SAMOHI Teacher Leaders: Leadership in Promoting Best Practices to Support Language and Literacy

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Honoring SAMOHI Teacher Leadership

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English

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English

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English

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English

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English

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Japanese

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History

Daniel Escalera
History

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Science

SMMUSD

Ethnic Studies Class: Youth Participatory Action Research Project

Presentation Topic:
Student Research and Action for English Learner Equity

Sarah Rodriguez
English

Leadership with the Guaranteed Viable Curriculum (ELA)

Nathan Fulcher
English

SMMUSD ELA/ELD Curriculum Guide

SEMESTER 2				
ELA Standards	**Corresponding ELD Standards**	**Learning Targets**	**Instructional Resources**	**Assessments**
Reading for Literature **RL.9-10.1 Cite strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text; **including how it emerges and is shaped and refined by specific details**; provide an objective summary of the text. **RL.9-10.3** Analyze how **complex characters** (e.g., those with multiple or conflicting motivations) **develop**	**Interacting in Meaningful Ways** **P1:9-10.1** Exchange information and ideas with others through oral collaborative discussions on a range of social/academic topics (Collaborative) **P1:9-10.3** Offer and justify opinions, negotiate with and persuade others in communicative exchanges (Collaborative) **P1:9-10.4** Adapt language choices to various contexts	**Students will:** • Read and analyze core and supplemental texts • Determine an author's theme and how theme develops throughout the text • Understand and analyze author's rhetorical and structural writing	**Texts** *Macbeth* *Perspectives* **Texts (for specific standards)** *Night* (RL 10.6) *Things Fall Apart* (RL 10.6) *Brave New World & 12 Angry Men - Debate Unit* (RL 10.7 & 10.9)	**Site and District** Debate Socratic Seminar Small Group/Full Class Discussions Rhetorical analysis Essay

SAMOHI Common Writing Assessments
★ **Grade-specific prompts**
★ **Collaborative team scoring**
★ **Feedback to students**
★ **Department-wide data collection and analysis**

Leadership with Supporting English Language Learners

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Academic Language
for SMMUSD Students

Academic Language Posters in all SAMOHI classrooms

Making a Claim
- My opinion on this issue/topic is...because...
- From my perspective, ...because...
- Based on the evidence/reading/article/results/data, it seems that...
- I noticed...when...
- I firmly/strongly believe...because...

Building Upon a Speaker's Idea
- I share your point of view and would like to add...
- While I don't agree that...you do have a valid point when you say...because....
- I want to expand/build upon your point about....
- Another way to look at this could be...
- I would argue/add that...
- What I hear you saying is that...

Verifying Understanding
- I don't quite understand what you mean by...
- I have a question about....
- Are you suggesting...?
- I am confused about...
- Can you explain why/how...?
- Can you clarify your point about...?

Disagreeing with a Speaker
- I think ____ is mistaken in his/her view because...
- Would you please explain your reasoning about...?
- I'm not sure if I agree that...and I would like to hear more about...
- While I agree that... I would like to argue that...

Supporting a Claim/Accurate Knowledge
- I arrived at this conclusion because...
- My argument makes sense because...
- (Cite evidence) proves my claim because...
- Some evidence to support this is....
- First I considered..., then...
- If we look at both...and...we can see that...
- Based on the evidence, we can conclude that...

Linking to a Previous Statement
- That reminds me of what (name) said earlier because...
- ____'s idea is similar to ____'s idea in that...
- All of our positions seem to revolve around the idea that...
- ____'s idea reminds me of...

Acknowledging Another's Statement
- Let's expand upon ____'s idea about... because...
- Like ____ said earlier...
- If we circle back to what ____ said, we can see that...

Summarizing
- In this text/report the author argues that...
- To support the key point, the author provides evidence that...
- In all...
- In sum, ____ states that...

