



Western Oregon
UNIVERSITY



Project High-5

Culture, Collaboration, Commitment, Communication, & Community

Session 1. Wednesday, Aug 13, 2014, 8:00-4:00

1. Introductions
2. Warming up with linguistics
3. ELLs in the classroom: Sheltered Instruction & ELD/ELP
4. Guiding principles for the new ELP Standards
5. Larsen-Freeman (2014)

Break

6. ELP Standards: Practices - Functions - Forms
7. Example of Contextualized ELD Lesson
8. Steps in Lesson Plan Creation and Practice

Lunch

9. ED 638 Syllabus and High-5 survey
10. Work Time
11. Looking Forward

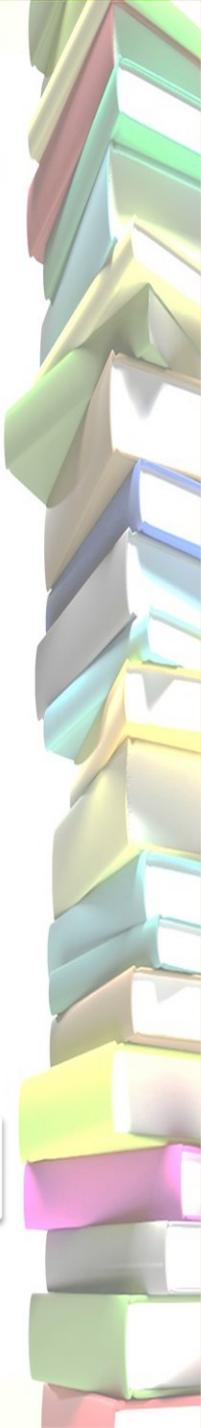


Welcome to Project High Five



Culture
Collaboration
Commitment
Communication
Community

ODE Culturally Responsive Pedagogy and Practices Grant

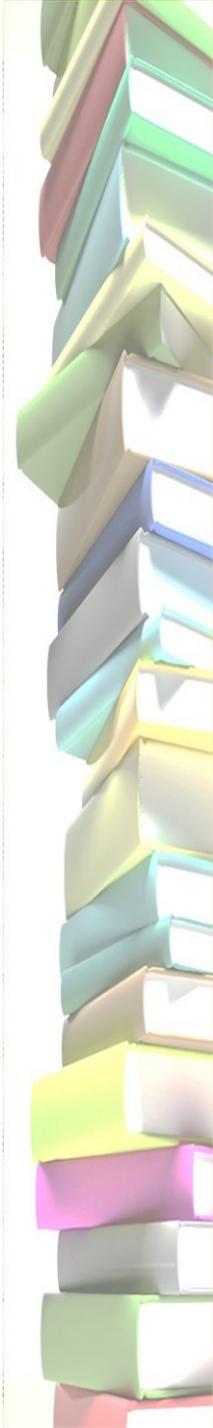




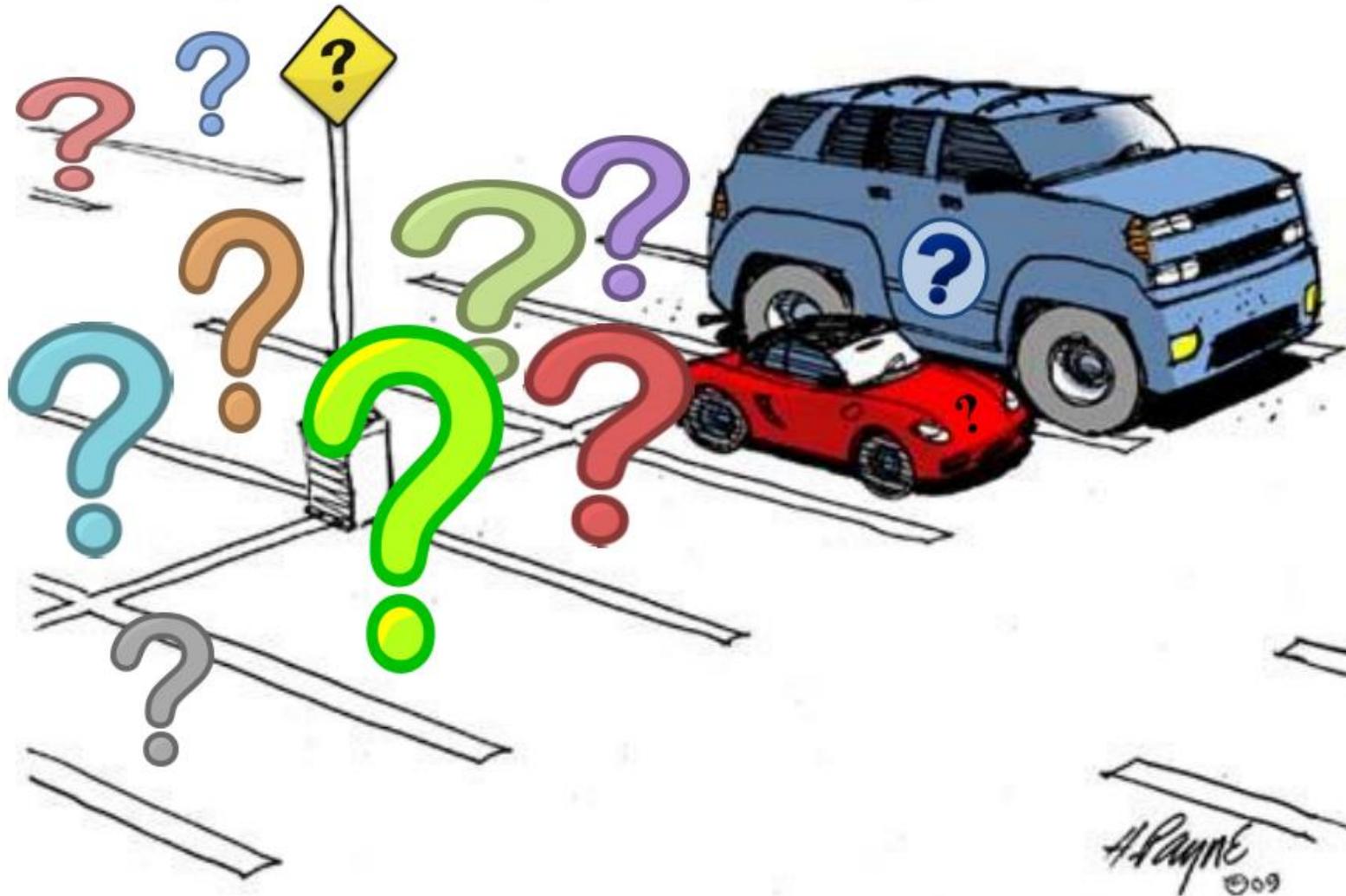
What is Project High Five?

Project High Five will help further cultivate Western Oregon University's relationship with Central School District and the local community. The grant has 3 main goals:

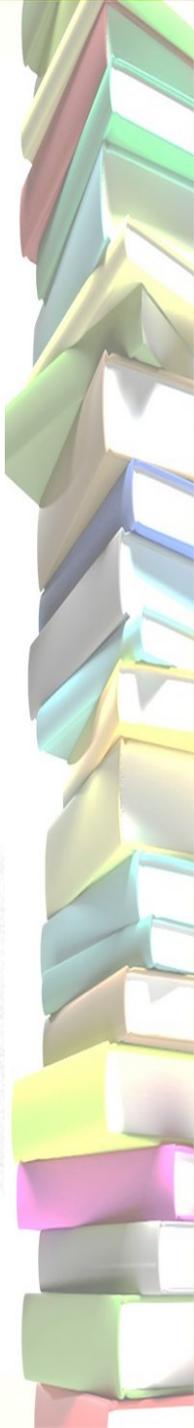
- Develop a strong Professional Development School (PDS) partnership program between Central School District and Western Oregon University using a co-teaching approach and based on principles of culturally responsive pedagogy.
- Strengthen and expand a contextualized English Language Development (ELD) model of instruction for English Learners.
- Actively involve pre-service and in-service teachers, as well as K-12 students in community service activities with a focus on advocacy for all community members.



