

# English Learners & Literacy

2019 / PROFESSIONAL SERVICES  
& RESOURCES



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# Quality Teaching for English Learners (QTEL) Professional Development for Teachers and Education Leaders

Design high-challenge, high-support instruction for English learners to accelerate their conceptual, academic, and linguistic development. Teachers and leaders nationwide have benefited from our institutes and workshops, and sustained work with districts and schools.

“QTEL challenges teachers to think about what constitutes academic rigor, how to structure lessons and tasks that engage students in quality interactions, and how to provide generative support for all students.”

— Robert Thompson, Curriculum Specialist, Fort Worth (TX) Independent School District

Learn about QTEL Summer Institutes at [Wested.org/qtel](https://Wested.org/qtel)

## Who Will Benefit

- ➔ K–12 Teachers
- ➔ K–12 Instructional Coaches
- ➔ K–12 School and District Administrators

## What You Will Learn

Teachers:

- ➔ Build on the strengths that all students possess to realize their potential
- ➔ Simultaneously develop conceptual, analytic, and language practices in deep and accelerated ways
- ➔ Structure quality interactions that promote language development, problem solving, and collaboration
- ➔ Use research-based tools and processes to design high-challenge, high-support instruction incorporating well-scaffolded lessons that provide multiple entry points for the diversity of English learners
- ➔ Develop students' metacognitive and metalinguistic knowledge to support the development of academic literacies

Site and District Leaders:

- ➔ Understand the different types of English learners, their academic needs, and the types of programs available for their education
- ➔ Develop expertise in the design and structuring of successful learning environments for English language learners and their teachers
- ➔ Develop a vision for quality teaching for English learners and understand how to support teachers in their work to make classes with English learners rigorous and accelerated



LEARN MORE AT

[Wested.org/qtel](https://Wested.org/qtel) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Reading Apprenticeship for Middle/High School

## Promoting Student Engagement and Achievement

Help students become better readers, writers, and problem solvers. Reading Apprenticeship offers teachers strategies to help students, grades 8–12, construct text-based arguments and communicate clearly what they are learning. Not just in English class, but in every subject.

“The amount of both growth and confidence that students in our school have displayed in such a short time period has been absolutely stunning.”

— Alicia Ross, History Teacher, Blue Ridge High School, New Milford, PA



Download our brochure at  
[WestEd.org/readingapprenticeship-brochure](https://www.wested.org/readingapprenticeship-brochure)



### Who Will Benefit

- Middle School and High School Teachers of all subject areas
- Administrators supporting teachers' implementation of Reading Apprenticeship

### What You Will Learn

By combining social-emotional learning with academic literacy routines, Reading Apprenticeship classrooms for middle and high school students become environments for collaborative sense-making. Participate in our professional learning and you will learn how to:

- Recognize and model for students the reading strategies you use as an expert reader in your subject area
- Engage students in understanding their own thinking processes — the power of metacognition
- Integrate and accelerate students' subject area learning and subject area literacy
- Foster learning dispositions of persistence, stamina, problem solving, and collaboration
- Turn the sustained work of learning back to students, successfully
- Plan lessons that incorporate all dimensions of the Reading Apprenticeship framework
- Support ongoing professional learning at your site

### Available Services

- Teacher Institutes at your site
- Comprehensive district and/or school services
- On-site coaching
- Leading for Literacy Online
- Reading Apprenticeship introduction



LEARN MORE AT

[www.readingapprenticeship.org](http://www.readingapprenticeship.org) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# English Language Arts/English Language Development Framework Intensive Institute for California Educators

**California Educators:** Strengthen your understanding and enact – or facilitate implementation of – pedagogical practices and deeper learning for culturally and linguistically diverse students. Participate in our ELA/ELD Framework Intensive Institute

The ELA/ELD Framework is California's comprehensive approach to supporting all students – with a particular emphasis on English learners – to develop academic literacy, analytical practices, and deep content understanding across disciplines. This institute will help you deepen your understanding of the framework for English learner student success.

