The Proud Team of Val Verde Welcomes You!

https://tinyurl.com/vvusdseccabe
The Val Verde Story...
VVUSD Board Goals

Reading by Third Grade
- Increase family & community engagement focused on reading.
- Increase early childhood development of pre-reading activities.
- Implement data driven interventions.
- Provide extended learning opportunities.
- Reduce chronic absenteeism.

Student Achievement for College and Career Readiness
- Increase 3rd-grade reading achievement.
- Align instruction to support Future Ready schools and deeper learning competencies through an application based approach.
- Offer free PSAT/SAT to students in grades 8-12.
- Refine and support AVID TK-12.
- Establish a baseline of students requiring remediation in college.
- Increase: A-G completion rate by 44%.
- Pre-AP rate by 5% CTE course participation rate by 5%.
- College Going rate by 3% AP Test Pass rate and participation by 3%.

Fiscal
- Develop a system of fiscal control to provide greater insight into financial management.
- Reduce the 2017-18 deficit spending by 25% (as of June 30, 2018).

Professional Development
- Continue to refine research-based intervention practices for grades K-3.
- Continue to provide job aide professional development for CSEA.
- Increase use of technology and technology support.
- Monitor percent of employee participation in professional learning modules and evaluate quality as measured by staff satisfaction ratings.

Community Relations
- Support parent empowerment programs.
- Support parent classes for technology and ESL.
- Increase the percentage of students served by Summer Feeding/Reading Program.
- Increase this year’s number of participants in our Family Engagement Center by 5%.

Facilities
- Provide safe and well maintained facilities.
- Provide solar at all school campuses.
- We will increase the number of school sites receiving a score of exemplary as measured by the annual Facilities Inspection Tool (FIT).
GOAL:
Maximizing, supporting, and ensuring student reading & writing across all content areas

**Phase I**
**August 14, 2017**
*Writing Scaffolds:*
How do we get students to write across all content areas regularly
*Review: ELPAC / ELPI / LOLs / Language Star
*Review: EL Data by grade-level

**Phase II**
**Staff Meeting (Aug. - Dec.)**
* Teaching Language with Purpose
  (Developing Word Consciousness/ Academic vs. Content Vocab) Across all Content Areas
*Review: ELPAC / ELPI Updates
*Review: EL Data by teacher / CUPs trends

**Secondary ELD PD Cycle**

**Phase III**
**January 8, 2018**
* Analyzing student writing for quality & language precision across all Content Areas
*Review: ELPAC / ELPI Updates
*Review: EL Data by teacher / CUPs trends
Improving Writing Through an Engaging Process

Val Verde Unified School District
English Learner Support Services
Presenters

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**Content Objective:**

Educators will explore high quality writing strategies and resources to engage students in an interactive, collaborative, and engaging writing process.

**Language Objective:**

Educators will engage in a collaborative conversation to determine 1-2 writing strategies they will adopt in their classroom.
What is clay used for?
**First Write: Mold the Clay**

**Week-long process**

* Teacher provides writing prompt (Narrative, Informative, Persuasive, Argumentative, etc.)

* Teacher/Students brainstorm collaboratively & plan the writing task
  - Define genre elements
  - Purpose
  - Outline topic ideas (sketch map) [Sketch Map Examples](#)

* Students write their first draft
Understanding the Prompt
What is your task?
“Dissecting the Prompt”

Narrative Prompt:
Write a paragraph about a time you were scared. Use vivid details and dialogue to tell your story.

Important!
Create prompts that specify a clear “do” (verb), a clear “what” (product) AND that will work with the genre elements!

Informative:
Write a paragraph that tells about current transportation methods. Describe how people get around town.

Opinion:
In your opinion, should students have homework? Write a paragraph stating your opinion and support it with strong reasons.

Do & What Graphic Organizer
Acquiring **Audience’s Perspective**: Centering the Clay

1. Take out your ______ (written piece)
2. With your partner (or group), take turns reading it

**Reader:** Read your 1st draft  
**Listener:** Listen, then respond with 1 compliment & 1 suggestion. Use your speaking frames.

- Compliment Starters: “I like how you...”
- Suggestion Starters: “Have you thought of ...”

~Teacher walks around/collects writing for a quick evaluation of students’ writing needs~

**Switch Roles!**

Give a ⬜️ to the most DETAILED writing piece.
Revising: “Mini Revision Lesson”: 
Forming the Clay (with teacher’s help)

1. Take out your ______ (written piece)
2. Based on students’ needs, teacher provides a “mini revision lesson”
3. Students revise their writing based on the teacher delivered “mini lesson”

~ Revision key points on next slide ~

Teacher guides students to focus on 1-2 revision points 
(Based on current students’ improvement needs)
Revising: your writing: Making it **SOUND** better

Forming the Clay

Teacher guides students to focus on 1-2 of the following revision points (Based on current students’ improvement needs)

1. Take out your ______ (written piece)
2. Self-read it
3. Read through the lens of the audience

**SOME REVISING FOCUS POINTS (TEACHER PICKS 1-2)**

- Add, change, delete parts of your writing to help the writing flow (smoother read)
- Turn “boring” words into vivid words ([banish boring words link](#))
- Did you hook your reader?
- Does your conclusion sum things up?
- Add specific descriptions, explanations, and details
- Organize ideas in an order that makes sense
- Add “**hooks**” to enrich writing
- Add “**clever Conclusions**” to enrich writing (revise elem.)

Tuesday
Editing your writing: Making it look better

Forming the Clay

*Based on students’ observed needs, teacher provides a “Mini Editing Lesson”
Teacher guides students to focus on 1-2 of the following editing points

Some Editing Ideas:
* Change letters to CAPITAL or lowercase
* Correct misspelled words
* Add, delete, or change punctuation
* Indent your paragraphs

1. Take out your ______ (Draft 1)
2. Self-read it
3. Edit your writing (based on teachers “Editing Mini Lesson”)
4. Write Draft 2!
Publishing: Final Shape

1. Take out your Draft 2
2. With your partner, take turns reading it

Reader: Read your 2nd draft
Listener: Listen, then provide any final revision/editing suggestions
Suggestion Starters: “Have you thought of ...”
“Could you try...”

3. Make any final changes / additions to your writing based on your partner’s suggestions (spell check/grammar/punctuation/organization)

Switch Roles!

4. Publish...Write or Type It!
Final Draft!

Thursday
**Publishing:** Share your writing

1. Take out your final draft
2. With your partner (or group), take turns reading it

**Reader:** Read your final draft  
**Listener:** Listen, then respond with 1 compliment & 1 suggestion. Use your speaking frames.

- Compliment Starters: “I like how you...”
- Suggestion Starters: “Have you thought of ...”

~Teacher walks around/collects writing for a quick evaluation of students’ writing needs~

Switch Roles!

Give a to the most DETAILED writing piece.
How was your writing (pottery) created?

Discuss with your group the steps that were taken for you to write your final draft.
Author’s Chair: Writing Showcase

Recognize the differences in each other’s writing!

Friday

3-5 Students share their writing piece with class (determined by teacher)
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Language Objective:

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Val Verde Unified School District

*English Learner Support Services*

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