Parking lot for questions big or small



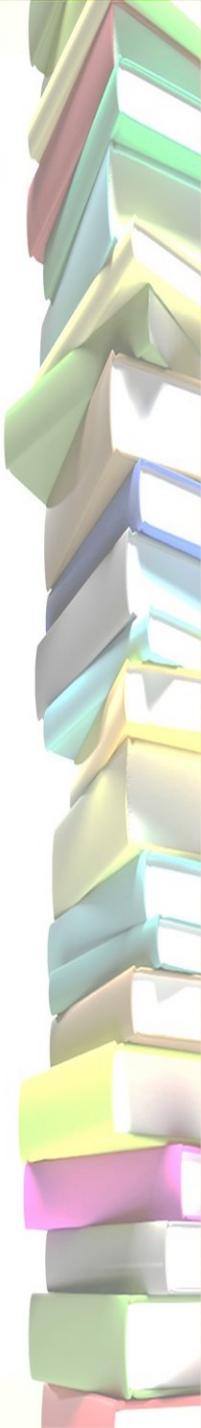
EMAIL: hpayne@getnews.com



ELL Language Production

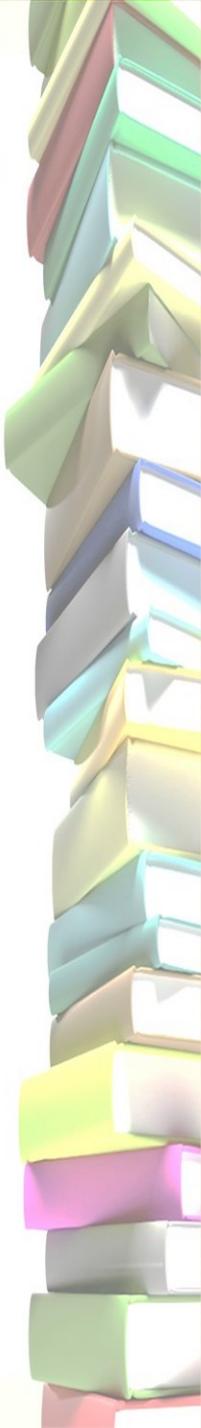
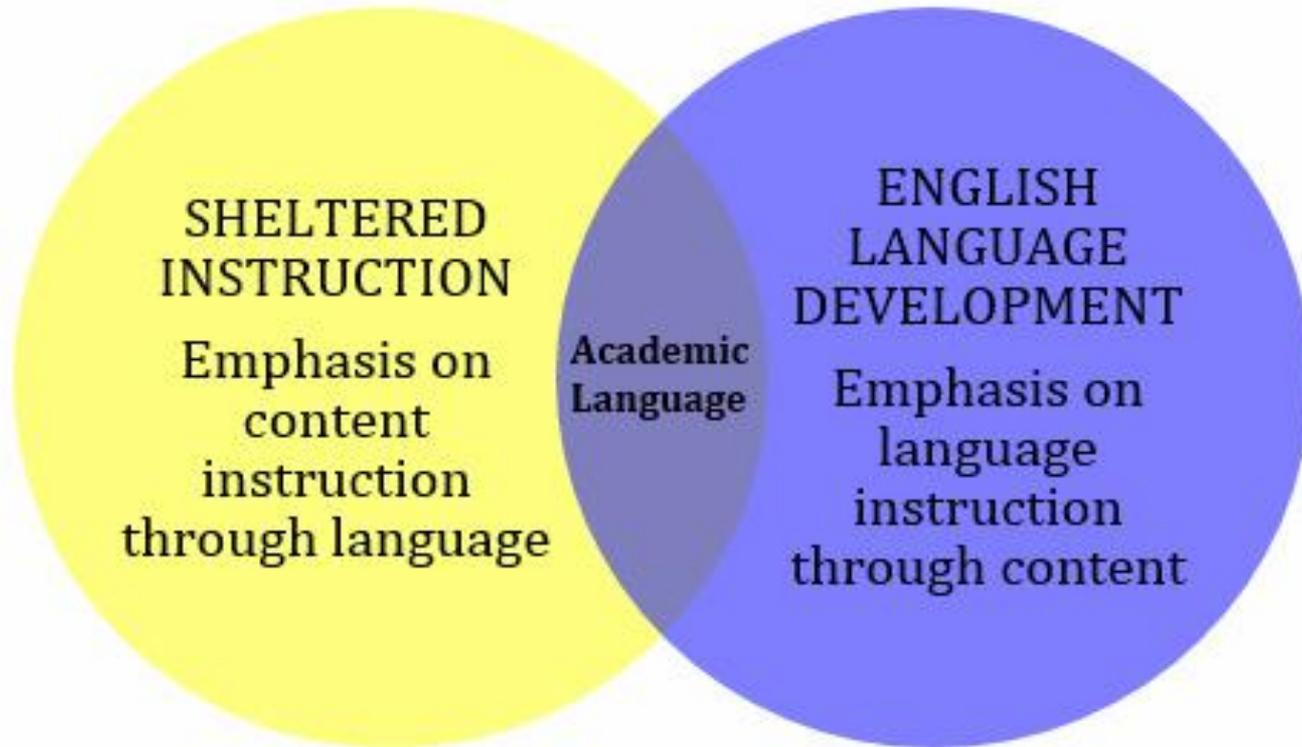
Elements in the system of language

- Phonology: the study of the **sounds** of a language
- Morphology: the study of **words and parts of words**
- Syntax: the study of the **structure of sentences** and the rules that govern their formation
- Semantics: the study of **meanings** of individual words and of larger units such as phrases and sentences
- Pragmatics: the study of language **use in context**





Sheltered Instruction and English Language Development



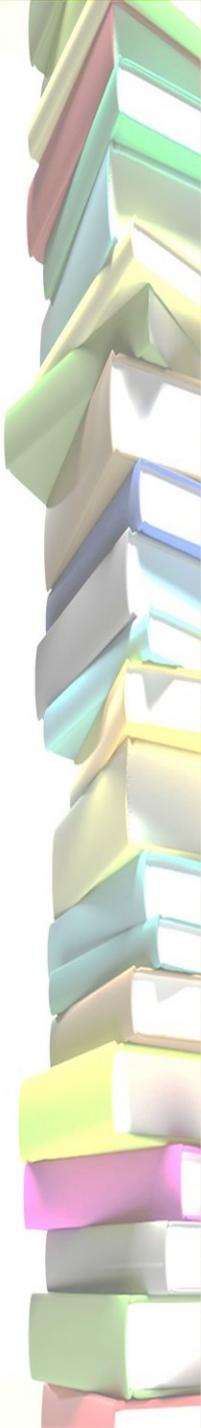
Sheltered Instruction: Key Components

- Sheltered instruction involves designing lessons that integrate language development and comprehensible content instruction. Sheltered lessons have two goals:
 - to provide access to mainstream, grade-level content. This is achieved through *scaffolding* strategies.
 - to promote language development. This involves carefully analyzing the language demands of the lesson and designing *language objectives* that will help students increase academic language proficiency.



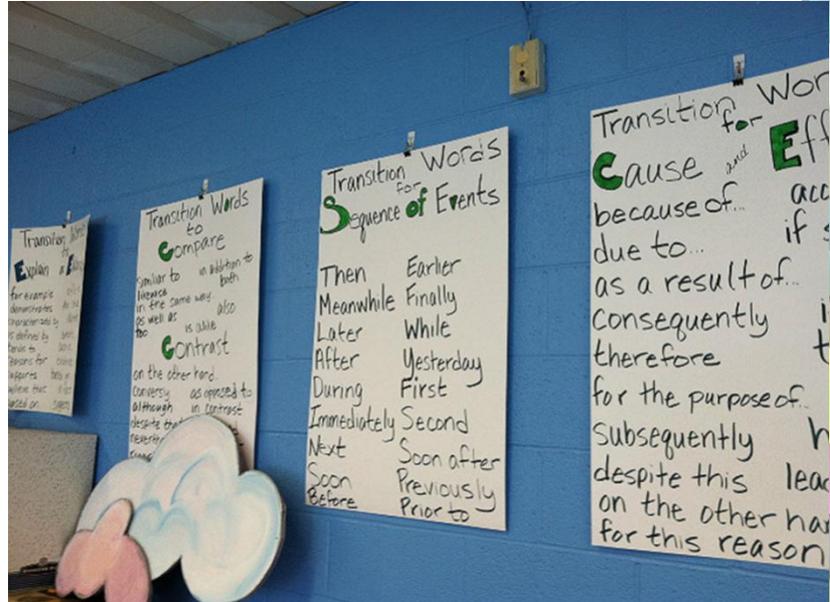
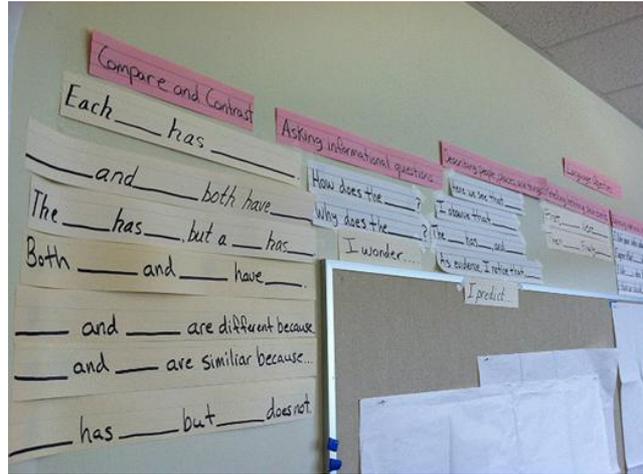
Scaffolding in Sheltered Instruction

- Hands-on activities and cooperative learning
- Written and oral instructions
- Guarded vocabulary
 - Contextual definitions of words and concepts
 - Simplified vocabulary
 - Repetition
 - Shorter sentences and simpler syntax
 - More pauses
- Visuals, gestures and linguistic supports
 - Graphic organizers, pictures, sketches
 - Sentence frames, starters, transition words
 - Primary language support and biliteracy development
- Gradual release of responsibility
 - Modeling, group practice, independent work
- Take into consideration students' ...
 - background experiences
 - content knowledge
 - language proficiency levels
- Monitor, assess, and adjust



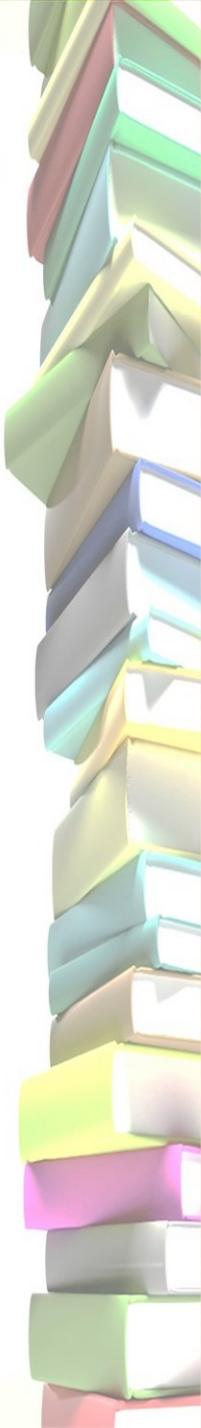
ELD: Key Components

- Focus on helping English learners develop English language skills.
- Taught as a separate subject area.
- Language should not be taught in isolation. ELD should be linked to the content as well as the linguistic needs of the students.
- ELP standards guide instruction. Lesson objectives are differentiated according to students' language proficiency levels.
- Focus on *language in use*, rather than *knowledge about language*.



