



TRANSCRIPT

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

PAMELA SPYCHER

[Slide: Goals for Today's Webinar]

Welcome, welcome, everyone. It's so nice to see you all here. We've got so many states represented, different countries represented. So good morning. Good afternoon. Good evening. Really excited to have this collaboration here today on such an important topic. We know that you are all here because you're dedicated professionals. You're committed to ensuring that all of our children have the best shot possible at achieving their dreams, of having the highest quality education possible. And so we're going to basically do this together. So, we are going to share...Thea and I are going to spend some time with you sharing an approach.

This is an approach to teaching and learning called the Teaching and Learning Cycle. It's not a very sexy title, but it's pretty explanatory. And what the Teaching and Learning Cycle is, it's really a framework for organizing lots of different ideas toward a goal for student learning. So today, we're going to talk about the goal for student learning that is writing, especially writing stories. We're going to particularly focus on that. So we have a goal, a goal for student learning—that the Teaching and Learning Cycle really is a wonderful way to organize our planning, to sequence our teaching and learning activities to make sure that every child has the level of scaffolding and the type of scaffolding they need to achieve the goals that we have for them.

So that's...so we're going to...one of our goals is for you to learn about the Teaching and Learning Cycle. And obviously, we're only here with you for an hour and a half, so we don't expect everybody to walk away as an expert. We have lots and lots of resources to share with you so you can deepen your knowledge. We...another goal we have is to share with you some very tangible examples, some classroom examples of the Teaching and Learning Cycle in action. And Thea is going to be sharing some of the things that she's been doing in classrooms. Thea and I started working in Fresno Unified where she is a Teacher on Special Assignment through a federally funded research grant, an Investing in Innovation research grant. And we're going to share with you some of the work that started through the grant there and is continuing and expanding and just flourishing there. So we're really excited to hear about that.

And we're also going to encourage you to be thinking about and discussing on the chat how this TLC framework is a shift from traditional or ways that you're familiar with, traditional

---

approaches to teaching dual language learners and the English language learners, and especially for scaffolding their language and literacy development.

[Slide: Framing the session]

You know, one of the reasons why we like to talk about the Teaching and Learning Cycle is because it responds to some real questions that teachers have. And these were some questions that I had when I was a classroom teacher: “I’m not sure how to get the children in my classroom to talk more about the stories that we read together. What do I do? You know, I’ve got this wonderful book but it’s very complex, has a lot of complex ideas, complex language. Is it too complex for my students? Should I start with easier text and then ramp things up? Or is it okay to use this complex text?” The short answer is yes.

And we’re going to show you some ways to help young children engage with these types of complex texts: “I’m spending a lot of time teaching my students vocabulary focusing on language, but I’m just not hearing them use the language in their speaking, and writing, or composing, or labeling, whatever the case may be. Gosh, I wish I knew how to get my kids to write more, but I never learned how to do that in my teacher preparation program. So where do I start?” And a related question is, “You know, my students are writing. They’re writing stories, but they’re just sort of stream of consciousness; they don’t seem to have any organization. Are they just too young to have organized stories that are entertaining and have rich language and rich ideas?” Again, the short answer is no. And we’re going to share with you how the Teaching and Learning Cycle is really responding to these types of questions and in a way that is manageable and really results in rich learning on the part of children and rich speaking and writing.

So we’re really...It’s been pretty transformative for us as teachers and as teacher educators. So we’re excited to share this with you.

[Slide: Evidence-Based Practices the TLC Incorporates (1 of 2)]

One thing I wanted to point out is that the way we use the Teaching and Learning Cycle, we’re pulling together a lot of different evidence-based practices. So we’re looking at the research. We’re trying to figure out how to bring it all together because it can be kind of overwhelming. We know from research that there are a lot of things that we can be doing in our classrooms that really are supportive of our dual language learners and English learners.

And we like...the first one is the one we’d like to focus on first and foremost. And that is to use culturally responsive and culturally relevant instruction materials, culturally sustaining pedagogical practices, to take really an assets orientation toward our children. They bring strengths to school. Nobody brings...nobody brings deficits to school. They bring their strengths. And so it’s our job as educators to know them, understand them, leverage them, build upon them, add to them, and create a classroom environment where all children feel that they have something to offer and can learn from one another. So that’s the first one that we really try to focus on.

Another one that we know from research is really important is that when we are thinking about the types of shared book reading experiences with children, they need to be very interactive,

where the children are really engaged and involved with the ideas in the story as well as the language. And we're really promoting not only sort of basic understanding of the text that we're reading but deeper understandings, higher order thinking, and extended discussions about those texts. So that's those last two, number two and three, have to do with that.

One thing I wanted to point out in the teeny-tiny font at the bottom, these are some really wonderful resources that you might... If you haven't seen them already, we would encourage you to check them out. They are the, what we call in shorthand, the Promising Futures Guide. It's the *Promoting the Educational Success of Children and Youth Learning English: The Promising Futures Guide*. That's from National Academies. And that's a wonderful resource. The Institute of Education Sciences' What Works Clearinghouse practice guides, those are also wonderful resources if you're looking for evidence-based practices. And then *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* from the National Research Council.

So we can put those links in our resources. And you can also just Google them if you want to check them out.

[Slide: Evidence-Based Practices the TLC Incorporates (2 of 2)]

So just kind of...some of the other practices, I mentioned vocabulary earlier. Vocabulary is really important. It's really important that we explicitly focus on vocabulary, but that we are doing it in very meaningful, authentic ways. So not in isolation, but in the context of rich learning activities and then developing that language over time in a variety of ways, not just one way.

And then, really helping children to understand how text works. So how are texts organized? You know, do I just kind of start writing and that's it? Or is there a way that I can actually organize my thinking when I compose a text?

And then, also the importance of just doing a lot of writing. So we encourage writing, composing, you know, work...labeling, lots and lots of that throughout the day so that children can gain confidence and also competencies in composing and writing.

So, these are just some of the research-based practices that we incorporate in the Teaching and Learning Cycle.

