# Focused and Integrated English Language Development

Hillsboro School District, Oregon

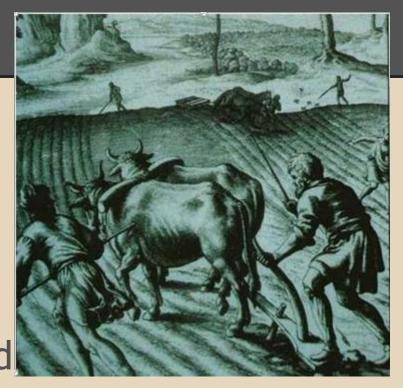
## Snowball

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



### Model FIELD Lesson

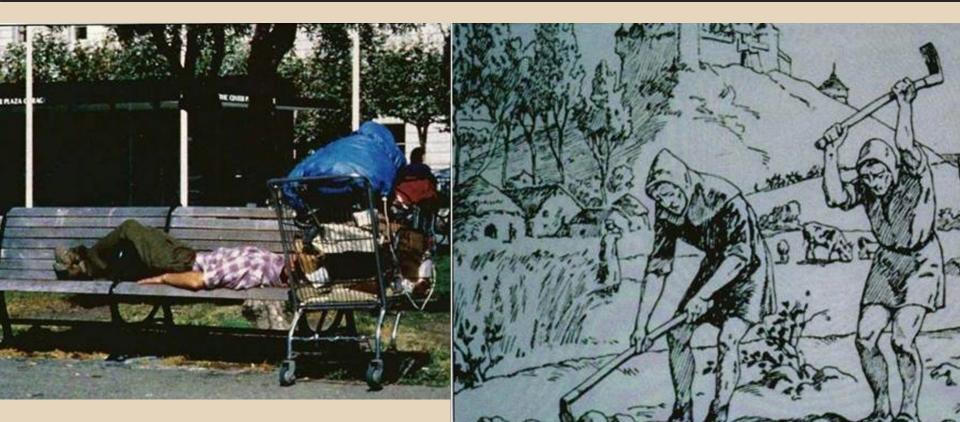
7th Grade Social Studies + ELD Social Classes of Medieval Europe Long Term ELs: ELPA levels 3 and 4, Intermediate, Early Advanced



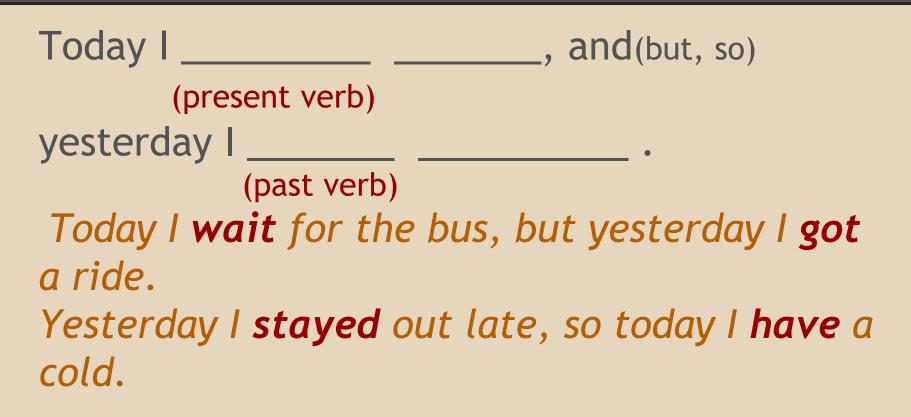
### Language Objective

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

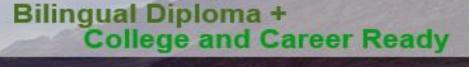
# Shelter (Activating, Building)



### Session #2 Past and Present



### **Bilingual Program Model**



Focused & Integrated ELD

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

#### Sheltered Instruction

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

#### Bilingual Education -K-12 Dual Language Prog. -L1 Content and Literacy

-Language is an Asset

#### **Sheltered Instruction Lesson Components**

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



### 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 WHET 1 Write arguments for excitations, residue and residue arguments for the source of the sourc

6-8.WHST.1 Write arguments focused on discipline-specific content.						
Session 1	Session 2	Session 3	Session 4			
Introduce theme or	Teach new language	Increase demand by	Apply taught language in a new way			
topic	patterns and	varying use of				
Serfs Vs. Homeless	structures	vocabulary & patterns				
during Europe's		taught above				
Middle Ages		-				
Teach and Practice	Teach & Practice	Teach & Practice	Take language to application			
Topic Vocabulary	Language Patterns	Additional Language				
Serf, Lord, Manor,	& Grammatical	Patterns, Forms and				
consist of,	Forms	Expanded Vocabulary				
individual,						
situation.	Add vocab: little/ a					
regarding	little, few/a few					
Use Pictorial Input	Begin Process Grid	Review comparative	Pre-Write: Complete Graphic			
Chart to introduce						
	for adjectives	language, add	Organizer for comparisons and			
concepts and vocab		comparative	language structures			
		adjectives to process				
		grid.				
Content Objective:	Content Objective:	Content Objective:	Content Objective: compare and contrast			
describe homelessness	describe the life of a serf	compare and contrast the	the life of a serf to that of a modern			
in the united states;	Language Objective :	life of a serf to that of a	homeless person			
introduce feudalism	orally describe attributes	modern homeless person				
and the life of serfs	using key adjectives, present and past tense		Language Objective: Write a compare and contrast persuasive essay using present and			
through pictures. Language Objective	present and past tense in positive and negative	Language Objective: Compare and contrast	past tense in positive and negative			
(6.11): identify	statements 6.16	using present and past	statements 6.16 and using comparative			
attributes of both	statements 6.10	tense in positive and	adjectives7.16.			
situations using	Add Tier Two vocab to	negative statements 6.16				
adjectives	Pictorial Input chart	and using comparative	Review persuasive essay structures and			
		adjectives7.16.	language			
1. Brainstorm 4	Partner read text.					
critical issues: food,		Add comparative	Read rubric			
shelter, clothing	Teach & Practice	adjectives to process grid:				
and protection.	Language Patterns:	Read text independently:	Writing template as needed.			
<ol> <li>introduce vocabulary in</li> </ol>	I/EA	Neau text independently:				
context by using	Homeless are ;	Teach & Practice	In America today, there are homeless people			
various examples	they	Additional Language	who suffer from insecurity of food, shelter,			
	Homeless are poor; they	Patterns	clothing and protection. But did you know			
Adjectives: poor,	have few possessions.		that in the Middle Ages, people also suffered			
hungry, suffering			in many of the same ways? While the serfs			
			had very little to eat and their houses were			
1	1		nat wall huilt madara homolors aconia do			

