

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

State your name when speaking.

Be flexible!

Actively participate.

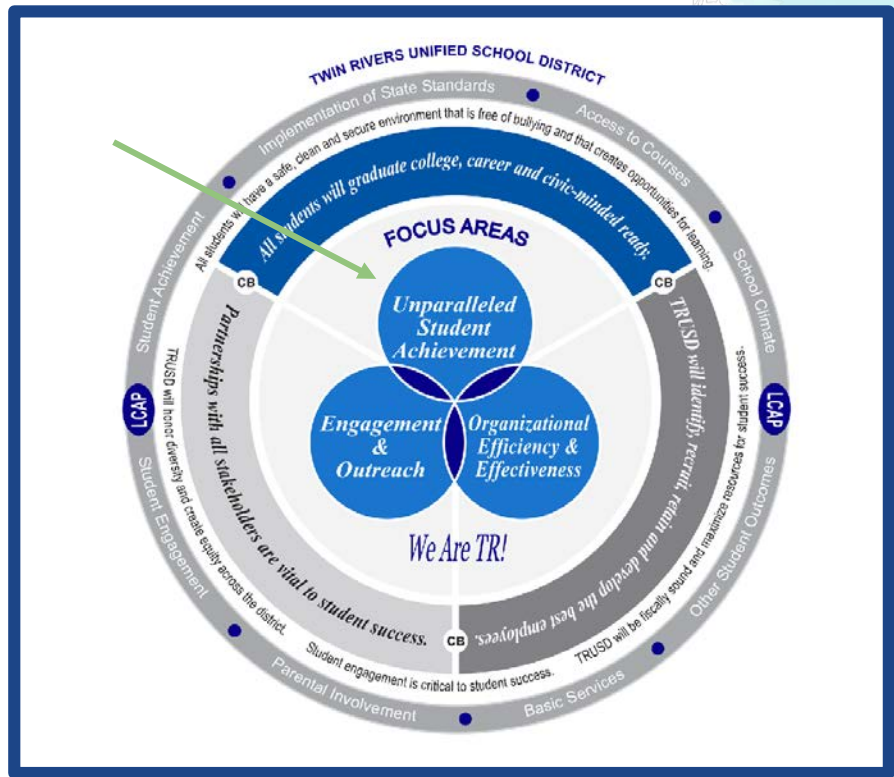
Mute your sound when not speaking.



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 you 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?



1

5

Never heard

I got it!


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)



Focus 5 EL Strategies

Sentence/Text Unpacking



Sentence/Text Unpacking

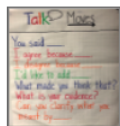
- Use familiar text
- Focus on chunks within a sentence or text to understand meaning and learn about form
- Reconstruct sentence or text
- **Domains:** Reading, Speaking
- *Examples: Notice and Wonder, analyze grade level text*

- Powerful way for students to access abstract ideas
- **Domains:** Reading, Writing
- *Examples: drawings, manipulatives, graphic organizers, charts, SmartBoards, maps, timelines*



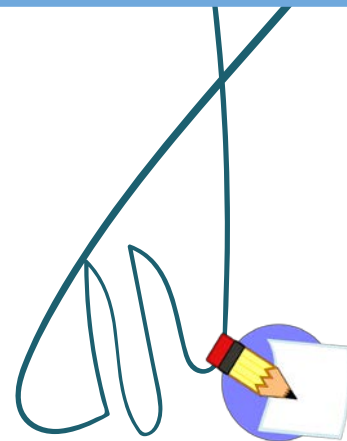
Collaborative Dialogue

- 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*



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*



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Thinking Routines

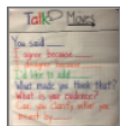
Thinking Routines



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



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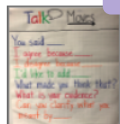
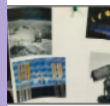
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- Powerful way for students to access abstract ideas
- **Domains:** Reading, Writing
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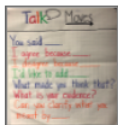


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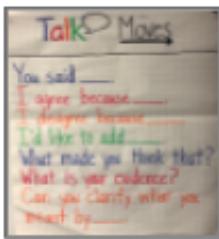
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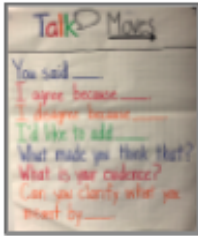
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hello!

Shalom!

hola!

salut!

welkom!

namaste!

