Learning Language Through Grade-Appropriate Content: The High School Newcomer’s Challenge

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Pair Share
Discuss the following quote with someone seated near you.

―California ELA/ELD Framework, p. 6.

“Literacy and language, along with positive dispositions toward learning and wide exposure as readers and viewers to extraordinary literary and informational text and other media, enable students to access the thinking of others—their knowledge, perspectives, questions, and passions—and to share, ponder, and pursue their own.”
Essential Questions

1. How can teachers prepare newcomers at the secondary level in meeting the rigorous demands of grade-appropriate content?
2. What does instruction look and sound like when providing students with opportunities for building language proficiency while simultaneously learning content?

Today’s Objectives

1. To engage in thinking and conversation about challenging newcomers with rigorous curriculum in a secondary classroom.
2. To examine one approach to teaching language through content.

Looking at Our Process

Deming’s PDCA Cycle (1950)
Nolan’s Model for Improvement (1994)
Plan

What did we need to do and why?

1. District Demographics
2. ELD Bridge Program Context and Purpose
3. Description of Curriculum

CUHSD Demographics
ELD Summer Bridge Program:
Context and Purpose

Graduation Rates by Program
Campbell Union High School District, 2013-2014

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Cohort Students</th>
<th>Cohort Graduates</th>
<th>Cohort Graduation Rate</th>
<th>Cohort Dropouts</th>
<th>Cohort Dropouts Rate</th>
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</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>191</td>
<td>142</td>
<td>74.4</td>
<td>22</td>
<td>11.5</td>
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<tr>
<td>Special Education</td>
<td>157</td>
<td>142</td>
<td>72.1</td>
<td>15</td>
<td>7.6</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
<td>534</td>
<td>440</td>
<td>82.4</td>
<td>57</td>
<td>10.7</td>
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<tr>
<td>All Students</td>
<td>1,653</td>
<td>1,461</td>
<td>89.1</td>
<td>117</td>
<td>7.0</td>
</tr>
</tbody>
</table>
Early Assessment Program “Ready for College”
Campbell Union High School District, 2010-2014

Case Study: One English Learner in CUHSD

Purpose

Strengthen and build skills so that students can be successful in the next level of ELD or in college-prep English
Description of Curriculum

“What It Takes to Be Great” Module

➢ Expository Reading and Writing Course (ERWC) 7th Grade Unit
➢ Estimated Lexile measure: 1210L
➢ Additional text modifications
➢ Supplemental texts:
  ○ Speech
  ○ Video
  ○ News article
➢ Supplemental tasks:
  ○ Speaking and listening
  ○ Writing

Rationale

➢ Age-appropriate, culturally relevant, and inspiring topic
➢ Vetted, reputable curricula
➢ Rich, non-fiction texts to support language acquisition and skill-building
➢ Scaffolded writing instruction
➢ Integrated approach in a designated setting
How did we do it?

1. Examination of Instructional methods and scaffolds

Viewing With a Focus

1. **OBJECTIVE:** To examine some of the instructional methods of one approach to meeting the needs of ELs.

2. **FOCUS QUESTION:** What features of the curricular component provide opportunities for English learners to build language proficiency while learning content? What features could hinder these opportunities?

Viewing With a Focus

1. Assign each person a letter: A, B, C, D.
2. Go to the main Padlet and click on the link entitled “Viewing with a Focus.”
3. Proceed through the activity using the instructions on the document.

With THREE other partners

With THREE other partners
Opportunities to Practice Oral Language

➢ Movenote videos
➢ Think pair shares
➢ Informal presentations
➢ Interviews
➢ Small and whole-group discussions
➢ Final Speech

QUESTION
Do you agree that greatness is available to everyone? Why or why not? Use at least one example of a person we’ve talked about to support your answer.

Speaking Practice CELOT 1
What did we learn based on the results?

1. Data analysis: samples of student work
2. Data comparison (before and after)
Formative Writing Sample
Student A, CELDT 1

I am pretty well cooking spaghetti. I feel good cooking. I like cook because I have a good time. I cook spaghetti about a month and then I do it good. I practice with my mom. I don't know how to speak English. I think I need to speak more English with my friends and my sister too. I have to practice my writer too.

Summative Writing Sample
Student A, CELDT 1

The main house of Hound towns is a whole in the smoker to the game. People used to play the piano. They used to do good at it. When they were young they never played the piano. Most people like to play the piano. Although some people do not like to play the piano. The piano is not the most popular instrument.

Summative Writing Sample
Student B, CELDT 1

The main house of Hound towns is a whole in the smoker to the game. People used to play the piano. They used to do good at it. When they were young they never played the piano. Most people like to play the piano. Although some people do not like to play the piano. The piano is not the most popular instrument.

Summative Writing Samples
Student A and Student B Comparison

The main house of Hound towns is a whole in the smoker to the game. People used to play the piano. They used to do good at it. When they were young they never played the piano. Most people like to play the piano. Although some people do not like to play the piano. The piano is not the most popular instrument.
Data Comparison:  
California English Language Development Test (CELDT) Scores 2014-2016

![CELDT Score Comparisons, 2014-2016](ELD Summer Bridge Program, 2015)

![CELDT Scaled Score Comparisons, 2014-2016](ELD Summer Bridge Program, 2015)
What changes will we make based on our findings?

1. Recommendations
2. Next steps

All teachers are teachers of ELs and literacy.
Recommendation: Co-teaching and time for co-planning to build expertise.

Teacher mindset and self-efficacy contributes to student success.

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Scheduling design must be purposeful and strategic.

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References

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