## Who Will Benefit

- ➔ District and K–8 School Leadership Staff
- ➔ K–8 Teachers
- ➔ English Learner Specialists

## What You Will Learn

This three-day institute is designed to help participants:

- ➔ Foster collaborative academic conversations among students, abundant writing, and interactive reading around complex texts and intellectually rich content
- ➔ Engage students in text-oriented talk about the language in complex texts
- ➔ Observe students closely and continuously, gathering evidence of student learning to provide both planned and just-in-time scaffolding
- ➔ Deepen understanding of the California Common Core State Standards for English Language Arts (ELA) & Literacy and California English Language Development (ELD) Standards
- ➔ Create positive and culturally responsive learning environments

Participants will:

- ➔ Discuss key readings from the California ELA/ELD Framework, including those related to integrated and designated ELD and culturally responsive teaching
- ➔ Share and develop new ideas about scaffolding student learning; using formative assessment practices and strategies; fostering equity; and establishing inclusive and supportive learning environments in which all students thrive
- ➔ Participate in and analyze standards-based, Framework-aligned “keystone pedagogies” as well as model lessons and sample units



LEARN MORE AT

WestEd.org/ela-eld-institute or contact us at 888.293.7833 or pd@WestEd.org

# Leading with Learning

## Cultivating Language and Literacy, Collaboration, and Equity

Transform teaching and learning for culturally and linguistically diverse students – with a focus on English learners – in your school or district. Receive professional learning over two to three years to better understand and implement effective language, literacy, and content instruction in tandem, with a focus on writing instruction.

“The Leading with Learning approach has really supported the English learners here in Sacramento because it’s helping teachers guide students to focus on language and structure when they’re reading.”

— Jeannette Schroeder,  
Instructional Coach, Sacramento City  
Unified School District

For more information about the Leading with Learning approach and impact, visit [LeadingwithLearning.WestEd.org](https://LeadingwithLearning.WestEd.org)

### Who Will Benefit

Educators in a network of K–12 schools within a district will benefit from this long-term service, specifically:

- Teachers and Instructional Coaches
- Principals and District Leaders

### What You Will Learn

School and district communities will deepen and broaden understanding of local English language arts and English language development standards in order to plan for and support quality instruction for English learners. This professional learning, implemented over two to three years, focuses on strengthening teaching and learning in four major areas:

- Fostering collaborative academic conversations among students, abundant writing, and interactive reading around complex texts and intellectually rich content
- Engaging students in text-oriented talk about the language in complex texts
- Observing students closely and continuously, gathering evidence of student learning to provide both planned and just-in-time scaffolding
- Creating positive and culturally responsive learning environments

Professional learning is differentiated in grade spans (e.g., K–1, 2–3, 4–6, 6–8) and includes implementation support and planning for site and district administrators.



#### LEARN MORE AT

[WestEd.org/leading-with-learning](https://WestEd.org/leading-with-learning) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Making Mathematics Accessible to English Learners

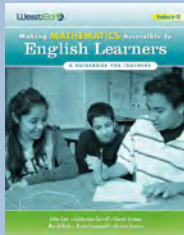
## Professional Learning Workshop

Enhance your knowledge and skills to differentiate mathematics instruction and assessment for English learners and other students with diverse learning needs. The end result? Providing universal, equitable access to a rigorous mathematics program for all students.

The Making Mathematics Accessible to English Learners workshops are unique in their intentional focus on supporting language development within the mathematics classroom.



Buy the book at [WestEd.org/makingmathaccessible](https://www.wested.org/makingmathaccessible)



### Who Will Benefit

- ➔ Mathematics Teachers grades 6–12 (may include grades 4–5)
- ➔ Mathematics Coaches and Instructional Leaders
- ➔ Staff Developers

### What You Will Learn

WestEd's two-day workshops use the principles and approaches described in *Making Mathematics Accessible to English Learners: A Guidebook for Teachers*.

You will enhance your knowledge and skills to differentiate instruction and assessment for English learners and other students with diverse learning needs, thereby giving all students universal, equitable access to a rigorous mathematics curriculum. Learn how to:

- ➔ Tailor instruction in the three-phase model of mathematics instruction to support an inquiry-based approach to teaching mathematics to English learners
- ➔ Use a chart of eight essential language skills to plan lessons that include English learners at different language development levels
- ➔ Apply academic language during mathematics lessons
- ➔ Implement seven research-based strategies to scaffold rigorous mathematics content standards
- ➔ Design accommodations to create equitable classroom mathematics assessments
- ➔ Integrate the instructional tools and strategies into "doable" daily pedagogy

Two-day workshops with flexible dates are available for your school or district teams of up to 35 people. We host the workshops at school districts or county offices of education.



LEARN MORE AT

[WestEd.org/el-math](https://www.wested.org/el-math) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)



# English Learners with Disabilities

## Challenges, Strategies, and Tools for Inclusive Schools

Develop and implement academic instruction in the inclusive classroom that addresses the unique needs of English learners with disabilities and other learning difficulties. Participate in our customized professional learning for research-based strategies.