[Slide: TLC: Framed by Systemic Functional Linguistics (SFL) Theory & Research]

And then, something that might be new for you is, the Teaching and Learning Cycle is really grounded in a theory of language called Systemic Functional Linguistics. I'm not going to talk too much about it. It's complex theory. But the exciting thing about it is that it moves away from thinking about language as a set of rules—language is not a set of rules—toward really thinking about language as a resource for making meaning, and thinking about language as just a range of options that we can choose from to make meaning with others.

So what we have found in our work as teachers and in our work with teachers is that when students are more aware of how language works to make meaning, then they're in a much

more empowered and informed position when they are using language in speaking, writing, listening, reading, et cetera. And, you know, sort of the flipside of that coin is when teachers have a deeper understanding about how language works, it's very empowering because then we as teachers can talk more effectively with our students about how language is working. So I've also put some resources at the bottom of that slide in case you want to check this out.

[Slide: Some SFL Resources We Use]

And we have a few book recommendations. These are some of our favorite books that we like to read ourselves to deepen our own knowledge. We also read them with teachers we work with in book studies. We think these thinkers are goddesses: Pauline Gibbons, Beverly Jones—sorry, Beverly Derewianka, Pauline Jones, and Frances Christie. There are many, many other wonderful thinkers out there. And I'll share some additional resources with you in just a moment.

[Slide: Some critical things not fully addressed in this session]

Some of the things that we're not going to be talking about today, just because we only have an hour and a half together is, we're not really going to be talking about teaching foundational reading skills like developing phonological awareness, developing phonics and word reading skills. This is a necessary thing to do and really critical, but what we're talking about is working with complex texts and sort of higher order thinking language and literacy skills, sort of broader language and literacy. So just so...hopefully, nobody was expecting to learn about that today.

Another thing that we're not going to be able to delve deeply into, although we'll touch on it a little bit, is the really essential action of partnering with parents and families. We can't do this work alone in isolation, nor should we. Because that would be silly.

And then, finally, promoting multilingualism. Our dual language learners and our English learners bring wonderful linguistic resources and cultural resources to the classroom that need to be sustained and expanded. And we know from a lot of lines of research, different types of research, that multilingualism is a good thing. So we want to encourage that. We're not going to focus extensively on that today because we're going to be talking about reading books in English today. But we have some favorite titles that we'll share with you in a little bit.

[Slide: Where to learn more]

And then, because we know that some of you may have to drop off early, we know you have lives and some of you are on the East Coast and you may be needing to, you know, sit down for dinner or go to bed, we wanted to direct you to a bunch of resources if you want to learn more.

And there's a URL there at the Leading with Learning website where you can find blog posts and concept papers. And there's even a chapter that Thea and I recently published with a colleague, Danielle Garegnani. There's an article from *Educational Leadership* that Kim, Thea, and I wrote. So please feel free to explore that website and learn more.

[Slide: Teaching and Learning Cycle (TLC)]

All right, so now that I've done all that set up, I'm going to now talk sort of in broad terms about what the Teaching and Learning Cycle is. And then, when Thea comes on in a little bit, she is going to give you some really concrete examples. So if things are kind of murky because I'm talking sort of like "up here," don't worry. Thea is going to come in and say, "Oh, this is actually what this looks like in practice." So, but I want to make sure that folks are aware of what the framework is because then you can always go back to it.

So this framework is not intended to be like the magic strategy or a prescriptive routine that you have to follow. It's, like we say, it's a framework. So it can be used flexibly. It can be, depending on your students' needs, or your content area, or their age span. It's going to look a little bit different, and that's a great thing. But it's still the same general idea no matter what it is that you're doing.

So we like to think of the Teaching and Learning Cycle as a way to build student autonomy. That's what we're going for, right? We're going for students who are empowered, even students as young as preschool can feel empowered, as writers, as readers, as speakers, as thinkers. And so we want our children to feel like they have autonomy and they're learning. That's the goal. In order to do that, we have to support them to build up some competencies and some ways of approaching text. So the Teaching and Learning Cycle is a way to scaffold for student autonomy.

And we think of the Teaching and Learning Cycle in five stages. The first stage is, it's called building the field. And that simply means that it's building the field of knowledge. So we're focusing on deep, deep learning, deep content knowledge. And that first step actually continues through all five stages. We're constant; we're continuously learning about a certain topic as we are moving through the five stages of the Teaching and Learning Cycle.

So I'll just tell you a little...so you see these five stages. I'll tell you a non-example of the Teaching and Learning Cycle. When I was a first grade teacher, we did lots of wonderful language-rich activities in our classroom. We read lots of books. We went on field trips. We went in the garden. We worked in the garden. We sang songs all day long. We just did lots of wonderful things. And so we studied the rainforest. We studied bees. We studied, you know, lots and lots of, lots of fun stuff. And so we engaged in all this wonderful, language-rich experiences. And then I would say, "Okay, now, go write about it" or "Go write a story" or "Go write a science report." And some of the children, yeah, they got it, they did it. But a lot of the children, they just, they hadn't...I hadn't provided enough scaffolding for them to be able to have confidence to produce the type of writing that I wanted, that I was expecting. I wasn't making it transparent what I was expecting. So the Teaching and Learning Cycle is really, sort of what I wish that I had had 30 years ago. Gosh! I wish I could get those little first graders back around 30 years ago and reteach them, but can't do that.

So the Teaching and Learning Cycle, all that building the field, language-rich, content-rich stuff that I was just talking about, is critical. And then, we also are having conversations about how the language in the books that we're reading works. How the texts are organized. How, for example, dialog is used in stories. What kind of vocabulary is used in stories. And so, we're having lots and lots of really explicit conversations so that we're making the type of language in those texts explicit and transparent to students so that they know that they can also use

that type of language in their writing and speaking. So that's step two. That's the second stage.

And the third stage is, then, we are co-constructing. We're crafting text with students. So, for example, if I am working toward having my children write a wonderful story, we're going to write a story together, right? But I'm not just scribing what they're saying, I am actually facilitating their ability to use some of the new language and ideas that we've been learning about. And Thea is going to show you an example of that in a video clip in just a minute.

So really, stages two and three, those are really that essential scaffolding that I didn't know about when I taught first grade that I'm so excited about now because we're really seeing amazing, amazing writing and speaking happening with our children.

