Harmonizing Language, Literacy, and Academic Content in a Dual Language Immersion Program Through Collaborative Practitioner Inquiry

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Trost Elementary School Canby School District

- Dual language immersion (80:20 program model)
- Magnet School 2014-2015
- 70% ELs; 75% Free & Reduced Lunch

Exploratory Practice

O **Puzzling**
  - O Implementation of the thematic unit and the counterbalanced approach to teaching language and content simultaneously.
    - O Why is backwards planning helpful in teaching the new CCSS?
    - O Why the counterbalanced approach?
    - O Why do teachers need consistent feedback to improve instruction?
O **Refining puzzles into research questions**
  - O How do teachers plan for explicit language instruction in harmony with the CCSS?
  - O How do the backwards planning model & curriculum maps support a teacher's classroom instruction?
  - O **Data-gathering**
    - O Digitally-recorded planning meetings; video-taped classroom observations; teacher interview; curriculum maps; student writing samples.
    - O **Dealing with data**
  - O Become familiar with the data; look for patterns; look for saliency (strong evaluative words) and frequency; look for surprising absences; try to find counter-evidence to patterns; find relationships between patterns; **work collaboratively.**
  - O **Presenting & sharing**
    - O "Rich opportunity for articulating emerging understandings, rather than displaying a finished product" (p. 230).
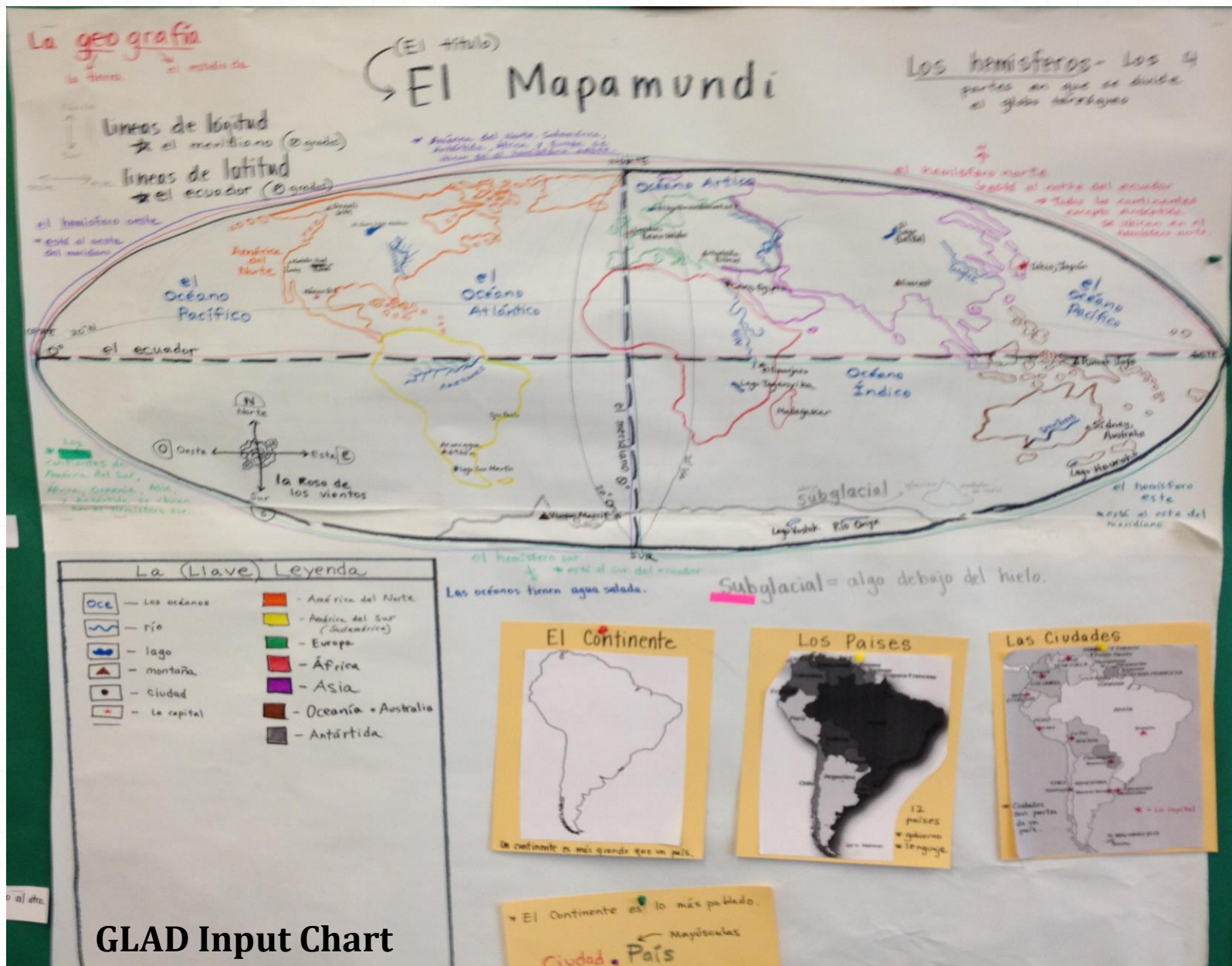
Exploratory Practice (Allwright & Hanks, 2009)

