

Essential Pedagogies for Integrated and Designated English Language Development in ERWC

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The Expository Reading and Writing Curriculum with integrated and designated instruction incorporates comprehensive English language development (ELD) to support English learners (ELs) at the Expanding and Bridging levels, so they can be ready for college and the workplace by the end of 12th grade. Comprehensive ELD comprises both integrated and designated ELD instruction as described by the *English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework)*.

All teachers with ELs in their classrooms use the California ELD Standards (CA ELD Standards) in tandem with the California Common Core State Standards for English Language Arts and Literacy (CA CCSS for ELA/Literacy) and other content standards to provide **integrated ELD** instruction. Teachers responsible for **designated ELD** use the CA ELD Standards as the focal standards in ways that build into and from content instruction (Slowik and Brynelson 6).

ERWC modules with integrated instruction in grades 9-12 offer instruction to support the acquisition of academic English for all students including English learners. The designated curriculum additionally provides a full college-preparatory course for English learners at the Expanding and Bridging level with activities focusing on the content, concepts, and language features (vocabulary, text structure, syntax, and grammar) of the text or texts being read and produced in the ERWC class. These activities differentiate, amplify, and accelerate learning for ELs, targeting their ELD needs, as specified in the CA ELD Standards and the *ELA-ELD Framework*.

Some key features of ERWC modules that incorporate integrated and designated instruction include the following:

- **Inquiry-based and Student-centered:** Activities are designed to allow students to explore social issues relevant to young people today, rhetorical practices, and the language of complex texts and to generate their own ideas through interaction, collaboration, and equitable discussion. Explicit guidance is provided in the modules on how to support this type of learning experience.
- **Text-based Goals and Tasks:** All activities in the modules are grounded in a central text or texts, connect clearly to the module's overarching learning goals, and build towards the module's culminating assignment.
- **Purposeful Language Learning:** Language learning and language analysis activities support meaning making and rhetorical analysis and are linked to students' own writing as they compose a draft, revise rhetorically, and edit. Opportunities occur throughout the module to develop advanced academic language at multiple levels (word, clause, sentence, paragraph, whole text) by connecting language in texts to language in students' writing to produce authentic rather than formulaic writing.
- **ELA and ELD Standards-based:** Both integrated and designated ELD activities are aligned to the CCSS for ELA and to both parts of the ELD Standards - Part I: Interacting in Meaningful Ways and Part II: Learning about How English Works.

- **Formative Assessment:** Formative assessment opportunities and practices are built into all learning activities in the modules, connected to module learning goals, and promote useful feedback, self-reflection, and autonomy.

Optimal Structure for Implementing Comprehensive ELD Instruction in ERWC

While schools may choose to fulfill the requirement that ELs at the Expanding and Bridging levels receive designated instruction in a variety of ways, ERWC with integrated and designated ELD serves students best under the following conditions:

- ERWC with integrated ELD is taught by an ELA teacher who uses strategies to ensure equitable participation.
- Designated ELD instruction is a protected time and taught by an ELD specialist who uses the CA ELD Standards as the focal standards for instruction to build into and from the content of the ERWC curriculum.
- The ERWC teacher and ELD specialist use diagnostic tools, including gathering information about students' literacy background, and ongoing formative assessment to identify ELs' strengths and needs and monitor their developing English language proficiency.
- The ERWC teacher and ELD specialist both provide scaffolding, differentiation, and gradual release of responsibility as appropriate based on students' needs.

The integrated ERWC/ELD curriculum is most appropriate for long-term English learners and other students who are relatively proficient in spoken English used in social interactions but who are still in the process of acquiring written and oral academic English proficiency. If newcomers and other students at the Emerging level are in classrooms where the ERWC/ELD curriculum is taught, they will need further support and scaffolding to be successful.

The purpose of this document is to outline the overarching practices that exemplify effective planning, teaching, and assessment of integrated and designated ERWC/ELD instruction.

