FROM THEORY TO PRACTICE: PRECISION TEACHING FOR LANGUAGE GROWTH



DEAR TEACHERS,

We see you. We hear you. And we know how much you're carrying.

Many of you are feeling stretched thin, constantly balancing the needs of your multilingual learners while navigating changing district expectations and the reality of limited planning time. Planning as "chaotic" or "winging it" because there's simply not enough time to co-plan with content teachers the way you'd like. You feel the weight of making sure students are engaged, challenged, and supported—without overwhelming them and you.

It's frustrating when others don't always understand the language demands placed on your students. It's exhausting when you're expected to do more with fewer resources. And it's overwhelming when new students arrive, each with unique needs, and you're left figuring out how to best support them on the fly.

You are not alone in these challenges. Together, we will build strategies that work in real classrooms with real students—so you don't have to feel like you're doing this alone.

OBJECTIVE

Join us for an immersive journey where you'll master the art of functional language planning and transform the way multilingual learners engage with content. This expert-level intensive will equip you with the tools, strategies, and confidence to design intentional, language-rich learning experiences that empower students to thrive. Whether you're refining your practice or leading language development initiatives, this program will elevate your impact, streamline your planning, and bring your instructional vision to life.

FACILITATORS

KELLY REIDER

Founder & Lead Facilitator



Kelly is an expert in English learner/ multilingual student education with 30+ years of experience in public education. As the Founder of English Learner Portal and a former WIDA Certified Facilitator, she has supported programs and led professional development for educators internationally.



https://calendly.com/englishlearnerportal

info@englishlearnerportal.com

DR. RUSLANA WESTERLUND

Westerlund Consulting



Ruslana is an expert in multilingual education, language development, and systemic educational change. She has extensive experience in designing language-focused curriculum, assessment frameworks, and professional development for educators. A former WIDA researcher and consultant, she specializes in integrating functional linguistics into instruction.

ANDREA HONIGSFELD

Guest Speaker



WHAT IS FUNCTIONAL LANGUAGE PLANNING?



By incorporating Systemic Functional Linguistics (SFL) principles, functional language planning helps teachers **identify and scaffold the language students need** to succeed in different disciplines. It promotes **explicit instruction in academic language**, fosters **culturally and linguistically responsive** teaching, and **integrates language and content learning** rather than treating them separately. Functional language planning allows all teachers to focus on language instruction that develops the exact language students need to be successful regardless of the content area curriculum programs.

WHAT'S INCLUDED IN THE FLPEI PROGRAM?

The FLPEI Program is a fully facilitated 12-week program includes:

- alternating live virtual sessions and asynchronous content to create a reasonable demand on time;
- at least three one-on-one virtual coaching sessions with the program facilitator;
- planning frameworks to support efficient and effective planning sessions with both ELD and content teachers;
- a focus on select elements of academic language to create the largest return on investment;
- extensive access to English Learner Portal's professional development resources beyond the program; and
- a collaborative cohort of educators from across the country.

WHAT IS THE TIME COMMITTMENT?

Participants can successfully complete the FLPEI Program in **2 hours per week for 12 weeks**. Of course, additional time spent reviewing course content and engaging in collaboration enhances your success.

WHEN DOES THE PROGRAM RUN?

Cohort 2: June 2 - August 23, 2025 Cohort 3: September 15 - December 12, 2025

WHAT IS THE COST?

\$795 per person Purchase Orders and Group Enrollments Accepted 2 Graduate Credits for an additional fee of \$156

PROGRAM SCHEDULE



Week Prior to Program Start: Pre-Cohort Orientation via Email and Baseline Survey

Week 1: LIVE Kick-Off Via Zoom (2 hours) - June 3, 2025 6-8 PM EST

In week 1, you will gain confidence in your advocate voice. You will be able to explain the big ideas of how an SFL approach will meet legal requirements, give students more access to content instruction, and provide a flexible approach to developing English proficiency.

Week 2: Asynchronous Content (2 hours) - June 4-16, 2025

In week 2, you will work at your own pace to dig deeper into the Systemic Functional Linguistics approach.

