

OCDE Project GLAD[®] A pathway to biliteracy

Presentation
PDF



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Which picture best represents how you are feeling today?



1

2

3

4



Session Norms

- Actively participate
- Unmute to talk, otherwise please remain muted
- **Be present - actively participate!**
- Take care of personal needs
- Assume positive intent



MOVE!



Online Tools

- Chat box
- Use reaction buttons (thumbs up, clap)
- *Unmute*

BE CHATTY!



Consider keeping your video on!



Outcomes/Agenda

Outcomes



- **Shared knowledge of GLAD® Strategies that support:**
 - A culturally & linguistically responsive classroom environment
 - High levels of academic proficiency in two languages

Agenda

- Inclusion Activity
- Biliteracy Framework
- GLAD® Strategies for
 - CLR Classroom
 - English Space
 - Metalinguistic/Cross-Linguistic Space
 - Partner Language Space



What is your experience with Project GLAD®?



1	I am brand new to GLAD®.
2	I have heard about GLAD® and seen examples of GLAD®, but have never tried any strategies.
3	I have tried some GLAD® strategies.
4	I have completed the 6-day GLAD® Foundations training.
5	I consider myself a “GLAD®” teacher or I am a GLAD® trainer.

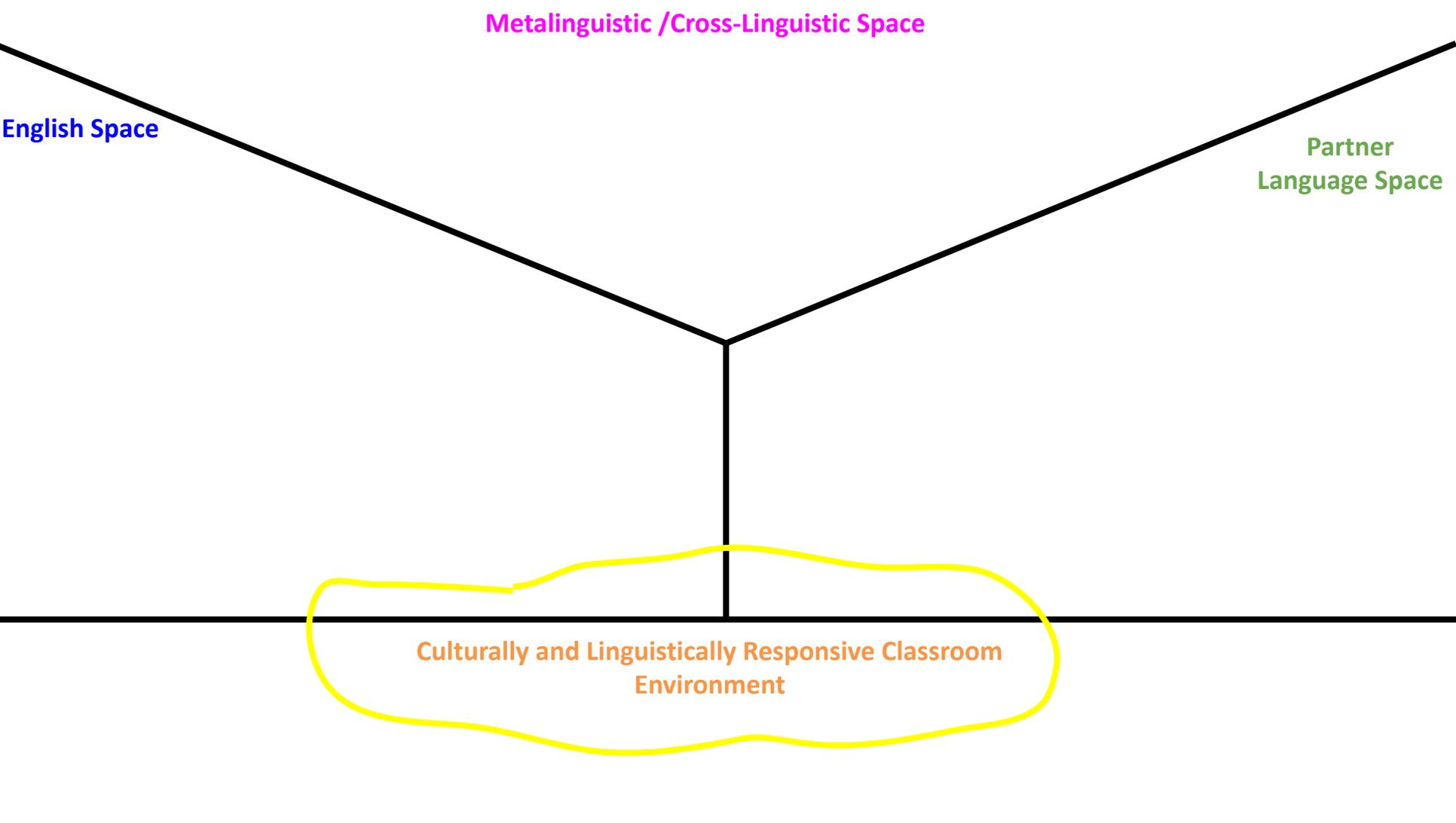


Metalinguistic /Cross-Linguistic Space

English Space

**Partner
Language Space**

**Culturally and Linguistically Responsive Classroom
Environment**



English Space

Partner Language
Space

Validation Affirmation



Equity - Accountability

Metalinguistic /Cross-Linguistic Space

English Space

