



Using WIDA, Sys ELD and CM to Increase Structured Student Talk

Four half-day Professional Development Sessions
CLDE Department

Sentence Frames, September 13th

Objective

Teachers will plan for the use of differentiated sentence frames to support students' oral language practice

Agenda

- Reading to set the **Why?** (6 minutes)
 - Scaffolding instruction for English language learners: A conceptual framework.
- Instruction (20 minutes)
 - Introduction to open and closed sentence frames,
 - Kinsella + WIDA
 - Strong and weak examples
 - ELA, Math, SS, Science, electives
- Gradual release (45 minutes)
 - I do (modeling the creation of differentiated frames)
 - we do (using talk structures + frames)
 - you do (creating sentence frames from unit level model student response)
- Gallery walk to get and give feedback

Resources

Readings plus note-catcher:

Donnelly, W. B., & Roe, C. J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The reading teacher*, 64(2), 131-136.

Sentence Frame Tools

Kinsella, K. (2013). *Academic Vocabulary Toolkit 1 & 2*. National Geographic Learning.

Levy E., Dutro S., Macia E., (2018). *Constructing Meaning: Explicit Language for Content Instruction*. Third Edition. E.L. Achieve.

Levy E., Dutro S., Macia E., (2018). *Systematic ELD*. Third Edition. E.L. Achieve

Planning support:

- Guiding questions from: WIDA and Constructing Meaning and Systematic ELD
- Differentiated sentence frames examples

Using Data to Plan for Student Talk, October 25th

Objective

Teachers will use student assessment and language data to plan the next step for student talk in their classroom

Agenda

- Review use of sentence frames – modeling structured student talk (**5min**)
- Use WIDA performance descriptors to make student groups base on oral language proficiency (**10-15 min**)
 - Identify the skill each group needs to work on the move up to the next performance level
 - Discuss ways to leverage strengths in other areas
- Evaluate recent assessment (CFA) (**10-15 min**)
 - What targets were being assessed?
 - What standards are students working on next?
 - What's the next step(s) in my instruction?
 - What is my next CLO?
- Plan/create sentence frames that address the oral language needs of students using the instructional next step(s) (**30-40 min**)
- Peruse talk structures in packet (**10-15 min**)
 - Chunking routines
 - Choose 2-4 to implement as a group so that students are learning the same protocols in the same order
 - Push beyond turn and talk
- **Closure (5 min)**
 - What can I commit to?
 - What support will I need next?

Resources

Subset of Talk Structures:

- Structured Talk: CM/Sys ELD
- Kagan Structures
- Teacher/Student Moves: National Science Foundation & WIDA
- Academic Discussion Placemat: Jeff Zwiers

Planning support:

- Supporting oral language at the lesson level: WIDA
- Guiding questions: WIDA and Constructing Meaning and Systematic ELD
- Differentiated sentence frames examples

Dialogue and Discourse, January 24th

Objective

Teachers will use analysis of teaching exemplars, professional reading, student assessment data to plan the next steps student talk structure in their classroom

Agenda

Intro (5-7 min): Glow and Grows, oracy research, DOK considerations

Analyze Teacher Exemplar from Adams 14 (15-20 min): Watch and take notes, then do short discussion using Talk Structure of choice

Differentiated Jigsaw Reading (20-25 min):

- 1 jigsaw reading each for math, science, ELA & specialists
- 1 additional reading each for math, science, ELA & specialists
- Short discussion using Talk Structure of choice

Teacher plan for student structure talk (30-35 min)

- Teachers identify gap from PLC discussions, plan to roll out 3-6 structures using guiding questions and support document
- Share out using Talk Structure of choice

Resources

Readings plus note-catcher:

- Jeff Zwiers: Getting Started with Academic Conversations
- WIDA: Math Doing and Talking WIDA: Science Doing and Talking
- National Council of Teachers of Mathematics: Orchestrating Mathematical Discussions to Enhance Student Learning
- Kagan: Key 1 Structures

Subset of Talk Structures:

- Structured Talk: CM/Sys ELD
- Kagan Structures
- Teacher/Student Moves: National Science Foundation & WIDA
- Academic Discussion Placemat: Jeff Zwiers

Planning support:

- Supporting oral language at the lesson level: WIDA
- Guiding questions: WIDA and Constructing Meaning and Systematic ELD
- Differentiated sentence frames examples

Academic Writing, February 28th

Objective

Teachers will use analysis of student writing to plan the next steps to support student writing in their classroom.

Agenda

Intro (7-10 min):

- Difference between academic register and non-academic register
- Analyze the components of Academic Language that cross disciplines

WIDA Writing Training (25-30 min):

- Norm use of WIDA Writing rubric in order to internalize the components of academic writing and reach consensus on how team interprets the rubric

Analyze Student Work (25-30 min):

- Analyze student writing at student writing and identify trends and gaps using WIDA rubric

Plan engagements to support writing gaps with the support of peers (15-20 min):

- Consider analyzing your model student response for your summative:
- Word level –determine tier 2-3 words to focus on for word wall and vocabulary activities
- Sentence level— determine which grammar points are necessary to teach
- Discourse level—determine the organizational structure and dominant functions—pair with relevant sentence frames
- Plan how to model each writing form

Resources

<ul style="list-style-type: none">• WIDA - Features of Academic Language• WIDA - Writing Scoring Training Materials• WIDA - Writing Rubric• WIDA - Providing Feedback on Written Work• WIDA – Student-Friendly Writing Rubric• WIDA – Science and Math Speaking	<ul style="list-style-type: none">• CM/Sys ELD Vocabulary & Writing• Differentiated Sentence Frames• Kagan: Key 1 Structures (supporting writing)• Grammar Activities 1, 2 & 3• Writing in Math• Orchestrating Mathematical Discourse
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