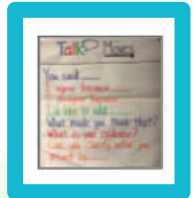
bienvenidos!

ciao!



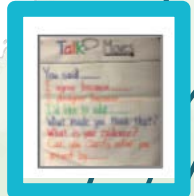
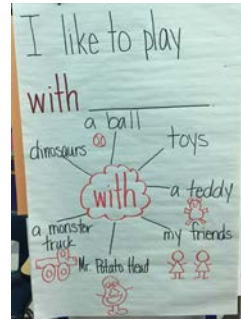
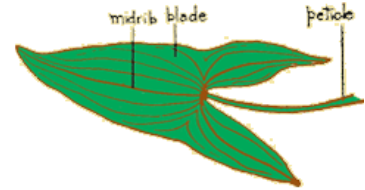
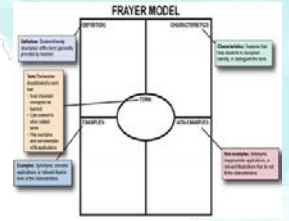
Importance of Language Supports

- 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



Chat Box

What other language supports you can think of?

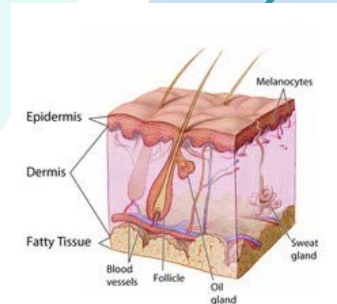


Visual Supports

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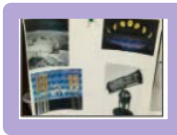
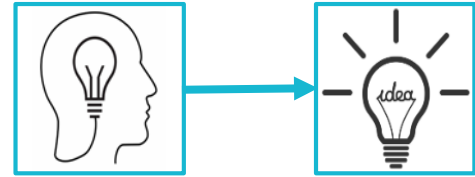


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Importance of Visuals

- 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



Collaborative Dialogue

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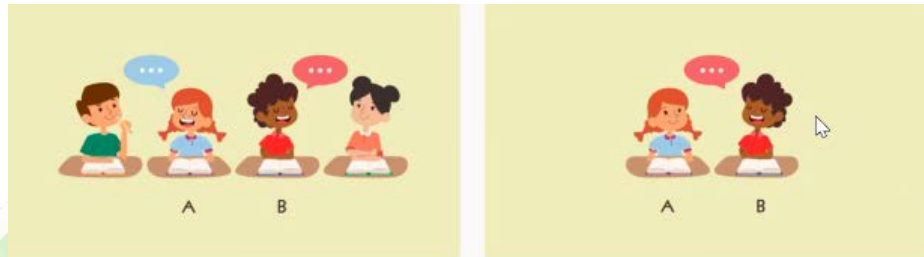
Importance of Collaborative Dialogue

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



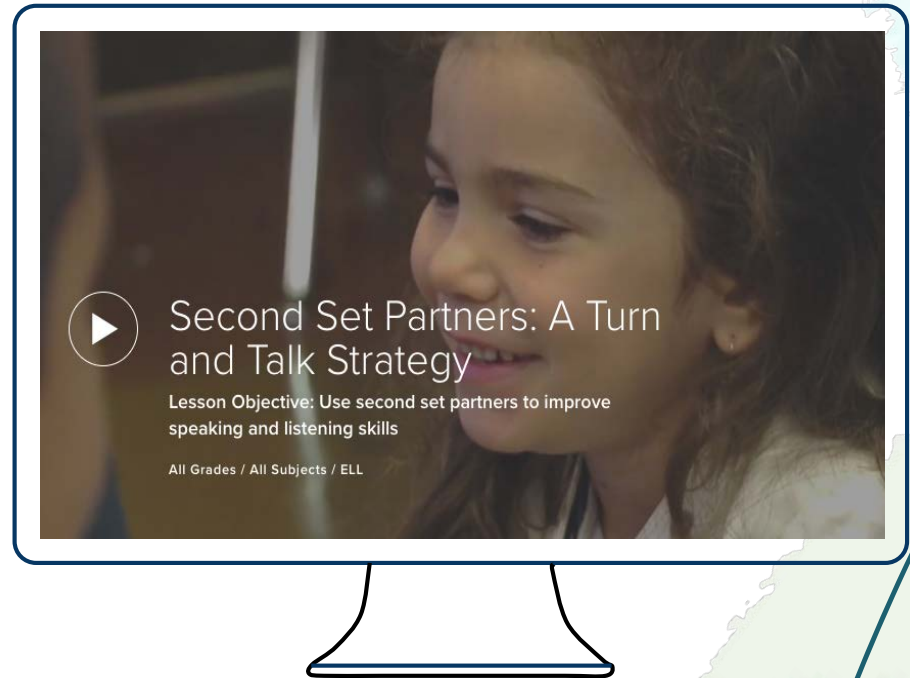
Second Set Partners

- 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?