“There are no words that can thank you for your training, expertise, and delivery model... When our school divisions with the largest number of dually identified ELs walk away impressed, this is truly a compliment. They... let me know that your training was the best they have received in many years.”

— Judy T. Radford, ESL Professional Development Coordinator, Virginia Department of Education

### Who Will Benefit

- ➔ Teachers: General Education, Special Education, and English Language Development
- ➔ Support Staff, including staff developers, specialists, paraeducators, and coaches
- ➔ School/District Teams of Teachers and Administrators

### What You Will Learn

You will gain the knowledge and practical skills to implement doable, daily, research-based instructional strategies to tailor academic instruction for dually identified students — and connect your new knowledge and skills with other improvement initiatives and prior professional learning. You will learn:

- ➔ The stages of language acquisition of English learners at different developmental levels, with an emphasis on how they learn and communicate what they are learning
- ➔ The learning characteristics of students with learning difficulties
- ➔ How to integrate research-based instructional strategies (Universal Design for Learning) to scaffold content learning for the variety of learners in the inclusive classroom
- ➔ How to provide structured opportunities for students to engage in academic discussion and discourse
- ➔ How to assess content learning in the classroom for all diverse learners
- ➔ How to “put it all together” as a doable, daily approach to teaching in an inclusive classroom

Customized workshops and coaching support are available.



LEARN MORE AT

WestEd.org/inclusive-schools or contact us at 888.293.7833 or pd@WestEd.org

# Discussion Builders Workshop

## Promote K–8 Student Communication, Reasoning Skills, and Language Development

Lead discussions that boost collaborative and respectful critical thinking among K–8 students, including English learners, and promote their academic success. Our workshop – on site or at WestEd – will prepare you to implement evidence-based teaching strategies.

“Discussion Builders build deep, rigorous discussion among students, and boost their use of academic language. When I was a principal in Stockton, California, I had my entire staff go through two days of training. It made a huge difference in how students engaged in all discussions.”

– Susan Evans, Instructor, California State University Teacher Preparation

### Who Will Benefit

- ➔ K–8 Teachers, including teachers of English language learners

### What You Will Learn

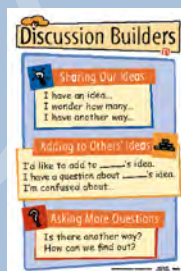
WestEd’s Discussion Builders Workshop will prepare you to implement immediately evidence-based teaching strategies that foster oral and written academic language, and build powerful communication and reasoning skills among your students.

The one-day workshop – held either at your site or at WestEd’s Alameda, CA, office – is ideal for K–8 teachers interested in helping students with diverse academic, linguistic, and cultural backgrounds participate in, and successfully learn from, discussion-based lessons.

In this workshop, you will:

- ➔ Learn ways to foster productive discussions in classrooms with diverse learners, with specific guidance for teachers of English learners
- ➔ Think about the role of academic language development in academic success
- ➔ Practice facilitating productive discussions in mathematics, literature, social studies, and other content areas

Although originally created for mathematics, the discussion tools and theories can be applied within any subject area and are especially beneficial for English learners.



Buy the Discussion Builders Posters at [WestEd.org/discussion-builders](https://www.wested.org/discussion-builders)



LEARN MORE AT

[WestEd.org/discussion-workshop](https://www.wested.org/discussion-workshop) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)



# Reading to Learn

## A PreK–12 Schoolwide Approach to Supporting Literacy Development and Academic Achievement

Improve literacy development and academic achievement schoolwide by learning how to integrate a comprehensive approach to close reading of traditional and non-traditional texts across all disciplines, preK–12.

“

As a result of my training around

Reading to Learn, my students now spend more time reading and writing, and as a result they have learned more math content. They have also started using the classroom texts to teach each other...

— Aaron Germana, High School Math Teacher, Kennebunk High School, Kennebunk, ME

Download classroom examples of Reading to Learn in action at [WestEd.org/reading-to-learn](https://WestEd.org/reading-to-learn)

### Who Will Benefit

- ➔ School and District Leaders
- ➔ Curriculum Coordinators and Instructional Coaches
- ➔ PreK–12 Teachers
- ➔ Career and Technical Education Teachers

### What You Will Learn

Teachers, teacher leaders, and instructional coaches will learn how to develop a consistent schoolwide approach to support literacy development through content instruction. Specifically, you will learn how to:

- ➔ Use traditional texts to support literacy development and content learning
- ➔ Build capacity for frequent and high-quality interactions among teachers that enhance professional practices and foster a collaborative culture
- ➔ Apply standards-driven and research-based practices to implement innovative instruction that supports all learners
- ➔ Use non-traditional texts (e.g., videos, art, music, illustrations) to support literacy development *and* content learning

