

# Getting the Most out of GLAD® Strategies: Addressing Integrated and Designated English Language Development

by A. Kathleen Salgado and Natalie Olague—Professional Development Coordinators and OCDE Project GLAD® Agency Trainers, DLeNM

Promising practices...

OCDE Project GLAD® strategies are about providing students access to both content and academic language simultaneously. GLAD® strategies are delivered in a way that embed scaffolds for sheltered instruction (sometimes referred to as *integrated* English language development—ELD) and provide opportunities for focused language acquisition (referred to as *designated* ELD). It is this synergy that makes GLAD® strategies especially effective for culturally and linguistically diverse students. A GLAD® classroom contains a continual balance of sheltered instruction and English language development (ELD). A question that often arises from teachers participating in the six days of foundation training is whether “doing GLAD” during designated ELD time meets federal and state regulations regarding the teaching and learning of language learners. In order to answer this question, federal and state regulations must be explored, the difference between sheltered instruction and ELD must be clarified, and finally, teacher intentionality and delivery of GLAD® strategies must be rationalized and articulated. The purpose of this article is for GLAD® practitioners to address the question for themselves and articulate how they provide ELD instruction for their students.

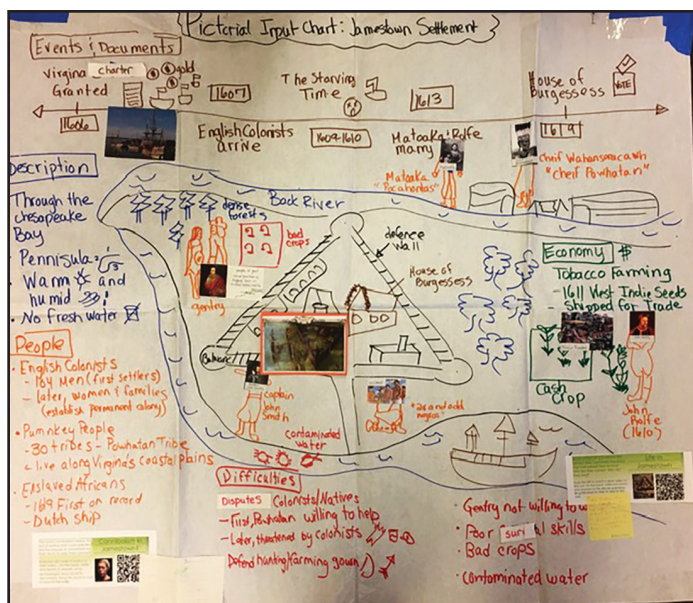
The federal Office for Civil Rights has specified regulations for states to follow in terms of ELD programs. In addition to federal regulation, states may define further requirements. In the state of New Mexico, for example, the NM Public Education Department (NMPED) requires districts to “provide a minimum of 45 minutes

of ELD instruction” to students qualifying for such services. For New Mexico, the PED states that “ELD instruction should be distinct from content

instruction” and each district, school, and classroom teacher must rationalize how their ELD instruction is distinct from content instruction (NMPED, 2019).

Although the terms sheltered instruction and English language development are commonly used, understanding the purpose of sheltered instruction and ELD is crucial to maximizing efficiency and quality of instruction in the classroom. The focus of sheltered, or integrated

ELD instruction is on academic content with language-development support, using the content standards and state ELD standards in tandem. Sheltered instruction should occur throughout the day in all content areas and be a component of every teacher’s instruction, from math, science, social studies, and language arts to physical education and art. English language development, on the other hand, is a protected 45 minutes during the school day during which the focus is on language—the grammatical structures and discourse practices of English with language development standards as a guiding document. Content can be used as an avenue to contextualize the learning during this time, but the focus is more on the language than on the content. In New Mexico, WIDA’s English language development standards and students’ ACCESS data are used to determine the specific individual needs of students. The ultimate goal is for linguistically diverse students to construct meaning and express ideas effectively.



An Input Chart supports both content learning and language development.