Partner Language Space

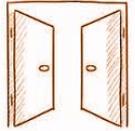
Cultural Identity



Individual Identity

Culturally and Linguistically responsive Classroom Environment

Validation Affirmation



Equity Accountability

Metalinguistic /Cross-Linguistic Space

English Space

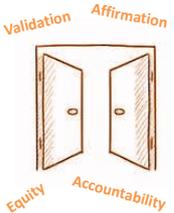
Translanguaging Stance

Partner Language Space



Asset Lens

Culturally and Linguistically Responsive Classroom Environment



Metalinguistic /Cross-Linguistic Space

English Space

Partner Language Space

Teacher Created Curriculum

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

NEXT GENERATION
SCIENCE
STANDARDS

COMMON CORE en Español
State Standards Initiative Translation Project

Social Studies
Learning Standards

Culturally and Linguistically Responsive Classroom Environment

Validation Affirmation Cultural Identity

Equity Accountability Individual Identity

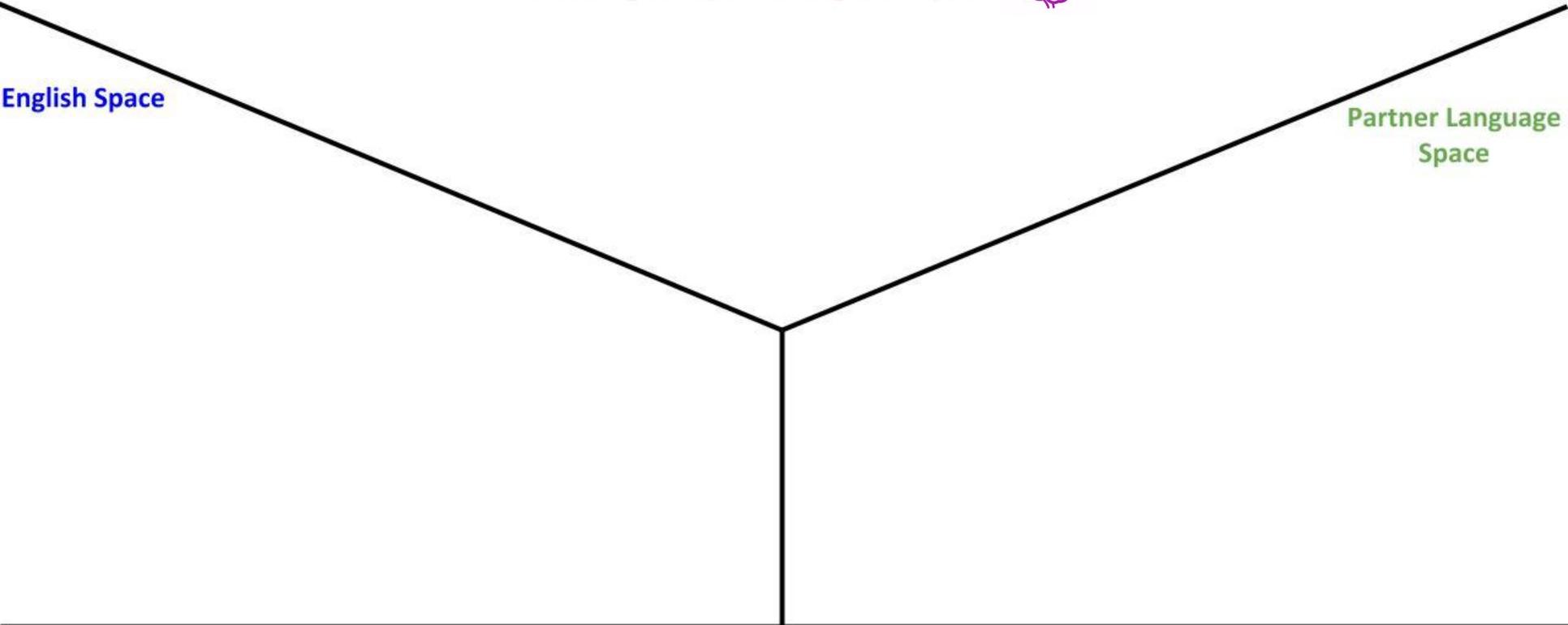
Translanguaging Stance

Asset Lens

Metalinguistic /Cross-Linguistic Space

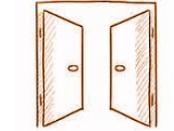
English Space

Partner Language Space



Culturally and Linguistically Responsive Classroom Environment

Validation Affirmation Cultural Identity



Equity Accountability



Individual Identity

Translanguaging Stance



Asset Lens



GLAD® Strategies that support a culturally and linguistically responsive classroom environment

- ✓ Teacher-created curriculum
- ✓ T-graph for social skills
- ✓ Teamwork with Numbered Heads Together
- ✓ Home-school Connection
- ✓ Action Plan
- ✓ Extended Activities



