Focus 5
Overview
English Learner Services Department
Hello!

Beverly Weber
Teacher on Special Assignment

Tim Tibbs
Student Learning Coach, Secondary

Yareli Ramirez Paredes
Student Learning Coach, Elementary
Webinar Etiquette

Be flexible!

State your name when speaking.

Actively participate.

Mute your sound when not speaking.

Use the chat box to ask questions.

Have grace with yourself and others.
Effective teachers are the most important factor contributing to student achievement.
Connector

Wait to answer until after you’ve heard the lyrics:

Which song best describes how your feel about starting the 2021-2022 school year?

1 - “Happy”
2 - “Can’t Stop The Feeling”
3 - “Vivir Mi Vida”
Zoom Poll

On a scale of 1-5, how familiar are you with the Focus 5 EL Strategies?
Learning Intentions

● Describe the purpose and components of the EL Focus 5

● Learn about thinking routines and sentence unpacking

● Determine which collaboration, language, and visual supports you will embed in your instruction
Success Criteria

- Recognize the EL Focus 5 strategies
- Explore thinking routines and sentence unpacking
- Choose collaboration, language, and visual supports for your instruction
“English Learners require specific, specially designed instruction, and support in order to access, comprehend and participate effectively in school.”

(Sobrato Early Academic Language, SEAL)
Sentence/Text Unpacking

- Use familiar text
- Focus on chunks within a sentence or text to understand meaning and learn about form
- Reconstruct sentence or text
- **Domains:** Reading, Speaking
- **Examples:** Notice and Wonder, analyze grade level text

**Collaborative Dialogue**
- Scaffold discussions so students develop reasoning and can make and support arguments
- Use in all classroom contexts (whole class, small group, and partner interactions)
- **Domains:** Listening, Speaking, Writing
- **Examples:** Think-Pair-Share; Inside/Outside Circle

**Language Supports**
- Provide vocabulary and structure support
- Differentiate support and change over time
- Keep posted so students have access
- **Domains:** Speaking, Reading, Writing
- **Examples:** sentence frames and word bank tables

*Focus 5 EL Strategies*
Focus 5 EL Strategies

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Thinking Routines

Thinking Routines
- Use routines/protocols to teach metacognition
- Integrate within the day and across content
- Leads to active reasoning and inquiry
- Domains: Listening, Speaking
- Examples: See-Thinks-Wonder; Think-Puzzle-Explore

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**Visual Supports**
- **Provide a different form of explanation**
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- **Domains:** Reading, Writing
- **Examples:** drawings, manipulatives, graphic organizers, charts, SmartBoards, maps, timelines

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TwinRivers
English Learner Services
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Importance of Language Supports

- Provide scaffold for speaking
- Differentiated for students based on language proficiency
- Can be in class for all to see and also available to students in folders or online
- Language supports can also be used as a writing scaffold
Examples of Language Supports

- Labels
- Posters
- Graphic organizers/T-charts/webs
- Sentence Stems and Frames
- Paragraph structures
- Maps
- Timelines/number lines
- Word banks/organizers/walls
- Vocabulary strategies such Frayer Model
- Opportunities for collaboration
- Assistive technology
- Reading aloud interactively
What other language supports you can think of?
Visual Supports

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Importance of Visuals

- Richly imprinted in our brain
- Provide access to abstract ideas
- Provide a different form of explanation
- Help increase comprehension
- Build background
Examples of Visual Supports

- Real objects (realia)
- Miniature objects
- Manipulatives
- Photographs
- Line drawings
- Symbols
- Choice boards
- Activity/daily schedules
- Timelines
- Anchor charts
- Videos
- Projecting while modeling
- Presentations
- Maps
Stop, Think, and Jot

What do you want to remember about visual or language supports?
Collaborative Dialogue

- Scaffold discussions so students develop reasoning and can make and support arguments
- Use in all classroom contexts (whole class, small group, and partner interactions)
- **Domains**: Listening, Speaking, Writing
- **Examples**: Think-Pair-Square Share; Inside/Outside Circle
Importance of Collaborative Dialogue