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“Doing GLAD” can serve as a means to deliver both integrated ELD or sheltered instruction as well as designated ELD. The distinction comes from the teacher’s intentional planning and the understanding of 1) the strategy itself, 2) the rationale for the strategy, 3) key delivery steps, and 4) the specific lens of instruction. Like most of education, it is about intentionality and articulation; teachers need to know the “why” behind their planning and delivery. GLAD’s input strategies, for example, align to the concept of integrated ELD instruction because all students are receiving the instruction, not just the EL students. The Pictorial Input Chart, the Graphic Organizer Input Chart, and the Comparative Input Chart all contain information corresponding to specific content objectives. Opportunities for designated ELD instruction can occur via several different avenues in the context of GLAD Input Charts; some are more obvious than others. First, during 10/2 questioning and response, using their knowledge of each student’s specific speaking language levels, the teacher can support individual students to produce academic language by using the pre-planned response frames as support.

The main reason Jamestown settlers came was _____.
In order to survive, the colonists had to _____.
The colonist could make relationships with the Powhatan better by _____.

*Sentence and response frames can be crafted with students’ proficiency levels in mind to both support and extend students’ language.*

In addition, when processing the Input Chart after the initial delivery, the teacher can give students individualized processing items (e.g., pictures, color-coded word cards) based on their specific language levels. A more obvious GLAD strategy for providing distinct ELD instruction occurs during the ELD Review, where a language-leveled homogeneous small group of students is gathered around the Input Chart and the teacher uses a differentiated-question grid with optional additional pictures to review the Input Chart and provide direct instruction and in-class practice of academic language.

In addition, there are several options for collecting formative assessment data to support distinct ELD instruction using integrated GLAD strategies. The

Learning Log(s) give practice and information that can be used to develop targeted writing mini-lessons and to check for content comprehension. Responses to 10/2 questions and the ELD Review assess the speaking domain and can be used to plan further direct instruction of academic language.

*Learning Logs can serve as a quick assessment for both content learning and language practice.*

Text	Learning Log	Self
Why did the Jamestown colonists and the Powhatan people have conflicts with each other? Write and sketch your answer.		If you were a leader in the Powhatan tribe, what would you have done to protect your people and land from the colonists? Write and sketch your answer.
Text	Learning Log	Self
Based on the text and lecture, some of the conflicts between _____ and _____ are _____.		As a leader of _____ I would try to resolve _____ by _____ Also, _____ because _____.

GLAD® integrates content and language standards, sequences delivery to provide students access to grade-level content and language, engages students in discourse, and allows for differentiation while conceptualizing content. **The table on page 15** further describes a sequence of strategies from OCDE Project GLAD®: the Pictorial Input Chart, 10/2 discussions with primary language support, the Learning Log, and the ELD Review and/or ELD Group Frame and explains how the specific lens of instruction can change the intention of the strategy.

European colonists came to settle in Jamestown for several reasons, but they faced many difficulties and experienced conflicts. They came to Jamestown for money. And grow crops. Umm... the fight natives umm... some native help. bad crops. Umm... they had poor surviving skills and were not willing to work that created a conflict between colonists. . . . They had contaminated water. Umm... they had bad crops. . . . So they had contaminated water that affected tobacco farming.

Amette  
Chris  
Shana  
10-17-19

*An ELD Group Frame assesses students’ oral language and provides data to move into writing.*

### Resources

English Language Development Instructional Framework Guidance Handbook. (2019). Santa Fe: New Mexico Public Education Department.

OCDE Project GLAD® Learning Guide (2nd ed.). (2015). National Training Center, Orange County Department of Education.

