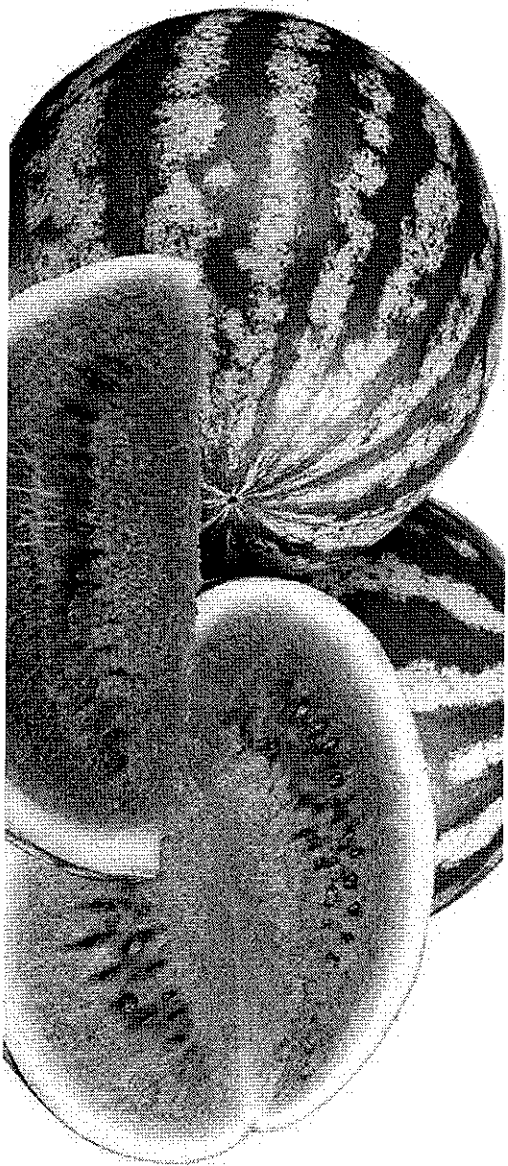
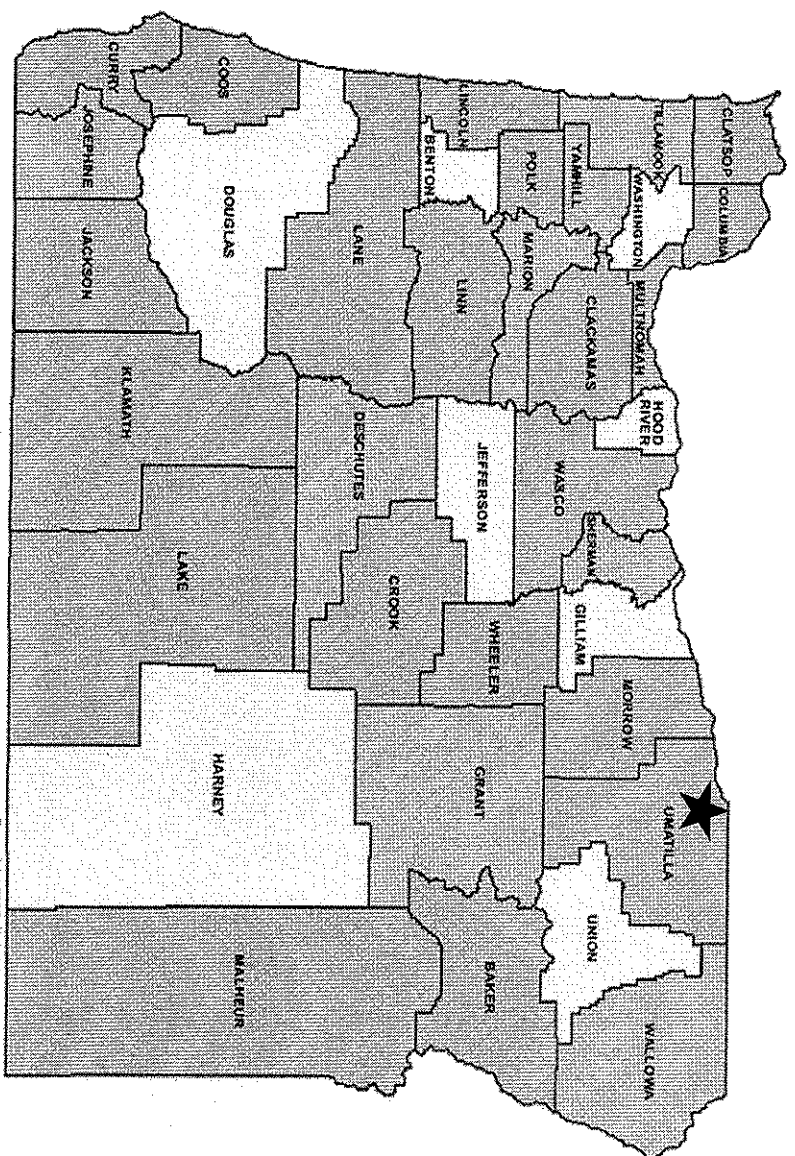


HERMISTON SCHOOL DISTRICT



Hermiston is the largest school district in Eastern Oregon.



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- Total students in the district= 5,280
- Total SES students 3,196
- Total ELL = 888

- Total Special Education students = 662
- Total Special Education AND ELL = 160
- Total Migrant = 255 / Migrant/ELL = 152

OUR DISTRICT

5 Elementary Schools

2 Middle Schools

1 High School

Demographics of one elementary
"SUNSET ELEMENTARY"

576 students

78% free and reduced

80% Hispanic

43% ELL

KEYS TO SUCCESS

- Structured & rigorous instruction for ELLs.
- Professional Development, Staff input & Collaboration.
- District Wide Focus on English Language Development and planning to meet student needs.

What we did as an ELL PLC Team

As we analyzed our data, we realized several things:

- 1. that our students were often moving between schools**
- 2. that our current curriculum was not meeting the needs of our students academically**
- 3. that similar themes, vocabulary, and language functions were being taught, but in no consistent order between schools.**

The Big Ah Ha.....

- We were functioning as independent programs, instead of working towards a common goal....

Our ELL students being successful throughout the district throughout their entire academic careers.