So then after you do that, then, of course, the children are ready and feeling confident to construct their own texts. And, they're also able in stage five to think critically about their writing and provide feedback to one another. So those are the basic five steps.

[Slide: TLC 5-Day Plan with Storybooks]

So really, what the TLC is doing is it's pulling all of those things, those research-based practices that I talked about, together in a, sort of a predictable cycle. And today, we're going to be talking about a five-day plan with storybooks that we like to use that is building children's comprehension skills, their discussion skills, their vocabulary knowledge, their understanding of grammar, their understanding of literary language, the language of stories, and their story writing abilities.

[Slide: Teaching and Learning Cycle]

And just...in our five-day plan, basically... And this, we put something...we put these words up here because I just to want to pause for a second and say, I know that all of our teachers out there and people who work with teachers, a lot of what I've been talking about is already familiar to you. You're already doing so much of this in your classrooms or in your work with teachers. And so, and that's great. That's a great place to be. And all we're saying is this—using the Teaching and Learning Cycle is just one way to kind of pull all those things together to kind of push it to the next level.

So in that stage one, just as a refresher or a recap, we're doing lots of dialogic reading, with text-dependent questions and explicit attention to language. In stage two, lots and lots of talking about the text. Stage three, crafting the text with children. Stage four, the children are crafting their own text. And stage five, children are sharing the text with peers.

[Slide: Sample Week-At-A-Glance]

And here is just another representation of that five-day week-at-a-glance. And this way of showing the five-day plan also kind of draws out what we're doing in the multiple readings of the text. We're reading the same text multiple times. It's a repeated interactive read aloud. And each time, we're discussing increasingly complex questions. So in the first read, we just want to make sure that children are getting a basic sense of the, you know, the characters, the setting, making predictions, all those great things that we're all already doing.

On day two, once they have basic understanding, we're going to read the text again. And this time, the students are going to start getting a little bit below the surface and start thinking about some of the inferential comprehension questions. And on day three, that's when they start getting into, huh, what are kind of the bigger themes of this story? What do you think the author is trying to tell us here? And then day four, by then, the children are really ready to start jointly constructing the story with the teacher and starting writing their own versions. Or sometimes they will write their own version but maybe change the ending or change the characters. But, kind of through the scaffolding in the first four days, they're really kind of set up to write a strong story.

The other thing I just wanted to mention is that in addition to these repeated interactive read aloud experiences, we're also focusing on explicit vocabulary instruction at a different time in addition to drawing attention to the words in the book while reading.

[Slide: Where Do I Start with the TLC?]

So that was a lot. So a lot of teachers say, "Well, where do I start?" Don't start—don't try to do it all at once. What we say is just try one of...if you're already doing some of these ideas, you could either try strengthening your practice in that area or you could try doing one of the new things that we're talking about. You could try maybe exploring the language of the text type a little bit, or jointly constructing a text. But I would say don't try to do it all, just try layering in one thing and feel confident about that.

[Slide: What do you want children to be able to do?]

And, of course, we want to start with a learning target. So I mentioned earlier the teacher said, "I want my students to write really entertaining, wonderful stories that are using the language that we've been talking about." And in the child's learning target version, it might be "We're going to write the story in order, we're getting you some key ideas and words from the story, and we'll show what we know about the big lessons in the story."

[Slide: Planning Includes Analyzing the Text]

And I just have a few minutes left, but one of the things that really, I think, sets our approach apart, or for me kind of pushed my thinking at least as a teacher in terms of planning, is that the text itself, the book itself, is really setting the stage for how we're going to talk about both the ideas in the text and the language in the text. So we have to think about things like, what is the purpose of this text? Well, if it's a story, the purpose is to entertain. Stories are entertaining. And oftentimes, stories are intended to teach life lessons, cultural lessons often.

Another question we ask ourselves when planning is, how is this text organized? You know, is it, you know, beyond beginning, and middle, and end, well, what's happening in the beginning? Is the...in the story, in the beginning the author is orienting us to the characters and the setting, and so forth. So that's another way to kind of think about organization of stories. And then, of course, what language is used and why?

[Slide: Planning Includes Analyzing the Text: Stories]

And I'm not going to delve into this next slide but you can see on the right hand...on the left hand are those questions and on the right hand, those are some of the things that we're

thinking about in terms of how to talk about language with children. And once you start planning with text this way, you will never go back. You can't unsee the language. You'll just start seeing things in language you'd never thought you'd see before, and it will just ruin you forever. But it's a great thing because it helps you to talk about language with children in ways that are meaningful and authentic.

[Slide: Pause for Reflection and Q&A]

[Slide: The TLC in Action]

THEA FABIAN

Okay. Well, hello, everyone. And I just wanted to say I am an honored member of Fresno Unified School District's Multilingual Multicultural Department that encompasses our English learner services. I have many colleagues joining us today. They're doing wonderful and really expansive work in TK through grade 12, and I'm really honored to be a part of that team. But I just wanted to acknowledge that just because we started this work with Leading with Learning, but we've been able to really expand it in an exponential way through work with each other and great collaborations both in our department and with other departments in our district.

So I wanted to give that hopeful message for all of you who are working in districts. So today, I'm going to be talking about what Pam just talked about but in the context of a real classroom and what that looks like on the ground. I spent some years coaching specifically TK through grade 1 teachers, and I coached other grade levels also. We're going to be beginning with looking at the text that we use.

So in my presentation with you today, I'm going to be discussing two texts. The first text I will be discussing is... Well, actually, it'll be kind of interchanging between *Down the Road*, and that is written by Alice Schertle. And it's about a little girl, Hetty, who's given the great responsibility of going down the road to purchase a basket of eggs and bring them home. And then, we'll also be discussing *Last Stop on Market Street*, which is about CJ. He lives in a more urban environment and it's about his experiences riding the bus with his Nana en route to the soup kitchen where they serve their community.

These texts, we would consider both culturally responsive. They help our kids to connect with the classroom because it helps the kids to see themselves in the work that they're doing every day with their teachers. So, selecting the text is a big part of what we do in looking for the right stories to interact with with our kids.

