

**California Subject Matter Project /  
Beginning Teacher Support and Assessment Partnership  
Discipline Specific Resources for Support Providers and Beginning Teachers  
2008-09**



**Discipline: English / Language Arts and English Language Development  
Project: The California Reading and Literature Project (CRLP)**

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## CRLP BTSA Inquiry Topics

**TOPIC:** Providing universal access to the core reading curriculum (Grades K-6)

**DESCRIPTION:** The creation of the California State Content Standards and Frameworks, and the adoption of the State-approved Reading Programs are important policies that were implemented to improve overall instruction and student achievement in California. However, as current data suggests, there still persists a significant achievement gap – particularly for English learners. Consequently, for this population of students to realize the benefits of these important policies, it is imperative that their teachers have the content knowledge, learn the practices, and use the tools to provide effective universal access.






To provide universal access a teacher must be able to develop a student’s academic language and reading skills simultaneously. It is dependent on the teacher’s ability to analyze the text and task challenges of a particular lesson - and to strategically and appropriately integrate both content and language instruction. New teachers need to become meta-cognitive about the assessments they choose to inform their instruction, how they interpret these measures, and what content and language objectives and instruction they need to implement to increase their students' academic language proficiency and improved reading abilities.

New teachers must be encouraged to explore what they need to do to ensure that their English learners have access and success with their State-adopted reading program, and what assessments and instructional strategies will provide universal access to these programs as well as text books in the other content areas.

**RELEVANT STANDARDS:** BTSA Induction: 4, 5, 6; CSTP: 1, 3, 4, 5, 6

**RESOURCES:** CRLP Bibliography

**PROGRAMS:**

-  **RESULTS:** Assessment, Instruction, and Intervention – Improving Achievement in Language and Literacy
-  **Results for English Learners:** Assessment, Instruction, and Intervention - Improving Achievement in Language and Literacy
-  **A Focused Approach to Frontloading English Language Instruction** for Houghton Mifflin and Open Court Reading Programs
-  **ADEPT: A Developmental English Language Proficiency Test**
-  **Program: SEBT: K-6 Spanish to English Bi-literacy Transferability**











## CRLP BTSA Inquiry Topics

**TOPIC:** Reading, Writing and Academic Language Development in the Content Areas in Grades 5-12

**DESCRIPTION:** Too often new teachers feel that their novels and textbooks are simply "too hard" for their students. Additionally, many believe that the development of language and literacy skills is primarily the responsibility of English or ESL teachers. New teachers need to understand that the development of these skills is a shared responsibility and appreciate that the instruction that supports their students' language and literacy development will, in fact, enhance their content instruction, be it in math, social science, or science.

A complex text contains multiple layers of meaning, not all of which are immediately apparent to students upon a single superficial reading. Such texts require students to work at unlocking meaning by calling upon sophisticated reading skills and strategies.

A first step towards learning what to do to help students become more proficient readers is to identify exactly what it is in the text that presents obstacles to comprehension. For example:

-  vocabulary/diction
-  figurative language
-  background knowledge
-  syntax/tone
-  text structures
-  length

To make complex texts accessible and to improve students' academic performance, teachers must be able to analyze content material for these language and literacy challenges, so as to be able to strategically and appropriately plan and integrate both content and language instruction in their lessons. Consequently, new teachers should be encouraged to develop inquiry about what specific textual challenges their assigned readings pose for their students, and what reading and academic language development would help their students meet the challenges posed by complex texts?

In the end, students must internalize the appropriate academic language and literacy tools and strategies that will help them become successful readers of content material, and producers of academic language. According to the ACT report on college readiness in reading, "Reading Between the Lines," performance on complex texts is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready.





RELEVANT STANDARDS: BTSA Induction: 5, 6; CSTP: 1, 3, 4, 5, 6

RESOURCES: CRLP Bibliography

PROGRAMS: California Reading and Literature Project Secondary Academic Language Tools (SALT).





## CRLP Detailed Program Descriptions

### **Program: RESULTS: Assessment, Instruction, and Intervention (Improving Achievement in Language and Literacy, K-6)**

**WHEN & WHERE:** This 40 hour program is offered year round, and is configured as the school or district desires, however it is preferable to schedule the days over a period of time to allow for sufficient implementation, processing, and reflection by the participants. This professional development program is offered in all 13 CRLP regional sites

**STANDARDS, CONTENT & GRADE-LEVEL:** This program is designed for K-6 Elementary Teachers and is aligned with the E/LA standards for these grades.

