

Shared Responsibility for Language Development Video Transcript

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[Maria] In a unit that we're currently working on. Right? Um, it's called In the Classroom and students, um, are looking at things in the classroom and learning how to communicate. And their final project is creating a poem. So the way that we use the framework, right, we have our Get Ready curriculum, and we also always have our framework on hand. Um, our, our book or textbook that has a framework. So we always look at the end project of any assessment, any writing project that we're doing, where do we want the students to be at? So we go over as a team, me and my collaborating partner, we go over what key language use we see that is being used the most. And I might, we might see a couple, we might see narrate, we might see explain, we might see argue, but we try to focus on the one that's gonna be talked about or used the most for the student. Once we know what the key language use is, right? It's really easy to then go into the framework and pick out that language expectation, right? And we pick out the language expectation, then we go ahead, we pick out the features that we are gonna focus on or that we see present clearly in the exemplar. And if there is something that is missing that's not in the, the standard framework, and it is in the exemplar, we still teach it, right? It's not, it doesn't limit us—the framework—it's still very up to up to us what we're gonna teach. And it's just really a guide for us to be able to understand the language that is being acquired. So once we have the key language use, the expectation, and the features, we then go week by week and figure out, okay, what feature are we gonna talk about? Or what grammar are we gonna focus on that's gonna lead them to then be able to create that poem in the end.

[Maria] So we need a plan for our newcomer, ELD one class. [Paulina] Mm-hmm. [Maria] And we are on unit three in the classroom of our Get Ready curriculum. So I brought the standards framework here, and then we have our curriculum book. So. Should we start by looking at the end of unit writing? [Paulina] Yeah. [Maria] yeah? Okay. [Paulina] It's a, [Maria overlapping] What is it? [Paulina] they're writing a poem. [Maria] Okay. So the final . . . [Paulina] About their classroom. [Maria] Okay. And what, does it say what has to be included? Or do you wanna read the prompt? [Paulina] Um, so this first brainstorm [Maria overlapping] mm-hmm [Paulina] with a classmate, when you write your poem, you can use the outline below, and it just says, write a poem about your classroom

experience. [Maria] Okay. Okay. So then I'll write that down. So it's, write a poem. So it's write a poem [Paulina] about your classroom experience. [Maria] Okay. Perfect. So now I guess that we, do we wanna read this? [Paulina] Yeah. [Maria] Maybe let's read it out loud. Let's See what it says. [Paulina overlapping] Um, title. [Maria] Hmm.

[Paulina] I am Anita by Anita Ramos. [Maria] Mm-hmm. [Paulina] I am Anita Ramos from Honduras. I see desks and chairs and windows and doors. I hear boys and girls and clocks and a tv. I am Anita from Honduras. I am Anita. A student. I have a backpack with school supplies. I need to borrow a tablet. I am Anita, a student. I am Anita in California. I ask, can you help me? You say, of course. I am Anita in California.

[Maria] Okay! Alright. So now I think let's look at, um, the framework and figure out what the key language use is [Paulina overlapping Okay. [Maria] that we're noticing that's being used. Just from you reading it, I think it's narrate, right? [Paulina overlapping] Yeah. Telling the story. [Maria] Right? They're telling a story. So let me look that up here in mine. [Paulina] On the top it says [Maria overlapping] mm-hmm [Paulina] um, it's for the kids, but it's, remember a poem tells about experiences, ideas, or feelings. It is written in separate lines. [Maria] Okay. [Paulina] So [Maria] Yeah. So I think it, the best key language use that fits is narrate. And then I think we need to decide if we wanna focus on all of it? Or just one of the features, not one of the, sorry, one of the expectations, right? So we have narrate, expressive, 'cause they're gonna be writing, um, construct language arts narratives that orient audience to context and one or multiple pointed points of view. I think that's it. [Paulina] Or, um, not multiple points of view 'cause it's just them [Maria overlapping] It's just them writing. [Paulina] Develop and describe characters and their relationships over a progression of experiences or events. I. . . [Maria] I feel like that is the one that fits the most, right? [Paulina] Um . . . [Maria] because then the next is what, oh, wait, the next one says, develop a story advancing the plot and themes with complications and resolutions, times, and event sequences. [Paulina] Yeah? [Maria overlapping] I think [Paulina overlapping] Um, maybe [Maria] Is it this one? [Paulina] Engage and adjust for the audience? Maybe these middle two? [Maria] Yeah. [Paulina] Or do you wanna just pick the one then? [Maria] Maybe just the one 'cause it's, we wanna like really focus in on that one. [Paulina] Okay. [Maria] Um . . . [Paulina] Um, so probably the developed story. [Maria] Okay. [Paulina] Because at least from this one, she starts off saying she's from Honduras. [Maria] Right. [Paulina] And then at the end she says she's in California. [Maria] Mm-hmm. Okay. [Paulina] So . . . [Maria] So let me copy that, right? So I'll do ELD.narrate.expressive, and then we're gonna do develop story. Then I'll put that in our scope and sequence. Okay. ELD. Alright. So now that we have, we said we're not gonna do the orient [Paulina overlapping] No, just the develop [Maria] we're gonna develop the story [Paulina] Yeah. [Maria] Okay. Perfect. Right? [Paulina] Yep. [Maria] And then, so our expectation, this is our standard. So our standard is, um, narrate.expressive. [Paulina] Mm-hmm. [Maria] The expectation

