

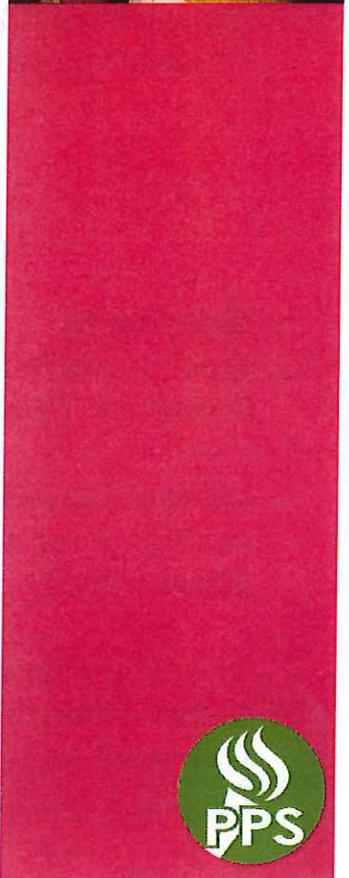
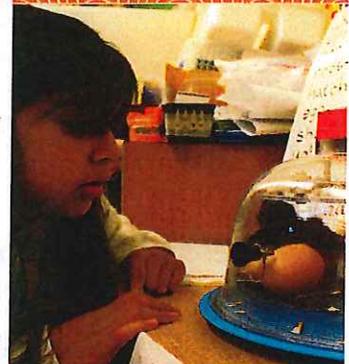
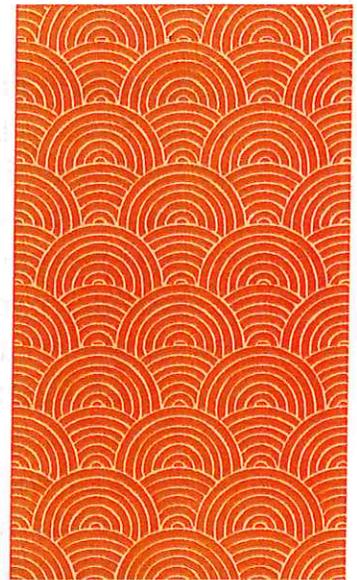


Promoting Academic Language Development through Science Content-Based ELD in K-2 Classrooms

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Session Overview

Content-based English language instruction integrates language instruction with core subject areas, meeting both the linguistic and academic needs of Emergent Bilinguals. Consequently, content-based ELD instruction offers a more meaningful path to academic language acquisition. Language learning is not in isolation, but rather reinforces what students are learning in their core classes while focusing on systematic language development. Rigorous academic language development is promoted in a meaningful context through collaboration between classroom teachers and ESL specialists. When Science is the content area used to teach, ELD lessons are hands on and experiential, thus highly engaging for young learners.

Session Objectives

Participants will:

Explore an integrated ELD delivery model

Experience a CBELD lesson

Observe vignettes that include lesson delivery and stakeholder voices

References

Students learning authentic content can be highly motivating because it is relevant. (Weisen, 2001)

Content-based ELD provides background knowledge that often lack in content areas, as well as the grammar used in academic language. (Brown 2004)

The content in content-based ELD is cognitively demanding, and the higher order-thinking and problem-solving nature of content-based ELD will result in cognitive growth , which is an additional benefit beyond language development. (Chamot & O'Malley, 1994)