Common goal led to:

- Collaboration between all schools (K-5)
- A closer look at ELP standards, Language Arts Standards, and Systematic ELD strategies, with a focus on language functions.
- Development of a rigorous ELD language curriculum

PLCs

District ELL PLC team created an action plan to improve student learning.

Step 1

Analysis of Language Arts standards, ELP standards, and dominant language functions

Step 2

- **Analysis of:**
 - Current ELD curriculum
 - Core content Language arts language demands (Harcourt)
 - High leverage functional language needed

Step 3

District provided work time to create a rigorous ELD curriculum that focused on speaking and writing

- During the school year
- In the Summer
- PLC work time (every Wednesday)

Grade 5		Unit 5 Wolves	Expressing Opinion/Persuading
		*Each week's language focus builds toward week 4.	
		Week 1	Week 2
Objective	We will use adjectives and adverbs to describe wolves orally and in writing. We will orally compare and contrast real wolves with fictional wolves. 5.8, 5.10, 5.11, 5.13, 6.10, 6.12, 7.8, 7.15, 7.16	We will discuss and write about what factors affect prey and predator populations. (cause & effect) 6.27, 6.28, 6.29, 6.30, 7.16	
Target Grammar	plurals: wolf, wolves, concrete descriptive adjectives, multiple adjectives i.e. The wolf has thick black or brown fur. Present tense: be/have, possessive pronouns, comparatives and superlatives	irregular plurals: moose/moose, wolf/ wolves and various other wild animal plurals.	
Target Vocabulary	wild, tame, domestic, howl, muzzle, paw, livestock, canine, circling, senses, pack, wilderness, species, gray wolf/ timber wolf fiction/nonfiction	extinction, encroachment, extermination, endangered status, population, prey/predator, consumer/producers, threat, plentiful, decrease, increase	
Prompts	Describe a wolf giving information about what it looks like; what it eats and where it lives.	When would a predator population decrease and when would it increase? What different factors would affect prey and predator populations? When you look at the wolves' producer/consumer map which animals or plants would be producers and which would be consumers?	
Student Responses	<i>Intermediate/early advanced</i> : A wolf is a canine with large ears, a broad muzzle and keen senses. Wolves are wild and hunt deer, moose, rabbit and other wild animals for food. Occasionally they kill cattle or other domestic animals. Wolves generally live in the mountains or wilderness, etc.	A predator population will decrease when there is not enough food. When the prey population decreases/increases the predator population generally decreases. Cold weather or hot weather can cause food to become scarce and animal populations may decrease. etc. As a rule _____ More often than not _____ Generally _____	
Language Practice	discussions, talking sticks, journals	discussions, talking sticks, buddy discussions and buddy writing, journals	
Materials	video clips, pictures, PowerPoint's, unit materials, journals	unit materials, journals	

Grade 5		Unit 5 Wolves	
		Expressing Opinion/Persuading	
		Week 3	Week 4
Objective	We will interpret data from the Isle Royal study on wolves and moose to predict what will happen in the future. 6.7, 6.30, 7.16	We will express our opinions about local wolf issues and use local newspaper and other articles to support our opinions. 6.7, 6.30, 7.6, 7.7	
Target Grammar	past and future tense- positive & negative statements, did/didn't, was/wasn't, adverbs of time and sequence, auxiliary verbs could, couldn't, future auxiliary- could, might, possessive nouns and pronouns - their (Because their habitat was disappearing.....) formulating questions. What might happen if.....	should/should have	
Target Vocabulary	all previous vocabulary	all previous vocabulary	
Prompts	Looking at the data from the past, what do you think will happen to the moose and wolf populations if they have a cold, snowy winter this year? What will happen if they have a warm, rainy winter this year?	After reading the articles about Oregon wolves what actions should the forest and wildlife management take? Should hunters be allowed to hunt and kill wolves in Oregon or should they be protected? Give reasons to support your answer.	
Student Responses	The data from the Isle Royal research shows that when wolf populations are small then moose populations increase. I noticed that when the Isle Royal has a warm winter the moose are able to defend themselves better and their population increases. Etc.	After reading the article(s) about Oregon wolves I believe the wolves should be _____ They are _____ and _____ should be _____. Based on _____ I believe _____. I think _____ because _____. In my opinion _____.	
Language Practice	discussions, talking sticks, buddy discussions and buddy writing, Journals	discussions, talking sticks, buddy discussions and buddy writing, Journals	
Materials	Isle Royal research, Journals	wolf articles, Journals	

Step 4

Developed a consistent language teaching
pacing guide to align teaching of units and
themes

ELD Yearly Unit Chart 2014-2015

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Kinder	Colors/Shapes/ Numbers/ School Objects 13 weeks	Body Parts 4 weeks	Clothing 4 weeks	Family 4 weeks	Farm Animals 4 weeks	Community People (if time)	Reading, Writing, Listening, and Speaking practice
1st grade	Unit 1 Busy Body & Emotions (I have a problem) 3 weeks	Unit 2 Clothing (Sequencing) 4 weeks	Unit 3 Ordinal Numbers (sequencing) 3 weeks	Unit 4 Mealtime (sequencing) 4 weeks	Unit 5 Occupations 4 weeks	Unit 6 Forest Animals 3 weeks	Reading, Writing, Listening, and Speaking practice
2nd grade	Unit 1 Advanced Shapes 4 weeks	Unit 2 Transportation 4 weeks	Unit 3 Home Animals 4 weeks	Unit 4 Changing Seasons 3 weeks	Unit 5 and 6 Regional Animals (Polar and Desert) 4 weeks	Unit 6 Leisure Activities 3 or 4 weeks	Reading, Writing, Listening, and Speaking practice
3rd grade	Unit 1 Neighborhood 4 weeks	Unit 2 Weather 4 weeks	Unit 3 Ocean/Water Animals 4 weeks	Unit 4 Descriptive Writing 4 weeks	Unit 5 Adverbs of Time (making a Plan) 5 weeks	Unit 6	Reading, Writing, Listening, and Speaking practice
4th grade	Unit 1 What Should Marilyn Do? 4 weeks	Unit 2 Making the Right Choice 4 weeks	Unit 3 Mini-lessons in writing, from ADEPT or GAP finder 3 weeks	Unit 4 A Dark and Stormy Night 4 weeks	Unit 5 Regions: Rainforest/ Desert 4 weeks	Unit 6 Landforms/ Civics- if time permits	Reading, Writing, Listening, and Speaking practice
5th grade	Unit 1 Understanding Consequences 4 weeks	Unit 2 How Often Do You? 3 weeks	Unit 3 Mini-lessons in writing, from ADEPT or GAP finder 3 weeks	Unit 4 Summarizing- Circulatory System 3 weeks	Unit 5 Expressing Opinions/ Persuading Voices 5 weeks	Unit 6 Chile Poppers/ Figurative Language 4 weeks	Reading, Writing, Listening, and Speaking practice

ELPA practice has been moved to the end and it is just listed as Reading, Writing, Listening, and speaking practice. Please check this unit, where you feel is most appropriate for your student's needs.