- Structures peer conversations
- Develops reasoning
- Builds oral academic language
- Sharpens listening skills
- Ensures active participation
- Fosters risk taking
Second Set Partners

- Extension to the turn and talk strategy
- First, students will talk with their partner about the discussion topic given by the teacher
- Following that discussion, students will meet with their Second Set Partners and recap what their partner said in the previous discussion
Second Set Partners

- When might you use this strategy instead of a traditional turn and talk?
- What factors should you consider when creating your first and second set partners?
- Why is this strategy especially useful for English learners?
Let’s Jam!

After watching **Second Set Partner** in action, note down your takeaways on Jamboard.
Resources for Collaborative Dialogue Strategies

Elementary Collaborative Dialogue Professional Learning

J. Zwiers’ Resources

Secondary Collaborative Dialogue Professional Learning
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What are Thinking Routines?

As teachers, we must provide opportunities to...
plan
prime
and press
for thinking!
What are thinking routines?

- Focused on making meaning, building understanding, solving problems, and making decisions
- Draws attention to the process of thinking, making it visible to students
- Facilitates greater understanding among students
- Enhances student engagement and participation
How do Thinking Routines support English Learners?

Routines ...

● allow the teacher to move past modeling, guiding, and using substantial supports
● allow students to spend more brain power on self-reflection and learning than on the question, “What does the teacher want me to do?”
● create more time for students to think critically, analyze, and use academic language
What Makes You Say That?
Look at the image.

What is going on?
I see _____.

What do you see that makes you say that?
I think it means...
What is going on? What makes you say that?

I see _________.

I see ___ so I know ___.
What is going on? Why?

I see a ___ that is _____.

What makes you say that?

The ___ means _____.

Interpret Justify
What is going on? What makes you say that?

I noticed that ___ are ____ and ______.

I noticed ____ and I thought it meant ___.
Breakout Room Roles

1. **Moderator**
   You will keep things positive and make sure everyone gets a turn to speak

2. **Recorder**
   You will open the Google Slides, make a copy, share your screen, and record your group’s ideas

3. **Timekeeper**
   You will watch the time and give your group a 3 minute warning

4. **Speaker**
   You will share your group’s ideas when we reconvene
Sharing ideas

- Speaker - please share your group’s ideas
- How would this strategy benefit your students?
- How could you implement this discussion strategy and thinking routine with your content area and lessons?
Resources for
What Makes You Say That?

Project Zero

Think! From the Middle

Thinking Pathways
Resources for Thinking Routines

- Project Zero
- Think! From the Middle
- Thinking Pathways
- Visible Thinking Routines
Stop, think, and jot about thinking routines that you want to remember, learn more about, or attempt to establish in your classroom.
Sentence Unpacking

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Learning How English Works

Analyze text in a variety of ways

- Text structure
- Cohesion
  - Text connectives
  - Pronoun reference
Designated vs Integrated ELD

<table>
<thead>
<tr>
<th>Designated</th>
<th>Integrated</th>
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<tbody>
<tr>
<td>• Provided by a classroom teacher</td>
<td>• Provided by the classroom teacher</td>
</tr>
<tr>
<td>• During a <strong>protected</strong> time</td>
<td>• Throughout the day</td>
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<tr>
<td>• Determined by student need</td>
<td>• During instruction</td>
</tr>
<tr>
<td>• Develop language acquisition</td>
<td>• In a <strong>whole class</strong> setting</td>
</tr>
<tr>
<td>• Build into and from content instruction to develop critical language</td>
<td>• Taught through the curriculum</td>
</tr>
<tr>
<td>• <strong>CA ELD Standards</strong> are used as the focal standards</td>
<td>• <strong>CA ELD standards</strong> are used in tandem with <strong>CA Common Core Standards</strong></td>
</tr>
<tr>
<td></td>
<td>• Helps ensure student strengthen their English abilities while learning content</td>
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Sentence Unpacking Considerations