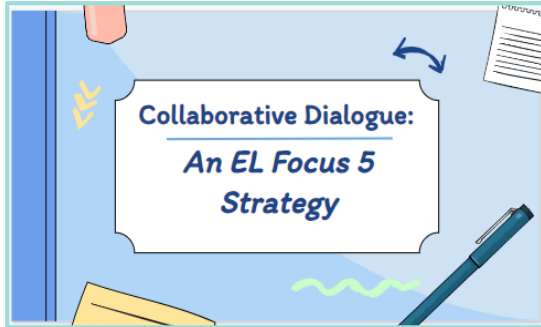


Let's Jam!

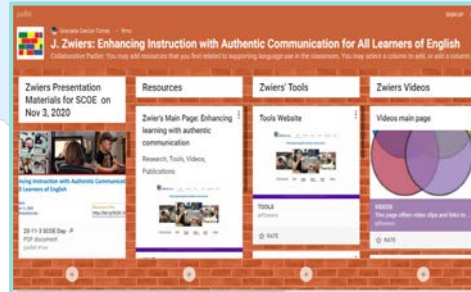
After watching **Second Set Partner** in action, note down your takeaways on Jamboard.



Resources for Collaborative Dialogue Strategies



Elementary Collaborative Dialogue Professional Learning



J. Zwiers' Resources



Secondary Collaborative Dialogue Professional Learning



10:00



Thinking Routines



Thinking Routines

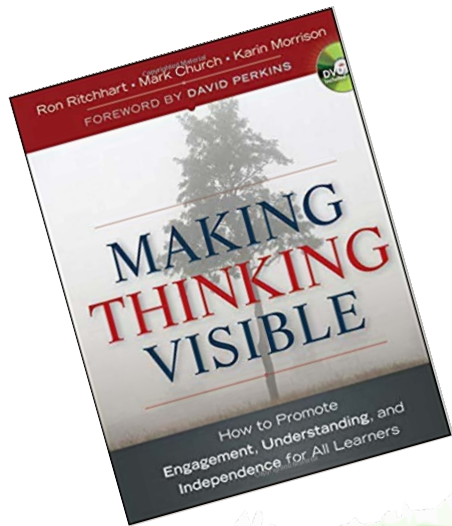
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What are Thinking Routines?

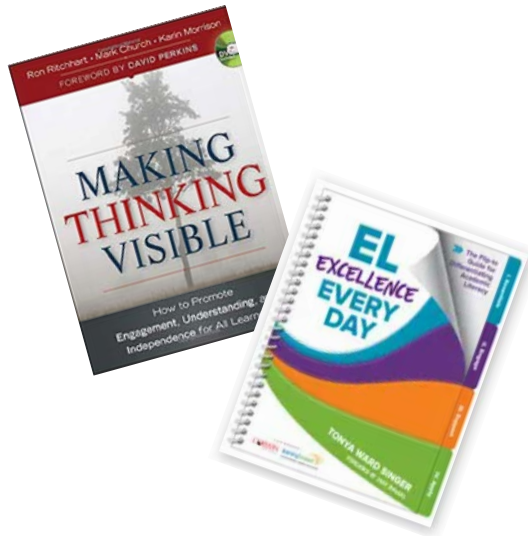


What are thinking routines?



- 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?
that?

What makes you say

I see _____ .

I see ____ so I know
_____.



Interpret

Justify

What is going on?

What makes you say

hat?

I see a _____ that is
_____.

The _____ means _____.



Interpret

Justify

What is going on?
say that?

I noticed that ___ are
___ and ___.

Interpret



What makes you

I noticed ___ and I
thought it meant ___.