is construct language arts narratives that . . . and then our function is develop a story advancing the plot and themes with complications and resolutions, time, and event sequences. [Paulina] Yep. [Maria] Right. Okay. And then, so now we need to figure out what features, I guess, we see in our final project.

[Maria] So then, so these, we can look at the features. So right here, right here, so it says variety of verb tenses, dependent clauses, a variety of short and complex sentences.

And then it connects to and develops link sections and statements to provide closure.

[Paulina] Okay. So maybe not all of these either then. [Maria] Right. So I think that now we need to look at our like the actual exemplar, yeah [Paulina overlapping] I think that variety of verb tenses. Okay. Not only because it's in the poem [Maria] mm-hmm

[Paulina] But because they've been learning that [Maria overlapping] they've also been learning that. Yeah. [Paulina] So even if it wasn't in the poem, we could add it [Maria]

mm-hmm [Paulina] just so they can practice that. [Maria] Okay. [Paulina] Um . . . [Maria] I don't know if they're going to be doing dependent clauses yet, right? [Paulina] No.

[Maria] But they do, they will have a variety maybe of just short sentences. [Paulina overlapping] just short, not complex. [Maria] Yeah. Not complex, but short, it seems like, and then [Paulina] especially if we like explain it to them saying it's written in separate lines. [Maria] Mm-hmm. [Paulina] We show them the exemplar where it's just short.

[Maria] Yeah. It's like short, simple sentences. [Paulina] Yeah. So just, we'll do short a variety of short sentences. [Maria] Mm-hmm. [Paulina] Okay. So then we'll just focus on the first one and the third one. [Maria] Mm-hmm. [Paulina] Okay. [Maria] I think that's okay. Yeah. And then maybe now let's go into our actual, um, exemplar, and we can go in and highlight that language. [Paulina] Yeah. [Maria] The verb phrases and stuff. Okay.

So I have a variety of verb tenses to pace the narrative and locate events in time, including dialogue. So I think that's where we would see what, like, have, need the V verbs, right. That they've been learning. [Paulina] Yeah. So they, they've just learned the haves and needs. [Maria] Yeah. Um, Okay. Have needs. [Paulina] Am. [Maria] Am is another one that we see. [Paulina] Mm-hmm. [Maria] Okay. And maybe those, I'm just gonna bold all of those in the exemplar so we can clearly see them. Um, desk . . . [mouse clicks] Okay. And then I also see a lot, like, it's all, it's only short sentences, right?

[Paulina] Yep. [Maria] Yeah. So then short [Paulina] I don't think that we even, I don't think we've gone over commas and stuff yet. [Maria] Not, not yet, no. So I don't know if we need, that'll come I think later. [Paulina] Yeah. [Maria] Okay. But within the short sentences, right. We have talked about nouns, and then I think we're focusing on . . .

[Paulina] Um, Singular. [Maria] Singular, right? [Paulina] Yeah. And then I think we also [Maria] mm-hmm. [Paulina] We've done pronouns. [Maria] Yeah. Okay. So we'll do