Week 3: LIVA via Zoom (2 hours) - June 17, 2025 6-8 PM EST

In week 3, you will begin to align Systemic Functional Linguistics with lesson planning using the Teaching & Learning Cycle developed by Australian linguists. You will explore resources and analyze for language demand. You will begin scheduling your personal coaching sessions.

Week 4-5: Asynchronous Content (5 hours) - June 18-July 7, 2025

In weeks 4-5, you will continue to grow your understanding of the Teaching and Learning Cycle, as well as analyze children's literature for language demand. You will match language development strategies to the language demands.

Week 6: LIVE via Zoom (2 hours) - July 8, 2025 6-8 PM EST

In week 6, you will meet Dr. Ruslana Westerlund and explore the Language of Perspective Building.

PROGRAM SCHEDULE



Week 7: Asynchronous Content (2 hours) - July 9-21, 2025

In week 7, Andrea Honigsfeld will challenge you to consider mindsets and program features that can limit your success. You will also consider various co-teaching and co-planning models.

Week 8: LIVE via Zoom (2 hours) - July 22, 2025 6-8 PM EST

In week 8, you will learn about The Language of Cohesion from Dr. Ruslana Westerlund.

Week 9: Asynchronous Content (2 hours) - July 23-August 4, 2025

In week 9, you will explore the Whole to Part protocol for developing oral language and literacy.

Week 10: LIVE via Zoom (2 hours) - August 5, 2025 6-8 PM EST

In week 10, you will focus on bringing it all together with planning frameworks that help you keep balance within your language instruction. You will also consider formative assessments that monitor student progress and provide valuable information for planning.

Week 11: Asynchronous Content (2 hours) - August 6 - 18, 2025

In week 11, you will add the understanding of English proficiency levels to your planning to ensure effective differentiation and appropriate goal setting. You will explore Thinking Verbs and write proficiency level appropriate language objectives.

Week 12: LIVE via Zoom (2 hours) - August 19, 2025 6-8 PM EST

In week 12, you will share and celebrate your successes!

- Accurso, K., Gebhard, M., & Selden, C. (2016.). **Supporting L2 elementary science writing** with SFL in an age of school reform. In L. C. Oliveira & T. Silva (Eds.), *Second language writing in elementary classrooms* (pp. 126–150). Palgrave Macmillan. https://doi.org/10.1057/9781137530981-8
- Accurso, K., Gebhard, M., & Purington, S. (2017). Analyzing diverse learners' writing in mathematics: Systemic functional linguistics in secondary pre-service teacher education. *International Journal of Mathematics Teaching and Learning*, 18 (1), 84–108.
- Ahn, H. (2012). Teaching writing skills based on a genre approach to L2 primary school students: An action research. *English Language Teaching*, *5*(2), 2–16. https://doi.org/10.5539/elt.v5n2p2
- Avalos, M. A., Secada, W. G., Zisselsberger, M. G., & Gort, M. (2017). "Hey! Today I will tell you about the water cycle!": Variations of language and organizational features in **third-grade science explanation writing**. *The Elementary School Journal*, 118(1), 149-176.
- Brisk, M. E. (2012). Young bilingual writers' **control of grammatical person in different genres.** *The Elementary School Journal, 112,* 445–468. https://doi.org/10.1086/663733
- Brisk, M.E. (2023). Engaging Students in Academic Literacies: SLF Genre Pedagogy for K-8 Classrooms, 2nd Edition. Routledge.
- Brisk, M. E. & Alvarado, J. (2020). Uncovering 'The Story' behind meaningful texts: **Bilingual students' intentions and linguistic choices.** In M. Zappavigna & S. Dreyfus (Eds.), *Discourses of Hope and Reconciliation On J. R. Martin's Contribution to Systemic Functional Linguistics* (pp. 167-183). Bloomsbury.
- Brisk, M. E., Alvarado, J., Timothy, B., & Scialoia, P. (2018). Breaking the linguistic ceiling: **Bilingual students appropriate academic English**. In J. Shakrey (Ed.), *Transforming practices for the elementary classroom* (pp. 85-98). Alexandria, VA: TESOL International Organization.
- Brisk, M. E., Hodgson-Drysdale, T., & O'Connor, C. (2011). A study of a collaborative international project informed by systemic functional linguistic theory: **Report writing** in elementary grades. *Journal of Education*, 191, 1-12.
- Brisk, M. E. & Kaveh, Y. M. (2020). Mainstream teachers for successful multilingual classrooms: The case of a school that embraced a **genre-based pedagogy to teach writing.** In S Hammer, K. M. Viesca, &; N. L. Commins (Eds.), *Teaching Content and*