Step 5

Development of common language assessments
based on units

Writing Rubric

Name _____

Score _____

2	1.5	1	.5	0
<input checked="" type="checkbox"/> Complete sentences <input checked="" type="checkbox"/> Grammar target used correctly <input checked="" type="checkbox"/> On Topic (functional language used correctly)	<input checked="" type="checkbox"/> Grammar target used correctly <input checked="" type="checkbox"/> On Topic (functional language used correctly), but some sentence are awkward	<input checked="" type="checkbox"/> Used grammar target but incomplete or poorly constructed sentences <input checked="" type="checkbox"/> On topic (functional language used correctly)	<input checked="" type="checkbox"/> Some complete sentences but no grammar target	<input checked="" type="checkbox"/> Incomplete sentences <input checked="" type="checkbox"/> Did not use grammar target <input checked="" type="checkbox"/> Not on topic (Unable to use functional language)

ELL PROGRAM Results

- Rigorous curriculum that focuses on written and oral language
- A pacing guide that aligns units and assessments throughout the district

DISTRICT WIDE FOCUS

FIVE YEAR DISTRICT WIDE

PROFESSIONAL DEVELOPMENT PLAN

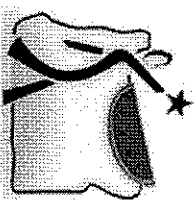
Factors Attributed to AMAO Success

HSD Professional Learning (2010-15)

Delivery Model	Instructional Resources & Training
	<p>Grade 6-12 Reading/Writing/Math Support Classes</p> <p>Grade 6-12 Literacy in Content Areas</p> <p>Grade 6-12 Literacy in Content Areas</p>
	<p>Grade 6-12 Reading/Writing/Math Support Classes</p> <p>K-5 Multi-Tiered Instruction</p> <p>Grade 6-12 Literacy in Content Areas</p>
	<p>Grade 6-12 Reading/Writing/Math Support Classes</p> <p>K-5 Multi-Tiered Instruction</p> <p>Grade 6-12 Literacy in Content Areas</p>

- 3 Instructional coaches K-12
- 2 .5 @ middle school (one is ELL)
- 3 part time high school content coaches (one is ELL/Spanish)

Pilot Adoption
 Initial Full
 Mature Ongoing



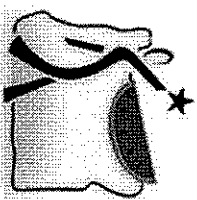
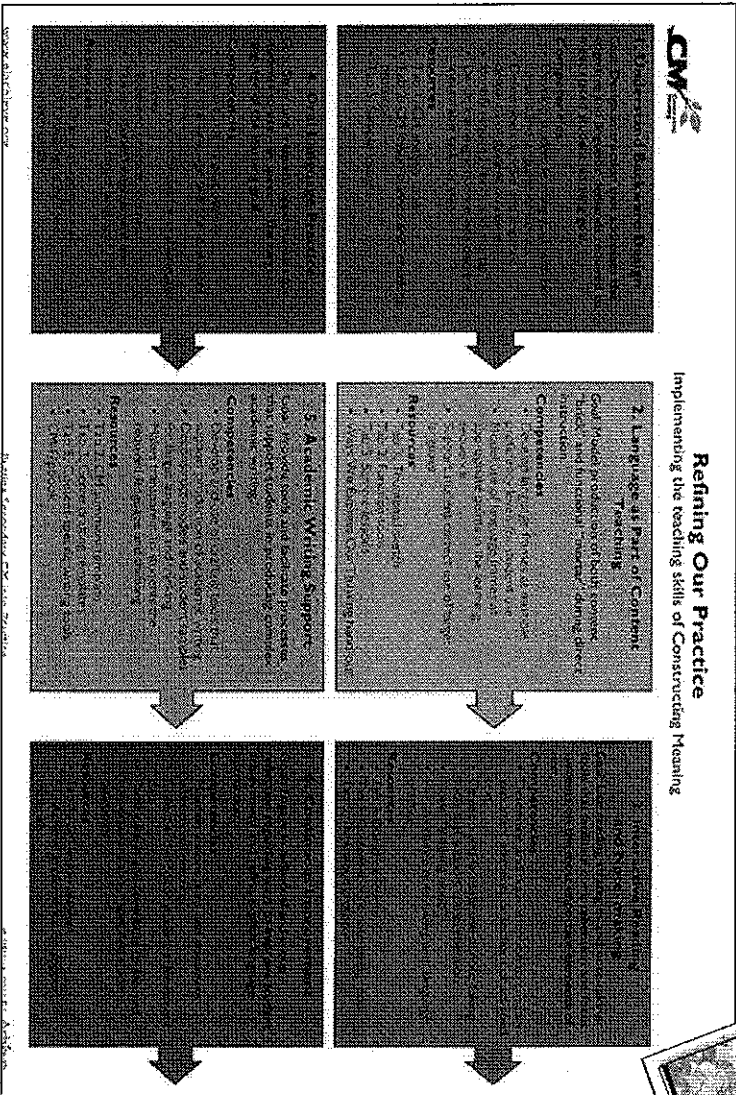
Ongoing:

- Curriculum refinement
- Analysis of language demands based on new adoptions
- Incorporation of new ELP standards
- Writing and speaking rigor
- Professional Development

Constructing Meaning (CM)



