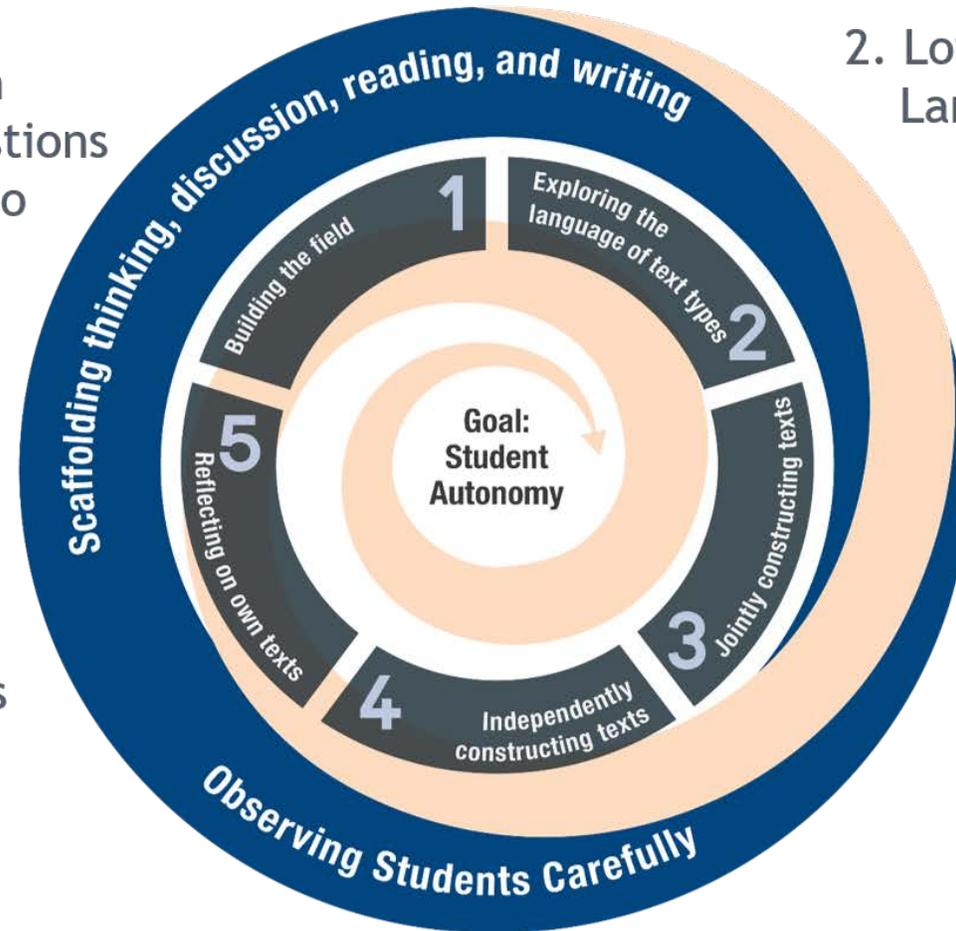
1. Dialogic Reading with Text-Dependent Questions & Explicit Attention to Language

2. Lots of Talking about the Language in the Text

3. Crafting a Text with Children

5. Children Sharing Their Texts with Peers

4. Children Crafting Their Own Texts



# Recap: Four Big Ideas to Keep in Mind While Planning

Start with the end in mind.

- What is the culminating composing/writing task for this series of lessons? What do I want the children to be able to do?

Leverage the power of mentor texts and plan ahead.

- How can I use professionally written, complex storybooks to apprentice children into storytelling and using the language in the stories? What planning is needed?

Cultivate composing/writing through oral language.

- How can I structure robust discussions about the ideas and language in the storybooks so that children can use this knowledge in their composing/writing?

Guide children and follow them, too.

- How can I take the children through a structured process and also observe them carefully to make adjustments to the plan, based on their learning strengths and needs?