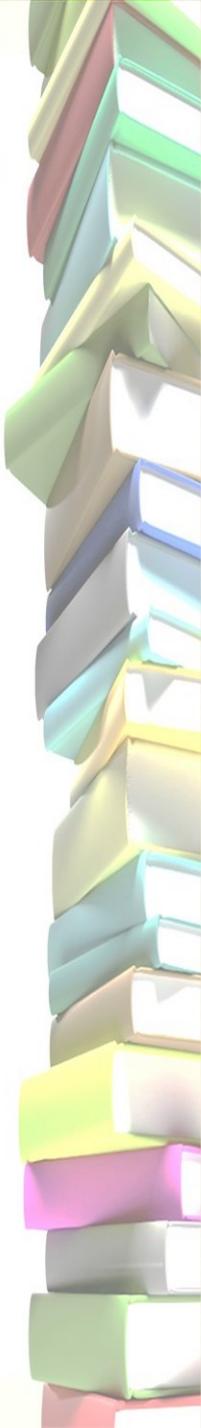
Changes at National & State level

- CCSS
 - Include “language” standards for LA
 - Include “literacy” standards for other content areas
 - Include disciplinary “practices”
- New ELP standards
 - Closely aligned with CCSS
 - Increased emphasis on ability to participate in a meaningful way in content area classes



Collaborative Contextual ELD

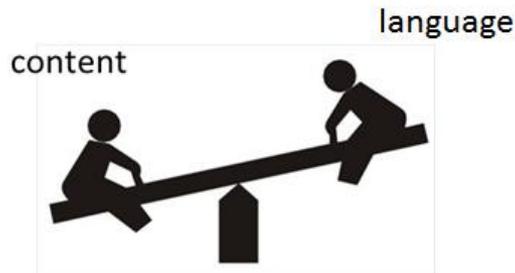
- Contextual ELD has been implemented across district elementary schools: Homeroom teachers responsible for ELD instruction tied to context of other content area instruction
- Collaborative Contextual ELD selected as new model for secondary level
- Language Arts selected as the “collaborator” for designing ELD lessons tied to context of instruction as it is only common Content area for all ELLs during remainder of day



Collaborative Contextual ELD

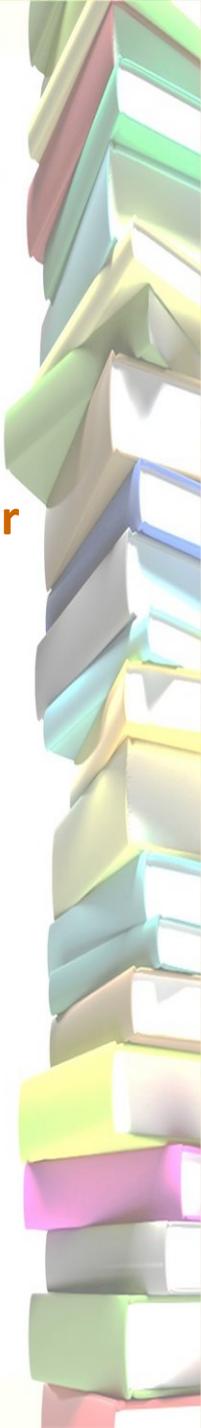
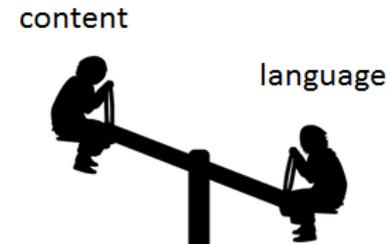
ELD

- Teach **new language**
- Recycle/review/practice **familiar content**
- Use **ELP standards** to guide instruction
 - Forms and Functions
 - Differentiated instruction according to proficiency levels of ELL students

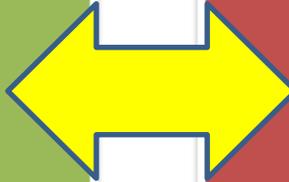


ELA

- Teach **new content**
- Recycle/review/practice **familiar language**
- Use **ELA standards** to guide instruction
 - CCSS
 - “Sheltered strategies” used to make content accessible



ELD



ELA

ELLs participate

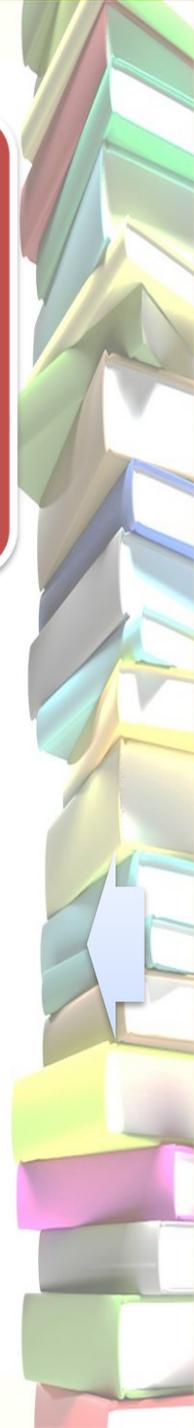
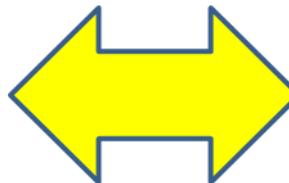
ELP standards guide instruction

Content from ELA class is the vehicle for language instruction

All students participate

CCSS for ELA guide instruction

ELD functions and forms are reinforced and practiced



Complementary Roles of a Sports Trainer and Coach

- **Trainer**

- Primary focus on physical fitness
- Prepares players with the sport in mind

- **Coach**

- Primary focus on the sports' fundamentals
- Reinforces the work the trainer has done

- **Basketball Trainer**

- Drills include sprints and jumping
- Build endurance through “sport appropriate” training

- **Basketball Coach**

- Develops philosophy and runs plays
- Integrate sprints and jumping into routines

“Division of Language” for ESL and ELA Teachers

English Language Development

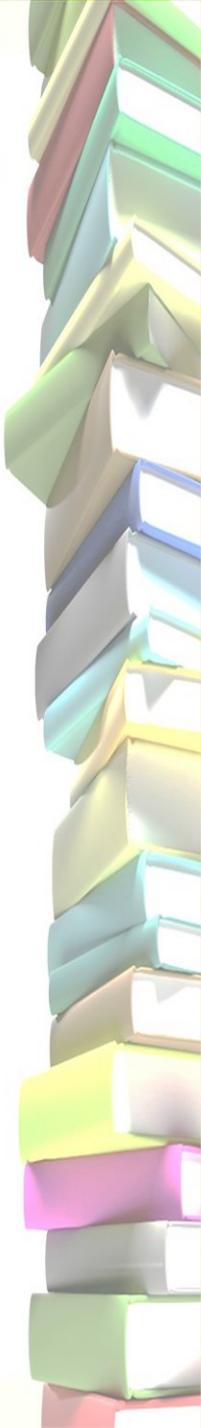
- Language functions
- Level-appropriate forms
- Practice in Listening, Speaking, Reading and Writing
- Communicative competence
 - Grammatical
 - Sociolinguistic
 - Discourse
 - Strategic

English Language Arts

- Punctuation and capitalization
- Writing process
- Literary analysis
- Genres of writing
- Content specific vocabulary
- Anything else that English speakers have to be taught in school (Dutro & Moran, 2003)

Guiding Principles for the new ELP Standards

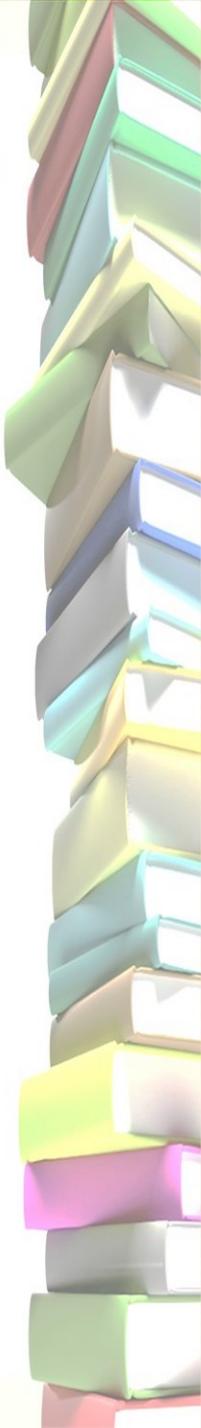
1. Potential of English Learners
2. Funds of Knowledge
3. Diversity in ELL Progress in Acquiring English Language Proficiency
4. Scaffolding
5. Students with Limited or Interrupted Formal Education
6. Special Needs
7. Access Supports and Accommodations



Funds of Knowledge Research:

The Project (Gonzalez, et al., 1993)

- Gonzalez and her colleagues believe that the secret to quality instruction is for schools to investigate and tap into the "hidden" home and community resources of their students
- The team of elementary teachers conducted a research project to uncover these resources in students' homes
 - Teachers went to students' homes in order to **learn** (rather than to teach or for disciplinary reasons)
 - Teachers met with university researchers in study groups to reflect on visits and develop relevant curriculum based on findings



The Findings

- The home investigations revealed that many families had abundant knowledge that the schools did not know about--and therefore did not use in order to teach academic skills
- The project made them look at the local households as “repositories of important social and intellectual resources for teaching” (p. 2).