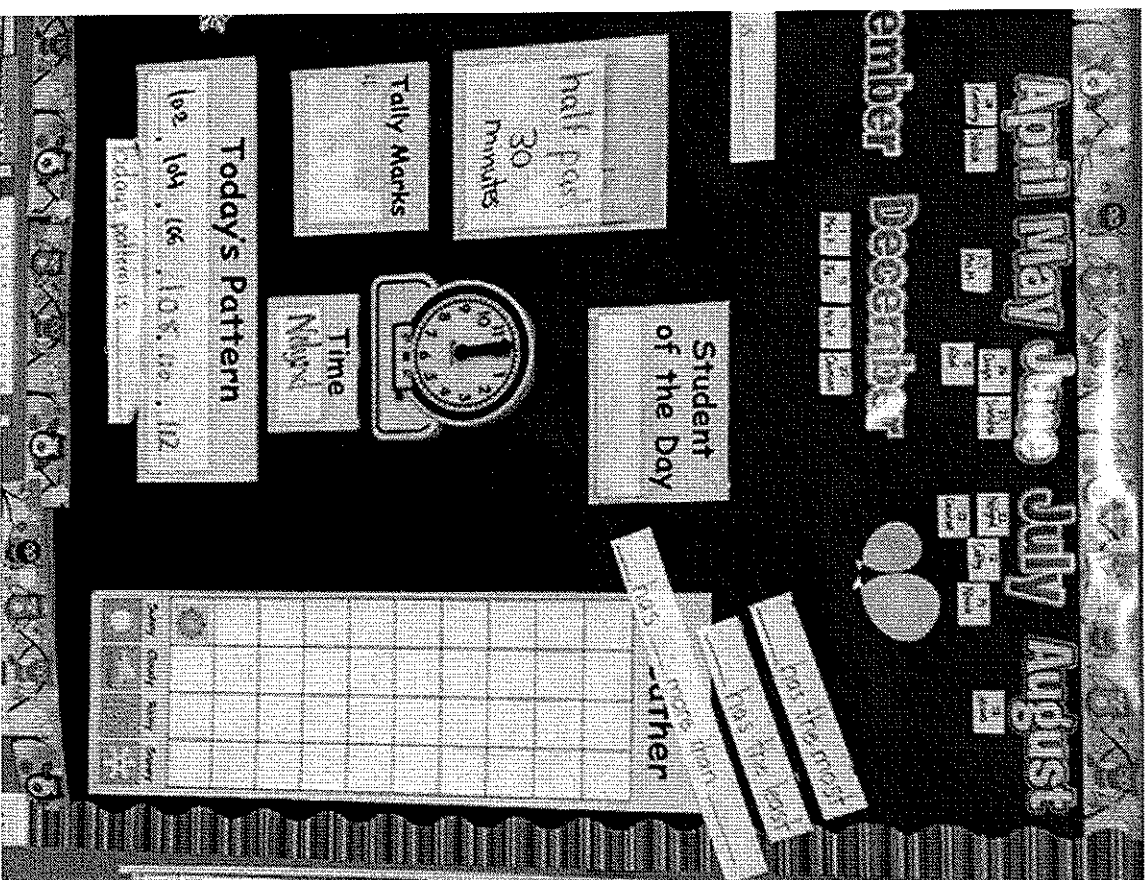
Refining Our Practice
Implementing the teaching skills of Constructing Meaning



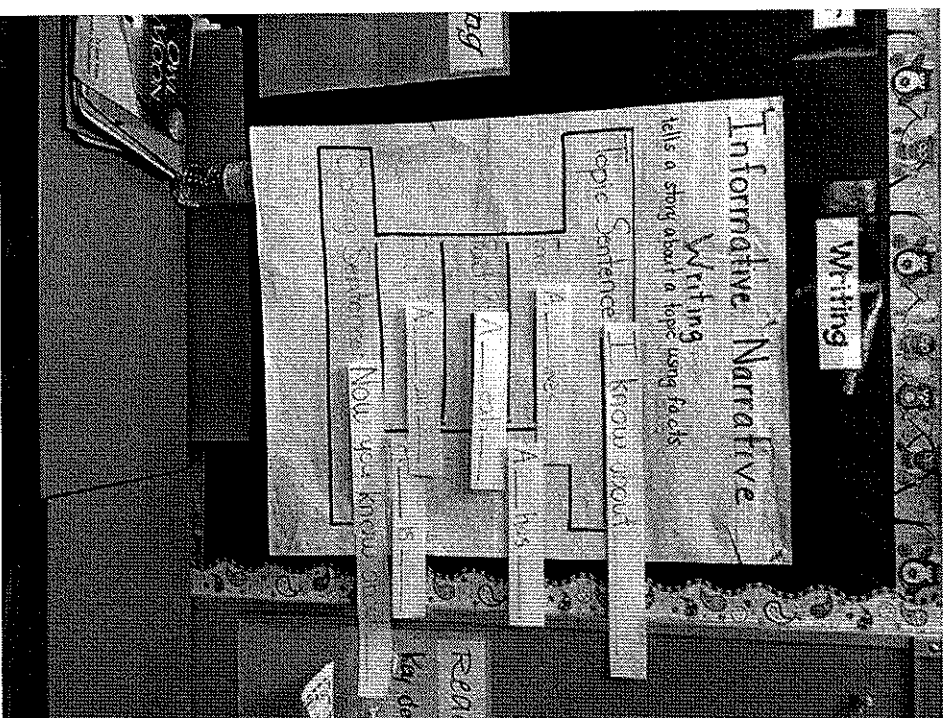
**100% of certified staff have been
trained in CM at both
elementary and secondary
levels.**

