The background features a light gray dashed line forming a large, irregular circular path. Various solid-colored circles in teal, lime green, orange, and pink are scattered around the path. Some circles are solid, while others are dashed outlines. A large teal circle with a white center is in the top left, and a large yellow circle with a white center is in the bottom right.

Language for All:

An Inclusive English
Language Development
Program for
Kindergarteners



Overview of the Session

- ◎ Our Equity Lens - Language and Access (10 min)
- ◎ Creating a program for FDK - what we wanted
- ◎ Our model - What we are doing and why
- ◎ What a lesson looks like - sample lesson
- ◎ Outcomes

Overview of Model and Research



Interaction is fundamental to identity, learning, and even survival (Rutledge, 2011).

A decorative graphic featuring various colored circles and rings. On the left, there is a large cyan ring, a smaller cyan circle, an orange circle, a yellow ring, a pink circle, and a green circle. On the right, there is a yellow circle, a cyan circle, and a small green circle. Some circles have dashed outlines in matching colors.

Our Vision

The *North Clackamas School District* provides all students a child centered, developmentally appropriate, research based, and balanced full-time kindergarten program that meets *Oregon State Learning Standards*, including *Common Core*. A quality full-time kindergarten program supports whole child development in social, emotional, physical, cognitive, language, literacy and math skills through richly integrated experiences.

Our Guiding Beliefs:

- ◎ Family, school, and community partnering
- ◎ Joyful, safe, warm, play-based, and developmentally appropriate environments
- ◎ Diverse cultural beliefs, home languages, experiences, and abilities are honored.
- ◎ Growth mindset
- ◎ Balance teacher-directed and student-selected activities.
- ◎ Explore and process learning as children actively construct their understanding of the world.
- ◎ A bridge between early learning experiences and the K-12 system.



Why Integrated Thematic Units?

2015 Planning implementation of Full Day K

- Hopes and Dreams:

To have an inclusive integrated, thematic language arts curriculum

- Problem:

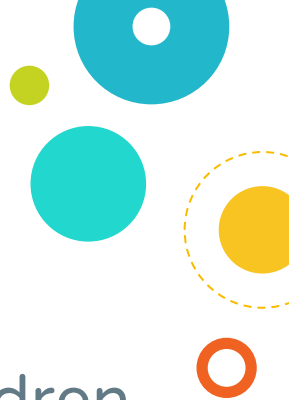
We were 4 years out from a language arts adoption

- Solution:

A team of Administrators, Coaches, Teachers, and ELD Specialists met and developed the idea of writing our own language-rich, inclusive curriculum for Kindergarten



An Integrated Thematic Unit....

- Uses a central idea to engage children
 - Integrates knowledge from different disciplines
 - Encourages deep exploration of content
- 



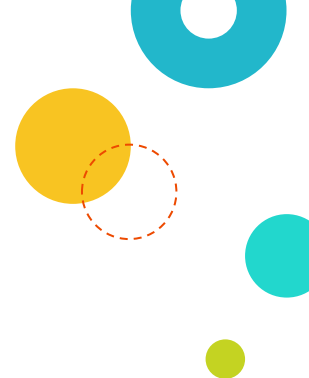
Overarching Themes

4 Overarching Themes (based on Science and Social Studies standards)

- ◎ Community
- ◎ Motion
- ◎ Our Earth
- ◎ Animals & Habitat



8 Unit Themes

- ◎ Getting Along in School
 - ◎ Me and My Five Senses
 - ◎ Families and Traditions
 - ◎ Transportation
 - ◎ Community
 - ◎ Weather and Seasons
 - ◎ Plants
 - ◎ Animals and Farms
- 



Unit Overview & Unit at a Glance

- ◎ Units range between 10-19 days
- ◎ Each unit overview has:
 - Essential Question
 - Enduring Understandings
 - Standard Alignment
 - Language Functions and Forms
 - Vocabulary
 - End of Unit Assessment
 - Texts
 - Unit Resources

Unit at a Glance

Language For All

● The purpose of this instructional approach is to:

- develop an approach that works to remove barriers and provide equitable outcomes for *all students* by implementing inclusive instruction that is not disruptive to the whole group experience.
- help build oral academic language and communication skills for to create a good foundation for reading, writing, listening, and speaking.
 - provide an opportunity for *all students* to access language development instruction to support the academic language demands in CCSS.