#### Read, Take Notes, Complete Sentence

	Medieval Serfs	Homeless Today	
Shelter	•	•	

\_\_\_\_\_has/had a better situation regarding
shelter because\_\_\_\_\_. Serfs had a better
situation regarding shelter because they had a house to live in.

<u>Simple:</u> Homeless people \_\_\_\_\_, whereas serfs \_\_\_\_\_ \_\_\_\_. *Homeless people sleep in their cars, whereas serfs lived in mud huts.* 

<u>Sufficient:</u> 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 Coal Jacob Oral Proficiency Level Weiting Searce Writing Proficiency Level Check all that apply and score to Suggested 2 - 32 Instructions: Check all that apply and score to the nearest .5 81 - 12 Instruction the nearest 5 Produces no speech or Responds to the prompt using present tense verbal/antimas, invitas, archivers, kanakad, Electibed, mediuseded) words in isolation. Compochenda key worda Includes use of common singular/plural nouns and articles (the book, a banana, an orange) Indicates comprehension Subject pronouns/possessive form wey and your physically c Conjunction and Simple adjectives(big out ved ball) OLAJADEPT Score: a Simple propositions of location and direction(ex, off, ap, down) Responds to the prompt using consistent present/past tenac. Produces simple sentences a Makes basic grammatical verbs(aminas, initias, are ineve, kane kad, blevbled, need ineeded) Future tense: (will go, is going Singular/plural nouns and envicementions a Limited comprehension articles/includes collective nouns and complex plurals/basses, roses, Object pronouns and possessive forms (new ing, you'yours, kee kers, kinekis, saveur, dametheir) Preparitions of location, direction, or time/usaids, subside, at seast to, beside, behind, above, below, under) (over, under, around, ā into) (before and after) a Conjunctions to combine or contrast (and & body) OLA/ADEPT Score: Adjectives: descriptive, comparative, superlative, antonyms (big, brown), (faster, bigger), (biggest), (tall'short, slowfast) a Adverba of time and with ly (slowly, quickly, quickly, loudly) Responds to the prompt using increasingly procise part/present Produces simple/compound/comple tense verbs (lived walled wood) x sentences Desitive/negative statements (ske went..., ske dide't go...) Contractions (I'm, she's, I'll, no'll, can't, mass'# Makes many complex. grammatical Formulates guestions/includes exclamations . opproximations Auxiliary verbs (may, might must should, could, would) a Comrechension good with Conventional use of general nouns plus one or more uncountable, contextual support collective, inegular, or derivational nouns (some water, a lot of chocolate) (flock, bes of ..., bunch of hile) (fish, deer, treth, mise) (and and sens) a Demonstrative pronouns (deis, deas, desse, desse) Precise use of prepositions to indicate location, direction, or time (underneads/tomard/before) Conjunctions to explain cause and effect (so, breause) OLA/ADEPT Score: Multiple adjectives: quantities, demonstrative, synonyms or entonyme (fere, a lot, many) (deis, that, these, those) a Adverba to describe frequency, extend speech for specificity, or modify adjectives (always, walked slowly, very law) o Produces Present/past perfect vorbs (kaw inkwe, kawkad) compound/complex Statements/questions using phrasal verbs (Turn on the light, Turn. the light on, Clear your desk off, Clear off your desk) pontences. Conditional statements/questions using () and auxiliary verba Makes some complex. (would will may, might must can could should) grammatical Abstract nours (democracy, freedow) armoximations a Comprehension good with Transformation of nouns (conserve - conversation) contextual support Reflexive, reciprocal, or indefinite pronouna (waswiff, yourself) Overates comfortably in a. kinaelf, kerself, curselves, yourselves, themselves), (each other, 2₿ social context one another), (some/ans/no/every+bods/one/bisa/where) Uses some academic Verb-preposition combinations (belong to, mait for) Specialized propositions (mahl, sizes, encoupt) language Ξ. Conjunctions to explain cause and effect using increased complexity (not only but also, yet, however) Adjectives: too + adjective, similes, and adjectives with -tok and -y. (too red), (as red as a rose), (Milley, shaqqash) QIA/ADEPT Score: Adverbs: too + adverb, well vs. good, or to describe frequency (too fast carefull, loudly) (Well done or that was a good book, she works well (carefully well done frequently) Progressive, future or conditional perioet tenses (Ske has being) Produces high level oral studieby) (She will have been studieg) (If she had been studieg, discourse

## **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