A decorative graphic featuring various colored circles (teal, blue, green, yellow, orange, pink) and dashed lines of different colors (teal, green, yellow) scattered around the text. The circles vary in size and some have smaller circles inside them, creating a layered, abstract effect.

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).



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



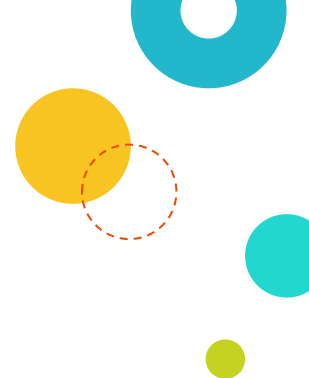
Overarching Themes

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

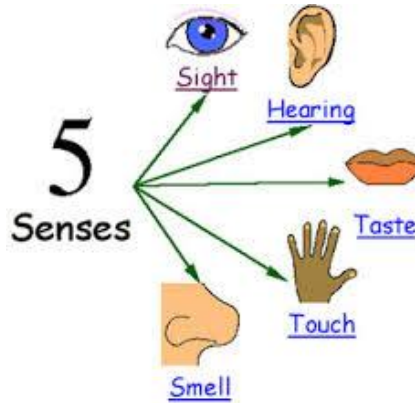
The purpose of this instructional approach is to:

- 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 features a white space with a large, light blue dashed line forming a partial circle. Various colorful shapes are scattered around: a large teal ring in the top left, a smaller teal circle next to it, a lime green circle in the top right, a green circle with a dashed outline next to it, a pink circle in the middle right, an orange circle below it, a yellow ring in the bottom right, a green circle with a white dot in the bottom left, a lime green circle with a dashed outline in the middle left, and a small orange circle below it.

Kindergarten Website



Model Lesson

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



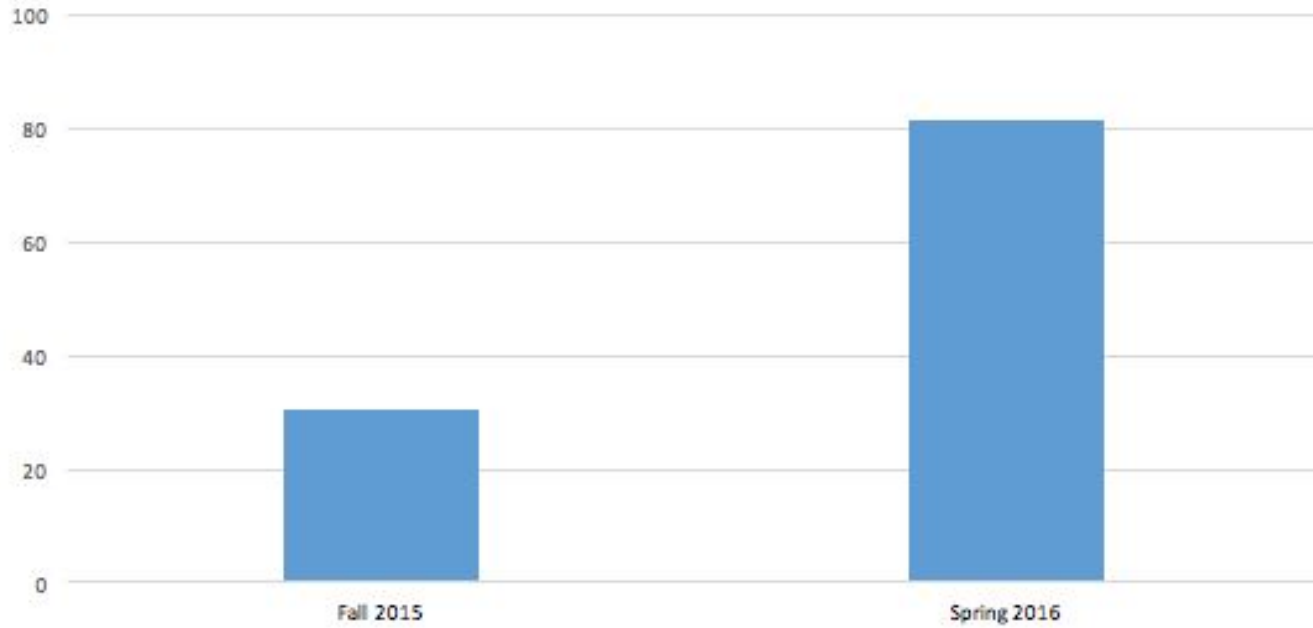
Lesson Reflection

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



Questions?

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