### What's Included

On-site professional development around Reading to Learn typically includes the following:

- ➔ Introductory workshop to provide an overview of the Reading to Learn framework
- ➔ Demonstrations in classrooms to see rich content and literacy instruction in action
- ➔ Guided practice workshops where teachers work with WestEd facilitators to collaboratively design and refine classroom instruction
- ➔ Creation of a professional development plan that meets the needs of individual schools



LEARN MORE AT

[WestEd.org/reading-to-learn](https://WestEd.org/reading-to-learn) or contact us at 888.293.7833 or [pd@WestEd.org](mailto:pd@WestEd.org)

# Systemic Improvement Plan for English Learner Success

Build your school district's capacity to plan and implement strong policies and practices that help English learners develop conceptual understandings, disciplinary-specific language uses, and analytical practices needed to graduate college and career ready.

Our development process is based on a collaborative inquiry approach designed to establish and build the capacity of the school district's team to learn, plan, and implement systemic strategies.

## Who Will Benefit

- ➔ K–12 School and District Administrators
- ➔ K–12 Teachers and Teacher Leaders

## Service Details

Your school district team will collaborate with WestEd to develop a Systemic Improvement Plan for English Learner Success (also referred to as a Master Plan) that leads to significant improvements in outcomes for English learners (ELs). This development process is based on research-informed and best practices and policies for improving EL outcomes.

The Systemic Improvement Plan is customized per district needs and is anchored in local academic and language development standards. The Plan includes a strategic selection of recommendations and high-leverage action steps/strategies. These high-leverage strategies are carefully crafted and designed to align with your district's resources and culture. Assessment and plan development is informed by:

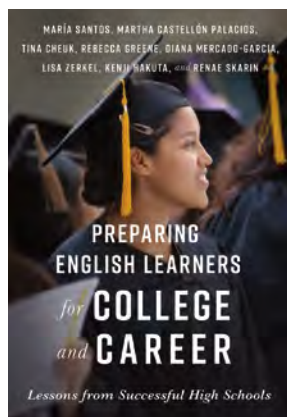
- ➔ Longitudinal analysis of EL performance data to include EL subgroup and state subgroup comparisons
- ➔ Deep examination of current practices via EL shadowing and/or classroom observations
- ➔ An inquiry approach using guiding questions
- ➔ Learning and engagement sessions
- ➔ A review of the district's program policies and practices related to instruction, assessment, evaluation, accountability, and professional development

The Systemic Improvement Plan for English Learner Success development process takes place in four stages, typically over a one- to two-year period.



LEARN MORE AT

WestEd.org/el-improvement-plan or contact us at 888.293.7833 or pd@WestEd.org



# Preparing English Learners for College and Career

## Lessons from Successful High Schools

MARIA SANTOS, MARTHA CASTELLÓN PALACIOS, TINA CHEUK, REBECCA GREENE, DIANA MERCADO-GARCIA, LISA ZERKEL, KENJI HAKUTA, AND RENAE SKARIN

“This is my kind of change book: clear and deep; causes one to think; and inspires the reader to what may be possible on a wide scale.”

— From the foreword by Michael Fullan, Professor Emeritus, University of Toronto

Contact co-author Maria Santos to learn about WestEd’s Leading with Learning professional development services. Visit [WestEd.org/leading-with-learning](https://www.wested.org/leading-with-learning)

How do school communities create environments that fully prepare both English language learners and dual-language learners for college and career?

This book profiles six high-performing high schools that had a singular focus on improving the educational outcomes of English language learners. The authors use these case studies to identify a comprehensive set of design elements and shared values that were key factors in yielding extraordinary results. These factors include:

- ➔ A schoolwide language development framework that integrates content, analytical practices, and language learning
- ➔ Intensive social-emotional support for students and their families
- ➔ A broad and dynamic view of assessment practices
- ➔ Mission-driven staff and leadership who maximize learning opportunities across classrooms

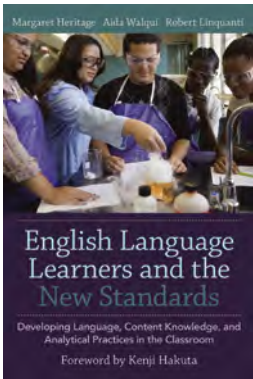
The practices highlighted in this book are not only essential for English language learners’ success but, as the performance data show, they also benefit all students. The book:

- ➔ Provides practical, actionable ideas that schools across the country can adapt to help their own English language learners
- ➔ Identifies the key school design features and values that enable diverse students, families, and staff to succeed
- ➔ Shows how schools incorporated a language development framework as part of their daily improvement work of teaching and learning
- ➔ Examines how everyone in the school community works together to accelerate learning opportunities for adolescent English language learners

\$35.95 • 176 pages • 2018 • Teachers College Press • 978-0-8077-5925-7



To order, call 888.293.7833 or order online at [WestEd.org/resources](https://www.wested.org/resources)



# English Language Learners and the New Standards

## Developing Language, Content Knowledge, and Analytical Practices in the Classroom

MARGARET HERITAGE, AÍDA WALQUI, AND ROBERT LINQUANTI

FOREWORD BY KENJI HAKUTA

**“This easy-to-understand book is worth every minute. The authors offer thoughtful descriptions of content and language integration for English language learners to be college and career ready. Complex theories of second language acquisition, teaching, learning, and assessment are made accessible.”**

— Ohkee Lee, Steinhardt School of Culture, Education, and Human Development, New York University

This book presents a clear vision and practical suggestions for helping teachers engage English language learner students in simultaneously learning subject-area content, analytical practices, and language. The process requires three important shifts in educators' perspective on language and language learning:

- ➔ From an individual activity to a socially engaged activity
- ➔ From a linear process aimed at correctness and fluency, to a developmental process, focused on comprehension
- ➔ From a separate area of instruction to an approach that embeds language development in subject-area activities
- ➔ and communication

The book:

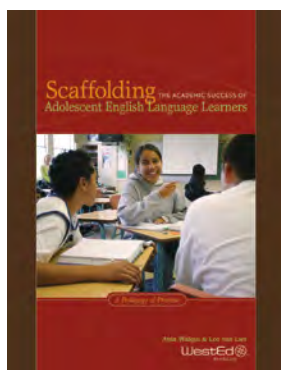
- ➔ Clarifies the skills and knowledge teachers need to integrate content knowledge and language development
- ➔ Shows how teachers can integrate formative assessment in ongoing teaching and learning
- ➔ Discusses key leverage points and stress points in using interim and summative assessments with English language learners
- ➔ Provides classroom vignettes illustrating key practices

In addition, the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and assessment for English language learner students.

\$32.00 • 224 pages • 2015 • Harvard Education Press • 978-1-61250-801-6



To order, call 888.293.7833 or order online at [WestEd.org/resources](http://WestEd.org/resources)



## Scaffolding the Academic Success of Adolescent English Language Learners

### A Pedagogy of Promise

AÍDA WALQUI AND LEO VAN LIER

“Lively and highly readable ... illustrates a creative, current, and coherent approach to teaching, and challenges aspects of traditional curricula and assessment processes that have, in the past, limited learners’ potential.”

— Pauline Gibbons, Author of *Scaffolding Language, Scaffolding Learning*

For information about QTEL professional development services, visit [WestEd.org/qtel](http://WestEd.org/qtel)

Too often, the needs of English learners are met with simplified curriculum and lowered expectations. What would happen if instead classrooms were organized to honor the promise of these students by increasing rather than decreasing the intellectual challenge of instruction, by increasing the support such challenge requires, and by increasing students’ active engagement with their own learning?

This book is the result of a decade-long effort in school districts such as New York City, Austin, and San Diego to implement challenging instruction that is designed for classrooms that include English learners, raises the bar, and increases engagement for all learners. Classroom vignettes, transcripts of student interactions, and detailed examples of intellectually engaging middle and high school lessons provide a concrete picture of the instructional approach developed by coauthor Aída Walqui, founder and Director of WestEd’s Quality Teaching for English Learners (QTEL).

Underlying the QTEL approach and giving it coherence and power are three strands of instructional theory — cognitive psychology, sociolinguistics, and sociocultural learning theory. Coauthor Leo van Lier, internationally recognized author, linguist, and sociocultural theorist, lays out through clear examples just what these theories have to offer the classroom teacher, in particular the teacher of English learners.

\$27.95 • 240 pages • 2010 • WestEd • 978-0-914409-75-5



To order, call 888.293.7833 or order online at [WestEd.org/resources](http://WestEd.org/resources)



## Math Pathways & Pitfalls K–8 Math Curriculum

CARNE BARNETT-CLARKE AND ALMA B. RAMÍREZ, WITH DEBRA COGGINS

“*Math Pathways & Pitfalls* helps students improve their critical thinking and mathematics skills through uncovering why the obvious answer is sometimes wrong and why the right answer works.”