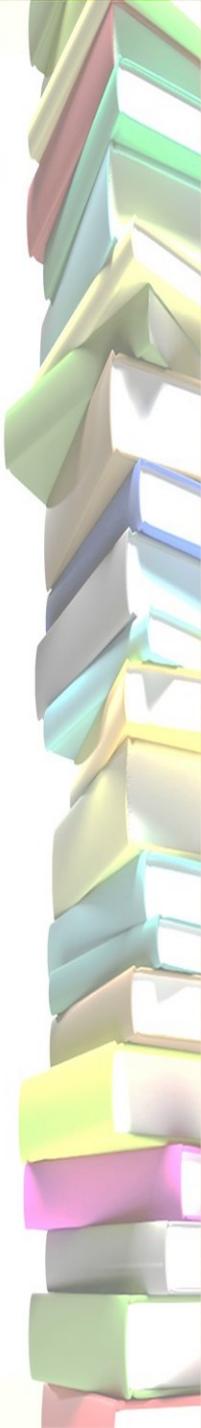


Table 1: A Sample of Household Funds of Knowledge

Agriculture and Mining

Ranching and farming
Horse riding skills
Animal management
Soil and irrigation systems
Crop planting
Hunting, tracking, dressing

Mining
Timbering
Minerals
Blasting
Equipment operation and maintenance

Household Management

Budgets
Childcare
Cooking
Appliance repairs

Material & Scientific Knowledge

Construction
Carpentry
Roofing
Masonry
Painting
Design and architecture

Repair
Airplane
Automobile
Tractor
House maintenance

Religion

Catechism
Baptisms
Bible studies
Moral knowledge and ethics

Economics

Business

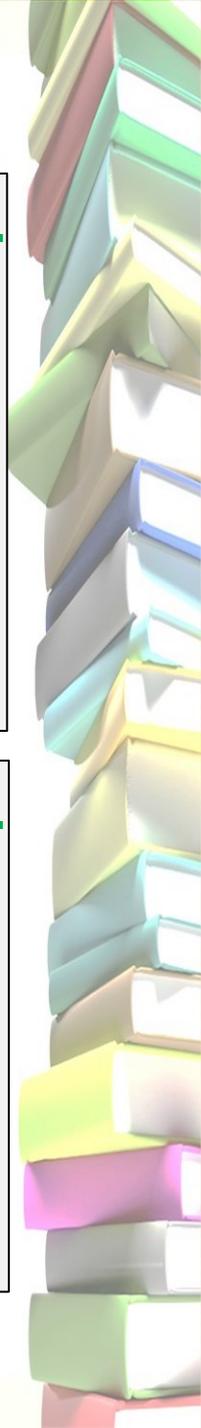
Market values
Appraising
Renting and selling
Loans
Labor laws
Building codes
Consumer knowledge
Accounting
Sales

Medicine

Contemporary medicine
Drugs
First aid procedures
Anatomy
Midwifery

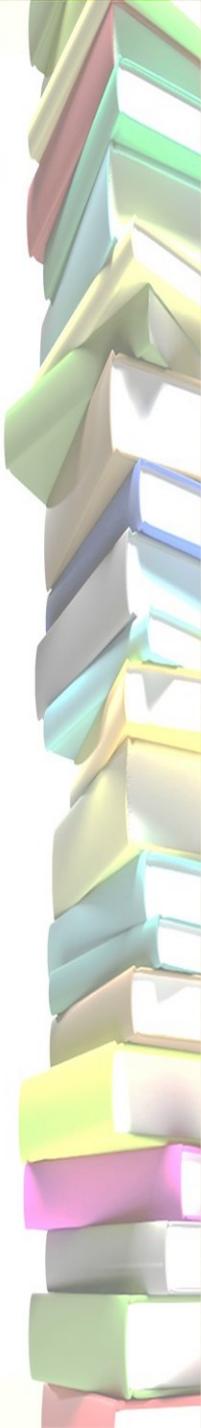
Folk medicine

Herbal knowledge
Folk cures
Folk veterinary cures



Outcomes

For Teachers	For Students	For Families
Changed view of culture from “static” to “dynamic”	Were able to know their teachers in a way they were not able to in school	Had cultural resources validated as worthy of study
Became aware of students’ lives outside of school	Saw teachers as interested in their day-to-day lives	Saw teachers as interested in their day-to-day lives
Saw students’ skills and aptitudes that were not readily apparent in school	Experienced new curriculum that validated their experiences	Saw their knowledge and experiences as valuable assets in their children’s education
Understood obstacles to parent involvement in school		Enjoyed new access to school community and teachers
Changed view of households from a deficit model to a resource model		
<i>Confianza</i> with families		<i>Confianza</i> with teachers