[Slide: Stage 1]

And as we go through the slides, I want to kind of emphasize just to make sure it's not lost, that everything we do is around dialogic reading. So we're always having a conversation about the text with students. We're trying to elicit their ideas, their thoughts. And we want them to bring their ideas, their big ideas into language. So we're really after that. We're really after that high conceptual development in the students, like Pam was saying, higher order thinking through using really strong dialogic processes.

[Slide: On the surface...]

Okay, so now, we're going to get into looking at stage one. So stage one, as Pam referenced, is really around understanding what the text is about on a surface level, on a level just below the surface, making inferences, and also getting into those deeper dive questions. What life messages does this text offer us? How does it help us to think about the world? So we use that concept of on the surface, below the surface, deeper dive to help us organize our thinking about arranging questions.

On the first interaction with the text, I really focus on those on-the-surface questions. When I have kids leave the first reading of the text, I really want them to walk away with: What was this text mostly about? Who is in this text? Where was it happening? What are some things I know about the character? What was the problem in the story? How did that get resolved at the end? So I want them to walk away with that understanding of what happened in the story. But as we go into further engagements with the text, we're going to get into that inferential level that we model with kids and we get them to think about eventually the deeper dive questions.

You will see Post-it notes on these screens. The Post-it notes are directly...are put directly into the text. And I have a Post-it note template that I think could be shared with you. And what I do is I type up the questions and I get those onto my Post-it note template and I put those in the book. And usually, the Post-it notes will tell me if it's going to be in the first engagement, the second engagement, third engagement, et cetera. And what I do is work with that strategy so that teachers can put their book on the shelf at the end of the year and have the lesson plan built into the text already. Because when you're reading interactively with children, it's really hard to juggle a lesson plan and a text in your hand and also all the actions that you need to be doing with kids to get them actively into the text. So it really helps to put those Post-it notes.

As we look at one of these questions, one of them says, "What have we learned about the place where Hetty lives?" And this is just asking like, what did the text say about her house? SF means sentence frame. "We have learned that..." And what we do, what I do, and what others do is, we have the kids practice. "Hmm, we have learned that... We have learned that... Let's practice saying that together. We have learned that... What have we learned about where Hetty lives?" And I might invite the kids to practice their response in their little cave or with their mini microphone before they turn to their partner and share their response. Okay, I think we can go to the next slide, Pam.

[Slide: Vocabulary development emphasizing general academic (Tier II) vocabulary]

Okay. In this slide, we see that the emphasis on vocabulary development. So vocabulary is developed throughout all of the engagements in the text. On the first and second engagement—and I want to restate what Pam said, there's no such thing as perfect and there's no such thing as one way to do things. So I'm just telling you how we have approached it, but you may approach it in a different way. Okay? In the first and second engagements, we're going to explicitly have the kids say the word. I'm going to bump into the word in the text like the word *surrounded*. "Oh, surrounded. Everybody say surrounded. Surrounded." And then I'm going to offer a definition that makes sense to the kids. "When you are surrounded by something..." You'll do an action. "When you are surrounded by something, that thing is all around you. Everyone say, surrounded. Surrounded! We are surrounded."

So when we are engaged with the text, we'll just take a few seconds to acknowledge this wonderful general academic term, to practice it, and then we'll go back into the text and see how it was used by the author. We'll do that in the first couple engagements. And then, in further engagements, we're going to ask the kids to maybe apply it to a different context. We might do a little mini vocabulary lesson right after we read the text with a couple of the words. But that will help the kids get repeated interaction with these high-level general academic terms and they'll be more likely to implement this in their writing.

[Slide: Modeling inferences...]

Okay, so I referenced making inferences. And we all know how making inferences is really difficult for kids. And, so it suggests that we have the ability to scaffold them and help them to understand how we do make inferences.

So in our process of writing lessons and engaging with children, we leave the first engagement for the teacher to model how it is that you make an inference. In this one, we have... "Hmm, I'm thinking Hetty tries to be responsible." And now, I'm going to offer some text evidence. "Why is it that I know that she's trying to be responsible? She's watching out for obstacles in the road. She stumbles and drops the eggs. She carefully examines each one and wipes them off on her skirt. Yeah, I think Hetty's... She's really trying to be responsible." So I'll offer a lot of textual evidence and turn the pages of the book. I'm referencing different pages to show them how I'm doing that. And I'll ask them to listen closely to how I do that.

Then, in the second and third engagement, or maybe just the second engagement, it's up to the teacher what's needed; I'm going to ask the kids that same question. My purpose in doing that is that this is going to be a way to scaffold the kids in order for them to make independent inferences later on or even within additional engagements.

So I'm going to ask them the same question: "What happens in the story that shows us that Hetty tries to be responsible?" or "How do you know that Hetty is responsible?" or "Do you think that Hetty is responsible? Why?" And we'll do the same practice of helping them to engage with how to begin. "Hetty tries to be responsible when she...?" Or I can offer different things for them to say and practice. And then, again, I'll ask them to discuss with their partner: "Is there evidence to show us that Hetty is responsible? What is that?"

[Slide: Stage 2]

Okay, so now we are getting into stage two. And I want to just point out that the Post-it notes for *Last Stop on Market Street*, one of the texts we're going to be looking at, is on the new Leading with Learning blog on story writing. So we'll add that to our resource list so you can access the Post-it notes for one of our texts to see that as an example of how to do this. Okay, so in stage two, we are really looking at how this text is organized. And what's the language of the text? What's the purpose of this text?

Pam talked earlier about how we apply the TLC to all types of text. If I were reading a history text with young children, what I focus on for how that text is organized and what the language of the text is, it's going to be different than the story. And if I'm focusing on a science text, like one of our colleagues pointed out in the chat, I'm going to be focused on describing,

explaining, justifying arguments. So with the type of text you get, it gives you the different kind of language that kids need a lot of practice with in dialogic reading to be able to develop.