Teacher Created Curriculum

WHY : Need for multidisciplinary, relevant, engaging curriculum



Dual Language Education
of New Mexico



Donate 

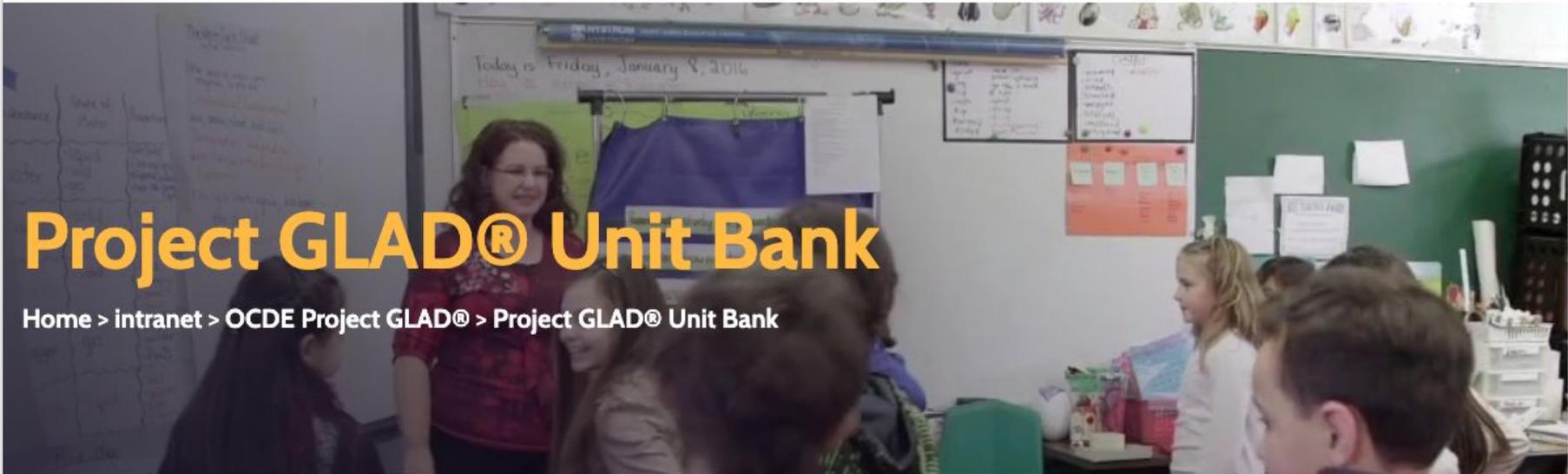
Public Site

[Publications](#)

[Fuente365](#)

[OCDE Project GLAD®](#)

[AIM4S³™](#)

A photograph of a classroom. A teacher with red hair and glasses is standing and talking to a group of students. The classroom has whiteboards, a green chalkboard, and various educational materials on the walls.

Project GLAD® Unit Bank

[Home](#) > [intranet](#) > [OCDE Project GLAD®](#) > [Project GLAD® Unit Bank](#)

Teamwork w/Numbered Heads Together:

WHY: strengthens learning and communication skills while promoting equity of voice and accountability



I-Graph

Diagram illustrating the concept of Collaboration:

- help
- accomplish ~ goal
- prepare tasks
- working together
- communicate with others
- compromise

Collaboration

See

- good sense of humor
- huddling together
- open to ideas
- looking at the speaker (talking)
- Leadership: learn from mistakes
- Writing on a task (efficiently)
- Careful work: Brainstorming
- respect ideas
- Zero Noise Signal
- multitasking
- Enthusiasm
- teaching each other

Hear

- Sharing ideas
- "Can we do this?"
- Listening to each other
- "Maybe you can ___?"
- Discussion of topic
- "What are you guys doing?"
- clear and loud
- Discuss/Create a Plan
- Encouraging Words
- "We can do this!"
- "I like your idea!"

Research Groups' Tallies

Group	HT	HT	HT	HT	HT	HT	HT	HT	HT
Susan Constant	10	10	20	40	10	10	10	10	95
	40	60	60	200	25				
Godspeed	10	10	10	10	10	10	10	10	10
	10	20	40	10	10	15	10		
	160	60	200	25	100				
Discovery	10	10	40	60	10	10	10	60	
	10	20	40	10	10	10	60		
	200	25	95	15					
Freeman	10	10	10	10	10	10	10	10	10
	10	20	40	25	10	40	60		
	60	200	100						
Mayflower	10	10	10	10	10	10	10	10	10
	10	20	40	10	10	10	40	60	
	60	200	30						

Home-School Connection:

WHY: Creates a relationship w/families and promotes the value of home culture and language

Describe the environment that you and your family live in. What adaptations have humans developed to survive in this environment?

Describe el medio ambiente en que vives con tu familia. ¿Cómo nos hemos adaptado como seres humanos para sobrevivir en este medioambiente? Escribe o dibuja tu respuesta.



Name: _____ Date: _____

Home to School Connection #1
Animal Adaptations

Describe the environment that you and your family live in. What adaptations have humans developed to survive in this environment?

Describe el medio ambiente en que vives con tu familia. ¿Cómo nos hemos adaptado como seres humanos para sobrevivir en este medioambiente?