— Henry Phillips, Principal, Tyler Skills Elementary School, Stockton, CA

Visit [WestEd.org/mpp](http://WestEd.org/mpp) to download sample lessons and to learn how student exposure to MPP increases mathematics achievement.

This K–8 math curriculum helps students tackle stubborn pitfalls head-on and transform them into pathways for learning key topics. In rigorous research studies, *Math Pathways & Pitfalls (MPP)* significantly increased student achievement for diverse students, including English learners, in all grades tested.

With *MPP* lessons and instructional strategies, teachers learn to:

- ➔ Help students master key mathematical standards
- ➔ Support academic language development
- ➔ Prevent common pitfalls on homework
- ➔ Help students raise achievement on standardized tests
- ➔ Reach diverse students in the classroom, including English language learners

Each book contains everything needed to teach *MPP* effectively, including:

- ➔ 20–22 complete lessons
- ➔ Teaching manual
- ➔ DVD footage of *MPP* in action
- ➔ CD with black line masters
- ➔ Teacher professional development tasks, activities, and video footage
- ➔ *Discussion Builders* classroom poster

GRADES K–1 / \$165.00 • 320 pages • 2010 • WestEd • 978-0-914409-58-8

GRADES 2–3 / \$165.00 • 352 pages • 2010 • WestEd • 978-0-914409-59-5

GRADES 4–6 / \$165.00 • 368 pages • 2010 • WestEd • 978-0-914409-60-1

GRADES 6–8 / \$165.00 • 368 pages • 2010 • WestEd • 978-0-914409-61-8



To order, call 888.293.7833 or order online at [WestEd.org/resources](http://WestEd.org/resources)





# Reading Apprenticeship Academic Literacy (RAAL) Course

## for Grades 6–12

CYNTHIA GREENLEAF, GINA HALE, IRISA CHARNEY-SIROTT, AND RUTH SCHOENBACH

“In all my years of teaching, I have seen a lot of programs come and go and had to teach a lot of them. This is the only program I have been excited about. It doesn't demean my kids, it works, and not just for a couple of kids.”

— Grade 9 Academic Literacy Teacher,  
Reading Specialist, and Teacher Leader

Visit [WestEd.org/raal](https://WestEd.org/raal) for more details about the curriculum.

Learn more about the Reading Apprenticeship research base and professional development at [ReadingApprenticeship.org](https://ReadingApprenticeship.org)

The Reading Apprenticeship Academic Literacy (RAAL) year-long course is designed to improve reading comprehension and boost achievement for students, grades 6–12. RAAL is organized into three discipline-specific units — English language arts, history, and science — each of which supports the integration of literacy and subject-area instruction.

Within and across the three units, students read increasingly complex text and apply their growing repertoire of literacy skills with increasing flexibility and control. A carefully scaffolded program of sustained silent reading is provided for each unit, aimed at building reader enjoyment, independence, stamina, and persistence.

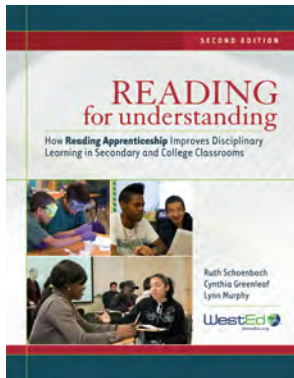
Step-by-step lesson plans integrate instruction and assessment. Student materials include a full year of course readings, interactive notebooks for working with the disciplinary texts, and metacognitive logs for the sustained silent reading program.

### RAAL Materials: Overview

- ➔ Unit 1: Reading Self and Society
  - Teacher Binder + Metacognitive Logs*
  - Student Reader (Building Academic Literacy Anthology)*
  - Student Interactive Notebook*
  - Transparencies (optional)*
- ➔ Unit 2: Reading History
  - Teacher Binder + Iron Jawed Angels (DVD)*
  - Student Reader + Women's Suffrage*
  - Student Interactive Notebook*
  - Transparencies (optional)*
- ➔ Unit 3: Reading Science
  - Teacher Binder*
  - Student Reader + A Nation at Risk: Obesity in the United States*
  - Student Interactive Notebook*
  - Transparencies (optional)*
- ➔ Bundled Sets
  - Teacher Materials (for all 3 units)*
  - Student Materials (for all 3 units)*



To order, call 888.293.7833 or order online at [WestEd.org/resources](https://WestEd.org/resources)



## Reading for Understanding

### How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, Second Edition

RUTH SCHOENBACH, CYNTHIA GREENLEAF, AND LYNN MURPHY

“*Reading for Understanding* is a monumental achievement, bringing years of rigorous reading research together in a framework for teaching. Several randomized clinical trials and multiple ongoing studies demonstrate the effects of this approach.”