- Language in the Multilingual Classroom: International Research on Policy, Perspectives, Preparation and Practice (pp. 145-167). Routledge.
- Brisk, M. E. & DeRosa, M. (2014). Young Writers' Attempts At Making Meaning Through Complex Sentence Structures While Writing a Variety of Genres. In L. de Oliveira and J. Iddings (Eds.), Genre Pedagogy Across the Curriculum: Theory and Application in U.S. Classrooms and Contexts (pp. 8-24). Equinox.
- Brisk, M. E. & Nelson, D., & O'Connor, C. (2016). **Bilingual fourth graders develop a central character for their narratives**. In L. de Oliveira & Silva (Eds.), *L2 Writing in Elementary Classrooms* (pp.88-105).
- Brisk, M. E., Tian, Z., & Ballard, E. (2021). **Autobiography writing** instruction: **The journey of a teacher** participating in a systemic functional linguistics genre pedagogy professional development. *Systems*, *97*, 10249
- Brisk, M. E., & Zisselsberger, M. (2010). "We've let them in on a secret": Using SFL theory to improve the teaching of **writing to bilingual learners**. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 111–126). Taylor & Francis.
- Brown, B., & Ryoo, K. (2008). Teaching **science as a language**: A "content-based approach" to science teaching. *Journal of Research in Science Teaching*, 45, 529-553
- Christie, F., & Derewianka, B. (2008). School discourse: Learning to write across the years of schooling. Continuum.
- de Oliveira, L. C., & Dodds, K. N. (2010). Beyond general strategies for English language learners: **Language dissection in science.** *The Electronic Journal of Literacy Through Science*, *9*(1), 1-14.
- de Oliveira, L. C., & Lan, S. (2014). **Writing science in an upper elementary classroom**: A genre-based approach to teaching English language learners. *Journal of Second Language Writing*, *25*, 23-39. doi:10.1016/j.jslw.2014.05.001
- de Oliveira, L. C., & Jones, L., & Smith, S. L. (2020). Interactional scaffolding in a first-grade classroom through the teaching/learning cycle. International Journal of Bilingual Education and Bilingualism. https://doi.org/10.1080/13670050.2020.1798867
- de Oliveira, L. C., Jones, L., & Smith, S. L. (2021). A language-based approach to content instruction (LACI) for multilingual learners: Six Cs of scaffolding in first grade. *Journal of Language, Identity, and Education*. DOI: 10.1080/15348458.2021.1885409

- de Oliveira, L. C. & Smith, S. L. (2019). **Interactions with and Around Texts**: Writing in Elementary Schools. In N. Caplan, & A. Johns (Eds.), *Changing Practices for the L2 Writing Classroom: Moving Beyond the Five-Paragraph Essay* (pp. 65–88). University of Michigan Press.
- de Oliveira, L., Smith, S. L., Axelrod, D., Diaz, E., & Vicentini, C. (2021). Supporting academic language development for multilingual learners across content areas through the identification of textual features. *Journal of Narrative and Language Studies*, *9*(17), 227–242.
- Fang Z., Park J. (2020). Adolescents' use of academic language in informational writing. *Reading and Writing*, 33, 97-119. https://doi.org/10.1007/s11145-019-09937-8
- Fang, Z., & Schleppegrell, M. J. & Cox B. E., (2006). Understanding the language demands of schooling: Nouns in academic registers. *Journal of Literacy Research*, *38*(3), 247-273. https://doi.org/10.1207/s15548430jlr3803 1
- Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas: A language-based approach*. University of Michigan Press.
- Fang, Z., & Wei, Y. (2010). Improving middle school students' science literacy through reading infusion. *Journal of Educational Research*, 103, 262–273. https://doi.org/10.1080/00220670903383051
- Gebhard, M. (2019). *Teaching and researching ELLs' disciplinary literacy practices:* SFL in action in the context of school reform. Routledge.
- Gebhard, M., & Graham, H. (2018). Bats and grammar: **Developing critical language awareness** in the context of school reform. English Teaching: *Practice & Critique*, 17(4) 281–297.
- Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming recess: Learning the language of persuasion. *Language Arts*, 84, 419–430.
- Gebhard, M., Chen, I., & Britton, L. (2014). "Miss, nominalization is a nominalization": English Language learners' use of SFL metalanguage and their literacy practices. *Linguistics and Education*, 26, 106–125.
- Gebhard, M., Habana Hafner, A., & Wright, M. (2004). Teaching English-language learners "the language game of math": Insights for teachers and teacher educators. In M. Sadowski (Ed.), *Teaching immigrant and second-language learners* (pp. 33–46). Harvard Educational Publishing Group.