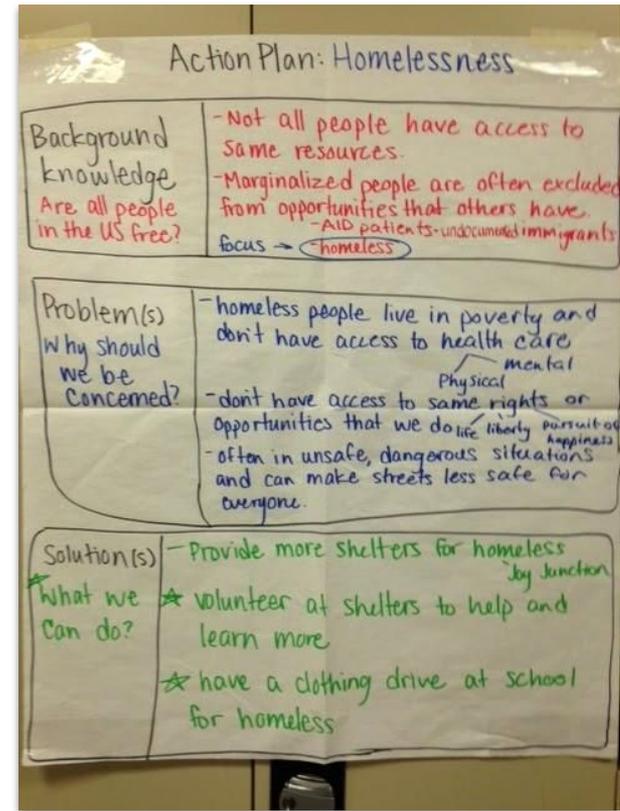
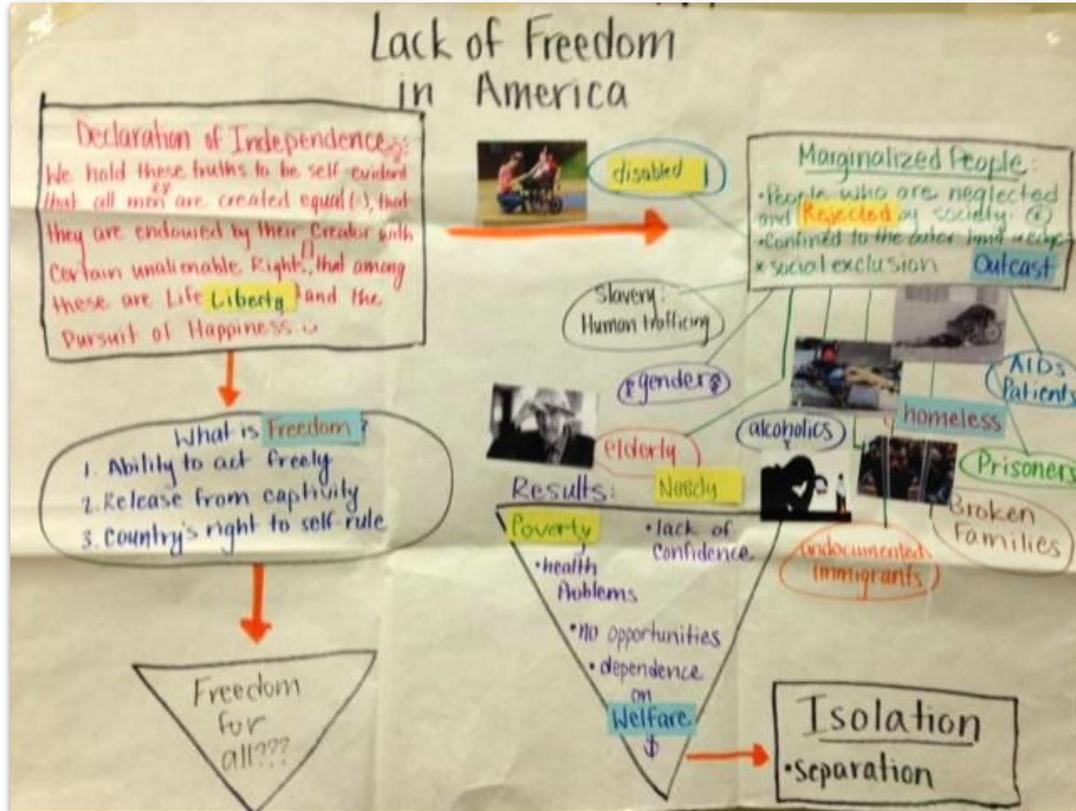
_____ parent (padre de familia) _____ student (estudiante)

Animal Adaptations, NM (3),
Dual Language Education of New Mexico, 2019

74

Action Plan

WHY: Makes learning language and content relevant



Extended/Transformative Activities

WHY: To integrate content, promote creativity and foster self-directed learning.



Metalinguistic /Cross-Linguistic Space

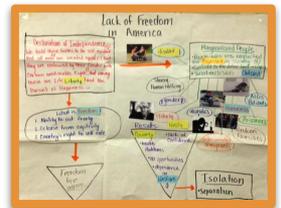
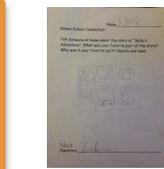
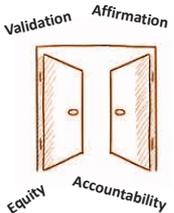


English Space

Partner Language Space



Culturally and Linguistically Responsive Classroom Environment



How are these strategies the same or different from how you establish a culturally and linguistically responsive classroom environment?



? ? ?
THOUGHTS?
? ? ?



English Space

Partner Language Space



We are here!

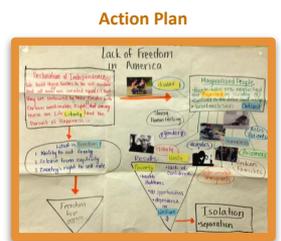
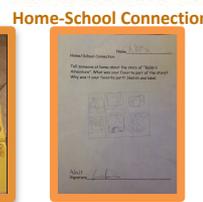
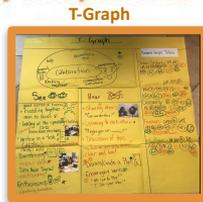
Culturally and Linguistically Responsive Classroom Environment