Balls & Ramps Overview

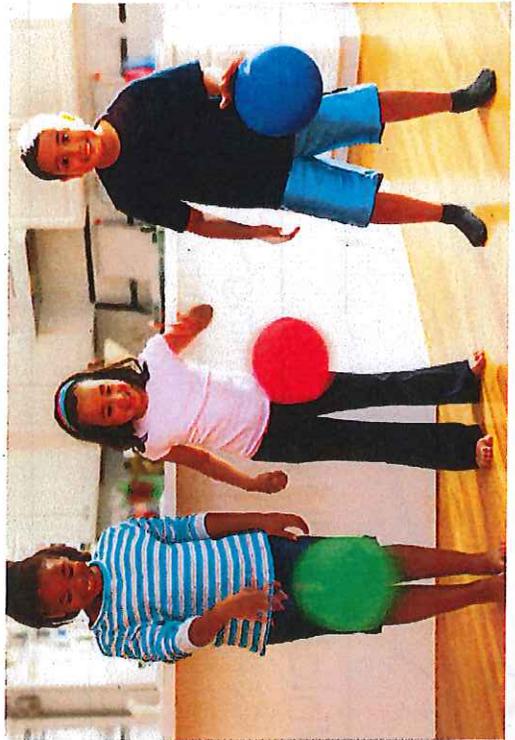
Topic/Week	FOSS	Content	Content Vocabulary	Function	Form
Week 1 Comparing Balls	Teacher's Guide Connection Learning Experiences 1 & 2	Describe motion of an object when force is applied.	Different types of balls	Compare & Contrast	Comparative Adverbs -er Adjectives for weight, shape, size, texture Positive and negative Present perfect verbs: "has rolled/hasn't rolled"
Week 2 Balls & Straws	Teacher's Guide Connection Learning Experience 4	Students explore the different levels of ability to move balls depending on their size and weight.	Different types of balls: weight, size, Days of the Week	Summarizing	Adjectives: Synonyms, Antonyms Ordinal Adjectives: the first, the second.. Coordinating Conjunctions: but & and Adverbs: slowly, quickly, rapidly, effortlessly, smoothly
Week 3 Comparing Bounciness	Insights PG. 86, 96, 98	Exploring bounciness and talking about characteristics that make good and bad bouncers. Measuring bounciness: comparing bounciness.	Different types of balls Different types of surfaces	Expressing Cause and Effect	Adjectives: rubber, wood, plastic, leather.. Antonym adjectives: solid/hollow, heavy/light, smooth/rough, squishy/firm Conjunctions: but, while, because Adjectives to describe surfaces: hard, soft, bumpy, flat Future tense verbs Subjective conjunction "while" Adjectives: straight, round, bumpy, round, oblong,
Week 4 Roundness of Balls	Insight pgs. 120, 121	Evaluate roundness of balls and how roundness affects the way a ball rolls	Ball, shape, curve, back, shoulders, data, beach ball, golf ball, tennis ball	Evaluate & Interpret	Reflexive pronouns: yourself, myself, ourselves Adverbs: straight, somewhat, very, not at all Gerunds Positive/Negative verbs: is/is not Possessive Pronouns: my, your, mine, yours
Week 5 How Balls Behave on Ramps	Insight pgs. 142-147, 157-160, 162	Explore the relationship between the height of ramp and how far it rolls	Ramp, inclined plane, inches, block, book, Street, bike jump, roof, door wedge, hill, slide	Evaluate & Interpret	Modal: could Gerunds: leaning, taping, adding, taking away, building, stacking Adjectives: high, low, steep, flat, Demonstrative Adjectives: this, that Comparative adjectives with -er: steeper, higher, flatter, lower Superlative adjectives: steepest, highest, lowest, most gradual Conjunction: therefore Adverbs: farther, farthest
Week 6 Comparing Balls	Teacher's Guide Connection Learning Experience # 12	Explore the relationship between the weight of a ball and its action on an incline	Weight, color, size, texture, block, ramp, ball, bottom, top	Predicting/Drawing Conclusions/ Comparing & Contrasting	Comparative adjectives: heavier, lighter, smaller, bigger, smoother, bumpier Modal verbs: might, could, will Adjectives: heavy, light Comparative adverbs: farther, faster, at the same time, the same distance, Superlatives adverbs: the fastest, the quickest



Which ball is bouncing _____?
higher
lower



The _____ is bouncing _____ **than** the _____.
type of ball higher other type of ball
lower



Function:
Describing and Comparing

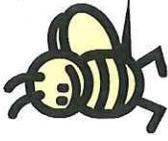
Form:
Comparative Adverbs and
Present Progressive



Which ball is _____ ?