- Gibney, T. (2012). **Teaching memoir** in the elementary school classroom: A genre study approach. *The Reading Teacher, 66*(3), 243–253. https://doi.org/10.1002/TRTR.01108
- Jones, L., Smith, S. L., & de Oliveira, L. C. (2018). Deconstructing texts in English language arts: A pedagogical approach using systemic functional linguistics. *Sunshine State TESOL Journal*, 12(1), 41-47.
- Hamman-Ortiz, L., Santiago Schwarz, V., Hamm-Rodríguez, M., & Gort, M. (2023). Engaging **teachers** in genre-based pedagogy for **writing arguments:** A case study of shifts in practice and understanding. *TESOL Journal*, 57, 402–432. https://doi.org/10.1002/tesq.3156
- Harman, R. (2013). Literary intertextuality in genre-based pedagogies: **Building lexical cohesion in fifth-grade L2 writing.** *Journal of Second Language Writing*, 22(2), 125–140. https://doi.org/10.1016/j.jslw.2013.03.006
- Hodgson-Drysdale, T., & Rosa, H. (2015, February). Go with the flow: **Fifth grade students** write about the flow of energy and matter through an ecosystem. *Science and Children*, 32-27.
- Hodgson-Drysdale, T., & Ballard, E. (2011). **Explaining electrical circuits:** A unit structured around inquiry activities teaches students to share results through written explanations. *Science and Children*, 48(8), 37-41.
- Humphrey, S., & Macnaught, L. (2015). **Functional language instruction** and the writing growth of English language learners in the middle years. *TESOL Quarterly*, *50*(4), 792–816. DOI: 10.1002/tesq.247.
- Jones, L. D., & de Oliveira, L. C. (2022). **Collaborative Writing** with Young Multilingual Learners. *Journal of English Learner Education*. (14)1.
- Kamberlis, G. (1999). **Genre development and learning:** Children writing stories, science reports, and poems. *Research in the Teaching of English,* 33, 403-463.
- Moore, J.P. (2019). Choice and constraint: Using SFL genre theory to teach primary-grade students to write arguments about literature. *Journal of Writing Research*, 10 (3), 429-464.
- Moore, J. P. (2014). Explicit and meaningful: An exploration of linguistic tools for supporting ELLs' **reading and analytic writing in the English Language Arts** (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3672919)