Validation Affirmation

Cultural Identity



Translanguaging Stance



The English Space

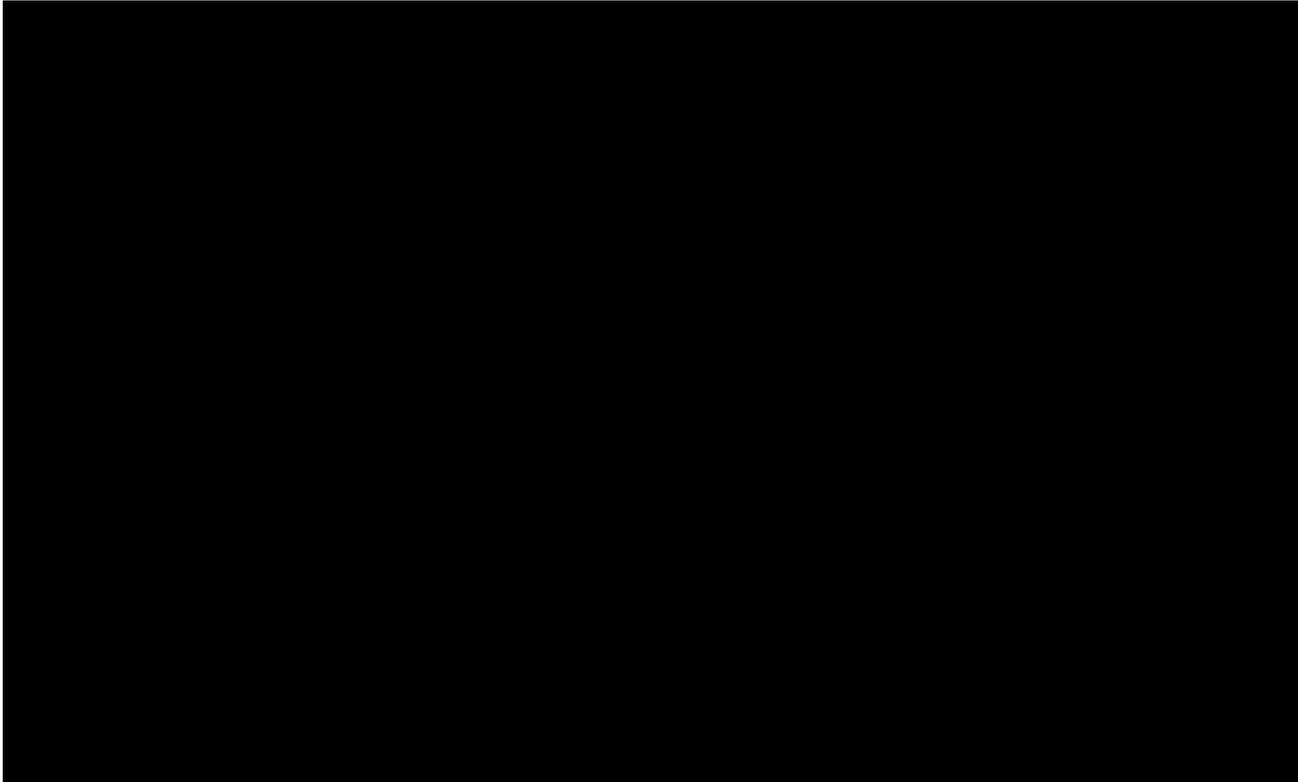
GLAD® strategies that develop content knowledge and language

- ✓ Pictorial Input Chart
- ✓ Prompted 10/2s
- ✓ Learning Log



Pictorial Input Chart

WHY: develops content knowledge and language "comprehensibly"



What did you notice about the delivery of content and language?



The Ecosystem of the Mexican Gray Wolf

- ↳ abiotic (non-living) S.A.W.S
- ↳ biotic (living) animals, plants

Pictorial Input Chart

Finished Pictorial Input Chart (PIC):

- categories
- color coding
- sketches
- "pictorial" nature



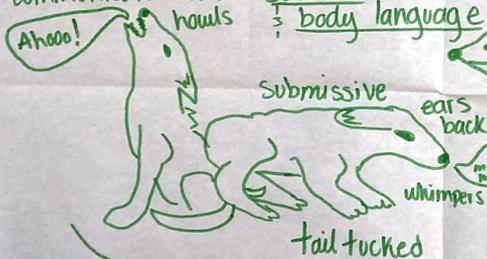
Environmental Factors

- place - high desert
 - Southwest USA.
 - ↳ Central Mexico
- Climate - dry, little rain-fall
 - hot ☀ - days
 - cold nights



Adaptations

- Behavioral (how it acts)
 - communicates with sounds
 - ↳ body language



- ↳ changes over time
- Structural (body)
 - ears up
 - tail up
 - dominant
 - small 2 1/2 ft.

travels & hunts in packs ☼☼☼

Human Impact

- human population increased ↑
- ranchers - raise cattle
- Wolves eat
- ↳ trap & poison wolves
- **ENDANGERED!**

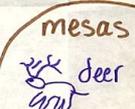
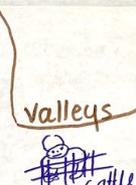
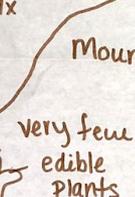


