Hello!

We are:
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Presentation Overview
How do we support teachers to integrate & apply the ELA/ELD Framework & ELD standards deeply?

BACKGROUND
- Summer School Model
- Teaching and Learning Cycle

STRATEGIES
- Sentence Patterning
- Sentence Unpacking & Repacking
- Text Reconstruction, Deconstruction, plus Noodles

IN YOUR CONTEXT
- Resources

1. Background
- Summer School Model
- Teaching & Learning Cycle (TLC)
K-8 Summer School Model

2013 ELD Summer School
- Published ELD curriculum
- 2 hour training
- No collaboration time
- Teach a.m.
- No coaching
- 5 days a week, 4 wks.

ELD Summer School Institute
- Units of study using Teaching & Learning Cycle
- 2 Day Institute & Daily PL
- Daily Collaboration
- Teach a.m. - PL p.m.
- Daily coaching
- 4 days a week, 5 wks.

WUSD Information

Overall
- 7,850 students
- 400 teachers

Summer
- 200 ELS in Summer School
- 7 elementary schools (K-8), 2 high schools
- 1,300 ELs (~17%)
- 2,780 IFEP/RFEP (~35%)

Daily Schedule

8:00 - 12:15
Teaching & Coaching

1:00 - 2:30
PL & Collaboration

Building Teacher Capacity

IDO
- 2 Days pre-service PL

WE DO
- Week 1 Instructional Sequence & prep provided
- Daily Input

YOU DO
- Week 2-4 Instructional Sequence *Template*
- Daily Input as needed, more collaboration
- Follow up PL during the school year
- Cohort of EL Ambassadors
How does this compare to your district’s model of building teacher capacity around EL instruction?

### Language of the Text Types

<table>
<thead>
<tr>
<th>Informational:</th>
<th>Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To describe, classify, categorize information</td>
<td>To understand why or how something happens</td>
</tr>
</tbody>
</table>
| Organization   | • General statement/ classification statement  
• Facts & details (whole to part)  
• Order not necessarily important | • Descriptive stage  
• Sequence is Casual / Sequential Explanatory |
| Language Features | • Densely packed sentences: long noun phrases  
• Verbs: timeless present, being/having verbs (is/are, have/had), doing verbs (forage, hunt)  
• Vocabulary: domain specific & general academic | • Densely packed sentences: long noun phrases  
• Verbs: timeless present, & passive voice (it was discovered)  
• Casual/Sequential Connectives & Conjunctions (when, due to, so)  
• Vocabulary: domain specific & general academic |
ELD Standards

Part I: Interacting in Meaningful Ways

Part II: Learning How English Works

Structuring Cohesive Texts
Expanding & Enriching Ideas
Connecting & Condensing Ideas

Focus on understanding & applying Part II standards

2. Strategies
- Sentence Patterning
- Sentence Unpacking
- Text Reconstruction, Deconstruction plus Noodles

PAUSE & PROCESS

How is this way of organizing curriculum similar or different from what you are doing?

Strategies by Teaching & Learning Cycle

1. Building Content Knowledge
- Quick write / Quick draw
- Interactive KWL
- Notice/Observe or Observational Charts
- Video Clip with transcription
- Pictorial Input Chart + note-taking
- Key Vocabulary Chart
- Word Study Routine
- Songs & Chants
- Give One, Get One
- Close Reading
- Text Close
- Noodles
- Word Splash
- Expert Jigsaw

2. Learning Language of Text Types
- Matrix for text
- Notice & Note Sentence Patterning Chart
- Student-generated Sentence Patterning Chart
- Unpacking Sentences
- Text Reconstruction
- Text Deconstruction
- Split Dictation
- Running Dictation
- Language Feature Highlights
  - Including Ear/Hear/Re Charts

3. Jointly Constructing Text
- Teacher-led joint construction (sentences, paragraphs, texts)

4. Independently Constructing Text
- Partner writes
- Independent writing (sentences, paragraphs, texts)
Strategy #1: Sentence Patterning Chart

- Models & teaches vocabulary, grammar, parts of speech, sentence structure, academic language.

