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

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WestEd

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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.
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.

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.

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

Source: Spycher, Garegnani, & Fabian (2019).
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
4. Children Crafting Their Own Texts
5. Children Sharing Their Texts with Peers
### Sample Week-At-A-Glance

<table>
<thead>
<tr>
<th>Day 1:</th>
<th>Getting familiar with a new text by discussing “On-the-Surface” (literal) comprehension questions and making predictions</th>
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<tr>
<td>Day 2:</td>
<td>Discussing “Below-the-Surface” (inferential) comprehension questions and exploring the story’s organization and language</td>
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<tr>
<td>Day 3:</td>
<td>Exploring “Deeper-Dive” (author’s purpose, themes) comprehension questions and guided retelling with note taking on charts</td>
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<td>Day 4:</td>
<td>Jointly constructing the story, using notes from day 3, with the teacher’s guidance and then writing own version</td>
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<td>Day 5:</td>
<td>Sharing work with peers, giving peers feedback for improvement, reflecting on growth and the process, extension activities</td>
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<td>Plus: Explicit vocabulary instruction of select general academic vocabulary (Tier II words) throughout the week.</td>
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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

| What’s the purpose? | entertain readers/listeners  
|                     | teach a moral or life lesson  
|                     | convey a universal message or theme  
<table>
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<th></th>
<th>pass on cultural norms and ways of being in the world</th>
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| How is it organized?| by time (sequentially, in order of events)  
|                     | orientation (introduce characters, setting, foreground a problem, etc.)  
|                     | complication (where the problem is)  
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<th>resolution (where the problem is resolved)</th>
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</table>
| What language is used and why? | time connectors to guide the reader (once upon a time, after awhile, suddenly)  
|                     | doing verbs (he trudged) and saying verbs (she roared) and dialogue to show more than tell  
|                     | descriptive vocabulary to help readers visualize (gloomy, huffed, massively)  
|                     | literary language (personification, metaphor, hyperbole) |
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

Scaffolding thinking, discussion, reading, and writing

1. Building the field
2. Exploring the language of text types
3. Jointly constructing texts
4. Independently constructing texts
5. Reflecting on own texts

Goal: Student Autonomy

Observing Students Carefully

Books:
- Down the Road by Alice Schertle
- Last Stop on Market Street by Matt De La Peña

RELWEST
Regional Educational Laboratory
At the Forefront
Stage 1

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

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

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 __________.”

We use sticky notes in the book.
Vocabulary development emphasizing general academic (Tier II) vocabulary

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.

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.
Modeling inferences in the first engagement

Asking students to discuss inferential questions in subsequent engagements

**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 "__________."
“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.”
“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

Who? What was happening?
What is this chunk telling us? Who is he? How did he feel?

CJ's chest grew full and he was lost in the sound and the sound gave him the feeling of magic.
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

Drawing attention to how dialogue is used

Drawing attention to how vocabulary and figurative language is used
Stage 3

Time for the children to “rehearse” their independent writing with guidance from the teacher.
Stage 3: Jointly Constructing a Story

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)

Last Stop on Market Street
Kinder/1st Grade Combo

Sticky Note
Our retelling of Last Stop on Market Street

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 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.
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 sunglass man showed CJ how to watch the world with his ears. He learned that he could make new friends including the spotted dog. He learned that he could serve the people.
Stage 4

TK Independent Writing, Olmos Elementary
CJ encounters the music in the bus:

The music stops CJ up.

EJ and Nana was this at the shop kissin.

EJ said I glad we are her Nana sed.

I glad I'ma too.
Examples of Student Writing 2

A stroll with Nana and CJ got on the bus and the guy with the girl.

CJ said how come we have to wait for the bus in all this wetness? Let's get thirsty.

Was juggling the string.

Don't you see the big one drinking through the straw?
Examples of Student Writing 3

Summary

At the museum, there is a large elephant. It's resting on the ground. You can see the tusks.

Ahana said, "When you are standing by the tent, you can see the butterfly."
Cj saw the
budtle in the
world. When he
saw the grab.
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?
Dear Editor,

We must keep the bees safe to protect them. Bees are critical because they pollinate flowers and vegetables. Bees are critical because they help us. We should save bees by not spraying pesticides on crops.

Save the honey bees! Don't hurt them! Honeybees pollinate plants to help grow fruits and vegetables.
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
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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/
“Sí, se puede!” – Dolores Huerta
The Regional Educational Laboratory West (REL West) at WestEd provides scientifically valid research findings that help meet the education needs in Arizona, California, Nevada, and Utah.

Our staff draw from existing high-quality research, as well as conduct research and development projects and experimental studies. We also help stakeholders interpret evidence and build their own research capacity.

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