In the context of the story, we point out that stories revolve around a problem, a central problem. So, I go ahead and share that problem with the students. And as we go throughout the year, kids get used to this idea: Stories are based around a problem. And there's a story hill that traditional stories follow, and they get used to that context and they're really looking for that. It helps them to be better readers. So it says problem statement. So I'll tell kids, "Kids, there's a problem in this story. The problem is, Hetty's going to go down the road all by herself for the first time to buy eggs, but you know what? She runs into some trouble along the way. Let's see what happens."

I might also, as we go along...I will, also as we go along, point out really important parts of the story. The first phase of the story being the orientation—the orientation is where we learn about who's in the story, where it's happening, when it's happening, and what is the problem in this story. And this usually happens toward the end of the orientation, but not always. And we learn about the complication, the series of events that moves the problem along and then finally brings it to a resolution.

At first, sometimes this can be intimidating for teachers because they say, "Well, what about beginning, middle, and end?" And I say, "You know what? If you're using beginning, middle, and end, it's not that that's not bad or anything. Kids are probably learning a lot with that." But what using orientation, complication, and resolution does is it helps kids to distinguish what's going on with stories as different than what's going on with science texts or history texts. So it gives them a leg up in understanding how that text type really works.

[Slide: Sentence Unpacking]

Okay, so in stage two, which deals with looking closely at language, one of the practices we love engaging with and we feel is fundamental to developing high-level reading skills in complex text is sentence unpacking. The basic concept with sentence unpacking is that we work with kids to chunk the text in meaningful chunks. So in this sentence, I have chunked it. "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." That's a good, meaty, complex sentence. So with that sentence, what I'm going to do is work interactively with kids either whole group or in small group.

And I'm going to ask them questions. "Who or what is the sentence about? Think about that for a minute. Who or what is the sentence about? All right, turn to your partner. This sentence is about... This sentence is about..." And give them a chance to interact around that, and then I'm going to ask more specific questions. "What was Hetty doing? What else was she doing? Why does the author use *and*?" So now we're getting into language that helps to connect ideas and getting kids to really pay attention to that. "Where was the rock?" So I'm getting them to read the sentence closely. "Why didn't she see the rock? Why does the author use *that*?" I love that question. That gets into these rich "that" phrases, that we like to call "that" phrases, that authors use to add on important information for kids to acknowledge and see how authors really do that in order to add on that important information in the sentence.

[Slide: Sentence Unpacking: Combining Ideas & Making Meaning]

So in this next slide, what we see is an approach to doing sentence unpacking. Of course, you can do it on a whiteboard if that's convenient for you. But this approach shows register tape. You can write the whole sentence on register tape and you can have two children hold it on either side. And then, what you would do is you would look at each chunk and you would cut it off, and talk about it, and then move on to the next chunk. And you can reconstruct it on the board.

It's a fun and engaging way to do sentence unpacking that helps kids get this idea of, "Gosh, when I encounter a really difficult sentence and I'm not sure how I swim through this upstream, you know what I'm going to do? I'm going to chunk it. I'm going to figure out what is this part about, what is this part about? What is this whole thing about?"

[Slide: Sentence Making: Expanding, Enriching, & Making Meaning]

And it gives kids a viable option for getting into complex text and understanding what it means. And this is another option. "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." This might go on a pocket chart. And we might have the blue strips hidden behind...oh, I'm sorry. Well we could have the blue strips hidden behind and we can take them out one by one and say, "Who is this about? Where is this happening?" and have kids come up and talk to each other and talk to the group about how are they unpacking these ideas. Yeah, so that's another way to approach it.

[Slide: Discussing Story Text...]

Here, we have some of our excellent colleagues in Fresno. Both a picture of a teacher and a wonderful coach in our department, Brynn. The teacher is Laura, she's at Rowl Elementary and Brynn works with us in English Learner Services. Laura is discussing story text structure in kindergarten with her kids. And you can't see very well behind you, but what she has is a picture of a story home map that has the beginning, middle, end, or orientation, complication, resolution in the story. And then Brynn, she's working on collaborative text reconstruction in TK. And what she has done is she has chunked the story into manageable chunks, having the kids listen closely to these chunks, and they get to work with their partner in talking about and writing in words, phrases, sentences, wherever they are in their development. Drawings, reconstructing the story that has been chunked out. This is both working on story structure and also close listening.

[Slide: Discussing & Charting Language]

Okay. So here, we are looking at charts that assist us in discussing language with kids. On the left side, we have *Last Stop on Market Street*. And this text has a whole bunch of dialog that drives the plot of the story forward. On the left, you have what CJ, the little boy character, is saying. And on the right, how his Nana responds to him and teaches him a lesson. So one of the examples says, CJ says, "How come we got to wait for the bus in all this wet?" And then his Nana says, "Trees get thirsty, too. Don't you see that big one drinking through the straw?" So those interactions happen throughout the text. And it's an example of how we saw that as a great opportunity to talk to kids about how the dialog was driving the plot forward and, of course, we practiced it with the kids, and they really enjoyed that.

In the middle, we see a chart helping draw attention to the vocabulary. We show the kids how all of this is written because we are inviting them to see how it is written so they can start picking that up. And this is stuff that we practice interactively also. So these are all the terms that I emphasize in *Last Stop on Market Street*.

And on the right, we have a little bit of notes on the complication. In this portion of the reading, kids were retelling the plot of the story, the sequence of events which we call the complication. They were retelling that with each other and sharing ideas with me. And I was charting out their notes. "Okay, and then what happened?" "Oh, and then what happened?"

[Slide: Stage 3]

Okay, so in stage three, we are jointly constructing text with children. Pam mentioned this earlier. Joint construction—the idea of joint construction is that we have done some substantial work with kids up until this point in talking about and thinking about this rich story. And we have taken some notes on what the story is about, how it has begun, how the problem was resolved in the end. And in this part, I am asking the kids to recraft for me as a group how that story played out. So they're going to retell the story, but we're not expecting them to tell it exactly like the author. But we are expecting them to incorporate a lot of the dialog, a lot of the special figurative language that has been emphasized and also the specific academic vocabulary. We are expecting them to volunteer that information. And if not volunteered, I might prompt them also like, "Who's this? What's the word that the author used to talk about that? Hmm, what noise did that bus make? Aha. Yes." So I'm going to invite them to incorporate that language into our class's joint construction.