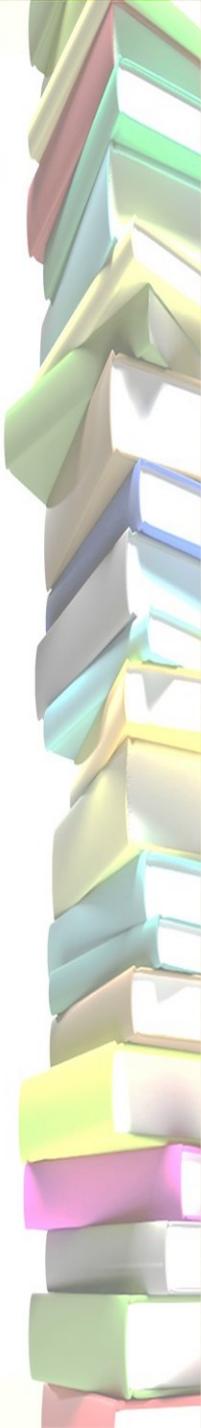


Ideas for Building the Home-School Connection by Tapping Funds of Knowledge

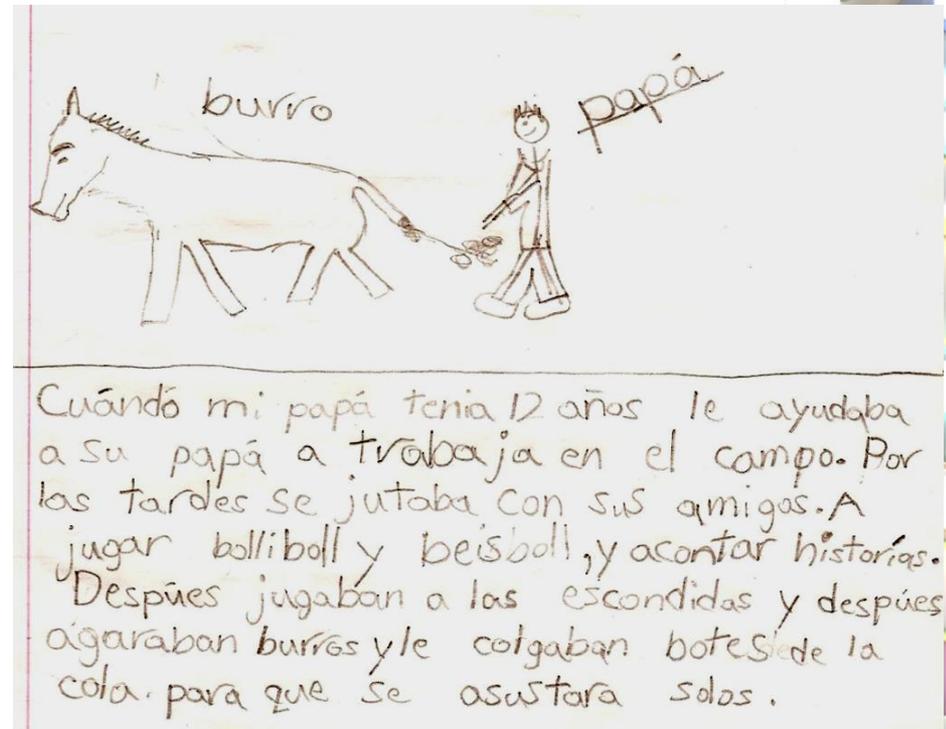
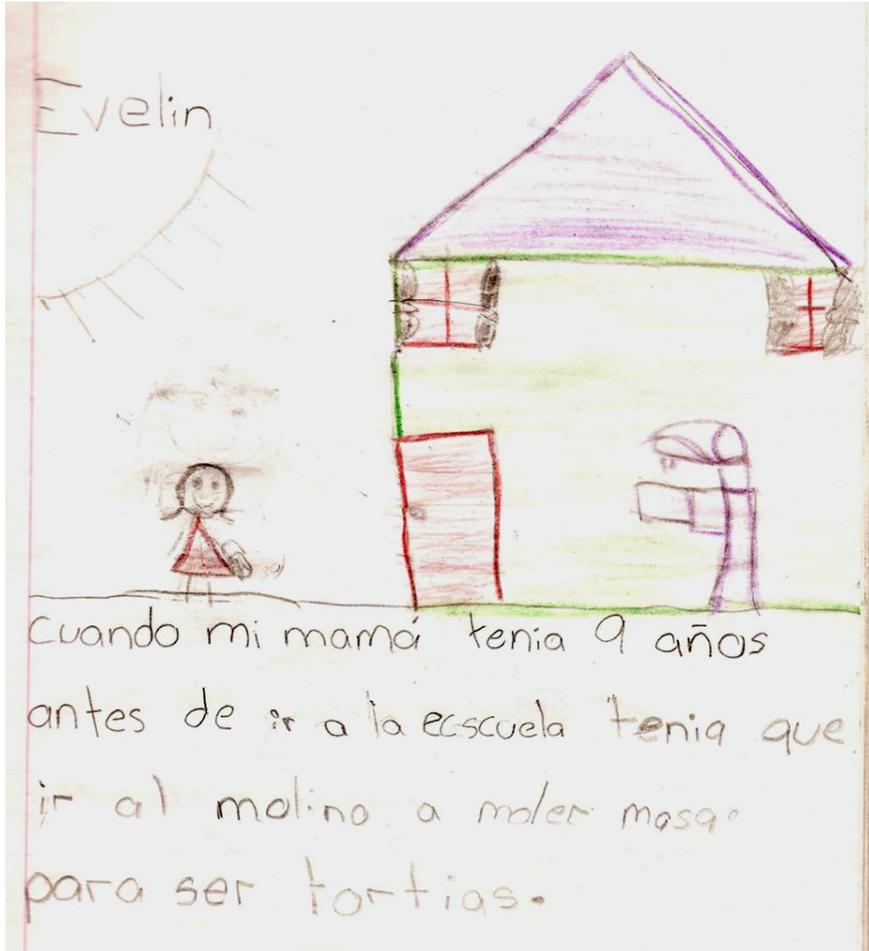
Teachers can be the “bridge” between the school and the home by validating their students’ families and their funds of knowledge.



- “Artist- or Craftperson-in-Residence” Programs (Ladson-Billings, 1995)
- Parent-and-Child Co-authored Books (Ada, 1999)
- Identity Texts (Cummins, 2006)



Family Journals to affirm Funds of Knowledge

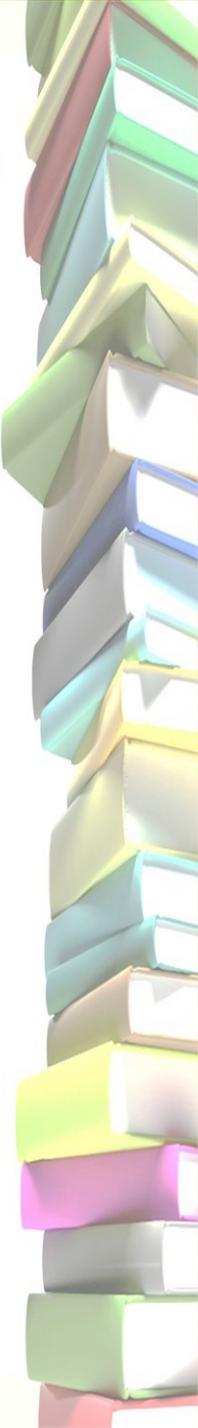
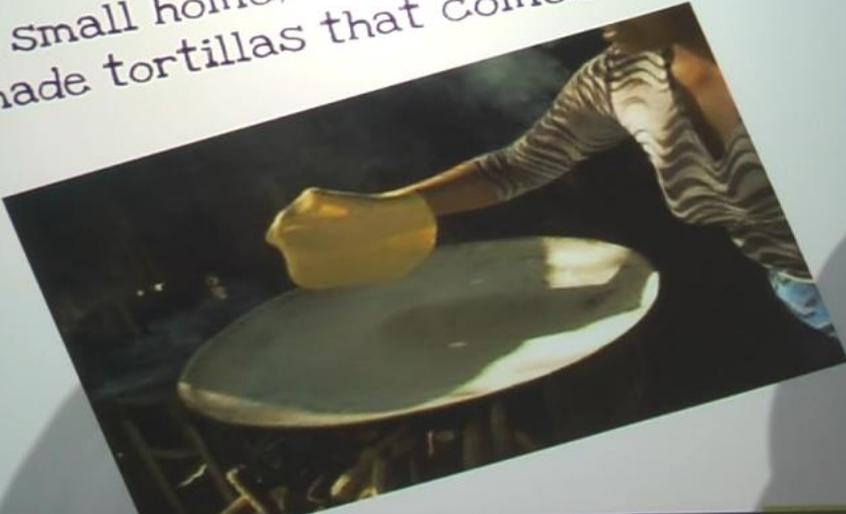


Identity Texts to affirm Funds of Knowledge

I'm from the tamales
that my mother would
make, and the memories
that would be wrapped
inside every one of them



From a small home, and the fresh scent of
homemade tortillas that comes to my nose.



Funds of Knowledge and Critical Literacy

Transmission-based Approach

- “Banking model” of education (Freire, 1970)
- Teacher as supplier of knowledge
- Literacy is a **receptive** process
- Context devoid
- Text neutrality

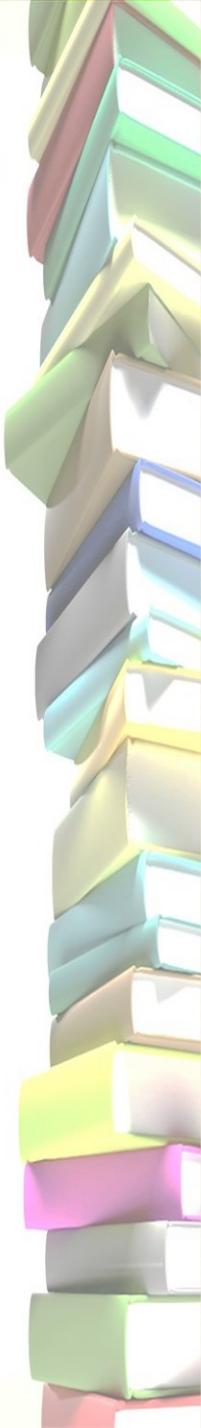
Critical Literacy

- Interaction between text and readers’ background knowledge
- Student as teacher
- Literacy is a **transformative** process through critique and problem-posing
- Context contingent
- “Reading the word” must come from the practice of “reading the world” (Freire & Macedo, 1987)



Critical Reading in the Age of CCSS

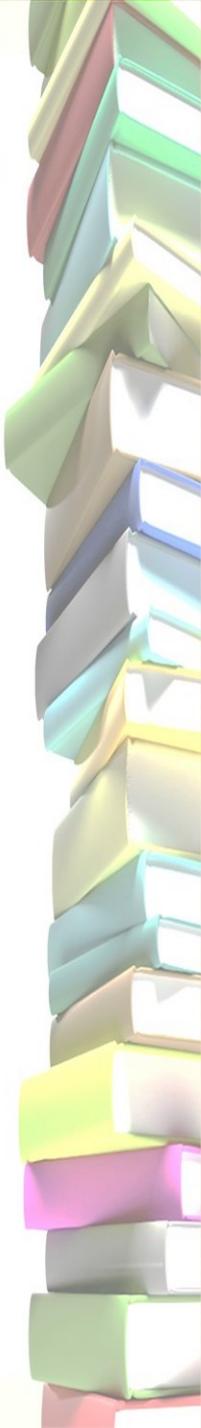
- Some question whether the ‘new,’ almost exclusive focus on **close reading** can devalue students’ experiences and voices (Ferguson, 2014)
- Critical linguists have criticized too much emphasis on readers’ perspectives and not enough emphasis on developing competence across discourses
- In order for the transformation of readers’ lives through critical literacy, students must have “equitable access to how texts work” (Luke, 2007)
- **CLOSE READING serves CRITICAL LITERACY**, as long as we encourage students to go beyond the text.



Language Acquisition

- We learn a language by unconsciously generating rules, not by imitating others.
- Errors often indicate that learning is taking place.
- Language is learned in meaningful, supportive and communicative settings.
- We often understand more than we can say.
- It takes a lot of time for us to become fluent.