BEFORE TEACHING

Planning Based on Backward Mapping

The organizational tool for the ERWC is the Assignment Template. Each module follows the same arc, moving from reading to preparing to respond to writing rhetorically through a specific set of instructional moves and activities. ERWC is a spiral curriculum composed of multiple modules that revisit the same skills applied to increasingly complex texts and tasks. As you plan how to implement integrated ERWC/ELD for Expanding- and Bridging-level ELs, you will want to think in terms of an entire school year rather than a single module in order to define what students should know and be able to do at the end of the year, using the CA CCSS for ELA and the CA ELD Standards as a guide. Decide how you will incorporate integrated/designated ERWC/ELD modules into your curriculum. Module overviews will help you determine the focal reading, writing, speaking, and listening skills of each module and the estimated time for teaching the module. Applying a similar approach to other texts that you teach during the course will ensure that each skill is addressed multiple times by the end of the year with progressively more challenging texts and that students engage with new topics before they lose interest in previous ones.

Framing Questions for Lesson Planning	Add for English Learners
<ul style="list-style-type: none"> • How does this lesson build toward the culminating tasks of the module? • What are the purposes for the lesson, and what should students know and be able to do by the end of it? • In what ways are the CCSS ELA Standards addressed in the lesson? • What background knowledge, skills, and abilities do my students have (or need) to be successful in this lesson? • What can I do to allow my students choices, different paths toward goals, and multiple means of engagement, representation, action and expression, and assessment? • How will my students interact with one another and/or with complex text in this lesson, and do they need additional support to do so? • What types of accommodations or modifications will individual students need, based on their IEPs, to effectively engage in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform future instruction? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • In what ways are the CA ELD Standards addressed in the lesson? • How can I leverage the knowledge, skills, and abilities my students bring from their home languages and cultures to enhance the lesson? • What language or cultural concepts might be new for students, and how will I address them? • In what ways will my students develop academic language throughout the lesson, and what additional support might they need?

(Adapted from the California *ELA-ELD Framework*)

Planning Based on Profiles of EL Students

Constructing a profile of ELs in the class and adding evidence of their ongoing development based on regular formative and summative assessment enables teachers for both the ERWC with integrated instruction and designated courses to tailor and differentiate their instruction, so each student can make optimal progress. It is particularly important to identify long-term ELs (LTELs) who have not made continuous progress in the acquisition of English, so they can receive the support they are entitled to. Other students, including students with disabilities and students who are bi-dialectal may also benefit from the language instruction and scaffolding designed to support ELs. Diagnostic information about ELs should include the following:

- Length of time in the U.S.
- Use of primary language
- Prior schooling and literacy history
- Prior EL services
- Proficiency in academic English including test scores and grades
- Migrant and socioeconomic status

Planning Based on Formative and Summative Assessment

Formative assessment opportunities are built into all learning activities in ERWC modules with integrated and designated instruction. Formative assessment, or assessment for learning, is a process and not a test, tool, or event (which is assessment of learning). It is “in-the-moment” and takes place while instruction is happening, with both teachers and students engaging in a feedback process. It forms a two-way feedback loop for a) teachers (or another student) to students, who use the feedback to adjust their thinking and/or actions and b) student to teacher (or another student), who use the information to adjust their next supportive moves. Formative assessment includes the following components:

- A **collaborative classroom culture** where students and teachers (and students with other students) are partners in learning;
- **Clear lesson-learning goals and success criteria**, so students (and their teachers) understand what students are aiming for;
- **Careful observation of student learning during lessons** to determine where students are relative to goals;
- **Feedback** that supports student learning by helping them understand where they are currently, where they are going, and what their next steps will be; and
- **Peer- and self-evaluation** to strengthen students’ sense of self efficacy, support their autonomy, and promote their collaborative learning.