Justify

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?*



The screenshot shows the Project Zero website homepage. At the top left is the Project Zero logo (PZ) and the Harvard Graduate School of Education logo. Below the logo is the text "PROJECT ZERO" and "Who We Are Topics Projects Resources Professional Development". The main heading is "Project Zero's Thinking Routine Toolbox". Below this is a paragraph of introductory text. At the bottom, there are several colored buttons: "CORE THINKING ROUTINES", "POSSIBILITIES & ANALOGS", "PROSPERITY, CURIOSITIES & CHALLENGE", "SUBJECTS & SYSTEMS", "EXPERIENTIAL LEARNING", "WITH ART OR SUBJECTS", "DIGGING DEEPER INTO IDEAS", "SYNTHESIZING & EXPLORING IDEAS", and "INTRODUCING & EXPLORING IDEAS".

Project Zero



The screenshot shows the Think! From the Middle website. At the top left is the "Think! From the Middle" logo. Below it is a navigation menu with "HOME", "THINKING ROUTINES", "CULTURES OF THINKING", "INQUIRY-BASED LEARNING", "VISIBLE LEARNING", "UNITS OF WORK", "THINKING PATHWAYS BLOG", "SPEAKER", and "CONTACT". The main heading is "THINKING ROUTINES". Below this is a paragraph of text and a video player. At the bottom, there are several buttons: "HOME", "ABOUT", "CONTACT", and "SPEAKER".

Think! From the Middle



The screenshot shows the Thinking Pathways website. At the top is the "THINKING PATHWAYS" logo. Below it is a navigation menu with "HOME", "THINKING ROUTINES", "CULTURES OF THINKING", "INQUIRY-BASED LEARNING", "VISIBLE LEARNING", "UNITS OF WORK", "THINKING PATHWAYS BLOG", "SPEAKER", and "CONTACT". The main heading is "WELCOME". Below this is a paragraph of text and a video player. At the bottom, there are several buttons: "ABOUT ME / CONTACT" and "ACKNOWLEDGMENT OF SOURCES".

Thinking Pathways



Resources for Thinking Routines



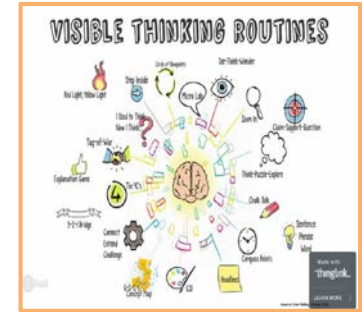
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Think! From the Middle

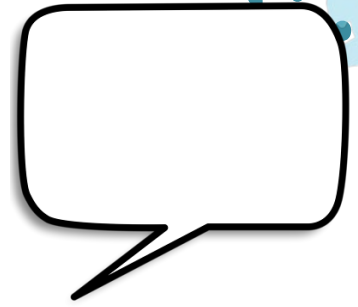


Thinking Pathways



Visible Thinking Routines

Explorations of 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

Sentence/Text Unpacking



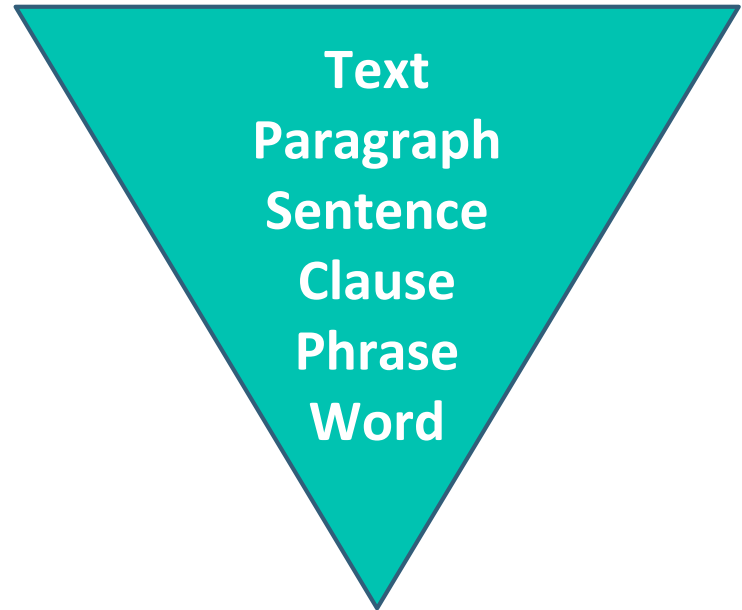
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Learning How English Works

Analyze text in a variety of ways

- Text structure
- Cohesion
 - Text connectives
 - Pronoun reference



Designated vs Integrated ELD

<i>Designated</i>	<i>Integrated</i>
<ul style="list-style-type: none">• Provided by a classroom teacher• During a <u>protected</u> time• Determined by student need• Develop language acquisition• Build into and from content instruction to develop critical language• <i>CA ELD Standards</i> are used as the focal standards	<ul style="list-style-type: none">• Provided by the classroom teacher• Throughout the day• During instruction• In a <u>whole class</u> setting• Taught through the curriculum• <i>CA ELD standards</i> are used in tandem with <i>CA Common Core Standards</i>• Helps ensure student strengthen their English abilities while learning content

To prepare for....