— Elizabeth Moje, Arthur F. Thurnau  
Professor and Associate Dean for  
Research, School of Education,  
University of Michigan

Read excerpts and view a short video at [WestEd.org/readingforunderstanding](https://WestEd.org/readingforunderstanding)

See page 3 in this catalog to learn about professional development opportunities.

This significantly updated edition of *Reading for Understanding* shows how teachers and students in secondary and college classrooms can work together to boost literacy, engagement, and achievement. Specifically, this book helps readers use the Reading Apprenticeship framework to increase student engagement and academic achievement in subject-area classes.

Research has documented the effectiveness of Reading Apprenticeship for helping students gain the reading independence to master subject-area course materials and other “gatekeeper” texts.

Endorsed by leading reading researchers and educators at every level, this book:

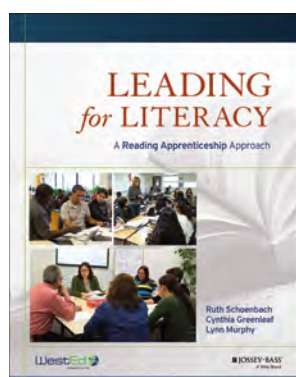
- ➔ Presents a coherent framework for improving the reading and subject area learning of all students, including English learners, students with other special needs, students in honors and Advanced Placement courses, and those in technical and community colleges
- ➔ Includes research-based strategies tested and proven effective in thousands of classrooms
- ➔ Amplifies key points with authentic “classroom close-ups” of students’ and teachers’ interactions
- ➔ Provides concrete instructional and assessment tools
- ➔ Offers a clear vision of how to address college- and career-readiness standards

*Reading for Understanding* proves it’s never too late for teachers and students to work together to boost literacy, engagement, and achievement.

\$29.95 • 416 pages • 2012 • Jossey-Bass • 978-0-470-60831-9



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## Leading for Literacy

### A Reading Apprenticeship Approach

RUTH SCHOENBACH, CYNTHIA GREENLEAF, AND LYNN MURPHY

“**Leading for Literacy: A Reading Apprenticeship Approach** offers educators the kind of solid advice, grounded in clear examples from many different kinds of campuses and districts, that will be helpful for any leaders concerned in supporting teachers to help students meet the more rigorous college- and career-ready standards... The kind of systemwide work described here has made an important difference in my district, and will – I believe – be a good guide for others as well.”

— Michael Matsuda,  
Superintendent, Anaheim (CA) Union  
High School District

*Leading for Literacy* provides clear, on-the-ground guidance, tools, and examples for improving student reading across secondary schools and colleges.

This companion to the landmark *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, Second Edition* (see page 16) guides teacher leaders, coaches, and administrators through the nuts and bolts of implementing the Reading Apprenticeship Framework. Reading Apprenticeship practitioners across the country address how to:

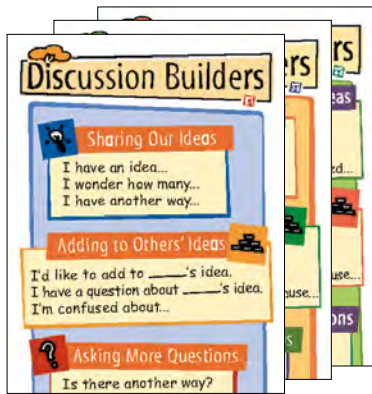
- ➔ Generate authentic buy-in from teachers and administrators
- ➔ Use formative assessment to promote teacher and student growth
- ➔ Roll out systemwide plans for implementation
- ➔ Create Reading Apprenticeship communities of practice that sustain an institutional focus on a student-centered culture of literacy
- ➔ Use the Reading Apprenticeship Framework to turn reform overload into reform coherence

Nationwide classroom testing has shown Reading Apprenticeship promotes not only literacy and content knowledge, but also motivation and positive academic identity — leading to better student outcomes that reach beyond the classroom walls.

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— Jessica Richardson Kull,  
Fourth Grade Teacher,  
Sunnyside Unified School District (AZ)

Visit [WestEd.org/english-language-learners](https://www.wested.org/english-language-learners) for a comprehensive list of English language learner services, resources, and research.

This book *illustrates* how to help students become more self-regulated learners — that is, able to monitor and take charge of their own learning when working independently and with their peers in groups.