Sentence Patterning Model

Sentence Patterning Steps

1. Prepare the chart: adjectives, noun, verbs, adverbs, prepositional phrases
2. Build content knowledge through: Video Clips, Pictorial Input Charts, Songs & Charts, Close Reading and Noodles
3. Select a plural noun
4. Define parts of speech with students
5. Use content knowledge to elicit words that belong to each part of speech
6. Sing!
7. Extension Activities

Strategy Nested in Teaching & Learning Cycle

1. Building Content Knowledge
   - Video Clips with transcription
   - Pictorial Input Chart - note-taking
   - Songs & Charts
   - Close Reading
   - Noodles
2. Learning Language of Text Types
   - Student-generated Sentence Patterning Chart
   - Language Feature Highlights
   - Sentence Patterning Chart
3. Jointly Constructing Text
   - Teacher-led joint construction (sentence)
4. Independently Constructing Text
   - Partner writes (sentence)
Stage 1 Strategies: Building Background

- Video Clips with Transcription
- Songs & Charts
- Pictorial Input Chart + Note-taking
- Close Reading & Noodles

Stage 2 Strategies: Sentence Patterning Chart Variations

- Notice & Note Sentence Patterning Chart
- Student-Nominated Sentence Patterning Chart

Stage 2 Strategy: Can/Have/Are Chart with Sentence Patterning

Stage 3 Strategy: Joint Construction led by Teacher
**Stage 4 Strategy: Partner Writing**

**RESULTS:** Student language progress
Pre- & Post-Writing using Sentence Patterning Chart

**PAUSE & PROCESS**

- How does this strategy facilitate student language acquisition?
- How does this strategy build teachers’ capacity to teach language?

**Strategy #2: Sentence Unpacking**

- Students learn to be analytical about **dense, complex sentences** in order to read and write them independently.
Sentence Unpacking Model

While the field bee flies to the hive, her honey sack simplifies the sugar in nectar, so that it can change into honey.

- There is a field bee.
- The field bee has a honey sac.
- The honey sac simplifies sugar.
- There is sugar in nectar.
- The nectar will change to honey.
- The simplified sugar helps change the nectar into honey.
- The field bee carries nectar.
- The field bee holds nectar in her honey sac.
- The field bee is flying to the hive.
- The bee brings nectar to the hive in order to make honey.

Sentence Repacking Model

Use the simple sentences to create one sentence.

- There is a field bee.
- The field bee has a honey sac.
- The honey sac simplifies sugar.
- There is sugar in nectar.
- The nectar will change to honey.
- The simplified sugar helps change the nectar into honey.
- The field bee carries nectar.
- The field bee holds nectar in her honey sac.
- The field bee is flying to the hive.
- The bee brings nectar to the hive in order to make honey.
**Stage 1 Strategies: Building Background**

- Key Vocabulary Chart
- Pictorial Input Chart
- Close Reading

**Stage 2 Strategies**

- Sentence Unpacking
- Sentence Repacking

**Stage 3 Strategy: Joint Construction led by Teacher**

- Joint Construction Sentences
- Framed Joint Construction Sentences

**Stage 4 Strategy: Independent Sentence Writing**

- Independently writing sentences
RESULTS: Student language progress
Pre- & Post-Writing using Sentence Unpacking

Newcomer from Thailand (5 months in US) after 5 weeks of summer school

PAUSE & PROCESS

How does this strategy facilitate student language acquisition?
How does this strategy build teachers’ capacity to teach language?

Strategy #3: Text Reconstruction, Text Deconstruction plus Noodles

Students learn to be analytical about dense, complex text in order to read and write complex text independently.

Text Reconstruction Model

Peaches, like many other fruits and vegetables, cannot grow unless insects - usually honeybees - pollinate them. While a worker bee crawls around a peach blossom, the bee is dusted with pollen. The bee then flies to another peach blossom, carrying pollen in her branched hairs. When the bee lands, pollen falls onto the new blossom's stigmas. Now a peach will grow.

From The Life & Times of the Honeybee by Charles Micucci
Peaches, like many other fruits and vegetables, cannot grow unless insects - usually honeybees - pollinate them. While a worker bee crawls around a peach blossom, the bee is dusted with pollen. The bee then flies to another peach blossom, carrying pollen in her branched hairs. When the bee lands, pollen falls onto the new blossom's stigmas. Now a peach will grow.

Focus on cohesion
Connectives: while (simultaneous), when (casual), then, now (sequential)
Referents: “her” refers to bee

From The Life & Times of the Honeybee by Charles Micucci

Text Reconstruction Steps
1. Explain the goal is to reconstruct a written text that they will hear.
2. Provide quick definition of any unknown key vocabulary words.
3. Read text once. Students listen.
4. Read text twice. Students listen & take notes (key words/phrase)
5. Students compare notes with partner to add anything missed.
6. Read text a third time. Students add to notes (details).
7. Students create text using their combined notes as close to original as possible in groups of 4 (2 partner groups).
8. Students check & compare to discuss similarities & differences.
9. Teacher points out key language features (deconstruction).

Text Deconstruction Steps
1. Compare reconstructed text with original text to identify what is different.
2. Discuss if meaning has changed or not based on difference.
3. Highlight targeted language feature (i.e. connectors, verbs, etc.)