Collaboration

0 Last year: spent two hour blocks of time at least once per month planning for this year.

0 Co-planning via Google doc: puzzling, creating questions, & collecting data.

0 Co-planning face-to-face meeting: pre- and post-assessments, lesson sequence, lesson activities.

0 Classroom observations with post-observation discussions & reflections.

Data: Collaboratively-Designed Curriculum Maps

0 Curriculum planning meetings
   0 Grade level planning after school led by the Intervention Specialist.
   0 Paid with Title IA funds.
0 Working with the CCSS
   0 Organized the CCSS and Oregon's *Standards By Design* into three trimesters.
   0 Purposely placed CCSS that fit with content standards in order to create thematic units.
   0 Decided which standards would be taught in English, Spanish or in both languages.
0 Backwards Design Model (Wiggins & McTighe, 2005)
   0 Followed template to address language and content across the curriculum.
0 Example Curriculum Map

La geografía

(El título)
¿El Mapamundi

Los hemisferos- Los 4
partes en que se divide
el globo terráqueo

Líneas de lógitud
→ el meridiano (0 grados)

Líneas de latitud
→ el ecuador (0 grados)

el hemisfero oeste
→ está al oeste
del meridiano

el hemisfero norte
→ está al norte del ecuador
→ Todos los continentes
excepto Antártida se
ubican en el hemisfero norte.

Océano Ártico

el Océano Pacífico

América del Norte

el Océano Atlántico

el Océano Pacífico

Océano Índico

0° el ecuador

N Norte
O Oeste   Este E
Sur
la Rosa de los vientos

Subglacial

el hemisfero este
→ está al este del meridiano

el hemisfero sur
→ está al Sur del ecuador

Los océanos tienen agua salada.

Subglacial = algo debajo del hielo.

La (Llave) Leyenda

OCE — Los océanos		— América del Norte
río		— América del Sur (Sudamérica)
lago		— Europa
montaña		— África
ciudad		— Asia
la capital		— Oceanía + Australia
		— Antártida

El Continente

Un continente es más grande que un país.

Los Países

12 países
• gobierno
• lenguaje

Las Ciudades

★ La capital

Ciudades son partes de un país.