CM & Professional Development in Action

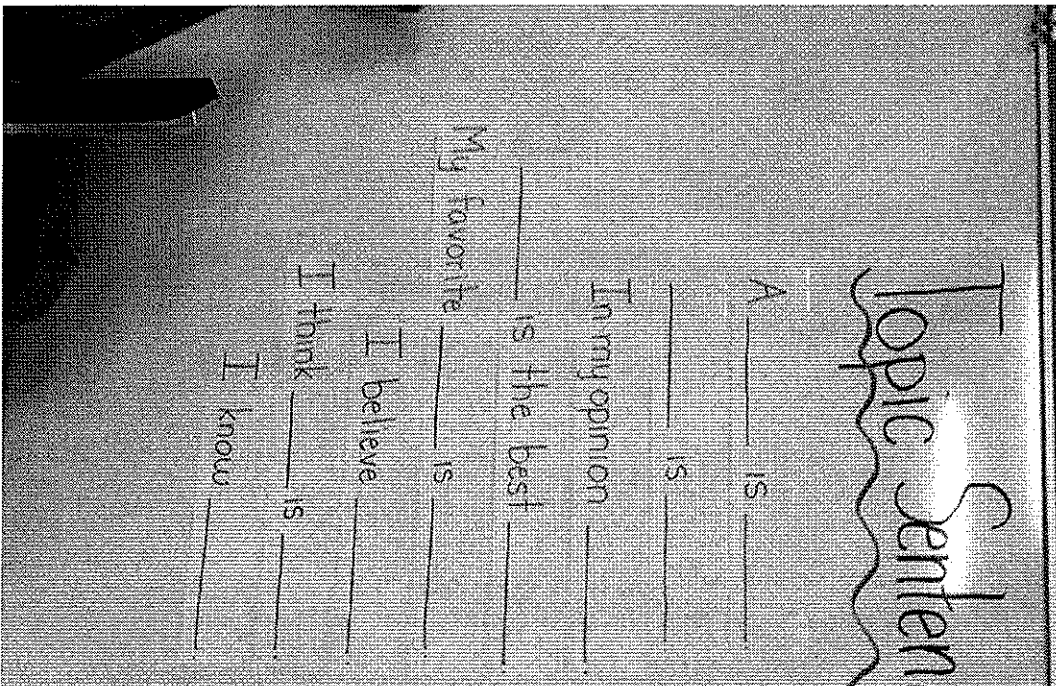
1st Grade Math Scaffolding



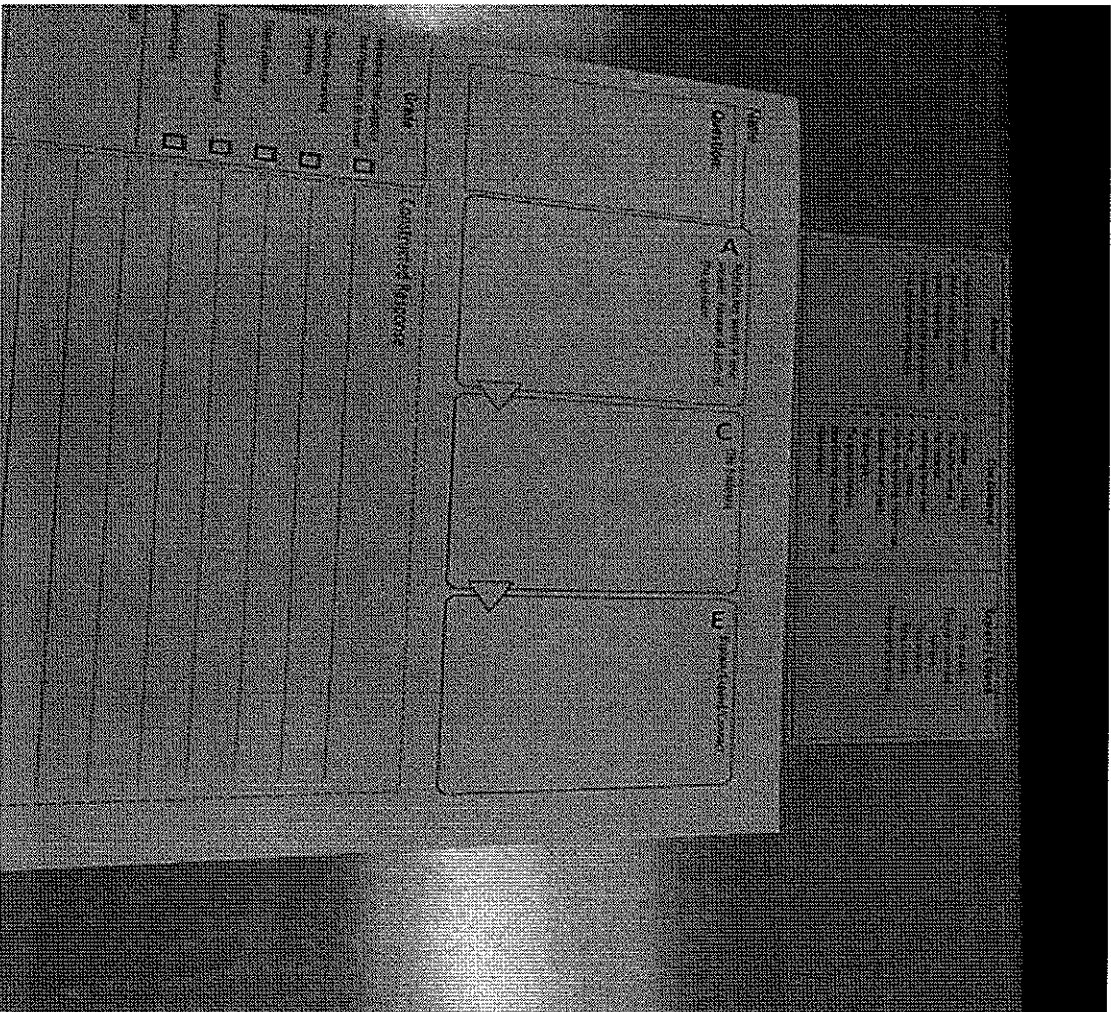
1st grade Writing Scaffold



1st Writing & Speaking



3rd grade



3rd grade Scaffold

Compare and Contrast

When you **COMPARE** you explain how two or more things are **ALIKE**

→ compare. One words ←
like, same, both, similar, also, too, like

→ and → are both →

→ One similarity between _____ and _____ is _____

→ By comparing _____ to _____ we learn _____

When you **CONTRAST** you explain how two or more things are **DIFFERENT**