Diet / Shelter

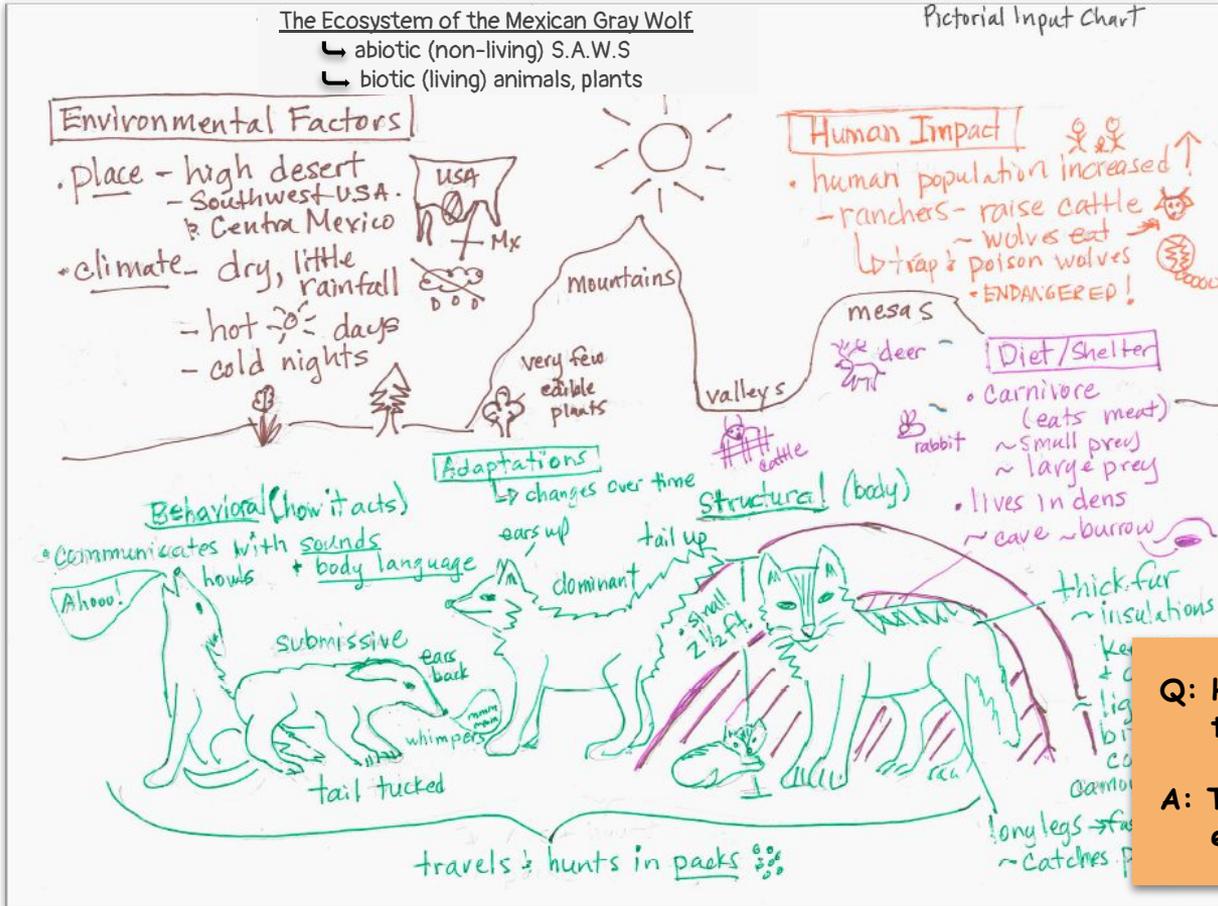
- Carnivore (eats meat)
- small prey
- large prey
- lives in dens
- ~ cave ~ burrow



- thick fur - insulations
- keeps warm & cool
- light brown color
- Camouflage
- long legs → fast
- ~ catches prey



Pictorial Input Chart - initial delivery



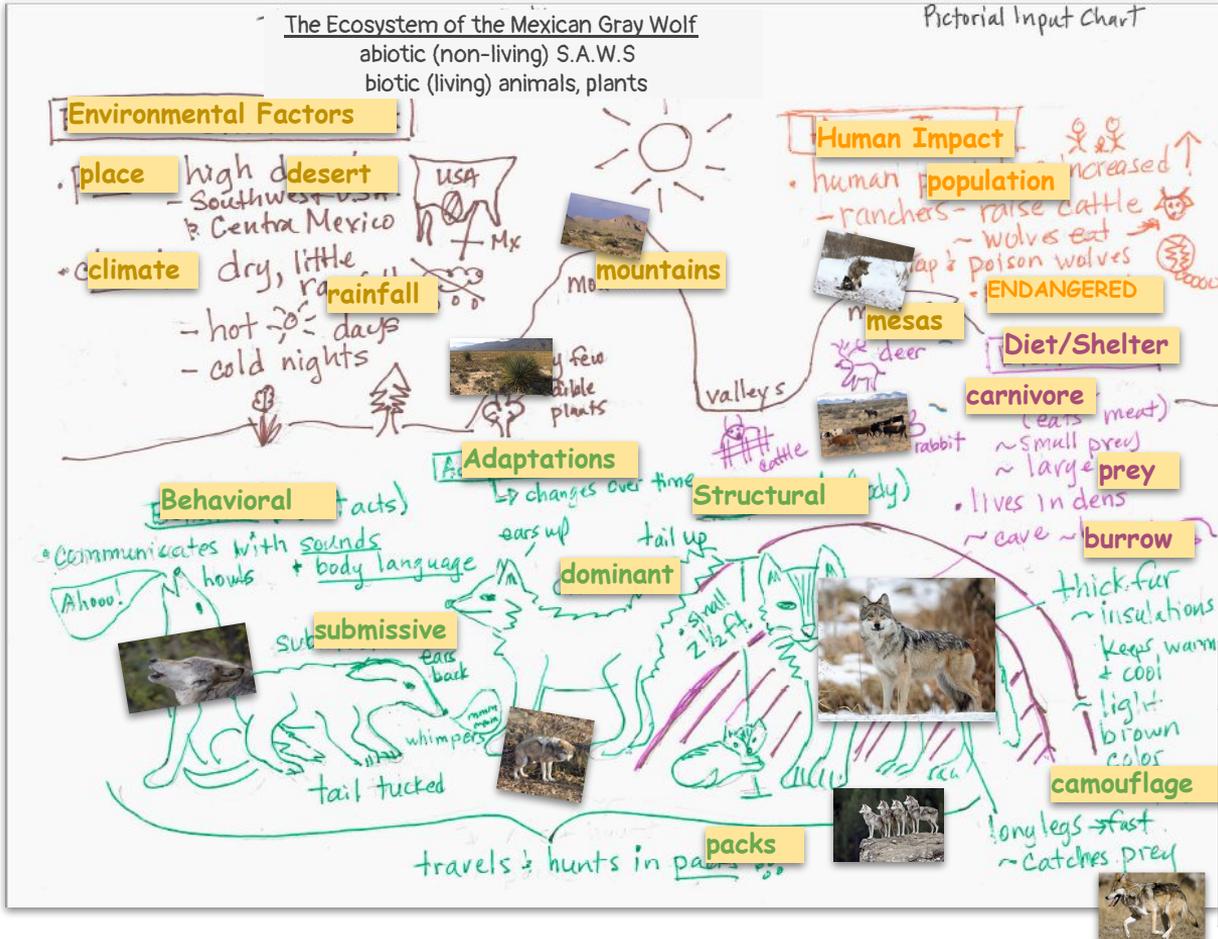
1. **PIC Delivered:** illustrated chunk (category) at a time, language repetition, gestures

2. **10/2s** - Student conversations with language supports (sentence frames or starters)
 - partner talk, equity sticks for share out

Q: How has the Mexican gray wolf adapted to the ecosystem in which it lives?