★ El Continente es lo más poblado.
Mayúsculas
Ciudad, País

GLAD Input Chart

GLAD Process Grid

El continente	La montaña más alta 🔺	El río más largo 〰	El lago más profundo	La ciudad más poblada 👥👥👥👥	El país más poblado	La población del continente	¿Cuántos países hay?	¿Cuántos idiomas hablan?
América del Norte	Denali Montaña Mckinley 6194 m	Mississippi 6275 km	El Gran Lago Esclavo 614 m	México D.F., México 8,851,080 personas	Los Estados Unidos 316,094,000 personas	Más de 500 millones de personas	23	Más de 600
América del Sur Sudamérica	Aconcagua 6960m	Amazonas 6450 Km	El Lago San Martín 836 m	Sao Paulo, Brasil 11,895,893	202,800,000 Brasil	407,000,000 de personas	12	458
Europa	Elbrus 5642 metros	Volga 3692 Km	Hornindalsvatnet 514 metros	London, Reino Unido 8,308,369 personas	Alemania 80,640,000 personas	Más de 733 millones de personas	47	234
África	Kilimanjaro 5895 m	Nilo 6671 km	Tanganyika 1470 m	El Cairo, Egipto 8,259,461 personas	Nigeria Más de 173 millones de personas	Más de 1 billón de personas	54	2,110
Asia	Everest 8850 m	Yangtze 6300 Km	Lago Baikal 1637 m	Tokio, Japón 13,157,428 personas	China Más de 1 billion de personas	4 billions de personas	44	2,322
Oceanía (o Australia)	Puncak Jaya 5040 m	Darling 2739 Km	Lago Hauroko 462 m	Sidney, Australia 4,119,191 personas	Australia 23 millones de personas	Más de 31 millones de personas	14	1,250
Antártida	Vinson Massif 4,897 m	Río Onyx 30 km *subglacial	Lago Vostok 1000 m *subglacial	X	X	∅	∅	¿? Los varios idiomas que hablan los científicos...

Oregons Regions
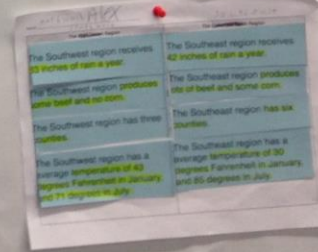
Lesson Activity: Vocabulary Development

0 **Purpose:**

    0 Build academic vocabulary and content specific vocabulary

    0 Provide opportunities for oral language development

0 **Components:**

    0 Picture-word match-up

    0 Teacher created chant

    0 Word wall and comparison language memory game

0 **Benefits and challenges:**

    0 Opportunities for whole class participation, pronunciation of vocabulary, repetition and motivation

    0 Student transfer to writing

C h a n t

Oregon's Seven Regions
(to the tune of "The Old Gray Mare")

The state of Oregon has...seven regions,
seven regions,
seven regions.
The state of Oregon has...seven regions,
and I can name them all.

The Coastal Region is... bordered by
The Pacific Ocean,
And the Coastal Range,
The Coastal region produces lots of dairy,
And of course it produces seafood!

CHORUS:
We live in City of Canby
In Clackamas County
In the Willamette Valley
The State of Oregon is our home
The State of Oregon is our home

The Willamette Valley has the... biggest cities.
Like Salem our capital,
and the city of Portland.
The Willamette Valley is bordered by the Columbia,
The Coastal Range and the Cascades.

The High Desert region is east of the Cascades,
Produces lots of beef,
has very little rainfall.
The High Desert is drier than the Columbia Basin.
The Dechutes is its longest river.

The Columbia Basin is south of the Columbia,
produces lots of fruit,
is bordered by Washington.
The Columbia Basin is has five counties.
The Dalles is its biggest City.

The Southwest region is bordered by California,
the Cascades and the Coastal range.
It has the Kalamath Mountains.
Medford, Oregon is it's largest city.
The Rogue River runs right through it.

The Southeast region is the...largest region.
Its bordered by Nevada and Idaho,
and has the Steens and Blue Mountains.
Crater Lake is the deepest lake in the United States.
The Alvord Desert receives almost no rainfall.