**Lesson 1**
*Focus on Meaning (Unpack)*

Introduce the sentence and ask carefully crafted questions to unpack for meaning

**Lesson 2**
*Focus on Form (How English Works)*

Practice using the focus language feature

**Lesson 3**
*Repack the sentence! (Put it in your own words)*

Take the simple sentences that were unpacked and reconstruct the original sentence in your own words

Three-Day Steps from greatschoolvoices.org - *Ms. Mac on Her Love for Sentence Unpacking*
Sentence Unpacking

1. Start with a familiar text
2. Identify sentences students may find tricky
3. Focus on meaning
4. Focus on form
5. Guided Practice
6. Keep it focused!
Let’s turn toward...

Sentence Unpacking in Social Studies
Sentence Unpacking

Lesson

- How do visuals support the lesson?
- What language supports are in place?
- How are students involved in the lesson?
- How is the teacher involved in the lesson?
### Examining the Lesson

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<tr>
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<th>Test Unpacking Lesson</th>
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Sentence Unpacking
Part 1

Focus on Meaning

Guided Practice
Smythe, Grade 5
History/Social Studies

Text: “Life on an Explorer’s Ship”
### Examining the Lesson

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Sentence Unpacking
Part 2

Focus on Form
Assessing Language
Smythe, Grade 5
History/Social Studies

Text: “Life on an Explorer’s Ship”
“I found the strategy to be very helpful with students who were on the brink of mastering the concept and needed a little clarity with understanding the question and its complexity.”

Twin Rivers 5th grade teacher

Thanks to Foothill Oaks 2nd grade team
Sentence Unpacking in ELA

UNPACK A SENTENCE
Display the sentence below and read it aloud to students. Tell students that the class will work together to take the sentence apart, or unpack it, to learn about its meaning. In this sentence, the author describes King Minos’ Minotaur.

SENTENCE UNPACKING
He keeps a beast called the Minotaur, a monster that is half-man, half-bull and feeds on human flesh.

FOCUS ON MEANING
Ask students to explain the sentence. Use the following to help them:
- He refers to King Minos, who is mentioned in the previous sentence. In this sentence, King Aegeus is talking about the beast owned by King Minos.
- To keep something means to care for it so it remains alive.
- This beast is called a Minotaur, which people also consider to be a monster.
- Part of the Minotaur looks like a man and part of it looks like a bull, a male cow.
- The Minotaur will eat human beings.

FOCUS ON FORM
Tell students that the sentence contains several condensed ideas:
- The king keeps a beast.
- The beast is called a Minotaur.
- The Minotaur is half-man and half-bull.
- It feeds on human flesh.
Discuss the connecting words and punctuation that help condense these ideas. Have students note how repeated words are deleted and ideas are embedded as phrases and clauses into one sentence.

IN OUR OWN WORDS...
Prompt students to tell in their own words what the sentence means.
Today, I will build whole numbers to 20 with base ten blocks.
# Planning for Text Unpacking

**ELA, Social Studies**

<table>
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<tr>
<th>Sentence</th>
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## Focus on Meaning

<table>
<thead>
<tr>
<th>Meaning Broken into Simpler Sentences</th>
<th>Prompts, Questions, Frames</th>
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## Focus on Form

<table>
<thead>
<tr>
<th>Language Feature</th>
<th>Purpose</th>
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<table>
<thead>
<tr>
<th>Examples</th>
<th>Assessment</th>
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## Math

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<th>Math Task</th>
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## Notice and Wonder

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Stop, Think, and Jot

What do you want to remember about sentence unpacking?
Stop, Think, and Jot

Which strategy will you choose to focus on this school year?

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Zoom Poll

On a scale of 1-5, how familiar are you with the Focus 5 EL Strategies?
I used to think...
But now I think...

I used to think...
Now I think...

This routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. This routine also develops students’ ability to identify and talk about their thinking itself.
Success Criteria

Did you...

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THANK YOU!

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