A: The Mexican gray wolf has adapted to its ecosystem by _____.

Pictorial Input Chart - Processing and Reflection



Processing: Review of chart

- T-Pass out word cards and images to students
- T-Orally review the chart - students add cards when appropriate
- 10/2s go deeper, higher levels of DOK

Learning Log: individual written processing

- Supports for target language writing

TEXT	YOU
How do the adaptations of the Mexican gray wolf help it survive in its ecosystem? Write and sketch your answer.	What adaptations have you and your family developed to survive in this ecosystem? Write and sketch your answer.

How are these strategies the same or different as the ways you have scaffolded for content and language learning?



? ? ?
THOUGHTS?
? ? ?

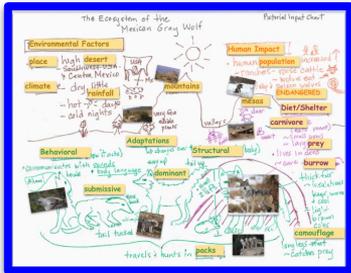


English Space

Partner Language Space

We are here!

Pictorial Input



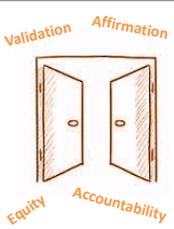
"10/2"

Learning Log	
TEXT	YOU
How do the adaptations of the Mexican gray wolf help it survive in its ecosystem? Write and sketch your answer.	What adaptations have you and your family developed to survive in this ecosystem? Write and sketch your answer.

Learning Log

"10/2"

Culturally and Linguistically Responsive Classroom Environment



Translanguaging Stance

The Metalinguistic Space

GLAD® strategies that GLAD® strategies that develop metalinguistic and cross-linguistic skills

- ✓ Multilingual Resource Center
- ✓ Pictorial Input Chart as a "Bridge"
- ✓ Cognitive Content Dictionary



Metalinguistic Awareness for *bilinguals*



Thinking and talking about language

- **relationships** between and within languages.
- **identifying, analyzing, comparing/contrasting** sounds, symbols, grammar, vocabulary, and language structures between and across languages

Multilingual Resource Center

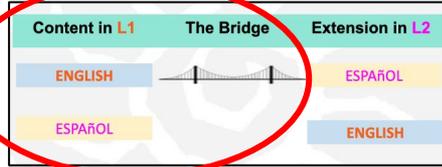
WHY: provides students with additional information on **unit topic** that is relevant to their lives in languages of the classroom to foster self-directed learning



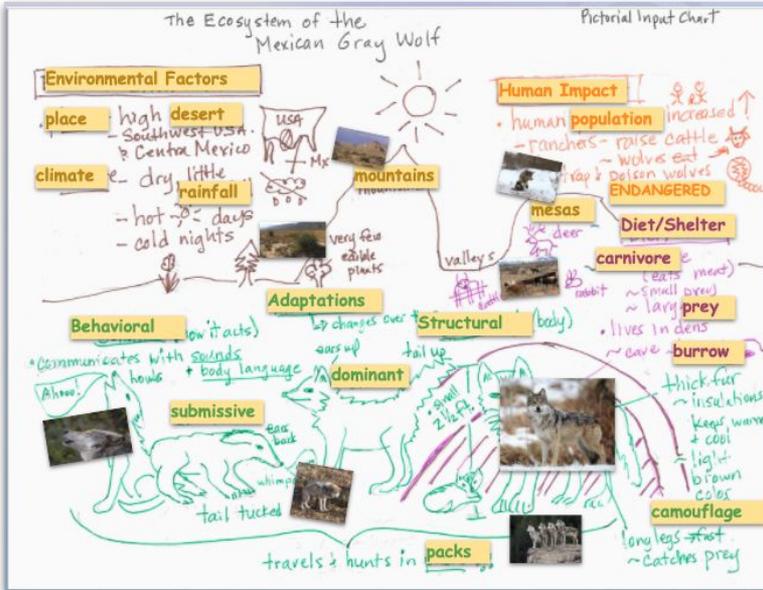
Consider:

- Chromebooks/ Tablets with website links page
- Wide variety of books
- Newspapers
- Magazines
- Artifacts
- Student additions

Metalinguistic Space: A Bridge from English to Spanish



Urow and Beeman
Teaching for Bilinguality



The Bridge Side-by-side Chart: using GLAD® PIC

- **interactive** listing of most important ideas/language in English
- **interactive** recreation of language into Partner Language (español)
- **interactive** analysis of similarities and differences

 bridge / el puente	
English	Spanish
• the wolf	• el lobo
• the climate	• el clima
• the adaptations	• las adaptaciones
• behavioral	• de comportamiento
• structural	• estructurales
• the human impact	• el impacto humano
• the diet	• la dieta
• the shelter	• el refugio
• the camouflage	• el camuflaje
• the prey	• la presa
• the pack	• la manada

How is this different than simultaneous translation?