**PROGRAM DESCRIPTION:** This 40-hour Results Institute is organized around three key elements: standards-based assessment, teamwork and data analysis, and research-based instruction. This latest iteration of CRLP Results has been revised to accommodate current district, state, federal, and state-adopted reading program assessments, as well as other assessments that focus on academic English language development. Special attention is given to selecting and interpreting those measures that inform instruction and to examining classroom achievement profiles to determine instructional priorities and evaluate Response to Intervention (RtI). Participants will develop their competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote academic success, incorporating a review of the California the Reading/Language Arts and other content area standards, current and confirmed research related to the effective instruction of all students – including English learners, and a link to instructional materials.

**HOW IT MEETS THE STANDARDS:** This professional development program meets the BTSA standards regarding Communication and Collaboration, Formative Assessment, Pedagogy, and Universal Access as it promotes a cycle that provides teachers with the tools and strategies to assess, strategically plan, instruct with research-based strategies, and meet in professional development communities to reflect and repeat the cycle. Participating teachers use and interpret student assessment data to inform instruction. They plan and differentiate instruction based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners- particularly English learners. Participating teachers also learn to effectively use their adopted standards-aligned instructional materials.





## CRLP Detailed Program Descriptions

### **Program: K-6: Results for English Learners**

**WHEN & WHERE:** This 40 hour program is offered year round, and is configured as the school or district desires, however it is preferable to schedule the days over a period of time to allow for sufficient implementation, processing, and reflection by the participants. This professional development program is offered in all 13 CRLP regional sites.

**STANDARDS, CONTENT & GRADE-LEVEL:** This program is designed for K-6 Elementary Teachers and is aligned with the E/LA and ELD standards for this grade

**PROGRAM DESCRIPTION:** This 40-hour Results for English Learners Institute is organized around three key elements: standards-based assessment, teamwork and data analysis, and research-based instruction. This latest iteration of CRLP Results has been revised to accommodate current district, state, federal, and state-adopted reading program assessments, as well as other assessments that focus on academic English language development. Special attention is given to selecting and interpreting those measures that inform instruction and to examining classroom achievement profiles to determine instructional priorities and evaluate Response to Intervention (RtI).

Among the many significant changes and additions to previous Results Institutes is an academic language strand that includes both content and language objectives and routines for oral and written language practice. Institute participants will learn an approach for identifying both content and language objectives in daily instruction to provide access to and ensure success in SBE-adopted reading programs and other content areas. They will also learn how to structure multiple opportunities for both oral and written language practice throughout the instructional day to increase their students' academic language proficiency.

Participants will develop competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote academic success, incorporating a review of the California ELD Standards, the Reading/Language Arts and other content area standards, current and confirmed research related to the effective instruction of English learners, and a link to instructional materials.

**HOW IT MEETS THE STANDARDS:** This professional development program meets the BTSA standards regarding Communication and Collaboration, Formative Assessment, Pedagogy, and most importantly the criteria regarding Universal Access. Participating teachers learn to protect and support all students by designing and implementing equitable and inclusive learning environments to provide the full range of learner's equitable access to the state-adopted academic content standards. It promotes a cycle that provides teachers with the tools and strategies to assess, strategically plan, instruct with research-based strategies, and meet in professional development communities to reflect and repeat the cycle. Participating teachers use and interpret student assessment data...to inform instruction. They plan and differentiate





instruction ... based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners- particularly English learners. Participating teachers also learn to effectively use their adopted standards-aligned instructional materials.

**ADDITIONAL INFORMATION:** This **program has been approved as an SB 472 ELPD professional development program**. Eligible schools and districts may use their SB 472 ELPD funds to fund this professional development.





## **CRLP Detailed Program Descriptions**

### **Program: S.A.L.T: Secondary Academic Language Tools**

**WHEN & WHERE:** This 10-40 hour program is offered year round, and is configured as the school or district desires, however it is preferable to schedule the days over a period of time to allow for sufficient implementation, processing, and reflection by the participants. This professional development program is offered in all 13 CRLP regional sites.

**STANDARDS, CONTENT & GRADE-LEVEL:** This program is designed for Secondary (7-12) English / Language Arts Teachers and is aligned with the E/LA and ELD standards for these grades.

**PROGRAM DESCRIPTION:** The purpose of this professional development program is to provide secondary teachers with tools and instructional strategies that will help them improve their students' content literacy by incorporating academic language development and reading comprehension strategies into their daily curriculum. Participants learn how to use content-specific assessments and strategies to make academic content-area text more accessible to all their students, particularly English language learners.