[Paulina] So we've got Anita, Honduras, they know objects, desks, chairs, doors, windows. [Maria] Okay. Because they've written the story in unit two [Maria] mm-hmm. In the story that they wrote. Right. So then we have [Paulina] This one. Where they

wrote the informational text about your school. [Maria] Yeah. So they have, so we can, I guess maybe let's underline all the nouns that we see [Paulina] Okay. [Maria] in the exemplar. [Paulina] So her name [Maria] So Anita, Honduras, California. [Paulina] California. [Maria] Mm-hmm. [Paulina] Um, boys, girls, clocks, tv. [Maria] Yep. Desks, underline chairs, door, windows. Right. [Paulina] Yeah. I think it'll also be like helpful if we printed it out. And then they did this, too. [Maria] Yeah. Yeah. The way that we're like, identifying [Paulina overlapping] because they've done it before [Maria] Yeah. [Paulina] With this one when they went in, and they had to identify all the verbs. [Maria] Mm-hmm. [Paulina] Nouns, pronouns. [Maria] Mm-hmm. [Paulina] Um, positional phrases. [Maria] Yeah. [Paulina] So if we did it for this one also [Maria] I think it might help. Like, [Paulina] Yeah. [Maria] It might help them understand how the language is working together. [Paulina] Mm-hmm. [Maria] Okay.

[Maria] So now, um, I guess that we know what our end project is, right? [Paulina] Yeah. [Maria] And the features that we're gonna be focusing on grammar, we're gonna focus on, we could go through the curriculum and each section and figure out what activity we want to do with them to amplify that language. [Paulina] Connect to language. [Maria] Language is the first one [Paulina] which looks like it's just going over the objects in a classroom. [Maria] Okay. [Paulina] Which would be useful. [Maria] Yeah. Because it's talking about . . . they're being able to identify, right? Like board [Paulina] student, desk, chair, backpack, pencil, notebook. Um, which is [Maria] so they're identifying nouns, basically. [Paulina] Yep. [Maria] Right? Okay. So it looks like there's a video that they're gonna engage in. [Paulina] Yeah. Which I think just [Maria] I think it's showing [Paulina] also just goes in [Maria] right [Paulina] like the nouns and then [Maria] so yeah. 'cause it's not isolating the nouns anymore. It's now putting it in a scenario where they're being used. [Paulina overlapping] So seeing if they can identify them within a sentence. [Maria] Yeah. Okay. So they're still identifying. It's just a step up [Maria] but, yeah, it's building on that scale. [Paulina] Taking it from a picture to then full sentences, being spoken to them and then seeing if they can identify it. [Maria] And in context, right? It seems like it's in context now. [Paulina] Mm-hmm. [Maria] So the language in action, yes they're still identifying nouns, but um, in complete sentences and in the context of the conversation [Paulina] mm-hmm. [Maria] between people. Okay. [Paulina] And then this one looks like it's the same except now [Maria] They're writing it. [Paulina] They're taking away the video, so they're just listening, which is then [Maria] Yeah. [Paulina] like the next step in that. [Maria] Yeah. [Paulina] And then the last part of it is them just filling in the blanks. [Maria] Mm-hmm. So in a little bit of written practice, right? [Paulina] Yeah. [Maria] Okay. [Paulina] So they're going from seeing, seeing to hearing. [Maria] Yeah. [Paulina] Just hearing and then them writing, [Maria] Which is nice. [Paulina] Yeah. [Paulina] Yeah. [Maria] Okay.

[Paulina] Um, connect to reading, then they're reading a poem, which is good. [Maria] Okay. That's nice. And I think when we do the poem, I think we should do a really like explicit think aloud of us asking questions of what type of poem is this? Is it telling a story? Is it telling an experience? [Paulina] Yep. [Maria] We can ask those questions. Who is it about? What is the story? [Paulina] Yeah. [Maria] Right? Okay. [Paulina] Under the Communicate it says the author's message is about new people, [Maria] Okay. [Paulina] places, talk to a classmate. Five questions. [Maria] Mm-hmm. [Paulina] What new school supplies do you have? What things at school are new for you? What places are different for you? Who do you know? And then the last line of the poem says, I enter with a smile. Do you enter the classroom with a smile? [Maria] Yeah. Okay. So we could, [Paulina] Yeah, we can also take these questions. [Maria] Mm-hmm. [Paulina] Maybe change them a little bit, especially the last one. [Maria] Yeah. [Paulina] And use it for the exemplar [Maria] for the exemplar. Yeah. [Paulina] So again, they're just doing the same thing, but [Maria] So have them identify and have them respond. Kind of like deconstructing what the poem is, right? [Paulina] Yeah. [Maria] Is what we're gonna do? Okay. [Paulina] Which would be helpful for there, for them to do [Maria] Yeah. [Paulina] um, with the exemplar. 'cause that'll be easier for them to write it. [Maria] Yeah.

