

Focused and Integrated English Language Development

Hillsboro School District, Oregon

Snowball

- Write *why you chose this breakout*.
- Crumple and toss
- Pick up “snowball”, be ready to share.



Model FIELD Lesson

7th Grade Social Studies + ELD
Social Classes of Medieval Europe

Long Term ELs: ELPA levels
3 and 4,
Intermediate, Early Advanced



Language Objective

We will use **present and past tense verbs** to **compare** today's modern homeless with history's **medieval serfs**.

Shelter (Activating, Building)



Session #2 Past and Present

Today I _____, and (but, so)
(present verb)

yesterday I _____ .
(past verb)

*Today I **wait** for the bus, but yesterday I **got** a ride.*

*Yesterday I **stayed** out late, so today I **have** a cold.*

Bilingual Program Model



**Bilingual Diploma +
College and Career Ready**

Bilingual Education

- K-12 Dual Language Prog.
- L1 Content and Literacy
- Language is an Asset

Sheltered Instruction

- Full Access to Rigorous Content
- Language Scaffolding Across Curriculum
- Effective Teaching Strategies

Focused & Integrated ELD

- Literacy-Based Lang. Dev.
- Content-Based Lang. Dev.

Sheltered Instruction Lesson Components

- Activating, scaffolded
- Function
- Tier II Vocabulary
- Text support and response tools
- Sentence Frames
- Oral Practice
- Writing Support



All Lessons

Focused and Integrated ELD Lessons

- Function and *Forms*
- Scaffolded to *Proficiency Levels*
- *CCSS + ELP Standards*
- *enhanced Oral Language Protocols*

ELD Components of Lesson

Target Language:

- **Forms**
- Special Vocabulary
- Pictorial input/Process Grid

Reading Support Scaffolded Frames

Social Studies 7: Four-session lesson for ELD Scaffolds; pictorial input chart, process grid, graphic organizer			
Serfs Vs. Homeless during Europe's Middle Ages Understanding the similarities and differences between Serfs and the Homeless on four critical issues. Write a persuasive paper comparing and contrasting the plights of the Serfs and the homeless			
SS 7.3. Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.			
6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
6-8.WHST.1 Write arguments focused on <i>discipline-specific content</i> .			
Session 1	Session 2	Session 3	Session 4
Introduce theme or topic Serfs Vs. Homeless during Europe's Middle Ages	Teach new language patterns and structures	Increase demand by varying use of vocabulary & patterns taught above	Apply taught language in a new way
Teach and Practice Topic Vocabulary Serf, Lord, Manor, consist of, individual, situation, regarding	Teach & Practice Language Patterns & Grammatical Forms Add vocab: little/a little, few/a few	Teach & Practice Additional Language Patterns, Forms and Expanded Vocabulary	Take language to application
Use Pictorial Input Chart to introduce concepts and vocab	Begin Process Grid for adjectives	Review comparative language, add comparative adjectives to process grid.	Pre-Write: Complete Graphic Organizer for comparisons and language structures
Content Objective: describe homelessness in the united states; introduce feudalism and the life of serfs through pictures. Language Objective (6.11): identify attributes of both situations using adjectives 1. Brainstorm 4 critical issues: food, shelter, clothing and protection. 2. Introduce vocabulary in context by using various examples Adjectives: poor, hungry, suffering	Content Objective: describe the life of a serf Language Objective : orally describe attributes using key adjectives, present and past tense in positive and negative statements 6.16 Add Tier Two vocab to Pictorial input chart Partner read text. Teach & Practice Language Patterns: I/EA Homeless are _____; they _____. Homeless are poor; they have few possessions.	Content Objective: compare and contrast the life of a serf to that of a modern homeless person Language Objective: Compare and contrast using present and past tense in positive and negative statements 6.16 and using comparative adjectives 7.16. Add comparative adjectives to process grid: Read text independently: Teach & Practice Additional Language Patterns	Content Objective: compare and contrast the life of a serf to that of a modern homeless person Language Objective: Write a compare and contrast persuasive essay using present and past tense in positive and negative statements 6.16 and using comparative adjectives 7.16. Review persuasive essay structures and language Read rubric Writing template as needed. <i>In America today, there are homeless people who suffer from insecurity of food, shelter, clothing and protection. But did you know that in the Middle Ages, people also suffered in many of the same ways? While the serfs had very little to eat and their houses were not well built, modern homeless people do</i>

Read, Take Notes, Complete Sentence

	Medieval Serfs	Homeless Today
Shelter	<ul style="list-style-type: none">●●	<ul style="list-style-type: none">●●

_____ **has/had** a better situation regarding shelter because _____. *Serfs **had** a better situation regarding shelter because they **had** a house to live in.*

Simple: Homeless people _____, whereas serfs _____. *Homeless people **sleep** in their cars, whereas serfs **lived** in mud huts.*

Sufficient: Homeless people _____; examples of include ___ and _____. *Homeless people in America **suffer** from **few** shelter options; examples include difficulty **finding** overnight shelters, and rare motel vouchers. Serfs also **suffered** from poor shelter; for example, they **lived** in wattle and daub huts that **were** easy to destroy, and the family **lived** in one smoky room.*

Scaffolded Language

Session 3: Add Comparative Adjectives

Session 4: Writing with support

Stickie Note Discussion Triads

One thing I wonder/notice/want to add is _____.

Progress Monitoring

- 3 times a year
- QIA or other proficiency level assessment
- Analysis of Student Writing

'Focused & Integrated' Professional Development

Scoring Writing

I Do, We Do

1. What proficiency Level?
2. How could teachers use this data to design instruction to increase students' proficiency levels?