**HOW IT MEETS THE STANDARDS:** This professional development program meets the BTSA standards regarding Formative Assessment, Pedagogy, and Universal Access as it promotes a cycle that provides teachers with the tools and strategies to analyze their subject-specific text, analyze the instructional demands of their text, plan their content lessons based on this text analysis, and strategically select and use research-based instructional strategies in their content lessons. Participating teachers learn to plan and differentiate instruction based on the diverse learning needs of the full range of learners in their classrooms - particularly English learners. Participating teachers also learn to effectively use their adopted standards-aligned instructional materials.

**ADDITIONAL INFORMATION:** This program consists of 5 modules. The first module includes theory and research, and a number of text analysis and lesson planning tools. The additional 4 modules are organized by strategies for vocabulary, writing, comprehension, and functional language. Each of the strategy modules represent 10 hours of professional development. A school or district may contract for 1-4 modules - or 10-40 hours of professional development.





## CRLP Detailed Program Descriptions

### **Program: A Focused Approach to Frontloading English Language Instruction for Houghton Mifflin and Open Court Reading**

**WHEN & WHERE:** This 20 hour program is offered year round, and is configured as the school or district desires, however it is preferable to schedule the days over a period of time to allow for sufficient implementation, processing, and reflection by the participants. This professional development program is offered in all 13 CRLP regional sites

**STANDARDS, CONTENT & GRADE-LEVEL:** This program is designed for K-6 Elementary Teachers and is aligned with the E/LA and ELD standards for these grades.

**PROGRAM DESCRIPTION:** These institutes are designed for California educators who have English learners in their classrooms and who are implementing California SBE-adopted reading programs. The overarching purpose of these institutes is to prepare teachers to effectively teach academic language throughout the instructional day – linking language instruction to reading instruction in order to provide access to grade-level curricula.

**HOW IT MEETS THE STANDARDS:** This professional development program meets the BTSA standards regarding Communication and Collaboration, Pedagogy, and most importantly the BTSA standard regarding Universal Access. Participating teachers also learn to effectively use their adopted standards-aligned instructional materials to teach vocabulary and comprehension to all levels of English learners.





## **CRLP Detailed Program Descriptions**

### **Program: SEBT: K-6 Spanish to English Biliteracy Transferability**

**WHEN & WHERE:** This 30 hour program is offered year round, and is configured as the school or district desires, however it is preferable to schedule the days over a period of time to allow for sufficient implementation, processing, and reflection by the participants. This professional development program is offered in those CRLP sites - that schools and districts with alternative bilingual programs.

**STANDARDS, CONTENT & GRADE-LEVEL:** This program is designed for K-6 Elementary Teachers and is aligned with the E/LA and ELD standards for these grades.

**PROGRAM DESCRIPTION:** The purpose of this institute is to provide bi-literacy teachers with tools that will help their students' transition from Spanish reading to English by creating a space for English literacy to be learned in an "additive approach" across grades.

**HOW IT MEETS THE STANDARDS:** This professional development program meets the BTSA standards regarding Communication and Collaboration, Formative Assessment, Pedagogy, and Universal Access. Participating teachers learn how to support all students in alternative bilingual programs by providing teachers with assessments, and scientifically informed instructional strategies that teach English literacy by building upon students' Spanish knowledge base.

**ADDITIONAL INFORMATION:** Designed for teachers in alternative bilingual instructional programs who use either Houghton-Mifflin's "Lectura" Program, or Open Court's "Foro Abierto" Program.





## CRLP Detailed Program Descriptions

### **Program: ADEPT: A Developmental English Language Proficiency Test**

**WHEN & WHERE:** This 4-5 hour session is offered throughout the academic year and is configured as the school or district desires. This professional development program is offered in all 13 CRLP regional sites.

**STANDARDS, CONTENT & GRADE-LEVEL:** This program is designed for K-12 teachers and is aligned with the ELD standards for these grades.

**PROGRAM DESCRIPTION:** The ADEPT assesses key forms, or grammatical structures, through carefully worded prompts that elicit student responses. Responses to these prompts can provide teachers with valuable information and insight into a student's command of each structure and the related general utility vocabulary upon which the use of that structure depends. It assesses both receptive and expressive English language proficiency at the first three levels and expressive proficiency at the fourth level.

ADEPT results can help teachers

- Identify a student's instructional level for Systematic ELD instruction
- Understand a student's language abilities for differentiated instruction
- Monitor student progress in English proficiency
- Inform planning for Systematic ELD, Frontloading Language, and • Reading/Language Arts instruction

**HOW IT MEETS THE STANDARDS:** This professional development program meets the BTSA standards regarding Formative Assessment and Universal Access. The ADEPT is designed to improve teaching practice for English learners across all levels of proficiency.





## CRLP Resources

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