Strategy Nested in Teaching & Learning Cycle
1. Building Content Knowledge
   ➢ Close Reading
   ➢ Split Dictation
   ➢ Word Splash

2. Learning Language of Text Types
   ➢ Text Reconstruction
   ➢ Text Deconstruction
   ➢ Language Feature Highlights
     - Pronoun or synonym difference
     - Connecting words or phrases

3. Jointly Constructing Text
   ➢ Teacher-led joint construction (paragraph)

4. Independently Constructing Text
   ➢ Partner write
   ➢ Independent writing (paragraph)
Stage 2 Strategies: Text Reconstruction Variations

Collaborative Sentence Reconstruction

Stage 2 Strategies: Text Deconstruction

Stage 3 Strategy: Joint Construction led by Teacher

Joint construction paragraph

Stage 4 Strategy: Independent Writing

Bees are an important keystone species. Bees are also an important part of food chain and food web. The bees’ scientific classification is insect. Bees are very popular, they live on all continents, but not on Antarctica, because it is so cold so they will die. Bees are important in pollination, they pollinate 70% of flowers on Earth. And they make sweet honey.

A bee has many important body parts. I think their three most important parts of body are heart, brains and stinger. A bee’s brain helps it to know what to do. Its stinger is important because it connected with other important parts, and without it bee will die. A bee can live because of its heart.

Bees are a part of many food webs and food chains. A food chain is the pattern of animals eating other living...
Noodles = Notes + Doodles Steps

- Read text to students
- Frequently pause to draw pictures and add text information from the text
- Initially, model as a think aloud, summarizing and sketching, explaining your thinking
- After each addition, have students turn and talk to process information
- Listen to how students turn and talk
  - as a formative assessment
  - to reteach/update misconceived ideas or language errors
- Eventually, use gradual release to have students read in groups or partners, discuss, and “noodle”

RESULTS: Student language progress
Pre- & Post-Writing using Text Reconstruction

Newcomer from Uzbekistan (5 months in US) after 5 weeks of summer school

PAUSE & PROCESS

- How does this strategy facilitate student language acquisition?
- How does this strategy build teachers’ capacity to teach language?
RESULTS: Student language progress

<table>
<thead>
<tr>
<th>Name</th>
<th>Writing Pre-Assessment</th>
<th>Writing Post-Assessment</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudy B.</td>
<td>55%</td>
<td>67%</td>
<td>26%</td>
</tr>
<tr>
<td>Regina B.</td>
<td>60%</td>
<td>70%</td>
<td>20%</td>
</tr>
<tr>
<td>Jean C.</td>
<td>35%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Andrea F.</td>
<td>40%</td>
<td>50%</td>
<td>29%</td>
</tr>
<tr>
<td>Melissa D.</td>
<td>60%</td>
<td>67%</td>
<td>20%</td>
</tr>
<tr>
<td>Adelia H.</td>
<td>15%</td>
<td>33%</td>
<td>220%</td>
</tr>
<tr>
<td>Sashar H.</td>
<td>37%</td>
<td>57%</td>
<td>27%</td>
</tr>
<tr>
<td>Oscar H.</td>
<td>33%</td>
<td>73%</td>
<td>220%</td>
</tr>
<tr>
<td>Alita H.</td>
<td>45%</td>
<td>65%</td>
<td>20%</td>
</tr>
<tr>
<td>Isla J.</td>
<td>35%</td>
<td>55%</td>
<td>57%</td>
</tr>
<tr>
<td>Willy R.</td>
<td>7%</td>
<td>17%</td>
<td>144%</td>
</tr>
<tr>
<td>Kevin B.</td>
<td>35%</td>
<td>35%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Highlights:
- All improved!
- Average = 30%
- Evidence of Focus

Text Features
- Scaffolding Language, Scaffolding Learning by Pauline Gibbons
- ELA/ELD Framework: Vignettes

RESULTS: Teacher Language-Teaching Progress

I'm delighted with the level of mutual support and collaboration in every step of what we do. We're treated as professionals and are able to make informed choices about how to meet our goals. The thematic aspect of what we do gives us and our students the ability to really deepen our understanding of the subjects at hand. - M. Beus

The support from the structure of summer school is absolutely phenomenal. We are able to constantly refine our practice through looking at student work, collaborating with each other, and learning from PL time. I came back to teach this summer because the support and collaboration made me a better teacher and made me so enthusiastic about teaching ELD! - J. Raski

3. Applying to Your Context
- Resources
- In your context
Professional Learning Resources

- San Joaquin County Office of Education
- Districts immersed in this work:
  - Sacramento & Fresno
  - Stockton
  - Washington Unified

In your Context

- Reflect on how this work might translate to your context.
- Partner share.
- Whole group share.

Thanks!

ANY QUESTIONS?
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