Center for Applied Linguistics, 1999



Factors Influencing Second Language Acquisition

Psychological

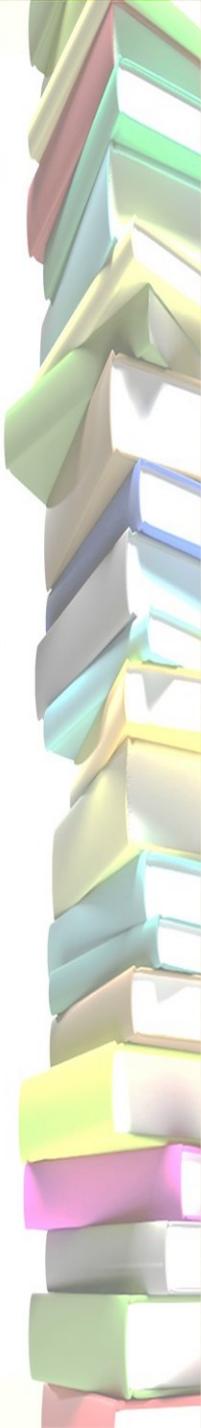


- Age
- L1 proficiency
- Previous L2 experience
- Personality (anxiety, confidence, self-esteem)
- Motivation
- Learning styles and strategies



Sociocultural

- Culture and status
- Socioeconomic level
- Parents' literacy levels
- Family/community involvement
- Extra-curricular involvement
- Peer group
- Curriculum and instruction
- Institutional policies
 - Tracking
 - Testing
 - Physical Environment
 - Disciplinary Policies



Family Values and School Values

“Children need to find within the structure and content of their schooling those behaviors and perspectives that permit them to switch between home and school cultural values without inner conflict or crises of identity” (Garcia, 2002, p. 22)

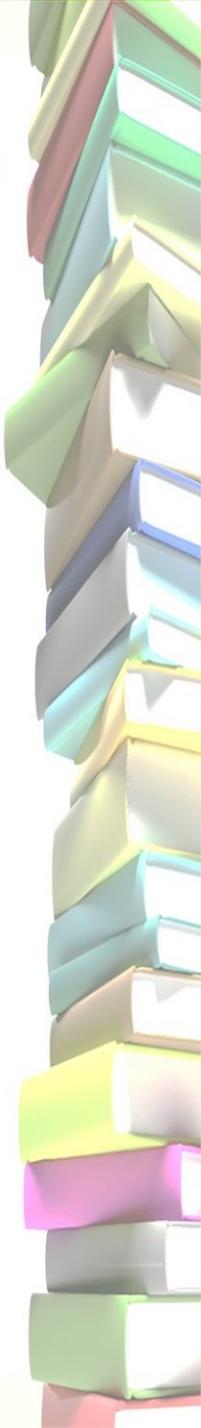
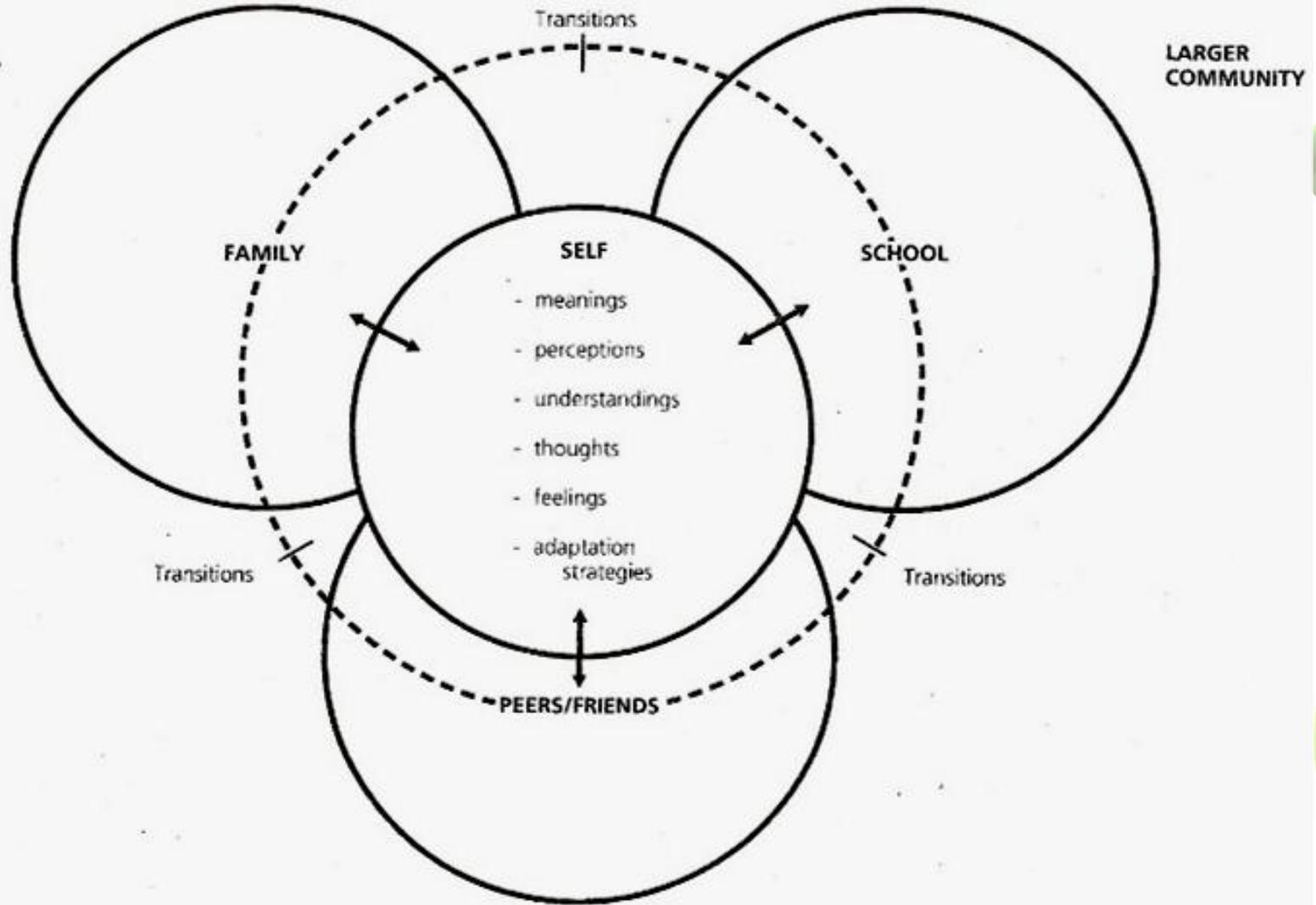


Figure 4.1 A Model of Children's Multiple Cultures



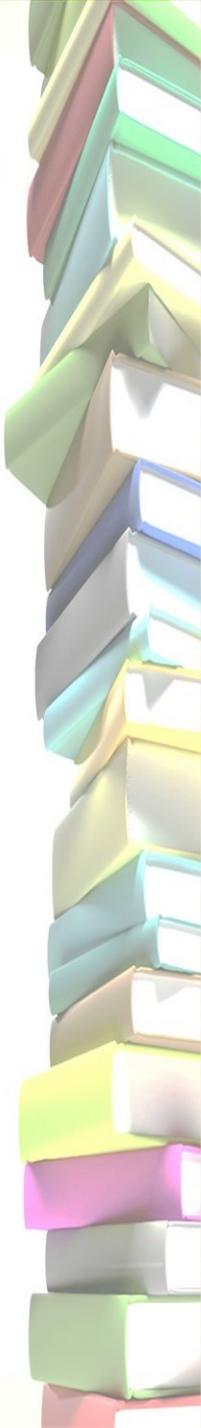
Additive vs. Subtractive Acculturation

Subtractive (assimilation)

- Replacement of the old culture with the new
- Reflects *deficit* perspective
- Examples of school practices:

Additive

- Acquisition of a new culture without rejection of the old
- Reflects *asset* perspective
- Examples of school practices:



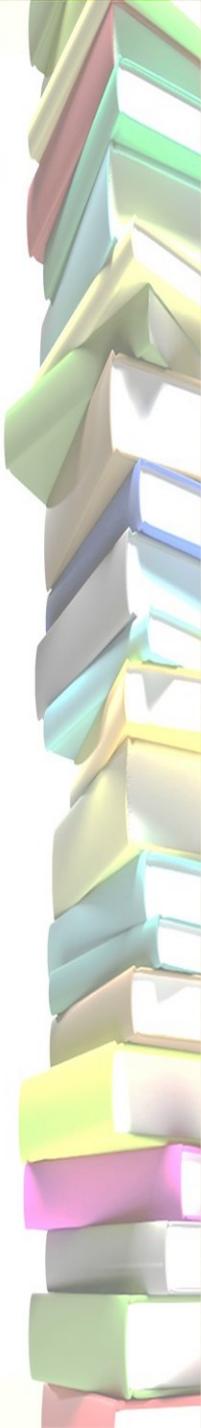
Break



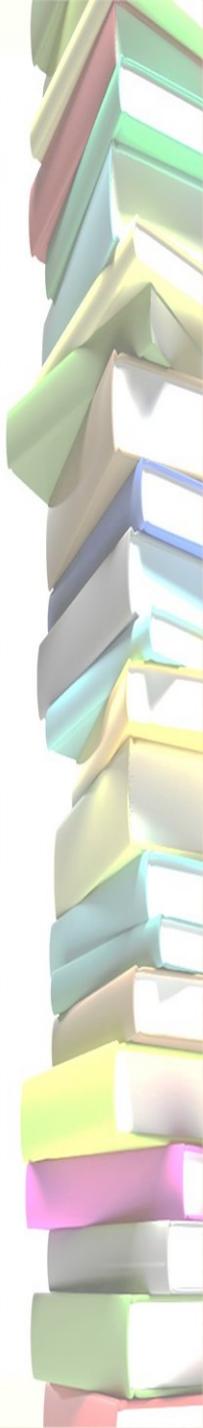
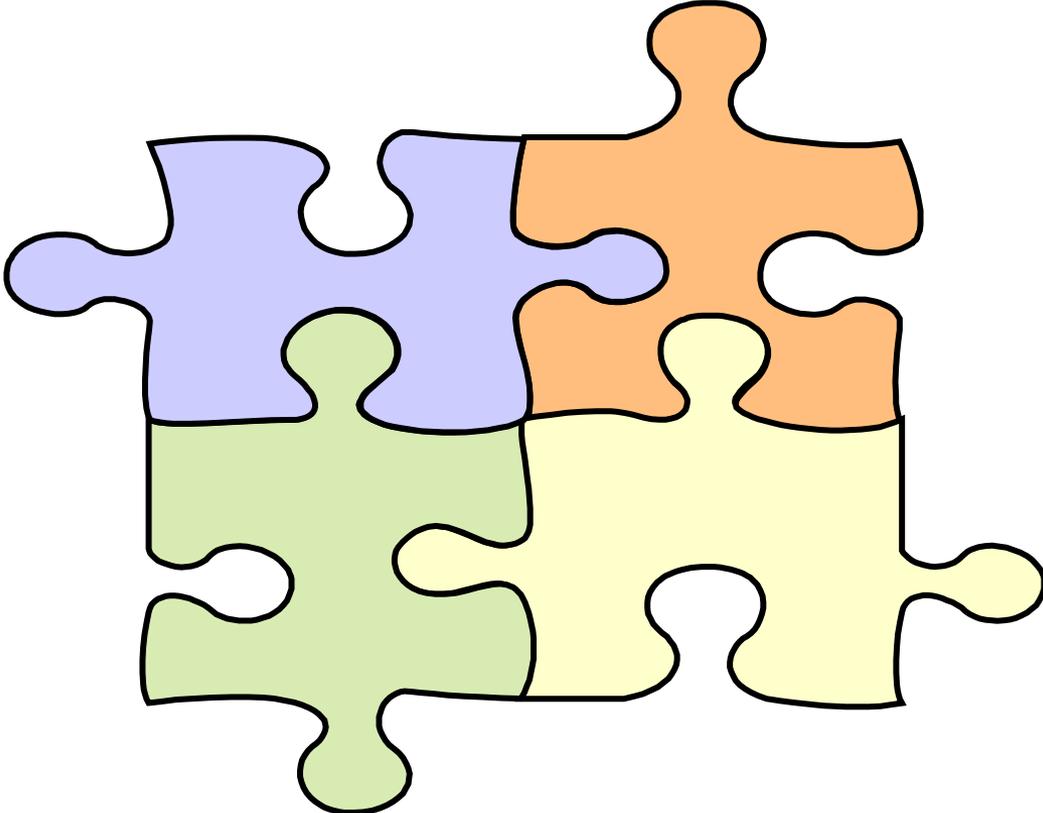
Larsen-Freeman (2014)

Re-read the “Experience” section at the beginning of the article.

- 1. What do you notice about this example?**
- 2. Have you ever had a similar experience as a student?**
- 3. How about as a teacher?**



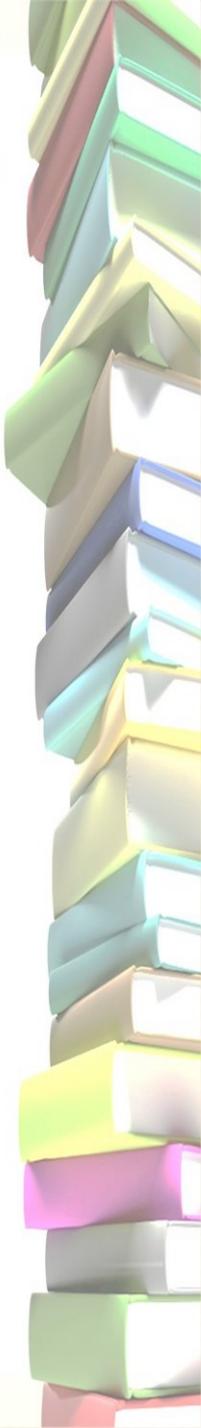
Jigsaw Activity with Larsen-Freeman (2014)



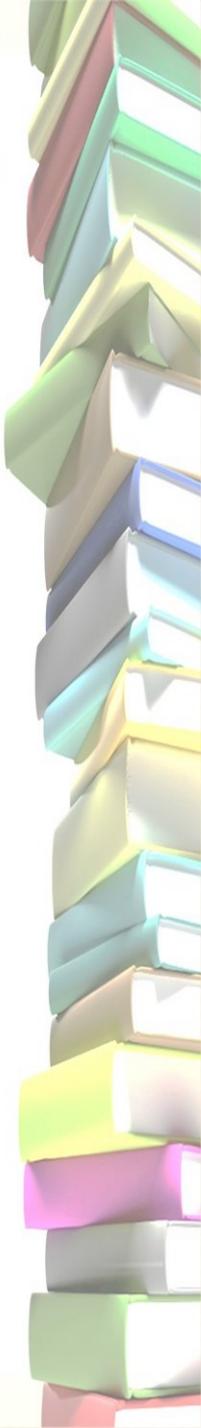
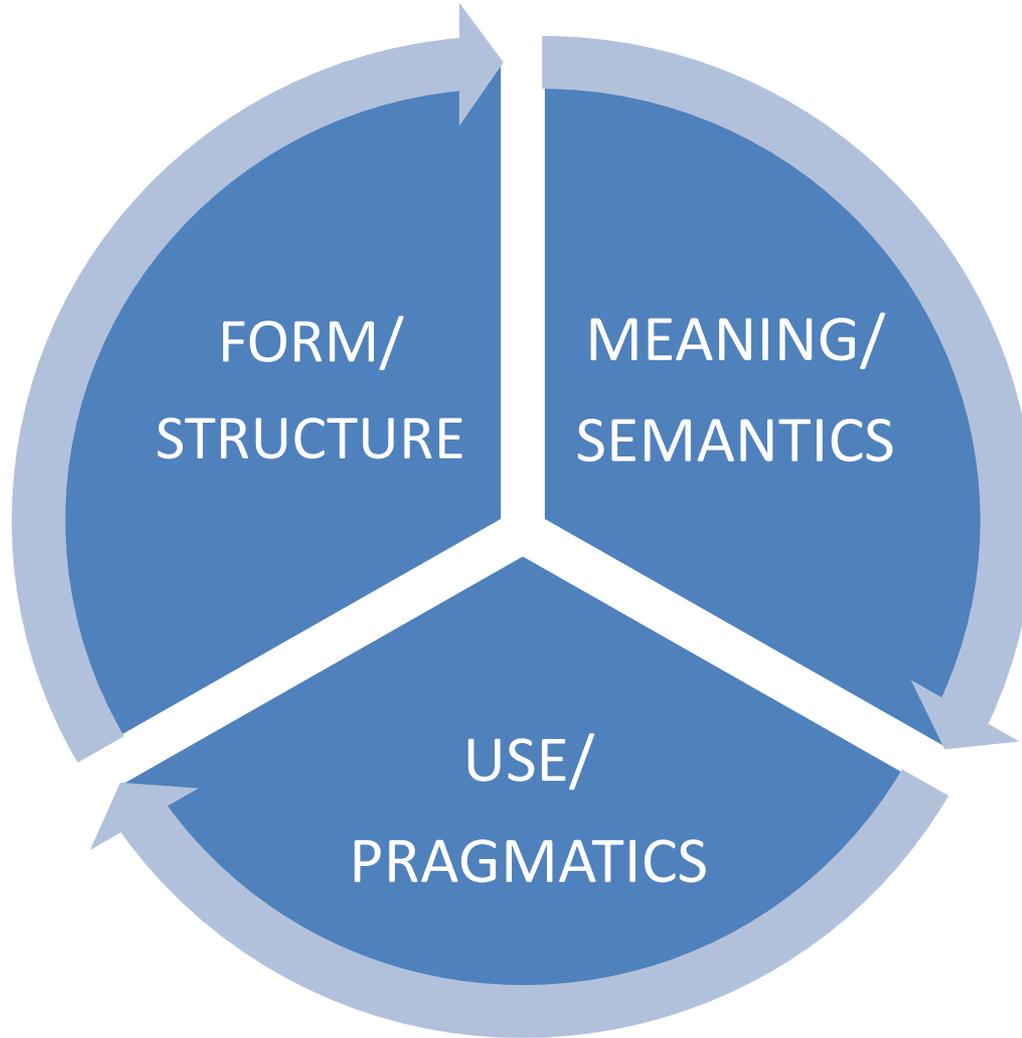
Section 1: How is Grammar Taught?