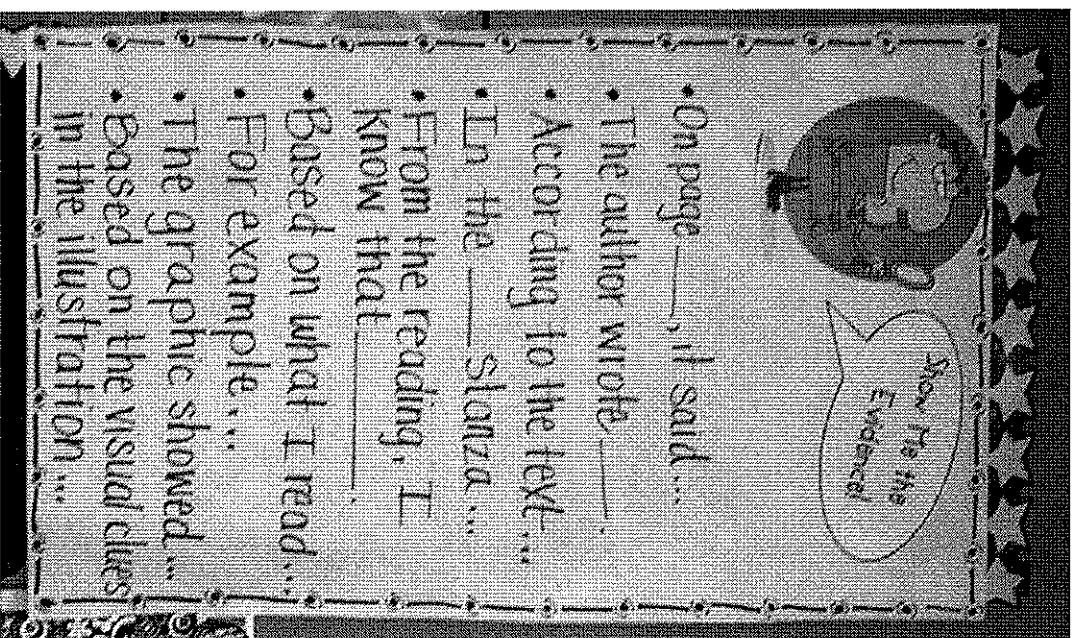
→ contrast. One words ←
but, yet, although, whereas, unlike, after, instead

→ _____ is _____ whereas _____ is _____

→ One difference between _____ and _____ is _____

→ The differences between _____ and _____ are important because _____

3rd grade Anchor Chart

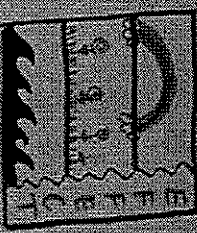
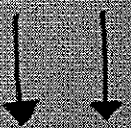
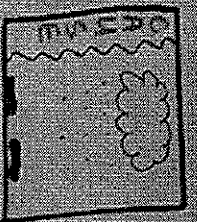


4th grade

CAUSE & EFFECT

Cause → the reason why

Effect → the result that's



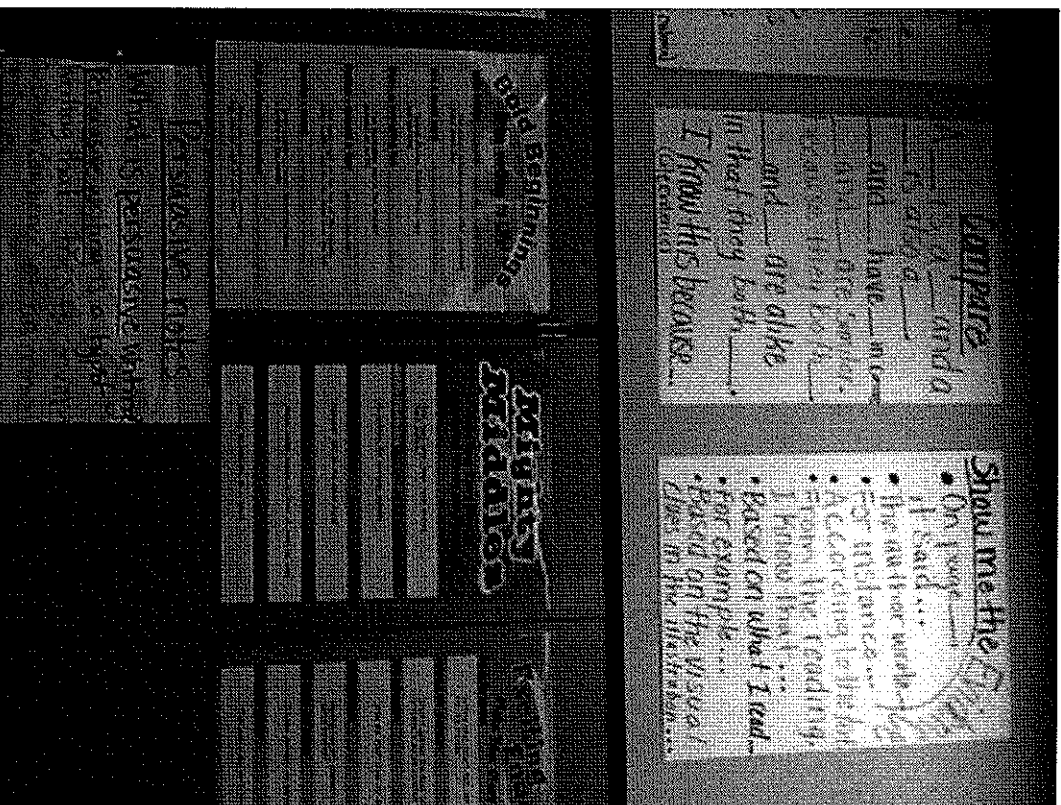
The reason _____ happened was because of _____.