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OCDE Project GLAD® Strategy	Rationale	Key Delivery Steps	Sheltered Lens (to develop content knowledge and skills, the teacher must ...)	ELD Lens (to develop language to express thinking with appropriate academic language, the teacher must ...)
<b>Input Chart</b>	To provide universal access to grade- level content and language, which correspond to specific content objectives (e.g., the water cycle).	<p>Students are in close proximity to a penciled-in chart.</p> <p>Teacher completes chart in front of students, color-coding categories of related information.</p> <p>Teacher presents “chunks” of information by category.</p> <p>Students rehearse vocabulary and phrases by responding when teacher says “say it with me.”</p>	<p>Add visuals, realia, and/or gestures to clarify specific content and concepts.</p> <p>Review information with content word cards and pictures or other images.</p>	<p>Identify specific vocabulary for word study:</p> <ul style="list-style-type: none"> <li>-parts of speech,</li> <li>-word structure,</li> <li>- prefix/suffix, and</li> <li>- word usage.</li> </ul> <p>Differentiate the review of language based on students’ ACCESS data.</p>
<b>10/2 Discussion with Primary Language</b>	To provide students the opportunity to negotiate for meaning.	<p>Teacher develops intentional discussion prompts.</p> <p>Students discuss teacher prompts with partners.</p> <p>Students share discussion points with the class.</p>	<p>Develop questions to review content using depths of knowledge (DOK) and Bloom’s taxonomy charts.</p> <p>Allow students to use primary language to support meaning of the content.</p> <p>Provide specific response frames for students to articulate understanding of content.</p>	<p>Develop questions to review language at various ACCESS levels: questions that can be answered by pointing or by yes or no for Level 1, Beginning students; open-ended questions for levels 3 or 4, Developing and Expanding.</p> <p>Pair students based on proficiency levels.</p> <p>Listen for students’ authentic discourse to further differentiate instruction .</p> <p>Develop frames to target specific grammatical structures at various proficiency levels, e.g., proper verb tense, correct question forming.</p>
<b>ELD Review</b>	To assess students’ language development progress using the content as a vehicle to practice language.	<p>Teacher selects a small leveled language-learner group.</p> <p>Students are in close proximity to an input chart.</p> <p>Teacher asks students questions.</p> <p>Teacher uses student’s response to check for understanding and challenge students for deeper language production.</p>	<p>Develop questions to review content using depths of knowledge (DOK) and Bloom’s taxonomy charts.</p> <p>Check for understanding of the content.</p> <p>Use visual/realia to support review of content.</p>	<p>Develop content questions linked to language standards for different proficiency levels, depths of knowledge, and grammatical forms and functions.</p> <p>Document student oral language production.</p> <p>Use visual/realia to support production of language.</p> <p>Monitor student for language production over time.</p> <p>Design differentiated mini-lessons based on student responses.</p> <p>Transition oral responses to supported writing opportunities.</p>
<b>Learning Log</b>	To provide opportunity for students to individually process information through sketching and writing.	<p>Teacher prompts students for written response.</p> <p>Students use input chart as content and language support to craft a written response.</p>	<p>Develop writing prompt to allow students to articulate content knowledge.</p> <p>Provide specific frames for students to articulate content.</p> <p>Assess content knowledge.</p> <p>Provide necessary reviews for gaps in content comprehension.</p>	<p>Develop prompts based on specific grammatical structures and language differentiated by student ACCESS level.</p> <p>Develop sentence frames to target specific grammatical structures at various proficiency levels.</p> <p>Assess student responses based on their proficiency levels.</p> <p>Design differentiated mini-lessons to support students’ vocabulary and grammatical structures.</p>
<b>ELD Group Frame</b>	To assess student oral language proficiency and provide valuable data to support the move to reading and writing.	<p>Teacher selects a small leveled language-learner group.</p> <p>Students are in close proximity to an input chart.</p> <p>Teacher provides a written topic sentence based on the content of the Input Chart to a small group of students.</p> <p>Teacher gives a different colored marker to each student.</p> <p>Students provide oral statement that aligns to the given topic sentence.</p> <p>Teacher uses student marker to scribe students’ responses.</p>	<p>Develop topic sentence linked to Input Chart content.</p> <p>Check for understanding of the content.</p> <p>Use visual/realia to support review of content if needed.</p>	<p>Develop prompt to elicit intended grammatical forms and functions.</p> <p>Compare students’ responses with ELD standards to determine proficiency level.</p> <p>Plan ELD mini-lesson to address language structures—regroup students as necessary.</p> <p>Use students’ oral responses as a draft to guide students through writing process using structures relevant to proficiency levels.</p> <p>Monitor student for language production over time.</p> <p>Continue to provide language instruction to advance students to the next proficiency level.</p>