In response to....

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)*

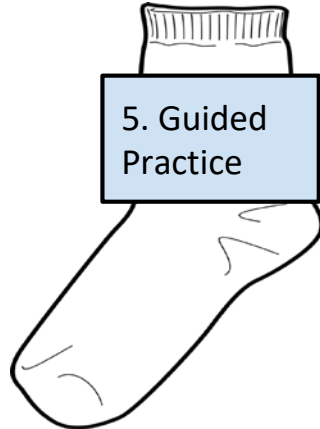
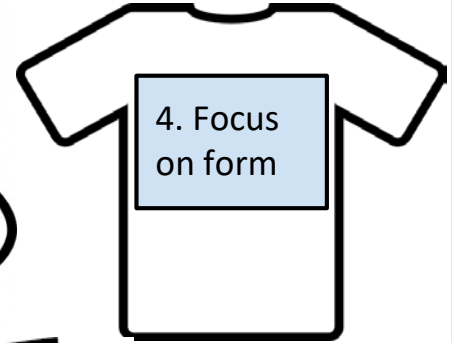
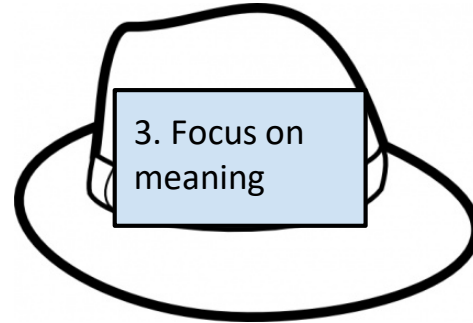
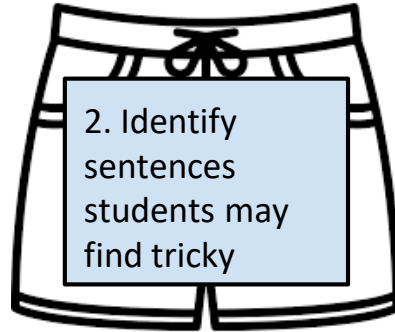
Practice using the focus language feature

Lesson 3

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

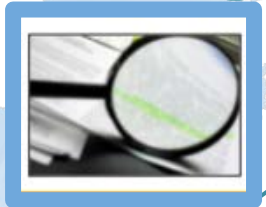
Take the simple sentences that were unpacked and reconstruct the original sentence in your own words

Sentence Unpacking



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

Examining the Lesson

Question	Sentence Unpacking Lesson	Text Unpacking Lesson
How is the lesson focused on meaning and/or form?		
Why this specific text?		
What visual supports are in place?		
What language supports are in place?		
What is the teacher doing?		
What are the students doing?		