Language provides the foundation for the development of self-regulatory skills, enabling students to express themselves and negotiate interactions with others; the demands of these self-regulatory processes in turn can support the development of rich vocabulary and social language skills, according to the authors. The book also emphasizes the role of formative assessment as a means of supporting students in engaging in language-rich, self-regulated learning.

The authors describe how classrooms can be intentionally designed to support ambitious learning. Detailed vignettes from real-life classrooms illustrate the teacher’s role in helping students gradually master the processes of self-regulation, socially shared regulation, and coregulation. Each chapter also includes strategies for addressing the needs of English learners in the general education classroom.

\$29.00 • 160 pages • 2018 • Harvard Education Press • 978-1-68253-167-9



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## Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation

HEIDI L. ANDRADE AND MARGARET HERITAGE

Written with the practical constraints of teaching in mind, this book aims to help teachers maximize the positive impacts of classroom assessment on teaching.

Also available from WestEd, *Formative Assessment in Practice: A Process of Inquiry and Action*, at [WestEd.org/resources/formative-assessment-in-practice](https://www.wested.org/resources/formative-assessment-in-practice)

There is convincing evidence that carefully applied classroom assessment can promote student learning and academic self-regulation. Such assessment includes, but is not limited to, conversations with students, diagnostic test items, and co-created rubrics used to guide feedback for students themselves as well as their peers.

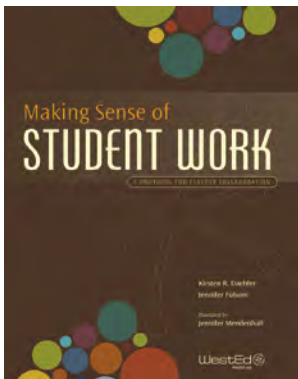
The authors of this book write with the practical constraints of teaching in mind, presenting a concise resource to help pre- and in-service teachers maximize the positive impacts of classroom assessment on teaching.

The book translates work from leading experts and explains how to use assessment to improve learning by linking learning theory to formative assessment processes. Sections on goal setting, progress monitoring, interpreting feedback, and revision of goal setting make this a timely addition to assessment courses.

\$29.95 • 140 pages • 2018 • Routledge • 978-1-13-865303-0



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## Making Sense of Student Work

### A Protocol for Teacher Collaboration

KIRSTEN DAEHLER, JENNIFER FOLSOM, AND JENNIFER MENDENHALL

“Great teachers decide what and how to teach based on what their students already know and think. But making sense of student ideas is complex and challenging intellectual work. This protocol supports teachers who want to understand what their students know and how they reason so that they can leverage learning in productive ways.”

— Linda Darling-Hammond,  
Professor of Education,  
Stanford University

Visit [WestEd.org/mss](http://WestEd.org/mss) for more information about WestEd’s evidence-based Making Sense of SCIENCE courses and related formative assessment task banks.

When teachers closely examine words and drawings created during the learning process, they gain a valuable window into their students’ thinking. By examining student work, teachers can identify what students understand and where gaps in their understanding can be leveraged as opportunities for improvement.

*Making Sense of Student Work* is a self-facilitated protocol, ideal for collaborative groups of 3–24 teachers. It is divided into five 2-hour sessions, each with a specific focus — exploring mental models, investigating learning gaps, thinking through instructional next steps, analyzing tasks, and modifying tasks.

The *Making Sense of Student Work* protocol provides a framework to help teachers:

- ➔ Have evidence-based discussions about students’ work and students’ thinking
- ➔ Examine and come to understand students’ ideas and the logic behind these ideas
- ➔ Strengthen their abilities to make instructional choices in response to the specific ways students are thinking
- ➔ Analyze and improve the formative assessment tasks they use with students

Teachers in a variety of contexts, including formal professional learning communities, weekly grade-level team meetings, and informal teacher-to-teacher collaborations, have successfully used this protocol.

The protocol builds on more than a decade of development and research by the Making Sense of SCIENCE project at WestEd.

Print: \$19.95 • 112 pages • 2014 • WestEd • 978-1-938287-12-1

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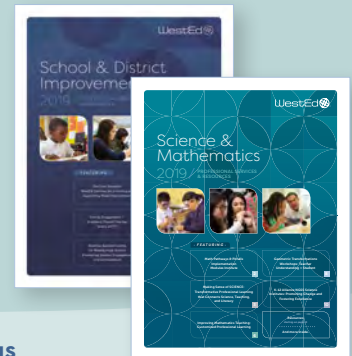


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