A Three-Dimensional Grammar Framework and the Learning Process

- 1. Explain the difference between “prescriptive grammar” and “descriptive grammar.”**
- 2. How do these ideas relate to the opening example?**
- 3. How do they relate to the three-dimensional framework?**



Three-Dimensional Grammar Framework



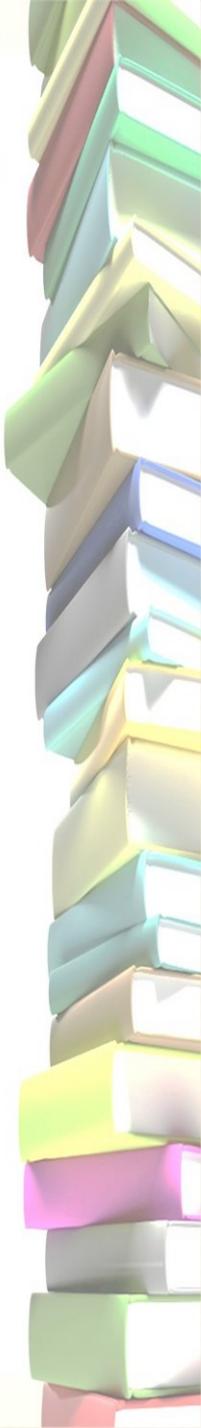
Section 1: How is Grammar Taught?

A Three-Dimensional Grammar Framework and the Learning Process

Summarize the author's four insights regarding the learning process

- Learners do not learn constructions one at a time.
- Even when learners appear to have mastered a particular construction, it is not uncommon to find new errors being made.
- Language learners rely on knowledge they already have.
- Different learning processes are responsible for different aspects of language.

and choose one insight to illustrate through a role-play for the class.



Section 2: How is grammar learned?

Form, Meaning, and Use

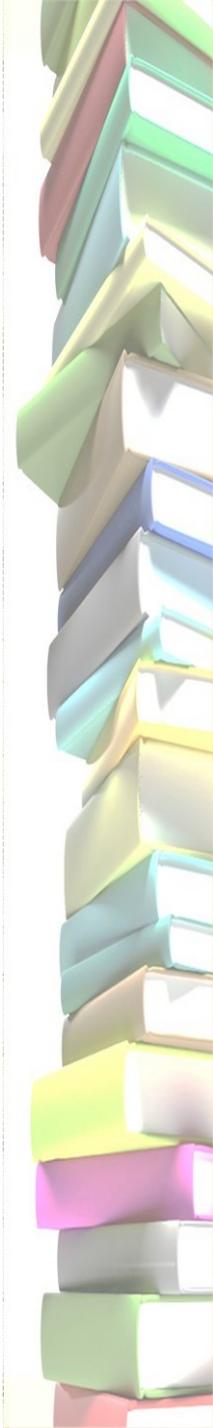
- In her discussion of **form**, Larsen-Freeman writes that “the proper goal of grammar instruction should be ***grammaring***” (p. 264).

Please explain this practice in your own words.

- The author gives specific examples of how to emphasize the three dimensions of grammar (form, meaning, use) in the classroom. **Share these classroom activities**

Form	Meaning	Use
Activities:	Activities:	Activities:

... and choose one to model for the rest of the group.



Section 3: How is grammar taught?

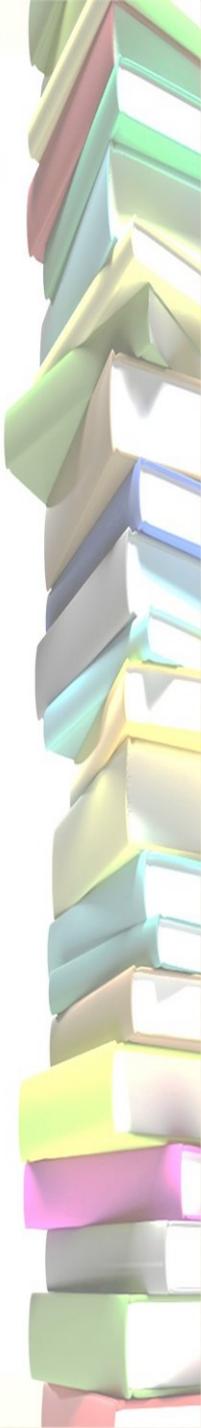
Explicit Grammar Instruction and Feedback

- Summarize Larsen-Freeman’s discussion of four models for explicit grammar instruction.
 - Consciousness-raising
 - Garden path
 - Corpus-informed
 - Collaborative dialogues

Demonstrate an activity for the rest of the group that uses one of these instructional models.

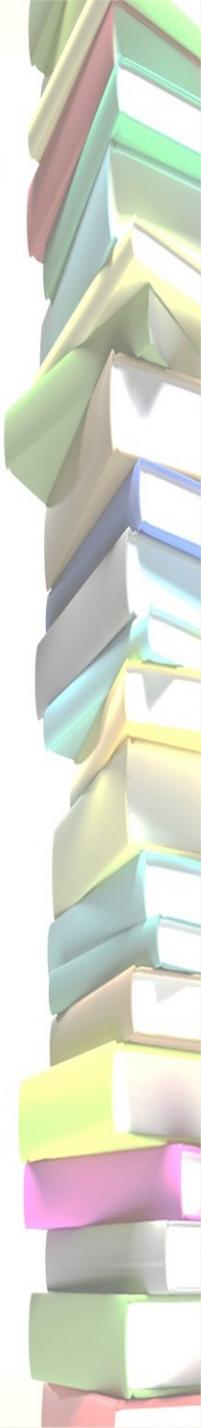
- “While rules provide some security for learners, reasons give them a deeper understanding of the logic of English and help them make it their own” (p. 268).

Explain this idea and how it can inform your own approach in teaching your ELLs.

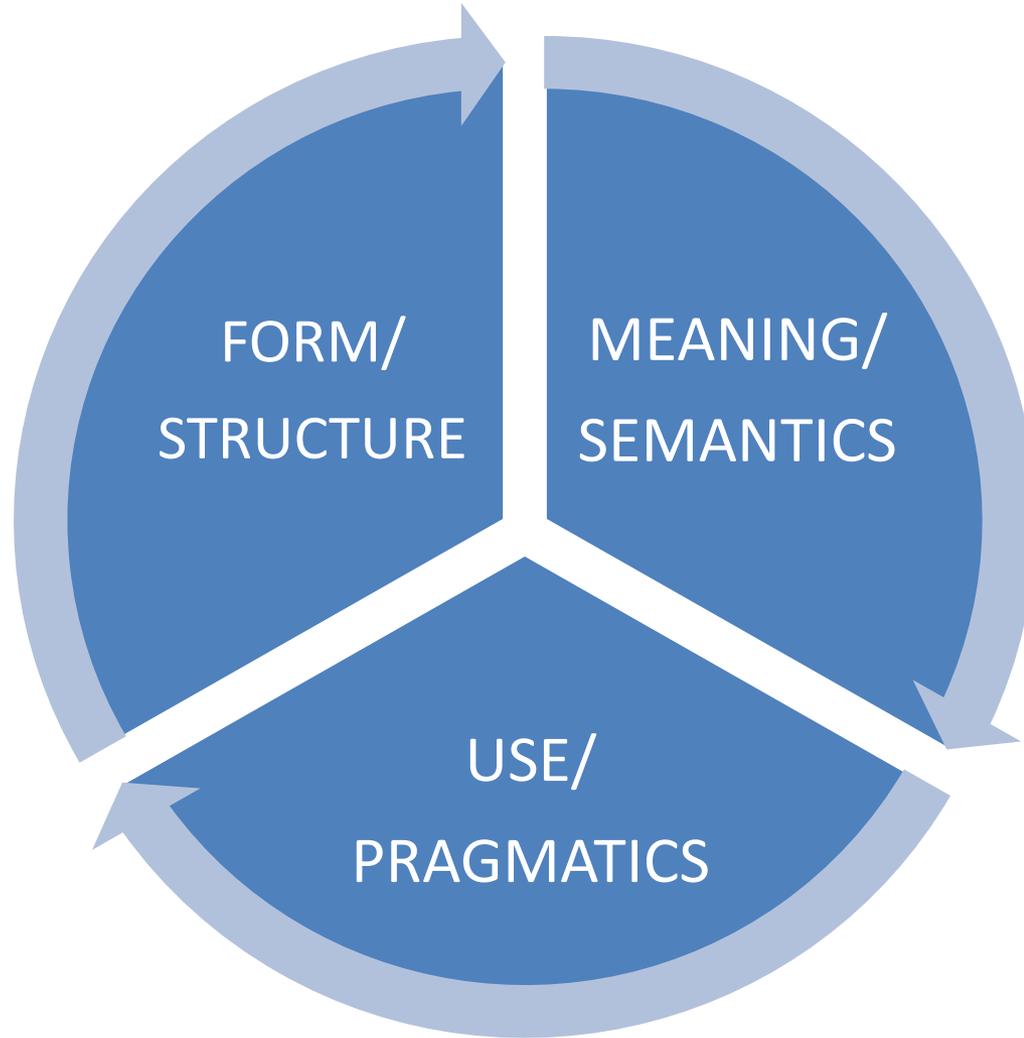


Final Points on Teaching Grammar (Larsen-Freeman, 2014)

- Communicative approaches emphasize language **use over rules** of language use, and see language as dynamic rather than static.
- “We are teaching **students** as we are teaching grammar” (p. 257).
- We do not want our students to learn grammatical facts. What we hope to do is to help them use grammatical structures **accurately, meaningfully, and appropriately.**
- It is useful for teachers to have a **grammar checklist** rather than relying on a grammatical sequence.
- The three dimensions do not always need to be present in one lesson. The teacher prioritizes them depending on **students’ needs.**



Three-Dimensional Grammar Framework



continued in Part 2