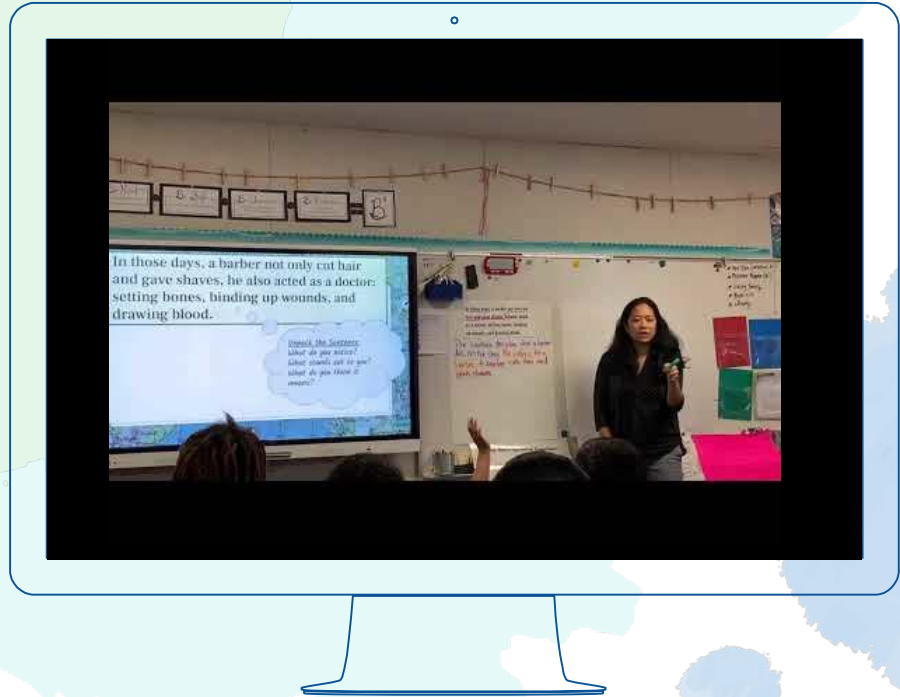
Sentence Unpacking

Part 1

Focus on Meaning

Guided Practice
Smythe, Grade 5
History/Social Studies

*Text: "Life on an
Explorer's Ship"*



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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"*



From the classroom...

"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.*"

Handwritten student work on lined paper, showing a math problem and solution. The text is written in various colors (red, blue, green, black) and includes some corrections and annotations.

Original text: Tony had ~~some~~ baseball cards.
He gave 45 of them to his sister.
Now Tony has 45 baseball cards.

Red text: We don't know how many baseball cards Tony has.

Red text: Tony is the character.

Black text: Tony has baseball cards.
He is Tony. His sister is Tony's sister.
There is baseball cards.

Red text: Gave the cards means take away (-)
Tony gave 45 cards

Red text: They have equal amounts of cards.
Tony still has 45 cards

Black text: How many did he have to begin with?

Black text: How many baseball cards did Tony have to begin with?

Equation: $B - 45 = 45$

Arithmetic:
$$\begin{array}{r} B \\ -45 \\ \hline 45 \end{array}$$

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.

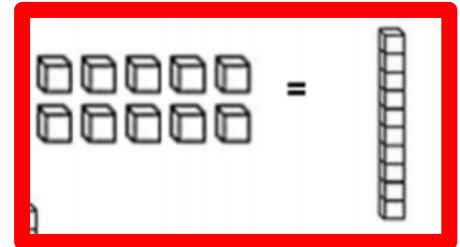
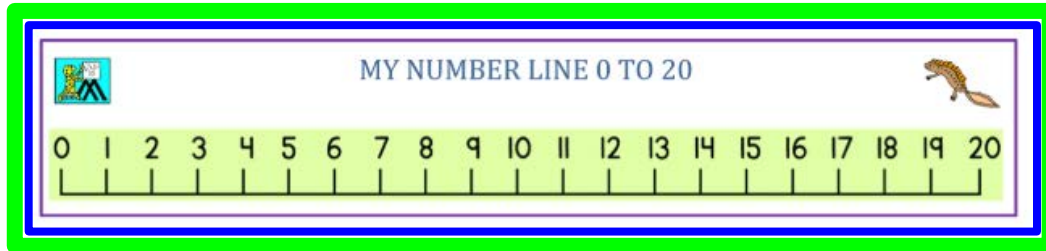


Unpacking Objectives in Math



Objective:

Today, I will build whole numbers to 20 with base ten blocks.



Planning for Text Unpacking

ELA, Social Studies

Sentence	
Focus on Meaning	
Meaning Broken into Simpler Sentences	Prompts, Questions, Frames
Focus on Form	
Language Feature	Purpose
Examples	Assessment

Math

Math Task	
Notice and Wonder	
I notice...	I wonder...

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?



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*

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-Think-Wonder; Think-Puzzle-Explore*

Visual Supports



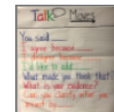
- Provide a different form of explanation
- Powerful way for students to access abstract ideas
- **Domains:** Reading, Writing
- *Examples: drawings, manipulatives, graphic organizers, charts, SmartBoards, maps, timelines*

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*

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*



Zoom Poll

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



1

5

Never heard

I got it!

I used to think...
But now I think...



I used to think ...

Now I think ...

purpose

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.

Synthesising
& Organising
Ideas

Success Criteria *Did you...*



- Recognize the EL Focus 5 strategies?
- Explore thinking routines and sentence unpacking?
- Choose a collaboration, language, and visual supports for your instruction?



THANK YOU !

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