The successful implementation of the ERWC approach for ELs relies on the close collaboration of the ERWC/ELA and the ERWC/ELD teacher, so they are both highly aware of where students are in their ongoing development of academic English and their progress as rhetorical readers and writers. In an integrated/designated setting, both teachers collaborate on interpreting what is learned through assessment and then use the information to decide how instruction needs to be modified and whether modified instruction should take place in the ERWC/ELD setting or during the designated ELD time. They can also determine whether all students, a small group, or individuals need would benefit from this instruction. Opportunities for assessing students’ ongoing development include the following:

- **Opportunities for reflection** occur throughout ERWC with integrated ELD instruction and designated modules for teachers and students to collaboratively reflect on student learning. What is discovered by these assessment processes can guide learning and instruction throughout the rest of the module as well as in subsequent modules.
- **Assessment of student work** when students participate in activities such as guided composition, collaborative discussion, annotation/summary/response, and descriptive outlining provide insights into what students are able to do well and where they encounter challenges as they read, write, and discuss the texts within a module. Helping students develop metacognitive strategies for negotiating meaning when they read complex texts fosters growing independence.
- **A portfolio of student work** can be a way to track their development and involve them in ongoing reflections about the way in which this work provides evidence of their learning. (See the mini-module Introducing ERWC 11: Reflecting on Learning and Using Portfolios and the mini-module Final Reflection on Learning: The ERWC 11 Portfolio. Although designed for Grade 11, the approach can be adapted at all grade levels. For additional guidance, see Norm Unrau and Jennifer Fletcher, *Formative Assessment*, for more on how formative assessment can guide ERWC instruction in the ERWC Online Community > Professional Learning > Online Resources > Online Resource 1.)

- **Formal assessment** at the end of each module or unit can focus on the objectives of the module or unit and be based on scoring of the final writing assignment, speech, podcast, or other product. The results can provide data not only on the performance of individual students but of the whole class or even of all the students participating in integrated/designated ERWC/ELD instruction across the grade. (See Assignment Template, Appendix J, for suggestions on how to manage collaborative scoring.)

Planning Based on Text Complexity Analysis

Analyzing features that make a text complex before beginning instruction enables you to plan from the beginning how best to deliver and differentiate instruction for your particular students. Rubrics for evaluating the text complexity of literary and informational texts can be found in the ERWC Online Community > Professional Learning > Text Complexity. Features that make texts complex, particularly for learners acquiring academic English, include the following:

- Unfamiliar text structure or use of literary conventions or sophisticated graphics
- A high proportion of unfamiliar vocabulary and difficult sentence constructions
- Unfamiliar, abstract, or sophisticated concepts
- Unfamiliar cultural, literary, or life experience knowledge or intertextuality
- Extensive content or discipline knowledge
- Subtle, intricate, or abstract purpose
- Multiple layers of meaning or meaning that is hidden or obscure
- The reading load presented by long texts or multiple texts

Setting Teaching Goals

Before you dive into the teaching and learning tasks and observe your students' growth in a range of college, career ready, and lifelong learning abilities, please remember to schedule time over the course of the module to reflect on your own professional growth. We recognize that new standards and guidelines for student learning also require new learning for teachers. These modules were designed to support your development as an expert teacher. In addition to engaging your students in setting learning goals for this module, you can also set teaching goals to help improve your own practice. Teaching goals vary from teacher to teacher, but achieving them requires all teachers to adopt a stance of inquiry and an evidence-based approach.

For example, you may have a goal of better supporting your students to engage more actively and authentically in extended academic conversations. First, you will need to determine what this would look like if you achieved this goal by the end of the module and determine where students are now in relation to this ability. You will need to identify some ways for tracking and measuring your progress over the course of the module. You may decide to create standards-based success criteria for extended academic conversations (e.g., building on one another's ideas, explaining claims using evidence, respectfully disagreeing) and schedule times when you can observe students and take notes on what they are saying.

Initially, you may decide to have one teaching goal for a module in order to become comfortable with an evidence-based continuous improvement process. Later, you may wish to set goals in two or more different areas, such as reading rhetorically, writing rhetorically, or oral presentation. In addition, these modules are structured to promote abundant independent reading by students. One of your inquiry questions might be, "How can I support students' interest and engagement in independent reading?"