Copied directly from CVUHSD Pro Talk
Teacher Handbook 2006-2007

Academic Talk newsletter for staff that highlights key vocabulary and instructional strategies

A production of the Samohi Teacher Leaders: Amy Chapman, Christina Staraschak, Daniel Escalera, Emily Kariya, and Kathleen Faas

academic talk update

FEBRUARY 2019
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Academic Focus-Words of the Month

Each month, we will be selecting two high frequency words (word families) that cut across all disciplines. The goal is to incorporate these words into your own individual curriculum to best prepare students for claims evidence writing, state testing, and college and career readiness. The added bonus is that students will see the connections between their various classes!

★ **Analyze (analysis, analytic)**
  For example:
  - **Analyze** the data to find a trend.
  - Evaluate the rule of Stalin, **analyzing** the methods he used.
  - **Analyze** the diagram and describe how the figures are similar.
  - In your essay, **analyze** historical and cultural elements present in the novel.

★ **Synthesize (synthesis, synthetic)**
  For example:
  - **Synthesize** your findings to draw a conclusion.
  - Use the documents and your prior knowledge to **synthesize** all contributing factors that led to the Cold War.
  - **Synthesize** at least three sources for support.
  - **Synthesize** the two sets of data and create a graph to summarize the distribution.

PREVIOUS WORDS:
★ reason
★ infer
★ refute
★ claim

Eight Characteristics of Productive Group Work for ELL Students
from: ELL Shadowing as a Catalyst for Change, Ivannia Soto

1. Clear and explicit instructions are provided.
2. Talk is necessary for the task.
3. There is a clear outcome.
4. The task is cognitively appropriate.
5. The task is integrated with a broader topic.
6. All children are involved.
7. Students have enough time.
8. Students know how to work in groups.

Spotlight:

Inside information from ELD Coordinator and Social Studies Teacher Adrienne Karyadi

Did you know...

...that of the 199 kids who didn't sign up for flex time properly, 11% of them were English Learners? That's twice the rate of English-only students. It suggests ELs can benefit from help following complex directions.

... that ELs on Samohi's campus are more likely to be enrolled in HP or AP classes than in an ELD class? It's true! That means accommodations like extra time, work on building academic vocabulary, and modelling activities can really pay off in those advanced classes.

Academic Talk newsletter for staff that highlights key vocabulary and instructional strategies

No student phones required: Using Plickers for Formative Assessment

Need a quick way to check if students "got it"?

Plickers is a free application that requires only one mobile device… just the one the teacher uses. No need for students to worry about having a device or getting access to the school's WIFI. Instead, students get personalized QR-like cards to use to answer questions projected on a screen.

Plickers allows only multiple choice or true/false questions, but is useful for formative checks or exit tickets. The teacher just needs to scan the room. Green means they answered correctly. Red means they answered incorrectly. Plickers will also leave a record of student achievement on the formative assessment.

Interested in learning more? Feel free to ask Emily Kariya or Adrienne Karyadi, two of your Tech Jedis (along with Nathan Fulcher, Ryan Hoffman, and Bre Snyder.)

Students are enthusiastically answering questions about dates in Ms. Kariyadi's world history class.

Using the Critical Friends Protocol for Student Peer Feedback

We use this protocol to look at student work in our PLCs, why not teach students the process so they can look at each other's work? For students, any process that requires them to give feedback requires them to become "experts" in the field. By reflecting on the effectiveness of another student's work, the students become more aware of the effectiveness of their own work. Peer feedback is also a much faster way for students to receive feedback on their work; they don't have to wait for the teacher to slog through the work of 150 students before receiving the feedback. Finally, peer feedback is engaging because students are working with and **talking** to each other.

Click this link,

https://drive.google.com/open?id=1115tLAAjTKzlcLAzZKZgsQuTpp0yLBhj

for a description of how I used the Critical Friends Protocol to help my students help each other on their writing. Other teachers are using similar protocols when students discuss student work. Art teacher Amy Bouse recently presented a PD on using critique to the Art Department teachers, many of whom already use student critique in their classes. Included in the linked resources are questions, academic vocabulary and sentence stems she provides to her students. – Kathleen Faas

el best practices

Congratulations!

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