- Moore, J., & Schleppegrell, M. (2020). A focus on disciplinary language: Bringing critical perspectives to reading and writing in science. *Theory Into Practice*, 59(1), 99–108. https://doi.org/10.1080/00405841.2019.1685337
- Moore, J. P., & Schleppegrell, M. J. (2014). Using a functional linguistics metalanguage to **support academic language development**. *Linguistics and Education*, 26, 92–105. https://doi.org/10.1016/j.linged.2014.01.002
- O'Hallaron, C. L. (2014). Supporting fifth-grade ELLs' **argumentative writing development.** *Written Communication*, 31, 304–331. https://doi.org/10.1177/0741088314536524
- Palincsar, A. S., & Schleppegrell, M. J. (2014). Focusing on language and meaning while learning with text. *TESOL Quarterly*, 48, 616–623. https://doi.org/10.1002/tesq.178
- Pavlak, C. M. (2013). "It is hard fun": Scaffolded **biography writing** with English learners. *The Reading Teacher*, 66, 405–414. https://doi.org/10.1002/TRTR.01142
- Pavlak, C. M., & Hodgson-Drysdale, T. (2017). A writing apprenticeship for sixth-grade English learners: An application of the theory of systemic functional linguistics. *Journal of Education*, 197(2), 25-35.
- Rose, D. (2018). Languages of schooling: Embedding literacy learning with genre-based pedagogy. *European Journal of Applied Linguistics*, 6(1), 59–89.
- Rose, D., & Martin, J. R. (2012). Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. South Yorkshire, England: Equinox.
- Rosa, H., & Hodgson-Drysdale, T. (2021). Learning to **teach science genres and language of science writing:** Key change processes in a teacher's critical SFL praxis. *Language and Education*, 35, 429–445. https://doi.org/10.1080/09500782.2021.1960558
- Sanchez Ares, R. (2012). SFL persuasive writing instruction: A case study of bilingual students' writing development & cultural identity formation. *Unpublished paper presented at the 2012 Genre conference*, June 28, Carleton University.
- Santiago Schwarz, V., & Hammond-Ortiz, L., (2020). Systemic functional linguistics, teacher education, and writing outcomes for U.S. elementary English learners: **A review of the literature.** *Journal of Second Language Writing, 49*. https://www.sciencedirect.com/science/article/abs/pii/S1060374320300187
- Schleppegrell, M. J. (2013). The role of metalanguage in **supporting academic language development.** *Language Learning*, 63, 153–170. https://doi.org/10.1111/j.1467-9922.2012.00742.x

- Schleppegrell, M. J. (2016). **Content-based language teaching** with functional grammar in the elementary school. *Language Teaching*, 49(1), 116–128. https://doi.org/10.1017/S0261444814000093
- Schleppegrell, M., & Achugar, M. (2003). **Learning language and learning history**: A functional linguistics approach. *TESOL Journal*, 12(2), 21–27. https://doi.org/10.1002/j.1949-3533.2003.tb00126.x
- Schleppegrell, M. J., & Moore, J. P. (2018). Linguistic tools for **supporting emergent critical language awareness** in the elementary school. In R. Harman (Ed.), *Critical systemic functional linguistics praxis in language education* (pp. 23–44). Springer.
- Scheppegrell, M. J., Moore, J. P., O'Hallaron, C., & Palincsar, A. S. (2019). Using functional grammar **to talk and write about science.** In P. Spycher, & E. Haynes (Eds.), *Culturally and linguistically diverse learners and STEAM: Teachers and researchers working in partnership to build a better path forward.* Information Age Publishing.
- Schwarz, V. S., & Hamman-Ortiz, L. (2020). Systemic functional linguistics, teacher education, and writing outcomes for US elementary English learners: A review of the literature. *Journal of Second Language Writing*, 49, 100727.
- Spycher, P. (2007). Academic writing of adolescent English learners: Learning to use "although." *Journal of Second Language Writing*, 16(4), 238-254.
- Symons, C. (2017). Supporting **emergent bilinguals' argumentation:** Evaluating evidence in informational science texts. *Linguistics and Education*, 38, 79–91. https://doi.org/10.1016/j.linged.2017.02.006
- Westerlund, R., & Besser, S. (2021). Reconsidering Calkins' process writing pedagogy for multilingual learners: Units of Study in a fourth grade classroom (WCER Working Paper No. 2021-4). University of Wisconsin–Madison, Wisconsin Center for Education Research.
- Westerlund, R. (2023). "It's hard to explain. It's easier to point and show." **Third graders** writing science explanations in elementary grades. Wisconsin Society of Science Teachers Conference Presentation.
- Worden, D. (2019). Developing L2 writing **teachers' pedagogical content knowledge of genre** through the unfamiliar genre project. *Journal of Second Language Writing*, 46, 100667. https://doi.org/10.1016/j.jslw.2019.100667
- Zembal-Saul, C., McNeill, K. L., & Hershberger, K. (2013). What's your evidence? Engaging **K-5** students in constructing explanations in science. Allyn & Bacon.

Prepared 4/22/25 by Dr. Ruslana Westerlund, Westerlund Consulting