Where to learn more: <https://leadingwithlearning.wested.org/>

# Culturally and Linguistically Diverse Learners and STEAM

*Teachers and Researchers Working in Partnership to Build a Better Tomorrow*



## Scaffolding Science Learning and Science Writing with a Little TLC

by Pam Spycher  
September 26, 2017

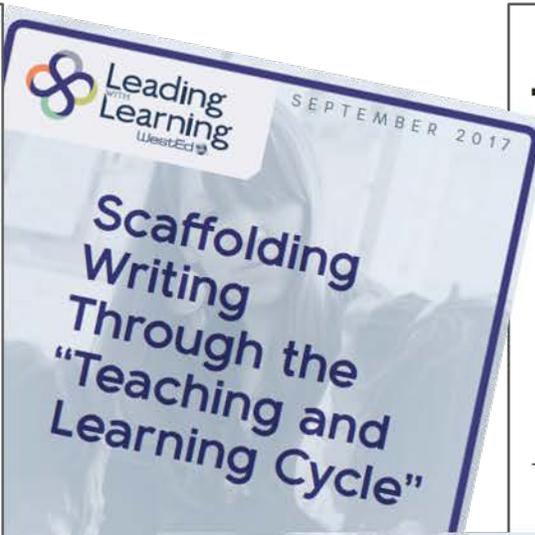
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Honeybees are in the news a lot lately. Suddenly, people everywhere are realizing how critical these insects are to their ecosystems and to our survival. Bees pollinate the plants that grow the food we eat, and in California, where I live, the agricultural economy would collapse without them. They are a "keystone species," animals that play such an important role in maintaining the ecosystems in which they live that their removal or significant decrease would result in a dramatic shift in their environments.



But something is seriously wrong. Honeybees are dying, their colonies disappearing at an alarming rate. Children have the power to do something about this crisis. But why should they care about bees?

For one thing, honeybees are a fascinating animal to study. They can communicate with one another through intricate dance moves, they live in an amazingly engineered hive where each member does its part for the



## CHAPTER 6

# SCAFFOLDING YOUNG CHILDREN'S SCIENCE WRITING

Pamela Spycher  
WestEd

Danielle Garegnani  
Lemon Grove School District

Thea Fabian  
Fresno Unified School District

## Scaffolding Young Children's Story Writing

by Pam Spycher  
May 14, 2019

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Early grades teachers often ask us the following questions about story writing, understand, and write stories:

- "I'm not sure how to get my students to talk more about..."
- "Is it okay to work with complex stories? Will the kids on lower level texts first and build them up?"
- "How do I get my kids to write more interesting stories?"
- "Their stories don't seem to have any of the vocabulary I..."

These are all great questions, and this short blog post offers some resources that preschool through first grade (PK-1) teachers can use to scaffold young children's extended discussions about complex stories, deeper meanings in the stories, and their ability to write their own stories.

## Quality STEAM Education for All

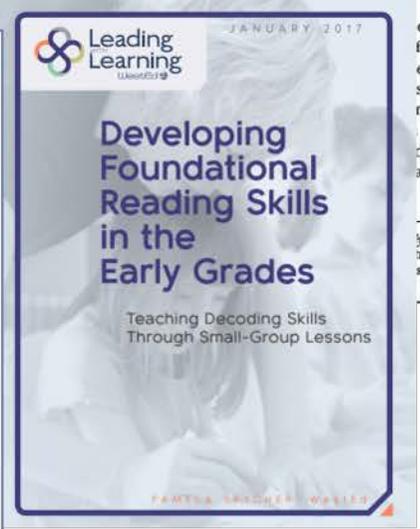
by Pam Spycher  
May 14, 2019

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Dear Editor,



Sincerely, Anushka



chapter, we describe how preschool through first grade young children's disciplinary writing practices we provide are informed by research on the potential of integrating science with literacy. Teachers can weave into their existing practices the importance of linguistic pedagogy and the importance of integrating science with literacy.

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# The WRITING-CENTERED Classroom

A diverse elementary school put writing at the center of learning by focusing on demystifying language and promoting student voice.

Pam Spycher, Kim Austin, and Thea Fabian

The halls of Rowell Elementary School in California's Fresno Unified School District are covered with students' writing and other artifacts of the writing process. Outside the 4th grade classrooms, for example, the walls showcase students' recent reports on wildfires, as well as hand-drawn posters that students created in small groups to illustrate various facts about the spread of such fires. Also displayed are articles that students read about wildfires during an "expert group jigsaw" activity, along with graphic organizers they used to capture notes from their text-focused discussions. The school's focus on writing is even more evident inside Rowell's classrooms. Student writing samples in a variety of genres are posted on classroom walls at eye



“Sí, se puede!” – Dolores Huerta



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