And my role in the joint construction is to guide the students to recraft it like a story. So I might start them off by saying, "Let's think about how storywriters speak in their stories. You know, sometimes they use once upon a time, but we're talking about CJ and he was coming out of the church. How could we begin that? How could we talk about that?"

[Slide: Stage 3: Jointly Constructing a Story]

In reconstructing the resolution in this slide, these are some questions that I might ask the kids to discuss before they give me their volunteered answers. "What did CJ see at the end of the story? How does CJ feel now? How is the big problem resolved?" And this sticky note again is the note that's in my text so that it can guide me to facilitating good questions with the kids so we can construct a really good resolution to the story.

[Slide: Stage 3: Jointly Constructing a Text in Action]

Okay, so in this portion, we have a short video. It's a compilation of many hours of, well, at least a few hours of interaction with students. But it shows a little bit of the process.

[Video begins]

THEA FABIAN

Yesterday, you said that in the story, we have CJ, Nana, Colby, and Miguel. You said that it's taking place in the rain and outside of the church. And we also learned that they're going to

get on the bus. The story is taking place in the bus. And you said in the orientation we learned that it's happening in the morning because it's after church. And you said that the problem in the story is that CJ thinks it's not pretty in his community, okay? So I want you to look through the pictures again. Take time to look through the pictures. And I want you to think about how could you tell the orientation of the story, the beginning part of the story, as if you are the author.

So sometimes authors start with "Once upon a time," that's usually like for a fairytale. Or they could say, "One day..." So with your partners, I want you to start this story and I want you to tell about this part of the story and about this part, okay? And try to think about some of the things that CJ said.

STUDENTS

[Cross talk]

STUDENT

We're still thinking.

THEA FABIAN

Oh, you're still thinking, okay. If you want to, you can use "one day..." or "there once was..." And you can think about what was happening here. I'd like to call on one of my friends to start us off. And we're going to do the orientation. So I'm going to keep this in blue so that we know that the blue writing is the orientation. "One day..." what?

CJ... Uh-huh, keep going.

STUDENT

CJ...

THEA FABIAN

Huh?

STUDENT

...is...

THEA FABIAN

And keep going, say the whole idea.

STUDENT

...is surrounded by dirt.

THEA FABIAN

Good. Now, I want to ask you a question. Is that in the beginning of the story or at the end?

STUDENTS

No, at the end.

THEA FABIAN

Yeah, so let's hold on to that thought. Good job. What does happen at the beginning? "One day, CJ..." And was he inside the church or outside the church?

STUDENTS

Outside.

THEA FABIAN

Okay. He was skipping down the steps outside of church. And let me read what the author says. The author says, "The outside air smelled like freedom."

STUDENTS

Freedom.

THEA FABIAN

So we could say he did feel free. He felt free, and I know you really want to use that word freedom. So how could we talk about...

STUDENT

He felt freedom.

THEA FABIAN

What felt like freedom?

STUDENT

The air.

STUDENTS

The air.

THEA FABIAN

And everyone say, freedom!

STUDENTS

Freedom!

THEA FABIAN

Because when he was coming outside of church, he felt like, "Oh, I can do whatever I want. Now, I'm free. I feel freedom." Okay, what did you want to add on to that?

STUDENT

CJ ducked under Nana's umbrella.

THEA FABIAN

Beautiful! CJ ducked under grandma's umbrella. Everyone say, ducked under.

STUDENTS

Ducked under!

THEA FABIAN

And that means you go under something, ducked under...

STUDENT

Ducked under!

THEA FABIAN

...Nana's umbrella.

STUDENT

Because.

THEA FABIAN

Somebody said because...

STUDENT

I did.

THEA FABIAN

Good. Because what?

STUDENT

Because it was raining.

THEA FABIAN

Because it was raining. Okay. Maybe this is a good time to bring up something that CJ said. What could we bring up? Yeah?

STUDENT

What are you waiting for in all this wet?

THEA FABIAN

Yeah, good job. "How come we got to wait for the bus in all this wet?" So should we say, CJ said, CJ whispered, CJ grumbled, CJ...

STUDENT

CJ says.

STUDENT

CJ grumbled.

STUDENTS

CJ says.

THEA FABIAN

Okay. Okay. CJ said. And let me see, CJ said... And you said, why do we or why we... What do you want to put? CJ said...

STUDENT

Why do we have to wait for the bus in all this wet?

THEA FABIAN

"Why do we have to wait for the bus in all this wet?" What's the first thing that you are going to write to get your story started?

STUDENT

I don't know.

THEA FABIAN

Okay. Turn to your partner and tell them how you're going to start, what's the first thing you're going to write?

STUDENT

One day.

STUDENTS

[Crosstalk]

STUDENT

One day, there was a little boy named CJ.

THEA FABIAN

Okay, great. Okay, come back to me. Good job. Ah! What's the first thing you're going to write?

STUDENT

One day, there was a boy named CJ.

THEA FABIAN

Beautiful. What are you looking for? You know what? This is a very different kind of word and I have it on my chart up there. I'm going to go over there and point to it and you look where my finger goes, okay?

STUDENTS

[Crosstalk]

THEA FABIAN

You see it? It's a very different kind of word. "Once upon a time, CJ..." You want to think about what CJ did?

STUDENT

Skipping.

THEA FABIAN

And then? You can add on this part. What happened here? That's beautiful. I see you have this part. Can you add on what happened next? Maybe you could add on those special words that we did. That's what we've been doing there.

STUDENT

How do you spell...

STUDENT

Nana's umbrella.

THEA FABIAN

I love it, add it to your story.

[Video ends]

THEA FABIAN

Okay, so that was really clipped together. So we didn't get to see all of that wonderful, wonderful ideas from those kids. I want to just take a moment to acknowledge, those are our students at King Elementary in Fresno Unified. And they were taught by Sue Jones, the teacher in that classroom. And she just did incredible work in setting up amazing structures for those kids in order for this work to be able to be possible there. So you did see a lot of the joint construction and how [inaudible].