Content Vocabulary Matching

Memory Game

Word Wall
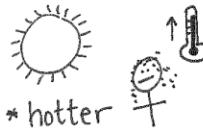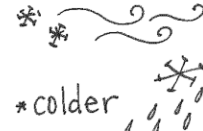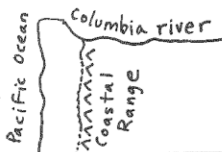
warmer than	cooler than	drier than	wetter than	bordered by
region	seafood	inches of rainfall	rainfall	beef
dairy	fruit	* hotter	* colder	* dry * not wet
* more water	Pacific Ocean / Columbia river / Coastal Range	An area with something in common.	Food from the ocean.	in. How much rain?
	* meat from the cow	milk products / milk / ice cream		

Lesson Activity:
Noticing and Awareness Tasks (Sentence Sort)

0 **Purpose:**
  0 Build awareness about language and draw student's attention to a specific form/feature
0 **Components:**
  0 Noticing language used to compare and contrast
  0 Highlight or emphasize the language you want students to pay attention to
  0 Create a task for students to build awareness about how the target form works
    0 Example- Sentence sort
0 **Benefits and challenges:**
  0 The students really do recognize patterns and are able to negotiate and make generalizations about how language works
  0 These activities were most challenging for students with limited proficiency in English and/or Spanish