faster
slower

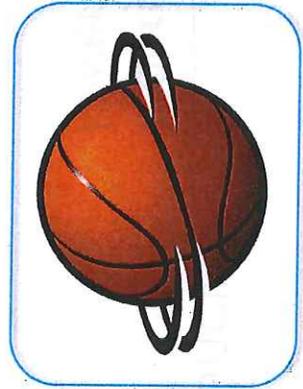


The _____ is _____ than the _____
adjective type of ball adjective type of ball

faster
quicker
slower



rolling



spinning

Function:
Describing and Comparing

Form:
Adjectives
Comparative Adverbs
Present Progressive Verbs

Has the _____ ever _____ than any other ball?

adjective type of ball moved rolled bounced spun faster quicker slower higher lower

Yes, the _____ has _____ than the _____

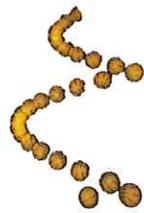
adjective type of ball moved rolled bounced spun faster quicker slower higher lower



moved



rolled



bounced



spun

Function:
Describing and Comparing

Form:
Adjectives
Present Perfect Verbs
Comparative Adverbs

Adjectives

bouncy
heavy
light
round

bumpy
smooth
hard
soft
rough

large
big
huge
enormous

small
tiny
little
minuscule

Has the _____ type of ball _____ than the _____ ball ?
 adjective _____ adjective

 faster quicker
 slower higher
 lower

moved
 rolled
 bounced
 spun

No, the _____ hasn't ever _____ than the _____
 adjective ball _____ adjective ball

 faster quicker
 slower higher
 lower

moved
 rolled
 bounced
 spun



rolled



spun



moved



bounced

Function:
 Describing and Comparing

Form:
 Adjectives
 Negative Present Perfect Verbs
 Comparative Adverbs

Adjectives

bouncy
heavy
light
round

bumpy
smooth
hard
soft
rough

large
big
huge
enormous

small
tiny
little
minuscule

Name: _____

Date: _____

Word Bank

Past tense Verbs: balanced, attached

Nouns: clothespins, counterweights

Body parts: nose, claws, tail, side

Prepositions: on, under, next to

Numbers: one, two, three, four, etc.

Directions: Try to balance the crawfish by putting one or two clothespins on a body part of the crawfish and placing one of its other body parts on your finger. Describe your findings below.

When the crawfish was on its _____, I attached _____
body part number

counterweight(s) _____ its _____ and it
preposition body part

_____.
balanced/didn't balance



When the crawfish was on its _____, I attached _____
body part number

counterweight(s) _____ its _____ and it
preposition body part

_____.
balanced/didn't balance



When the crawfish was on its _____, I attached _____
body part number

counterweight(s) _____ its _____ and it
preposition body part

_____.
balanced/didn't balance



K-2 Science CBELD District Key Elements

The team included:

- ELD TOSAs
- Classroom Teachers
- Immersion Teachers
- ELD Teachers
- Print Shop Staff
- Warehouse Staff
- Media Library Staff
- Administrators
- Secretaries

The planning materials included:

- Multnomah Education School District Scope & Sequence
- A Focused Approach to Systematic ELD Matrix & Binder
- Salem/Keizer ELD Alignment Document modified by PPS Immersion Teachers
- Rigler School's Year-Long Plan
- ELP Standards
- PPS K-2 Science Curriculum

Process included:

- TOSAs turn science kit lessons into 5-day, backward-planned ELD units that increase in linguistic complexity
- TOSAs Cover ELP Standards functions by month (i.e. September-expressing needs and likes, October -describing people places and things, etc...)
- Fall 2012-June 2013-Alignment by teams of teachers
- Fall 2012-June 2013-TOSAs development of K,1,2 CBELD units
- Fall 2012-June 2013- Teachers pilot lessons with support from TOSAs
- Summer 2013-ELD, Immersion, Classroom Teachers, and TOSAs continue developing and differentiating units.
- Summer 2013- Interpersonal Communication Skills Unit produced
- Fall 2013-February 2014 ELD Instructional Specialists Revise Units
- Fall 2013-Initial CBELD Training

Ongoing CBELD projects include:

- Creating PPTs for all visuals
- Pre and Post Unit assessments
- Developing reading and writing connections
- Translating Home Connections
- Developing One page plans
- Updating Connect
- Surveys
- Addendums for beginning and early-advanced proficiency levels differentiation

Professional Learning opportunities include:

- Orientation sessions
- Release time in Pilot schools in buildings to unpack kits in grade level teams with TOSA support available
- After school unpacking time for all other schools at our central office
- Pilot school forum to share ideas and concerns

K-2 Science CBELD School Key Elements

Kelly Elementary School Model

Walk to Language Block K-2:

- Each Grade level has a scheduled daily 45-minute Walk to Language/Science block. This is scheduled opposite our Walk to Reading blocks. All students and teachers in that grade level participate. Students who do not receive ESL services walk to a science classroom. Those in the Russian program walk to Russian language development. Emergent bilinguals are grouped according to their Proficiency level.
- Level 1 students receive ELD instruction including BICS, beginner level vocabulary, and culturally relevant instruction that support language acquisition and acculturation. Avenues, Frames for Fluency, and Systematic ELD are used for instruction.
- All students are given the ADEPT assessment in the Fall to build proficiency groups. This year all first graders were given the ADEPT assessment again in January to allow for regrouping. All level groups are kept fluid through the use of curriculum assessments and teacher observations.
- Level 2's, 3's and 4s receive CBELD instruction with support from site based ELL instructors and ELD trained classroom teachers using the PPS CBELD science kits.
- Non-ESL students are following the same scope and sequence of instruction using the FOSS kits provided by the District.

ESL Teacher Support:

- One ESL teacher has been assigned to each grade level
- Support includes: Case management, curriculum development, data cycle, PLC, assessment, etc...

Professional Learning opportunities include:

- All Teachers have ELD trained
- Monthly ELD PLC for staff to focus to build proficiency with strategies to support ELD instruction.
- CBELD collaboration for ELD teachers and classroom teachers participating in CBELD at end of each staff meeting.

Next Steps

- Teachers who are not part of the CBELD instruction this year will participate next year.
- Teachers will continue to participate in professional development for CBELD and ELD PLC's to build internal capacity.

K-2 Science CBELD School Key Elements

Kelly Elementary School Schedule Walk to Language Model

Creating the Walk to Language schedule began in the Spring after reviewing ELPA results. The team considered the number of students at each grade, available staff, during each scheduled time and possible space configurations.

The team then established the number of EB students at each grade level. This group was given priority in staffing for small group instruction. We then established grades groups based on the number of ELL at each acquisition level and reasonable group sizes. At this point considerations of noise level, seating also played a role in the number of students assigned to each group and each room. The number of classroom teachers, educational assistants, and ELD teachers available and space were all factored in to our grouping.

WTL blocks were established first. Transition time was included for ELD teachers to prepare and travel between groups. This transition time varies to accommodate the required breaks for educational assistants in the morning and the afternoon. Additionally, ESL teachers were provided with a block of unstructured time to manage caseloads and plan during the class day.

All first grade students participate in Walk to Language. The numbers were adjusted in the CBELD groups in January when ADEPT levels changed.

1 st Grade WTL 12:10- 12:55	Classroom FOSS- science 25non-EB	Classroom FOSS- science 25non-EB	Classroom RussianLD (20)	Classroom ELD-24 Level 1's CR tchr, EA, ELD tchr,	Classroom CBELD 24 Level 2's 1EA CR tchr, ELD tchr,	ESL Room CBELD 12 Level 3's
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The 5 Kindergarten classrooms did a modified WTL because rooms were in separate locations. Two neighborhood classrooms "walked" and the third was self-contained. The two RI classrooms have ELD and Russian Language Development groups.

Kinder WTL 1:10-1:45	Classroom FOSS- science 24 Non EB	Classroom CBELD 18 EB+6 CR tchr EA, ELD tchr	Classroom FOSS- science 13 Non-EB CBELD 11 EBs 1ELD tchr, 1EA	RI Classroom 16 EB 1 ELD tchr 1EA 8 RLD	RI Classroom 16 EB 1 ELD tchr 1EA 8 RLD	
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2 nd Grade WTL 1:55-2:40	Classroom FOSS- Science 25 Non EB	Classroom FOSS- Science 25 Non EB	Russian Language	Classroom CBELD 20 Level 2/3's CR tchr, EA, ELD tchr,	Classroom CBELD 24 Level 3/4's CR tchr, EA, ELD tchr,	ESL Room ELD 6 Level 1's
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