[Paulina] And then I think the next one is . . . [Maria] The next one is grammar. [Paulina] Yeah. The verb have. [Maria] So this is where we're actually gonna introduce more of that, the verb tenses from the, um, standards framework. [Paulina] Yeah. [Maria] And they already did need, needs . . . so that's something that they already learned. [Paulina] Yeah. [Maria] Uh, but this time we're focusing on have and how do you ask questions [Paulina] mm-hmm. [Maria] with it, right? Okay. [Paulina] Which then goes back to the [Maria] mm-hmm [Paulina] what they were learning, and . . . [Maria] And I think it also [Paulina overlapping] [unintelligible] language. [Maria] Yep. 'cause we have to explicitly teach this. Like, Do I have, right? When do I use do versus does? And it all depends on the pronoun, right? Or the subject of it. Yeah. [Paulina] And then this one is also nice where they're, um, completing the questions. [Maria] Yep. [Paulina] They could also, um, if we have like a, a statement and then they [Maria] Yeah. [Paulina] have to change it into a question. [Maria] Oh, that would be nice. Yeah. Like if we could just say, yeah. Yeah. We could be like, [Paulina] Like John has a backpack, they can change it to a question. [Maria] Mm-hmm. [Paulina] Does John have a backpack? [Maria] Mm-hmm. [Paulina] And it'll help them practice using do and does. [Maria] Yes. Love it. [Paulina] We can also add in need, just so they can practice [Maria overlapping] I think so, too. Just so they can keep practicing it. [Paulina] Yeah. [Maria] Because it, it's gonna come up again. And then this is, [Paulina overlapping] and then this is the plural nouns, which should be easier because [Maria] mm-hmm. [Paulina] they know singular already. [Maria] So after that practice, we could talk about more plural nouns. Right. And these are the more difficult ones. [Paulina overlapping] These are like the complex ones, right.

[Maria] So it's, if your noun ends in an -s, now you have to add -es to the end. [Paulina] Mm-hmm. [Maria] If your noun ends in a -y, you're gonna add -ies, take the Y off. [Paulina] And then sometimes where [Maria overlapping] And then sometimes where it's just where it's just completely changed. [Paulina] Yeah.

[Maria] Before we get to the planning and drafting, we need to deconstruct it. [Paulina] Yeah. [Maria] So we could do, let's read it. We can ask those same questions that we did. Who is it about? What is it about? Maybe who's in the story or what kind of [Paulina] Yeah, like [Maria] Just to understand it. Right. [Paulina] We do the same thing with this one too. [Maria] Mm-hmm. [Paulina] And this one, there's at least a picture which we can also ask them about. [Maria] Yes. Mm-hmm. [Paulina] Can't really ask that about that one, I guess [Maria] Yeah. We can add a picture. [Paulina] but yeah, so we'll ask like, what's the title? What's it about? Um . . . [Maria] Who is it about? [Paulina] Who is it about? [Maria] Yeah. [Paulina] And then we can ask them to underline the nouns. [Maria] Yes. Underline nouns. [Paulina] Or underline singular nouns. [Maria] Yeah. Maybe we just . . . Yeah. Underline singular nouns. [Paulina] Circle plural [Maria] Circle plural nouns. [Paulina] Um, highlight the verbs. [Maria] Yep. Okay. Perfect.

[Maria] Collaborating for us is a huge, huge part of planning. And not only do we collaborate as a PLC or I collaborate with my other, um, colleague who also teaches ELD one, but we also collaborate as a ELD newcomer house. We have house meetings every two weeks where we have the opportunity to talk about specific students, specific things that we're working in class, um, and though, that is a great opportunity for us to be like, Hey, like what key language use might you be focusing on this, this week, or this quarter? Or, um, what expectation, what feature, what grammar are you working on? And how can we make sure that we're doing that across, you know, like our ELD literacy class, our dedicated ELD class, our ELD US history class, our civics classes. So there is a lot of collaboration happening, so at least these students are exposed to this, to the language, right? Multiple times and in multiple contents, right? They're not just seeing, um, the key language use explained in a lit, in a literacy class, but they're also seeing it in their math class, in their history class, in their science class. And, um, they notice that it's the same language, but what changes is the content, right? And the way that it's being expressed might be different, but collaboration is for sure one of the top priorities here at our school. And it really just helps us as educators, too, be able to create, um, lessons that are more rigorous and more inclusive. And really, they're really based on what students can do and where we want them to be after the lesson.