As a result of _____ if _____ then _____ because _____ this is why _____ consequently _____

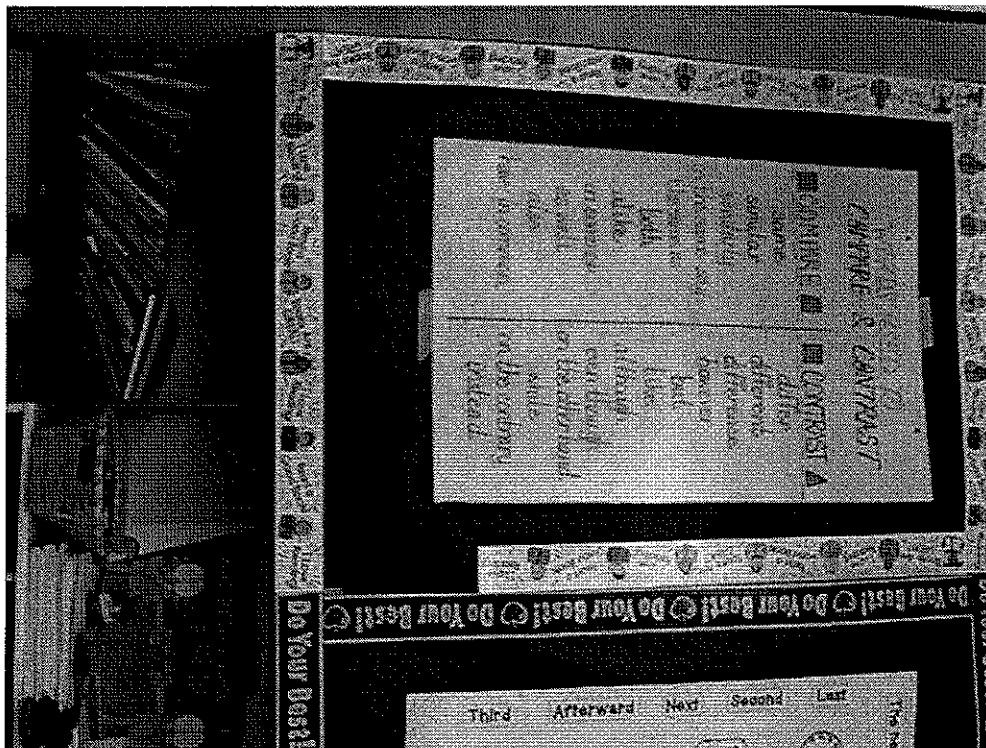
5th grade Language Arts



5th grade Language Arts



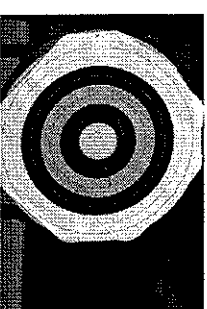
Academic Language



Constructing Meaning:

Next steps

OUTCOMES



- A deeper understanding of how to look at standards through a language lens
- A deeper understanding of how to bring critical thinking into the classroom
- How to use writing across the curriculum in conjunction with critical thinking
- How to guide struggling writers using CM strategies

What is critical thinking?

- It is **metacognition**, thinking about thinking.
- It is **Socratic Questioning**. Being able to ask essential questions formulated from the critical thinking process.
- It is **visible thinking**. Being able to not only think through a process, but make the process clear for others.

Critical Thinking Chart

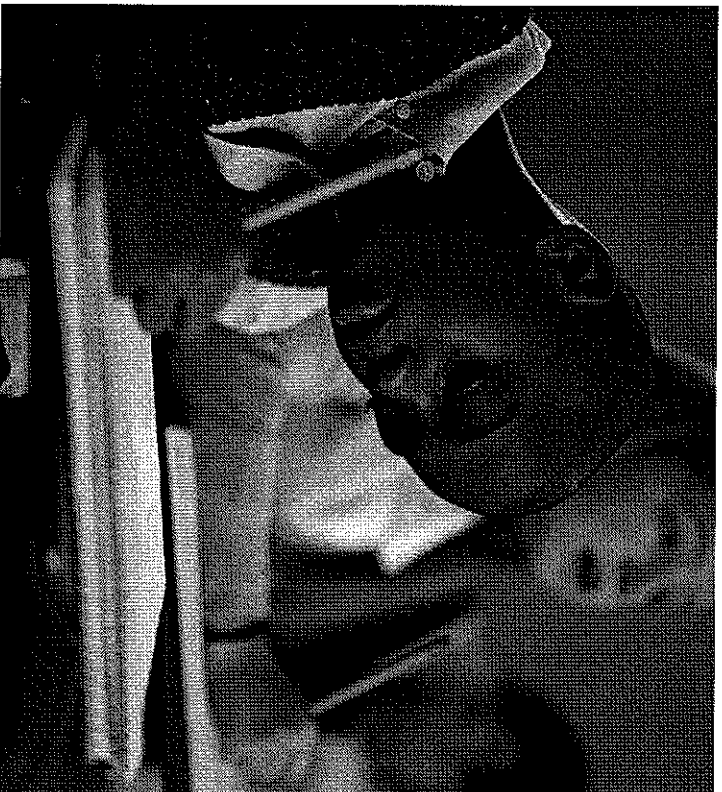
CRITICAL THINKING SKILLS

1 Identification and recall of information	Identify What is the main idea of _____? What is _____ in your own words? What is the main idea of _____?	Identify What is the main idea of _____? What is _____ in your own words? What is the main idea of _____?	Identify What is the main idea of _____? What is _____ in your own words? What is the main idea of _____?	Identify What is the main idea of _____? What is _____ in your own words? What is the main idea of _____?
	Compare How is _____ an example of _____? How is _____ significant?	Compare How is _____ an example of _____? How is _____ significant?	Compare How is _____ an example of _____? How is _____ significant?	Compare How is _____ an example of _____? How is _____ significant?
2 Comparison	Compare What are the similarities and differences between _____ and _____?	Compare What are the similarities and differences between _____ and _____?	Compare What are the similarities and differences between _____ and _____?	Compare What are the similarities and differences between _____ and _____?
	Contrast What are the similarities and differences between _____ and _____?	Contrast What are the similarities and differences between _____ and _____?	Contrast What are the similarities and differences between _____ and _____?	Contrast What are the similarities and differences between _____ and _____?
3 Classification	Classify What are the parts or features of _____? Classify _____ according to _____.	Classify What are the parts or features of _____? Classify _____ according to _____.	Classify What are the parts or features of _____? Classify _____ according to _____.	Classify What are the parts or features of _____? Classify _____ according to _____.
	Organize What are the parts or features of _____? Classify _____ according to _____.	Organize What are the parts or features of _____? Classify _____ according to _____.	Organize What are the parts or features of _____? Classify _____ according to _____.	Organize What are the parts or features of _____? Classify _____ according to _____.
4 Analysis	Analyze What are the parts or features of _____? Classify _____ according to _____.	Analyze What are the parts or features of _____? Classify _____ according to _____.	Analyze What are the parts or features of _____? Classify _____ according to _____.	Analyze What are the parts or features of _____? Classify _____ according to _____.
	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.
5 Synthesis	Synthesize What are the parts or features of _____? Classify _____ according to _____.	Synthesize What are the parts or features of _____? Classify _____ according to _____.	Synthesize What are the parts or features of _____? Classify _____ according to _____.	Synthesize What are the parts or features of _____? Classify _____ according to _____.
	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.
6 Evaluation	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.
	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.	Evaluate What are the parts or features of _____? Classify _____ according to _____.