Lesson Activity: Paragraph writing

0 **Purpose:**
   0 Model informative writing and create a co-constructed paragraph using target language
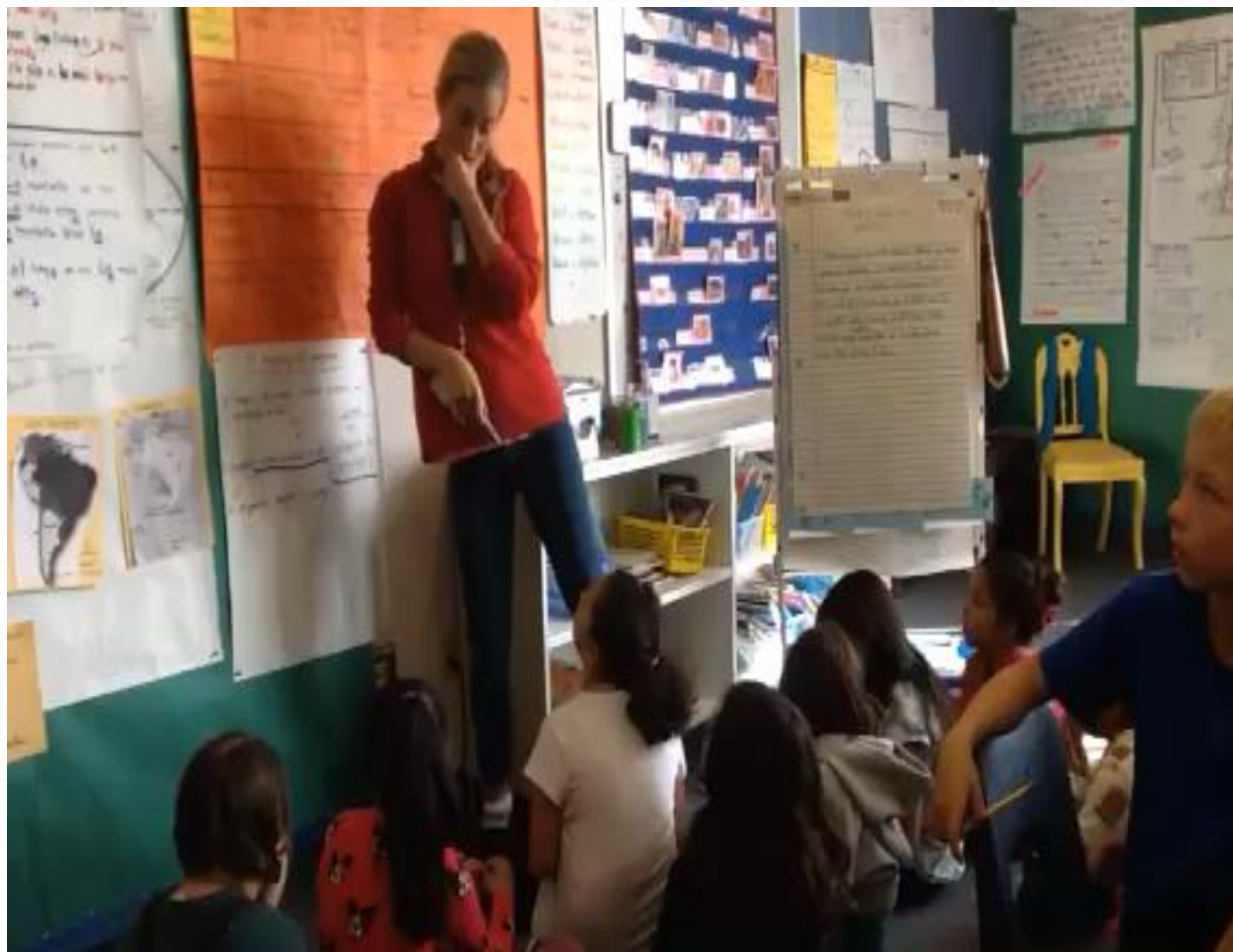0 **Components:**
   0 Teacher created paragraph and dissection of important components
   0 Co-constructed paragraph
   0 Independent writing
0 **Benefits and challenges:**
   0 Co-construction of writing really challenged students to use target language and made writing expectations more explicit
   0 Still need more exposure in order to develop writing craft
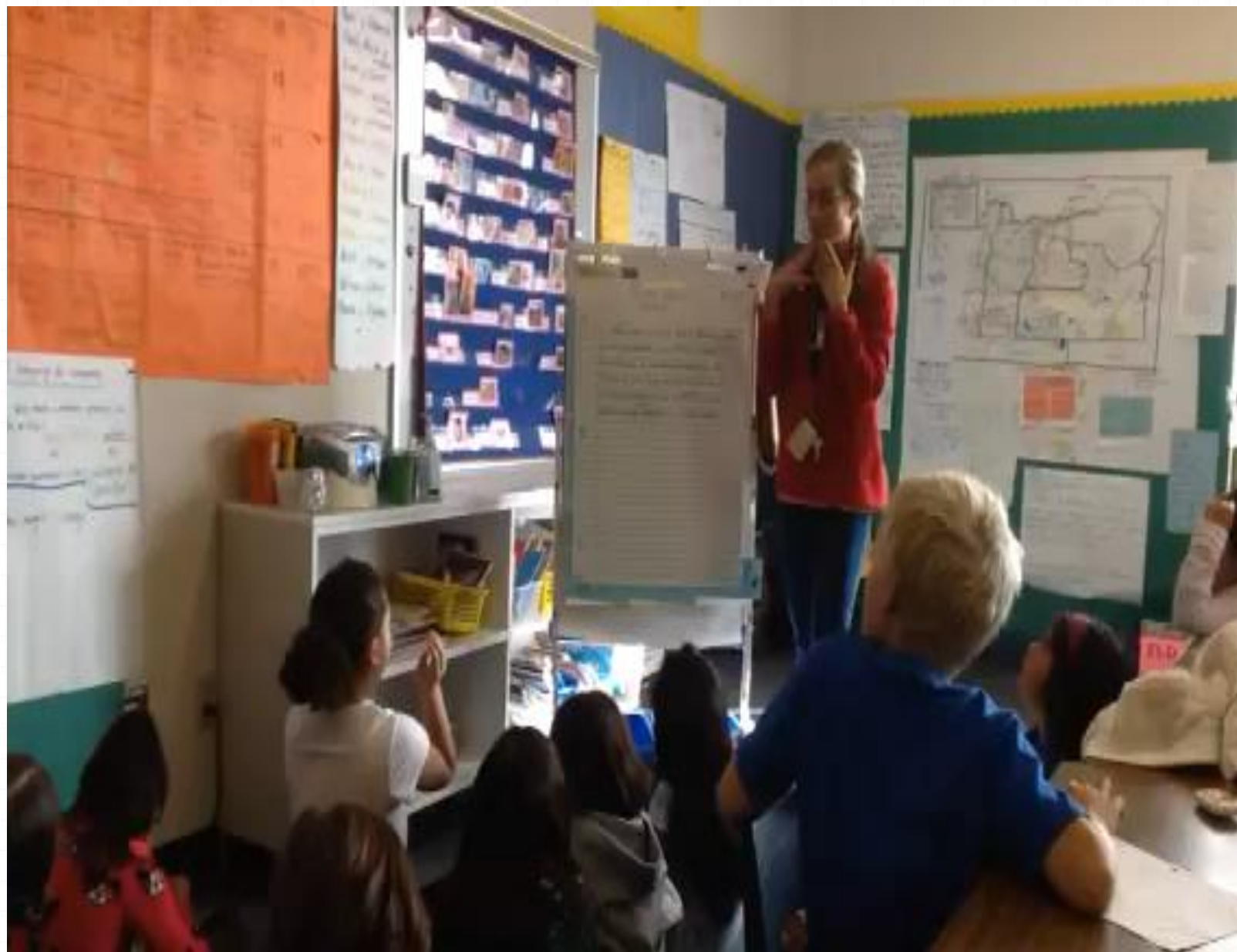
¿Cómo son los continentes de África y de América del sur parecidos, y cómo son diferentes?