Like Pairs Share

Correlation of Oral and Written Language Proficiency				
Oral Score	Oral Proficiency Level	Writing Score	Writing Proficiency Level	Suggested Instruction
K - 12	<p>Check all that apply and score in the nearest 5</p> <ul style="list-style-type: none"> Produces no speech or words in isolation Comprehends key words only Indicates comprehension physically <p>QIA/ADEPT Score:</p>	1 - 12	<p>Instruction: Check all that apply and score in the nearest 5</p> <ul style="list-style-type: none"> Responds to the prompt using present tense verbs (<i>see/uses, is/has, are/are, has/had, low/lowed, need/needed</i>) Includes use of common singular/plural nouns and articles (the book, a banana, an orange) Subject pronouns/possessive form <i>my</i> and <i>your</i> Conjunction <i>and</i> Simple adjectives (<i>big cat, red ball</i>) Simple prepositions of location and direction (<i>on, off, up, down</i>) 	Suggested Instruction
	<ul style="list-style-type: none"> Produces simple sentences Makes basic grammatical approximations Limited comprehension <p>QIA/ADEPT Score:</p>	<p>Instruction:</p> <ul style="list-style-type: none"> Responds to the prompt using consistent present/past tense verbs (<i>see/uses, is/has, are/are, has/had, low/lowed, need/needed</i>) Future tense: (will go, is going Singular/plural nouns and articles/collective nouns and complex plurals (<i>boxes, roses, faces</i>)) Object pronouns and possessive forms (<i>me/my, you/yours, her/hers, his/his, us/our, their/theirs</i>) Prepositions of location, direction, or time (<i>inside, outside, at, next to, beside, behind, above, below, under</i>) (<i>over, under, around, near</i>) (<i>before and after</i>) Conjunctions to combine or contrast (<i>and & but</i>) Adjectives: descriptive, comparative, superlative, antonyms (<i>big, bigger, faster, bigger, bigger, full/short, slow/fast</i>) Adverbs of time and with <i>ly</i> (<i>slowly, quickly, quietly, loudly</i>) 		
	<ul style="list-style-type: none"> Produces simple/compound/complex sentences Makes many complex grammatical approximations Comprehension good with contextual support <p>QIA/ADEPT Score:</p>	<p>Instruction:</p> <ul style="list-style-type: none"> Responds to the prompt using increasingly precise past/present tense verbs (<i>lived, walked, went</i>) Positive/negative statements (<i>she went... she didn't go...</i>) Contractions (<i>I'm, she's, I'll, we'll, can't, wasn't</i>) Formulates questions/includes exclamations Auxiliary verbs (<i>was, might, want, should, could, would</i>) Conventional use of general nouns plus one or more uncountable, collective, irregular, or derivational nouns (<i>some water, a lot of chocolate</i>) (<i>fish, box of... bunch of/heap</i>) (<i>fish, deer, wolf, vase</i>) (<i>and, under</i>) Demonstrative pronouns (<i>this, that, these, those</i>) Precise use of prepositions to indicate location, direction, or time (<i>underneath, towards & before</i>) Conjunctions to explain cause and effect (<i>so, because</i>) Multiple adjectives: quantifiers, demonstrative, synonyms or antonyms (<i>five, a lot, many</i>) (<i>this, that, these, those</i>) Adverbs to describe frequency, extend speech for specificity, or modify adjectives (<i>always, walked slowly, very low</i>) 		
	<ul style="list-style-type: none"> Produces compound/complex sentences Makes some complex grammatical approximations Comprehension good with contextual support Operates comfortably in a social context Uses some academic language <p>QIA/ADEPT Score:</p>	<p>Instruction:</p> <ul style="list-style-type: none"> Present/past perfect verbs (<i>have/above, has/had</i>) Statements/questions using phrasal verbs (<i>Turn on the light, Turn the light on, Clear your desk off, Clear off your desk</i>) Conditional statements/questions using <i>if</i> and auxiliary verbs (<i>would, will, may, might, want, can, could, should</i>) Abstract nouns (<i>democracy, freedom</i>) Transformation of nouns (<i>consciousness</i>) Reflexive, reciprocal, or indefinite pronouns (<i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>) (<i>each other, one another, themselves/ourselves/yourself/your yourselves</i>) Verb-preposition combinations (<i>bring in, walk/for</i>) Specialized prepositions (<i>until, since, among</i>) Conjunctions to explain cause and effect using increased complexity (<i>not only but also, yet, however</i>) Adjectives: too + adjective, similar, and adjectives with <i>-ish</i> and <i>-y</i> (<i>too red, (as red as a rose), (Milly, sluggish)</i>) Adverbs: too + adverb, well vs. good, or to describe frequency (<i>too fast, careful, loudly</i>) (<i>Well done or that was a good book, she wrote well</i>) (<i>carefully/well done/frequently</i>) 		
	<ul style="list-style-type: none"> Produces high level oral discourse <p>QIA/ADEPT Score:</p>	<p>Instruction:</p> <ul style="list-style-type: none"> Progressive, future or conditional perfect tenses (<i>She has been studying</i>) (<i>She will have been reading</i>) (<i>If she had been reading,</i> 		

Oregon TELL Survey

Q8.3 In the past 2 years, have you had 10 clock hours or more of professional development in (the area of) English Language Learners?

Oregon	Dist #1	Dist #2	Dist. #3	HSD
31%	31%	31%	53%	68%

Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively? (English Language Learners)

Oregon	Dist #1	Dist #2	Dist. #3	HSD
47%	53%	53%	61%	56%

Your Questions, Input

Thank you