DURING TEACHING

A Culturally and Linguistically Responsive and Sustaining Classroom

Teaching in a way that is culturally and linguistically responsive and sustaining enhances learning for all students, but especially for ELs and other students in the process of acquiring a high level of academic literacy in English. Understanding the cultural, linguistic, socioeconomic, and educational diversity of ELs enables teachers to tailor instruction to their strengths and needs. Teachers of ELs who are familiar with the backgrounds and language proficiency of ELs in ERWC classrooms can engage and motivate all their students by

- Teaching about the relationship between language and power
- Drawing on and valuing students' cultural backgrounds
- Expanding language awareness and teaching how language varies by setting and situation
- Teaching culturally relevant texts and topics and making connections to students' own experiences
- Supporting the development of academic English while promoting pride in students' home languages
- Engaging in rigorous instruction that addresses a variety of interests and experiences
- Offering students choice and giving them autonomy
- Setting high expectations for all students
- Making goals and objectives explicit
- Fostering collaboration and building community

(See the *ELA/ELD Framework*, Chapter 9, pp. 916-919)

Collaborative Learning

Asking ELs to work collaboratively with other students on intellectual tasks is a powerful way to build language and engage them in learning. Collaboration, both brief and extended, happens at many points across a module as students discuss questions, conduct research, compose texts, and evaluate each other's writing. Collaborative reading and collaborative text reconstruction are especially effective strategies to help students more fully understand the complex texts of integrated/designated ERWC modules. Collaborative learning is student-centered and fundamental to the inquiry-based approach that these modules enact.

Listening and Speaking

Listening helps support reading when a teacher reads all or part of text out loud. It also is a component in building background knowledge as students listen to a podcast or watch a video. These and other listening opportunities help students develop a sense of when certain kinds of oral language are appropriate, depending on the context. Many opportunities for speaking and listening are informal: students discuss questions, articulate their arguments, defend their positions, justify their answers, and respond to the arguments of their classmates. However, some modules include more formal kinds of oral work such as a classroom trial, a debate, or a Socratic Seminar. Other modules ask students to make formal presentations taking advantage of multimedia tools. Using a rubric to assess students' speaking and listening skills will enable you to use these formal and informal oral language activities as opportunities for formative assessment as well.

Equitable Discussion and Grouping

Taking time to orient students to academic discourse norms and orchestrating abundant opportunities to develop proficiency in academic oral English are key to equitable discussion. Academic discourse norms provide specific guidance in the kind of language that is appropriate to express agreement and disagreement, to ask questions, to further develop what someone else has said, or to suggest an alternative. As students are working in groups, you can circulate and take notes on the academic language they are using, and debrief at the end of the discussion. (See Assignment Template: Appendix E: Using Classroom Discussion Strategies to Foster Rhetorical Literacies by Mira-Lisa Katz and Adele Arellano and “A Resource for Equitable Classroom Practices” developed by the Equity Initiatives Unit of the Montgomery County Public Schools, www.montgomeryschoolsmd.org/departments/development/resources/ecp/ECP%20-%202008-13-10.pdf.)

Modules provide ample opportunities for students to explore ideas in small groups. The following considerations will ensure that groups are formed with intentionality and varied according to purpose:

- Heterogeneous groups give students experience interacting with a range of peers, including those who are more proficient in English than they are.
- Grouping ELs together when they are doing an activity during the ERWC class ensures they can continue working together when the activity continues in the designated setting.
- Giving students opportunities to sometimes select their own group members and to lead their own discussions with activities such as Student-led Discussion and Socratic Seminar enhance student autonomy.
- Varying the size of groups (pairs, triads, groups of five) according to the nature of the task students will be doing and the amount of time allotted to the activity maximizes students’ opportunities to interact. Working with a shoulder partner but varying who that partner is (in front, in back, to the side) is efficient for a short task; forming larger groups takes more time but is worthwhile for longer tasks such as collaborative reading. These groups can be formed with more intentionality based on student strengths and challenges.
- Providing groups with clear directions including how much time they will have to work on a task and what the outcome should be before having them get in groups (see Guidelines for Collaborative Reading) minimizes interruptions as students work. If students are to come to consensus on a written response, you may want to give a single handout to the group to ensure collaboration.
- Assigning roles for group members or allowing students to select their own roles makes students responsible for the running of their groups.
- Debriefing and giving students feedback on their group process as well as outcomes results in student growth over the course; you may wish to use a rubric to assess their use of academic language.