[Slide: Orientation, Complication, Resolution]

And here are some of the charts. These are the charts of the reconstruction of the story retell. So, you know that one of our main writing standards in ELA is for students to start retelling stories. And then, eventually, they're going to be crafting their own very unique stories. So this helps them get to that Common Core standard using a very functional approach and understanding how we do construct stories.

[Slide: Close Reading with Enhanced Attention to Language]

On this next slide, you see one of the deeper dive questions and the joint construction we did for one of those deeper dive questions. So our deeper dive question, one of them was, what does CJ learn about his community by the end of this story? This boy had traveled on the bus every day and met so many wonderful people from his community with unique skills and talents. And this is what the kids said, and that we compose together. "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." So these are things that the kids volunteered.

PAMELA SPYCHER

Thea, we had a quick question. I think I would love it if you could respond to it. Somebody was asking, "What if students don't have the proficiency, the language proficiency, for deeper-level discussions? How do you include children in the learning in that instance?"

THEA FABIAN

Yeah. That is such a great question. So, for example, what you were seeing there... In California, we would call this ELA with integrated ELD. And what we mean by that is that we expect the class to be composed by a diverse range of students with different language proficiency levels. And we also expect that they're going to be some children with learning disabilities and 504 plans with different needs. And so what we would say about that is that the teacher would give multiple opportunities for kids to interact with a range of partners. And we expect there to be a wide variation in what the students express.

In California, we dedicate designated ELD to giving really specific time for the specific language development level to enhance the instruction in integrated ELD. But I would say that we are giving every single student, no matter what the proficiency level is in English language, the opportunity to excel with higher order questioning. And that's because we know that all students can think in higher order questioning no matter what their language proficiency level is. So they might give us back less language, but we know that they're thinking at a deep level.

PAMELA SPYCHER

The other thing I'll add, just to add onto that—thank you, Thea—is that we encourage students to use their home language, their primary language, to express themselves. And so we will often intentionally partner them with other children who can be language brokers or who can communicate in the primary language. So we want the children to not be prevented from fully participating in the learning as they are developing proficiency in English. So that's a really important, that's a really important thing that we try to focus on because a lot of teachers think that it's not okay for children to use their home language if they're learning in, if the classroom learning is English. And we are saying, yes, it is good because we want the children to not only be included but we want them to view their home language as an asset for learning.

THEA FABIAN

Yes, absolutely. And there's another thing related to that, too. The example of the students you see, you saw that it was a mixed class and there were kids of Latino background. Some of them, many of them native Spanish speakers, and there were some Hmong native speakers, and there were also quite a few African American children. And I would say that kids anchor in each other's strengths. So they all offer each other their strengths in getting dialog going.

[Slide: Stage 4]

There is a question about the length of joint construction. I would say that it really depends on the engagement level. So I will do joint construction with a group for maybe half an hour before writing. But some teachers may say, "I want to do 10 minutes just for the deeper dive question or 20 minutes here." It really depends on the engagement level. There's no set time to have kids in any particular activity because it depends on how engaged they are and if they are still learning. So I would say just like any great teaching practice, it's completely dependent on our ability to engage kids.

Okay, so this slide is showing stage four. This is our next to last slide. And I'm going to go through some student writing. This is a picture of TK students writing together. And in this picture... Sorry, there you go, what I want to stress here is that writing is not a test. And great writers, what they do is they continue to gather information and have discussions as they are writing. So when we say stage four, independently constructing text, we expect students to be collaborating using their resources and continuing to grow as they write. So it's not a test.

[Slide: Student Examples 1]

So in the next slide, we see some examples. I'm just going to read a couple of them as we conclude. CJ encounters the music in the bus. The music lifts CJ out of the bus. CJ and Nana were at the soup kitchen. CJ said, "I'm glad we are here." Nana said, "I'm glad I'm here, too."

So they're using dialog and that figurative language in their retelling of the story. You want to go to the next one, Pam?

[Slide: Student Examples 2]

Okay. So in this one, on the left hand side, on the second line, it says, CJ got on the bus and the guy with the guitar was plucking the strings. On the right, we have some dialog. CJ said, "How come we have to wait for the bus in all this wet?" And then, he didn't put "Nana said" but it's Nana's quote, "Trees get thirsty, too. Don't you see that big one drinking through the straw?" So they're really trying to...there was a lot more that the kids wrote, too. They wrote multiple pages in the retelling. They really wanted to use that dialog and the language of the text.

[Slide: Student Examples 3]

We have a couple more. CJ found the music, the music lifted CJ out of the bus. Nana said, "When you are surrounded by dirt, you can see the beauty." That was a response to one of the deeper dive questions.

[Slide: Student Examples 4]

CJ saw the beauty in the world when he saw the rainbow. And we see some of the kids' awesome drawings associated with their great writing.

All right. So one thing I wanted to say about joint construction is that there may be a fear that if you jointly construct with kids, that they're going to copy the text. We tend to find that they don't copy. The joint construction is an immense scaffold for the kids. But when we look at what each individual kid writes, they write unique text that combine a lot of the language that they garnered from interacting with the text over time. But the way they put it together in their unique phrasing is all distinct. So they end up producing original text, but they've been scaffolded heavily to understand how you do put a story together and the kind of language that great storywriters use.

[Slide: Some Pre-Webinar Questions]

Some pre-webinar questions came in and also some have been coming in. Some people were asking about what this looks like in dual language classrooms. I'll share the slide again that has the URL to our Leading with Learning website. But the book chapter that I referenced earlier, the one that Thea, Danielle Garegnani, and I did is actually about scaffolding science writing in a dual language kindergarten classroom, Spanish/English kindergarten classroom. So that chapter, if you're not in a dual language classroom, you can still get lots of insights. It's about the TLC. But if you have a dual language classroom, you can definitely see some very specific examples. We've used...and Thea can talk more about this in Fresno but in our original study, our research grant was in Sacramento Unified and Fresno Unified and in both districts, we used this approach in both English medium and dual language programs in Spanish, Spanish/English, and Hmong/English programs. And it's been really exciting to watch that.