Africa y America del sur. Los dos continentes son diferentes porque Africa es el segundo conteñento mas grande y America del sur es el cuarto conteñento mas grande. Othra razon es un ciudad que sellama ñiegra tiene 168 miliones personas que viven alla y un ciudad sellama brisla tiene 195 miliones personas que viven alla. Pero tambien son iguales unos cosa porque son iguales son

NES Pre-Test

¿Cómo son los continentes de África y de América del sur parecidos, y cómo son diferentes?

Hoy voy a escrivir sobre como Africa y de america del sur son parecidos y distintos. Son distinto porque africa es el segundo contenente mas grande del mundo y America del sur es el carto continente mas grande del mundo. otro razon es que Americo del sur hablan menos idiomas que Arica Porque America del sur es 458 y africa ablan 2,16 lenguahes e idiomas. tambien aAmerica del sur tiene 300 milliones del personas, son parecidos porque hay 195 Africa

NES Post Test

How are the Oregon Blackberries and the Oregon Hazel nut alike and diferent

The Blackberries and Hazelnuts are only saled at places in oregon. Blockberries are saled from 2012. teeth theres more that 28 million Black berries. the Hazelnut is the state nut, The Hazelnut is used in desserts, The Hazelnut is Saled as Hazelnut oil and Hazelnut Salted Cara mel ice crem,

NSS Pre-Test

How are the Oregon Blackberry and the Oregon Hazelnut alike and how are they different?

Today i am going to write ab-out how The Blackberry and Hazel nut are different. The hazelnut is The state out and The Black-berry is an ordinary Berry. The Hazelnut makes the peapole recive more money Than The Bla-ckberry. The marionberry is an inPortant Berry. Oregon produ-ces more hazelnuts. They are both Used in foods, These are a few reasons why The Blackberry and The Hazelnut are different.

NSS Post Test

RQ1: How do teachers plan for explicit language instruction in harmony with the Common Core State Standards?

- Classroom Teacher
  - Collaboratively designed curriculum maps
  - Talking through the assessments and instructional activities
  - Talking through lesson reflections
- Teacher Leader
  - Using both content and language standards as a guide & resource while planning assessments and instructional activities
  - Intentional planning of form-focused instructional activities
- Professor
  - Implementing explicit & contextualized instruction, well-thought out scaffolding, and time for language practice
  - "Shifting" attention to the language demands of the CCSS
  - Students must understand the meaning of academic vocabulary (recognition) before they produce it

RQ2: How do the backwards planning model (Wiggins & McTighe, 2005) and curriculum maps support teachers' classroom instruction?

0 Classroom Teacher
- 0 Provide a focus and a structure
- 0 Tools that assist in pushing students' language production

0 Teacher Leader
- 0 High level of content demanded by the CCSS requires an enhanced focus on explicit language instruction
- 0 The counter-balanced approach provides teachers with a framework that supports explicit language instruction while teaching content

0 Professor
- 0 In DLI programs, planning will adjust for English language instruction due to the smaller percentage of instructional time dedicated to content-based instruction in English in the preceding grades

Q &A

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