**Writing across the curriculum?
Absolutely!**



Using Graphic Organizers to keep kids focused!



WDDPI

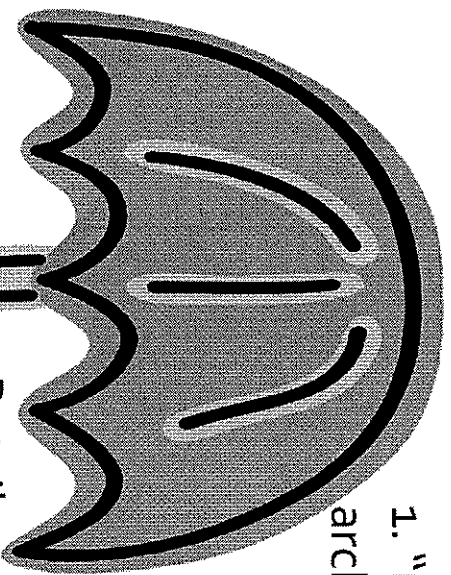
- W = WHAT
- D = DETAIL
- D = DETAIL
- P = PREDICT
- I = IF / THEN

Paragraph/ Essay Writing

Can be made with 5 boxes



Umbrella Paragraph Writing



1. "main idea" Over
arching/umbrella statement

2. Detail sentence

3. Detail sentence

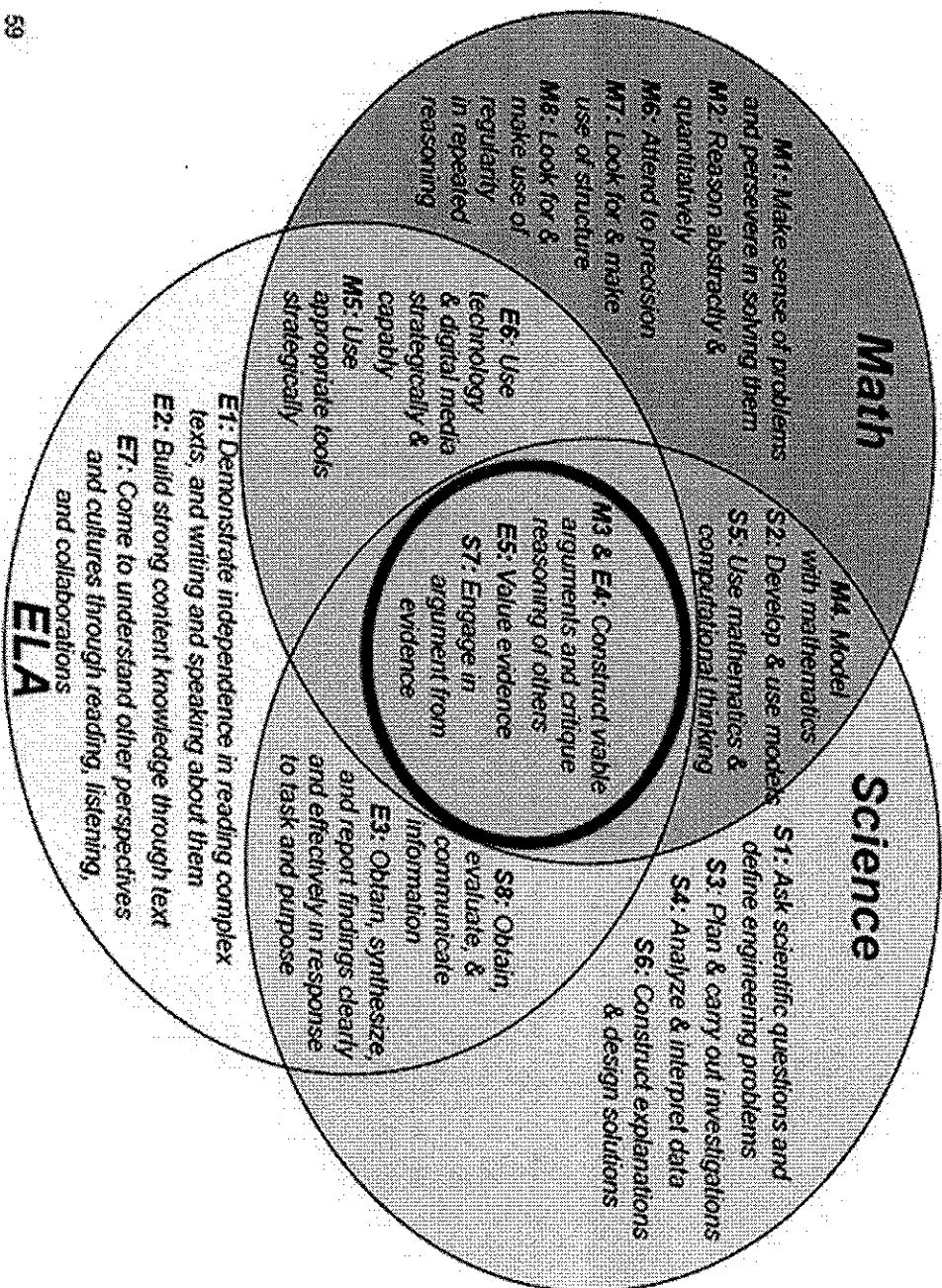
4. Detail sentence

5. conclusion/"if-then", prediction-opinion

WHERE ARE WE GOING FROM HERE?

- Aligning current ELD units to new state ELP Standards
- Supporting CORE Curriculum through our State ELP PLT work.

Language is central to success!



- Mooc
- ELL PLT
- Essential Standards Alignment
- ELL Curriculum

References

Dutro, S. (2010). *Constructing Meaning: Explicit Language for Literacy Instruction Handbook*. San Marcos, CA: E.L. Achieve, Inc.

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