Cognitive Content Dictionary (CCD) -bridging

WHY: develops deep understanding of key vocabulary, teaches students to be language detectives and linguists

Cognitive Content Dictionary (works)

New Word	Prediction clue?	Final - sketch Meaning	Oral Sentence
<p>H-12 NH-9</p> <p><u>adaptation</u> -root word Spanish ↳ adaptation "cognate"</p>	<ul style="list-style-type: none">• for children that don't have moms• where animals live• animal changes	<p>• the changes over time that a plant or an animal experience to survive in their environment</p> <p>Big ears</p> 	✓
<p>H-3 NH-18</p> <p><u>structural</u></p>	<ul style="list-style-type: none">• about buildings• statues• rules at school		

Initial Delivery (Monday?)

- Introduce word and practice saying it outloud with students (Say it to....)
- Survey (H-, NH-)
- Ask students for predictions - record
- Establish Signal Word (phrase, gesture)
- Use word in lessons throughout week

Processing (end of week?)

- Heads together - Final Meaning?
- Establish Final Meaning - record/sketch
- **WORD STUDY! - Metalinguistic Awareness**
- Heads together - use word in sentence
- Introduce new word

How do these strategies support the development of metalinguistic and cross-linguistic awareness?



The Partner Language Space

GLAD® strategies that develop content knowledge and language skills and **connect to the English space**

- ✓ Narrative Input Chart
- ✓ 10/2 prompts
- ✓ Story Map to Student Writing



Diagrama narrativo (Narrative Input Chart)

WHY: models oral storytelling tradition, visually engaging, language-rich, springboard for narrative analysis and practice



Initial Delivery

- Tell story orally, placing each image on background as you go
- Provide 10/2 prompts while you go (prediction, inference, author's craft...)
- Enjoy!

Processing

- Pass out cards with important words, phrases or "speech" from the story
- Student discuss their cards
- **Retell story - students add their cards to the images**
- Provide deeper 10/2 prompts
- Enjoy!

Mapa del cuento (Story Map)



Título del cuento:

Autor:

El cuento tiene lugar en:

¿Dónde ocurre?

¿Cuándo ocurre?

Los personajes principales

Los personajes secundarios

La trama o el problema:

Evento 1:

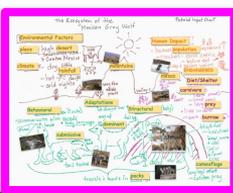
Evento 2:

Evento 3:

La solución:

- Modeled whole group
- Moves to teams to recreate and complete
- Provides a scaffold for summary writing or writing of personal narrative

English Space



Metalinguistic /Cross-Linguistic Space

English	Spanish
bridge	el puente
• The wolf	• el lobo
• the climate	• el clima
• the adaptations	• las adaptaciones
• structural	• de comportamiento
• behavioral	• de estructuras
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• the prey	• la presa
• the pack	• la manada

CCD

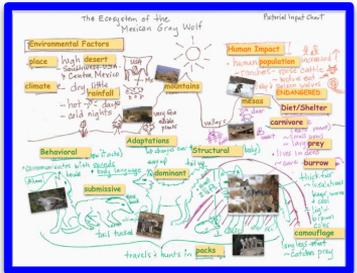
Cognitive Content	Final	Exit	Goal
Question: ¿que?	Final: ¿qué?	Exit: ¿qué?	Goal: ¿qué?
• The children that don't have more school materials have several changes	• The children that don't have more school materials have several changes	• The children that don't have more school materials have several changes	• The children that don't have more school materials have several changes
• about buildings, streets, rain at school			
			"10/2"
			"10/2"

Multilingual Resource Center



Partner Language Space

Pictorial Input



Learning Log	
TEXT	YOU
How do the adaptations of the Mexican gray wolf help it survive in its ecosystem? Write and sketch your answer.	What adaptations have you and your family developed to survive in this ecosystem? Write and sketch your answer.

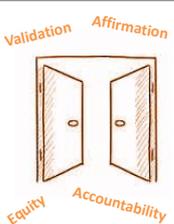
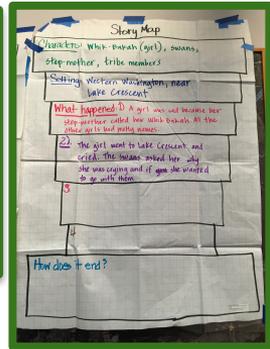
Learning Log



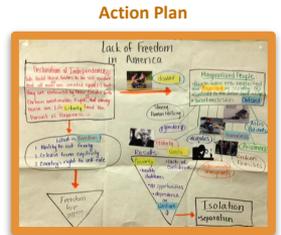
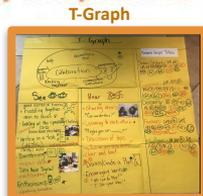
Diagrama narrativo



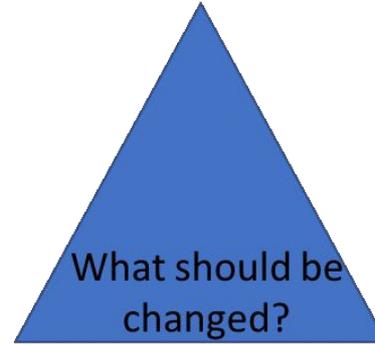
Mapa del cuento



Culturally and Linguistically Responsive Classroom Environment



We appreciate your time and participation. Please take a couple of minutes to give us feedback. We'd love to hear your ideas!



OCDE Project GLAD® Training

dlenm.org

Opportunities for GLAD® Training

- 📌 Leadership Training
- 📌 Foundations Certification Training (Next Year!)
(Traditional & Early Childhood)
 - ⇒ Research & Theory
 - ⇒ Classroom Demonstration
- 📌 Customized Trainings: Based on needs - follow up or New to GLAD® (Virtual too!)
- 📌 Trainer Certification Training (TnT)



GLAD®
is a
shift in mindset
and a
commitment
over time!

Closing

**The end of every
zoom meeting**



Take Care



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