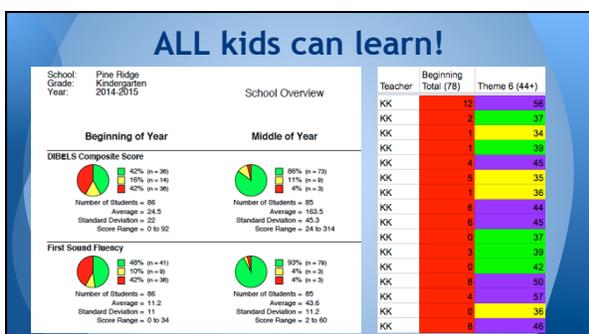


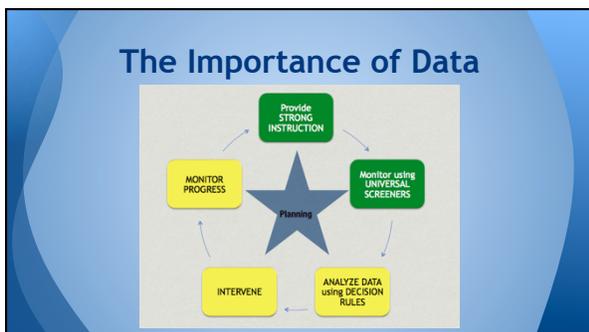
Leveling the Playing Field

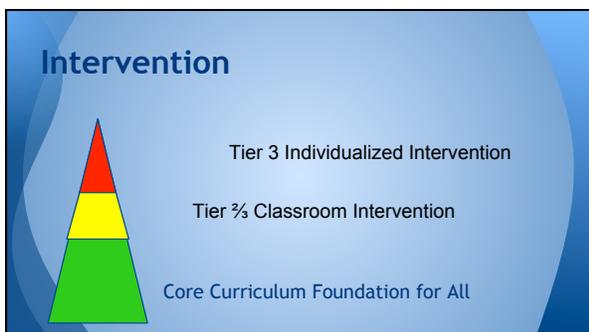
Heather Wolford - Vice Principal
heather.wolford@bend.k12.or.us
 Kate Kranzush - FD Title Kindergarten
http://kkranzush.wordpress.com kate.kranzush@bend.k12.or.us
 Pine Ridge Elementary, Bend, Oregon



But why aren't they?

- *By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.
- *A language gap exists for our English as a Second Language students.
- * Do teachers have a clear understanding of ELL development?
- * Teachers may be more focused on heavy curriculum demands rather than on the learners.



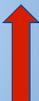


- ### The problem.
- Low-SES and ELL kids have huge language gaps.
 - Current curriculum doesn't support learning goals.
 - Students with low language are unable to access curriculum
 - Inverse processes of reading/writing and listening/speaking have a disconnect

Backwards Design

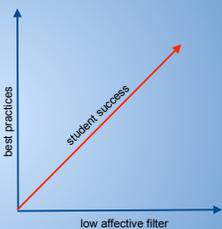
In order to develop effective instruction, we need to know where kids are and where they need to be.

- Reading level C by June (comprehension)
- Reading level B by spring break (fluency)
- All letter names and sounds by Christmas
- Expectations and behavior



Best Practices

- model and expect high language.
- gestures - TPR
- More kid voice, less teacher voice
- structured "choice time" to practice language
- technology
- ELL standards



The affective filter is a psychological filter that can either facilitate or hinder language production in a second language.

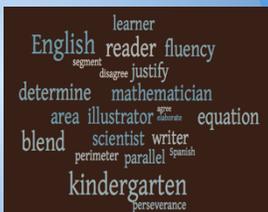
Body Movement - TPR (Total Physical Response)

It's not just for vocabulary!

skills (blending/segmenting)
concepts (even/odd)

Model and Expect High Vocabulary

If you can say...	Then you can say...
edge	perimeter
tell	justify
two lines	parallel lines
kid	writer, scientist, mathematician



Increase student talk

- structured student talk
(structured math cards)
- peer-peer teaching
- learning activities that increase student talk (I Have/Who Has game example)

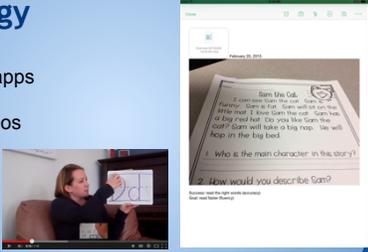
Structured choice time.

- math workplaces
- literacy centers
- free read time
- free play



Technology

- iPad literacy apps
- YouTube videos
- Evernote



ELD partnership

ELD teachers are experts. Reach out to them for support and guidance.

- coaching
- ideas for scaffolding
- learning ELL levels and standards

Administrator Support

- *Appreciate our teachers
- *Provide time
- *Give “permission”
- *Appreciate our teachers!

Making Learning Special

goal setting
celebrations



The collage features three distinct elements: on the left, a red ladder graphic with handwritten text such as 'We know ALL our letter names and sounds!', '24 ABC', '36 abc', '26 Aa', '16 aa', and 'Goal: 1,248'; in the center, a 'PROUD WALL' display board with various student work samples; and on the right, a photograph of students gathered around a table, looking at a document.

The Word Gap is a Gap in **Knowledge** and the **Opportunities to Acquire** it. To close the gap, we have to provide the opportunities.



The diagram consists of a white mountain shape at the top labeled 'Words'. Below it is a blue area representing the 'Knowledge' gap, which is shaped like a mountain with a jagged bottom edge. The blue area is divided into several smaller, irregular sections.