One of the things for me that's most exciting is that, you know, not all stories are told the same way across all cultures. And so a really exciting thing is to have the children become aware of how a story is told in Hmong, for example, and how that story structure is different from the typical story structure you would see in sort of like a western-oriented English language book. Thea, do you want to say anything about that?

THEA FABIAN

Yeah. I just wanted to say that, yes, so many districts are exploring how they're doing dual immersion, different languages, and other types of immersion programs. And I think that as we develop more and more programs in Hmong, in Arabic, in Punjabi, in other languages that are critical in the areas where we live and critical world languages, we figure out more about how to do this. So in our case, we've been exploring a lot around Spanish. And we've written a lot around Spanish and exploring a lot around Hmong. But we are eager to delve into helping kids to understand how stories and other types of text work in other languages.

PAMELA SPYCHER

The other question that came up: "What does this look like for three- and four-year-olds and preschool?" One thought I have is, you know, a lot of this...and even in the beginning of kindergarten but certainly for preschool, a lot of this can be done in small groups also as children are becoming familiar with the routines and, you know, needing more teacher attention. So don't...even though we do a lot of this with a larger class because sometimes it's just more efficient that way, we definitely promote the idea of doing this in small groups and being flexible—sometimes small groups, sometimes big, you know, whole group.

And then, with integrating designated ELD, Thea was explaining how that works in California. They're connected. And so this is a really wonderful opportunity to, if you're doing the TLC with stories, for example, in ELA with integrated ELD. Well, then, in designated ELD, you can really dive deeper into the same...using the same text, the same language. You can delve deeper into building competencies with the language. There are lots of different possibilities.

THEA FABIAN

And that's actually usually a wonderful revelation for teachers; they say, "Wait, I don't have to use a separate curriculum for ELD, like designated ELD?" So obviously, districts make decisions in different ways but as per our framework in California, yeah, definitely, the time designated ELD is a time to go deeper in that same text, help kids really talk about it more and understand the language. So they can go back into that text in an integrated setting and really have more to offer.

[Slide: The TLC in Science]

PAMELA SPYCHER

Yeah. And so I'm just going to briefly just remind people that science is a wonderfully rich area to do the TLC and that there are differences because, obviously, it's a different discipline. The texts are different. And so if you want to learn more about that, visit our website. We have lots of resources...

[Slide: The TLC in Science in Dual Immersion PK-1 Classrooms]

...to the dual language. This, these are some, actually some...the two photos on the right are from our chapters, so just to give you a little teaser of that chapter that's on our website.

[Slide: (Some) Critical Considerations for Multilingual (DLL/EL) Children]

These are just some critical considerations that I mentioned earlier for dual language children to really promote multilingualism in an assets orientation toward children using books in children's home languages, books that accurately represent children's cultures and other experiences.

Enlist the partnership of parents. Here are some ways that are provided.

[Slide: Some of our favorites!]

Thea and I kind of put up some of our favorite titles in Spanish, for example. We love especially this book, *Mango, Abuela Y Yo*. I forgot what language I was speaking in. We read this in English and Spanish. There's actually a five-day outline of this, for using this book on our website, so if you want to learn more about that. Somebody was asking about resources and programs. It's not...we don't have a program because our work is working with schools and teachers to understand this work and also develop their own materials or enhance their materials that they already have using this approach. But we have lots and lots of resources on our website that you can use to kind of get started. We're going to continue to put more resources up there.

[Slide: Recap: The Teaching and Learning Cycle]

THEA FABIAN

And I wanted to...I realized this is a great slide to stay on. Two things that I wanted to address that are in the chat that came up earlier is that one thing in terms of organizing the work is that when PLC teams work closely together, they can use a strategy of collaborate and conquer. So they come together, but they share work. So a group of first grade teachers might be all reading the same rich text with their classes, but they might assign each other different areas like, could you work on the questions that are on the surface? Could you develop some of the inferential questions, another team member? So they can work in a collaborative way in order to share the development of really, really great instruction. And that tags on to what Pam was saying, is that it's not a separate curriculum but what it is, is it's working with great text in order to develop great and long-lasting knowledge.

Also in the chat and related to the multiple grade levels, we've...our teams have been doing a lot of work in secondary around science specifically but also around ELA, history, social science, and mathematics. And we use the same approach, of course, but we apply it to what is the grade-level expectation? What is it that kids need to be able to say, do, make, write? And what is it...how was it that we are going to scaffold them through this TLC process that integrates content and language development in order to really deepen their understanding of the content? Yeah. So we apply it to all grade levels and all content areas but in unique ways that are appropriate for those grade levels and content areas.

[Slide: Recap: Four Big Ideas to Keep in Mind While Planning]

PAMELA SPYCHER

Mm hmm. And just to recap, I'll just kind of recap the main points here. And you can use this as cheat sheet for the questions. Again, planning is key. It's impossible to do this depth of work without planning. But again, we advise you that you start small. Don't try to do it all at once. Give yourself a break. Teaching is hard enough. But when planning, just remember, we're starting with the end in mind. What is it that I want my students to do at the end of this lesson, at the end of this week, at the end of this three-week unit? That's what we're going toward. We're doing backward mapping using the TLC as an organizer. We're leveraging the power of these beautiful texts that we're using. So the texts really have to carry a lot. They have to be really quality texts.

And we're really cultivating writing through a lot of dialog, lot of focus on... When we say oral language, we're also talking about these discussions about the content and about the language. It's dialogic teaching. And we're guiding children, but we're following them, too. So as you saw in the joint construction phase, we know where we're going but it's not a prescriptive plan. We're letting children also take us into places we may not even expect to go. They...children have insights we don't even know about because they're super smart little beings. So we just have to remember that.

[Slide: Where to learn more]

Again, people were asking for resources, resources, resources. Please visit our website and get them. We're continuously putting them up. I just wrote two new blog posts yesterday in anticipation of this webinar. And we put up a lot of our new resources.

[Slide: "Si, se puede!"]

Well, we just, all of us want to say thank you for being here. We know that we are all stronger when we are doing this work together and thinking about the children first and foremost. And they're just wonderful, precious little beings that we want to have every opportunity in life, and let's do this together. Thank you.

[Slide: End Slide]