(See *ELA/ELD Framework*, Chapter 2, for more about the special role of discussion, pp. 48-52, and grouping, pp. 68-9.)

Scaffolding and the Gradual Release of Responsibility

Scaffolding enables Expanding and Bridging level ELs in both integrated and designated settings to participate in the rigorous reading, writing, and critical thinking activities of ERWC modules. Scaffolds, defined as “*temporary*, supportive frameworks” in the CA ELD Standards, enable ELs to do what they are not yet able to do independently by providing graphic organizers, multimedia materials, academic

language protocols, sentence starters, mentor texts, teacher modeling, and other resources as needed. Over time, the degree of scaffolding can be reduced, and students can be guided to transfer to new situations what they have learned about dealing with texts and tasks that are “too hard.” Students benefit from opportunities to reflect on how scaffolds have helped them and practice creating their own, for example, by doing an online scavenger hunt to build background knowledge, developing their own graphic organizers, or going online to find illustrative pictures or models for unfamiliar genres of writing (See *CA ELD Standards*, Chapter 4, for more on scaffolding. See the document, “Transfer and Engagement: From Theory to Enhanced Practice,” by Nelson Graff for an extended explanation of the gradual release instructional model.)

Academic Vocabulary

The *ELA/ELD Framework* and Appendix A of the CCSS for ELA/Literacy (NGA/CCSSO 2010) identify three categories of words: conversational vocabulary (Tier 1), general academic vocabulary (Tier 2), and domain-specific vocabulary (Tier 3). English learners tend to have smaller English vocabularies than their peers even after spending many years in the U.S., particularly of Tier 2 and Tier 3 words. The complex texts they encounter in ERWC are a rich source of academic vocabulary. By interacting with these texts for a variety of purposes, students develop metalinguistic language consciousness about how to negotiate meaning when they encounter unfamiliar vocabulary. Teachers can help this process by drawing students’ attention to the academic language they encounter, talking about how it works in the context of the texts they are reading, and encouraging them to actively watch for new words and ideas both in and out of school and to independently discover what they mean. Although vocabulary is the focus at a particular point in the ERWC “arc,” building vocabulary is actually an ongoing project for both teachers and students throughout the entire module. In addition to planned instruction, many opportunities can be found for incidental instruction in vocabulary as well as language structures and text features.

“Knowing” a word or a phrase depends on what use the student has for the word. In reading, students need to know the particular meaning of the word—its denotation—in the context in which it is being used. Additional knowledge may include knowing its connotation and more about why it is being used—whether it is figurative or sarcastic or exaggerated—and the context in which it is appropriate (its register). “Knowing” a word in order to be able to use the word in writing or speaking, even just writing or speaking a sentence using the word, is much more complex and typically requires many more exposures before students can use the word actively. Students refine their knowledge of words over time with repeated exposures and with both oral and written practice. Hearing the pronunciation of new words, listening to the context in which the word is used, and using words orally help ELs develop the confidence to use these new words when they need them. Oral vocabulary work also speeds up teaching and enables immediate feedback. Creating word walls or charts allows the teacher to capture words as students need to know them (rather than trying to anticipate what they will need and pre-teaching the words and phrases). You and your students can then return to them for later oral activities and writing.