Making Meaning

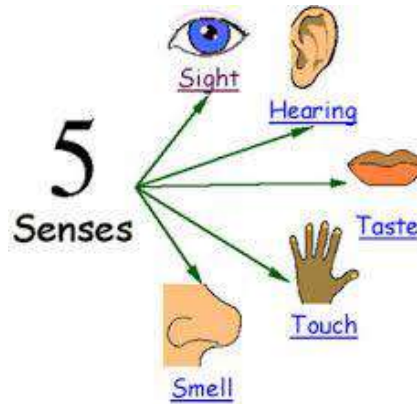
The purpose of this instructional approach is to:

- Facilitate text comprehension through a 3 day interactive close read using a read-aloud text
- Encourage students to think deeply about complex text using discussion questions representing different levels of rigor
 - Give multiple opportunities for students to respond to, and interact with the text



Daily Lessons

Me and My Five Senses Day 3



The background is white and decorated with various colorful geometric shapes. In the top left, there is a large teal circle with a white center, a smaller solid teal circle, and a dashed teal circle. In the top right, there is a large lime green circle, a smaller solid green circle, and a dashed green circle. In the bottom left, there is a large green circle with a white center, a smaller solid yellow circle, and a dashed yellow circle. In the bottom right, there is a large yellow circle, a smaller solid orange circle, and a small solid pink circle. A large, faint dashed blue circle is also visible, passing behind the text.

Kindergarten Website



Model Lesson

- Lesson Plan being modeled
- Brief description of ELP standards
- Standards being addressed in the lesson



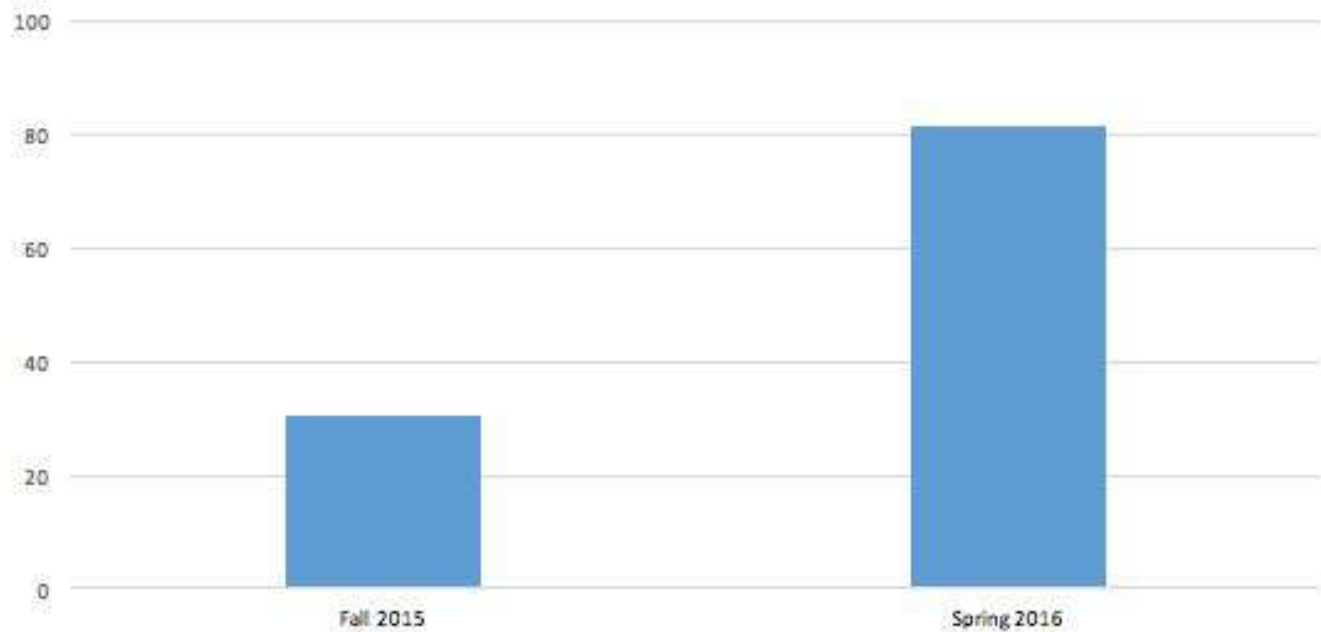
Lesson Reflection

How were the standards listed in the language target addressed?

What engagement strategies were used?

How is this lesson structure beneficial for all students?

Language Assessment Results



Percent of Students meeting our benchmark

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Questions?

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