Rhetorical Grammar, Text Structure, and Cohesion

To become college and career ready, ELs need to become successful users of the structures of English grammar that are found in academic texts, in collaborative discussion, and in formal academic speech including presentations and lectures. Texts in ERWC modules are often dense and information-rich, combining formal speech with less formal and even highly colloquial language for rhetorical purposes. Students also need to understand how texts are structured for particular purposes and audiences and the ways in which writers make texts cohere. Building students’ consciousness of these language resources that writers draw on strengthens their ability to comprehend and analyze texts and enables them to exercise intentionality as they select language based on their rhetorical purpose and the audience for their

own writing. Some of the structures that students commonly encounter in academic texts include the following:

- **Nominalization** to turn actions (verb processes) into things (noun phrases):
 - More academic: “Despite increasing **awareness** of climate change, our **emissions** of greenhouse gases continue on a relentless **rise**.” (Responding to Climate Change, *NASA Global Climate Change*)
 - Less academic (without nominalization): “As a high school teacher, I have worked lovingly with teens all my life and I understand how hard it is to accept the reality that a 16 or 17 year old is capable of forming such criminal intent.” (“On Punishment and Teen Killers,” *Jennifer Jenkins*)
- **Strategies to combine clauses:**
 - Using subordination

“**When** privileged people break the rules, we see it as a minor technicality. **When** less-privileged people do the same, we call them criminals.” (“My Family Immigrated Here Illegally. I Used to Think that Made Us Special,” *Amanda Machado*)
 - Using coordination

“Thus, the memoir is an effort to find personal healing and peace, **and** most importantly, it is a critical call for justice and social action for a country worth loving and fighting for.” (Book Review: *Facing the Khmer Rouge: A Cambodian Journey*, by Ronnie Imsut, *Reviewed by Molly Trinh Wiebe*)
 - Using pre- and post-modifiers of noun phrase

The negative health externalities of agricultural chemicals can sometimes only be detected by **epidemiological studies of people exposed to them**. (“The Dirt on Organics: Nitty-gritty,” *Anna Hallingstad, Lindley Mease, Priya Fielding-Singh, Chad La Tourette, and Isabella Akker*)
 - Using infinitive phrases

These artists use their creativity **to position themselves within discourses of genocidal justice across different artistic platforms**, combining American and Cambodian aesthetics **to produce ‘memorials’ and to create an imagined space of justice and reconciliation**. (“Remembering Genocide in the Cambodian Diaspora,” *Elisa Sandri*)
 - Using participial modification

Its hero, Okonkwo, is a champion wrestler and brave leader in a fictional Nigerian village who is unable to bend to the culture **introduced by British colonizers and missionaries**. (“Chinua Achebe, Groundbreaking Nigerian Novelist, Dies at 82,” *Stephanie McCrummen and Adam Bernstein*)
- **Declarative sentences to achieve an authoritative voice:**
 - More authoritative: “Study after study has shown, however, that immigrants—regardless of where they are from, what immigration status they hold, and how much education they have completed—are less likely than native-born citizens to commit crimes or become incarcerated.” (“Myths and Facts about Immigrants and Immigration,” *Anti-Defamation League*)

- Less authoritative: “Can you imagine what this kind of traumatic loss did to my family? I don’t think so.” (“On Punishment and Teen Killers,” *Jennifer Jenkins*)
- **Modal verbs and other resources to communicate the writer’s stance:**
 - Quite literally, our views and opinions **may** help protect us, keep us safe, literally help us survive. (“Why Changing Somebody’s Mind, or Yours, Is Hard to Do,” *David Ropeik*)
 - “The panel also concluded there’s **a better than 95 percent probability** that human-produced greenhouse gases such as carbon dioxide, methane and nitrous oxide have caused much of the observed increase in Earth’s temperatures over the past 50 years.” (Global Warming and Climate Change, *NASA Global Climate Change*)
- **Strategies to create text cohesion** such as reference and synonyms:
 - **The average American** discards almost **seven pounds of trash per day**. Of all people on earth **we** produce the most **waste**. (“Waste More, Want More: America Throws Out Good Food,” *Andrew Lam*)
 - In an article in *Education Week*, **Wineburg and his colleague Sarah McGrew** explain that **they** directed **Stanford undergrads** to **articles** in both organizations’ sites. **The students** spent up to 10 minutes evaluating **them**, and were free to click links or Google anything **they** liked. (“Students Have ‘Dismaying’ Inability to Tell Fake News from Real, Study Finds,” *Camila Domonoske*)

Modules include rhetorical grammar that enhances students’ understanding of how particular features function in the texts they are reading, culminating in editing practice before students edit their own writing. (See ERWC Online Community > Module Overview Documents > High School Semester 1 > Guidelines for Teaching Rhetorical Grammar by Roberta J. Ching for additional suggestions for activities and instruction.)

As with vocabulary, not all language instruction can or should be planned, and often it can be oral and interactive. Much will emerge out of students’ reading and discussion. As students consider meaning or rhetorical purpose, language analysis can often help clarify points of confusion. Pointing out how a writer has established text cohesion can help students follow the argument. Helping students notice the use of concession to acknowledge alternative positions or modals to make claims more defensible can prepare them to use the same strategies in their own writing. Taking advantage of these spontaneous opportunities will reinforce that grammar is integral to meaning, not just about correctness. Selecting a key sentence in a text and unpacking it enables students explore essential grammatical structures, vocabulary, and concepts necessary for understanding the text. Combining short, choppy sentences guides students to produce their own information-dense sentences.

Writing to Learn

The development of fluency and critical thinking can be enhanced when ELs write every day. Each module includes many opportunities for informal writing in addition to a formal writing assignment including:

- Collaborative text reconstruction
- Quickwrites
- Descriptive outlines
- Summaries and responses

- Informal writing to gather their thoughts and the language in which to express them before group or whole class discussion
- Formative assessment activities in which students write about what they learned or how their thinking has changed, for example, Ticket Out the Door, One Sentence Summary, and Exit Slip (see Norm Unrau and Jennifer Fletcher, *Formative Assessment*, for these and other formative assessment activities in the ERWC Online Community > Professional Learning > Online Resource 1)

Once ELs have done one of these informal, writing-to-learn activities, the teacher can read a few to the class, or students can share what they have written in pairs or small groups before participating in a whole class discussion; this sharing will contribute to richer conversation. What students say and how they say it in these discussions can serve as formative assessment to guide the teacher in deciding what to do next. If students demonstrate understanding of the content and language, the teacher can move on. However, these informal writing opportunities can also reveal what needs further teaching and determine the next instructional moves.

Independent Reading

A well-implemented independent reading program is a valuable addition to ERWC with integrated and designated ELD. The reading strategies and close critical reading that students practice during module instruction are optimized when students are motivated to read extensively outside of class and share the books they have enjoyed with others. To maximize the benefit for ELs, the following are important considerations:

- Provide autonomy to choose books that appeal to them from the classroom or school library; explore students' interests and encourage them to choose books that will be engaging.
- Consider inviting the school librarian to come to class or bring students to the library, so you can guide them in selecting books that are related to the topic of the module they are working on.
- Ask them to read at least two hours a week outside of class.
- Have them keep a notebook in which they list books they have read and are currently reading and ideas for future books. They should make regular journal entries related to the books they are reading and regularly share their entries with the class or in a group.
- Invite students to set personal reading goals based on their own self-assessment of their reading ability and record them in their notebook.
- Ask students to periodically give short book talks to the class in which they talk about the book they are reading and "pitch" it to their classmates. You and your colleagues can give book talks also, as part of a community of readers and writers.
- Formatively assess students' progress by checking the reading notebook, quickwrites, and book talks. Hold a teacher conference once a semester or more often; consider facilitating a conversation among small groups rather than holding individual conferences. Summative assessment can be based graded work, including the demonstration of specific reading skills, book talks, or book-related projects.

(Based on "Accountable Independent Reading and Notebooking: How Choice and Notebooking Can Turn Our Reluctant Students into Engaged Readers" by Amy Matt)

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