

WITHIN AN ARIZONA CONTEXT,  
AN INTRODUCTION TO



Dr. Julia Lindberg & Kristel Foster  
Language Acquisition & Literacy Department



**SUNNYSIDE**  
Unified School District



DR. JULIA LINDBERG & KRISTEL FOSTER ARE NOT GLAD TRAINERS OR CERTIFIED IN GLAD STRATEGIES IN ANY WAY. BUT....WE WANT TO BE!

WE HAVE COMPLETED ONE CLASS AND ARE HAPPY TO SHARE OUR JOURNEY TO FINDING GLAD AND HOW WE ARE BEGINNING OUR WORK IN THIS AREA WITH OUR FELLOW ARIZONA PRACTITIONERS OF ENGLISH LANGUAGE LEARNING.

# FEBRUARY 15, 2019

## Bill Passed That Eliminates 4-Hour Block For Arizona's English Language Learners

By [Lauren Gilger](#)

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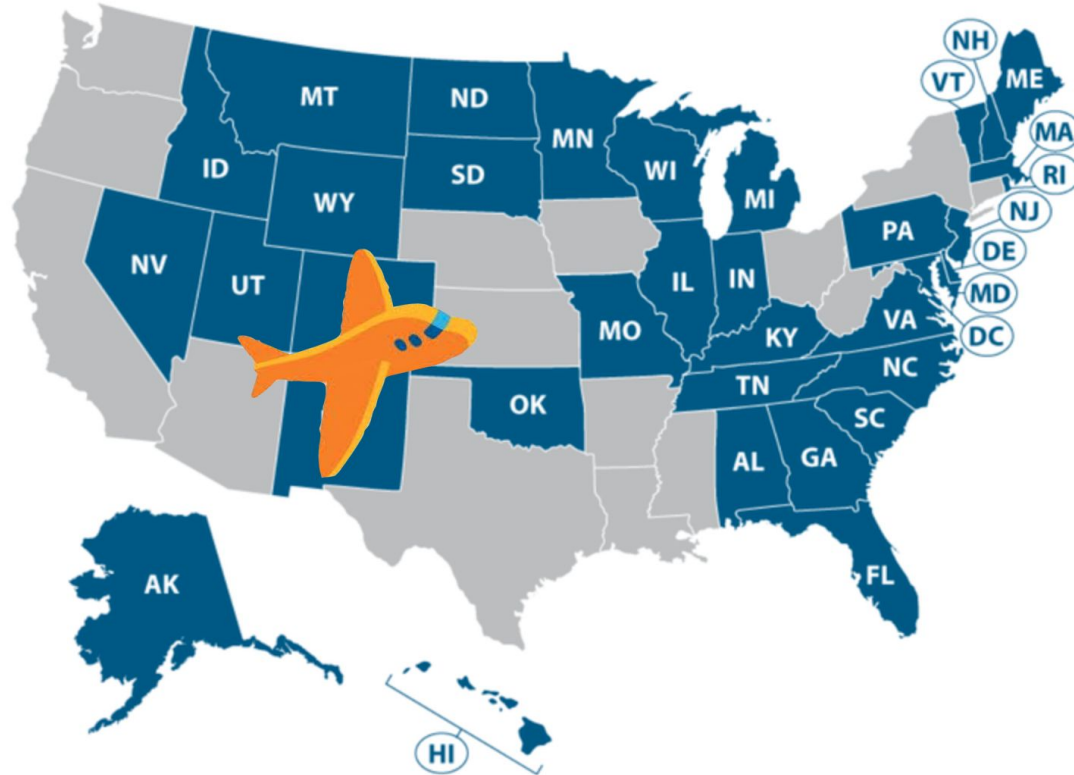
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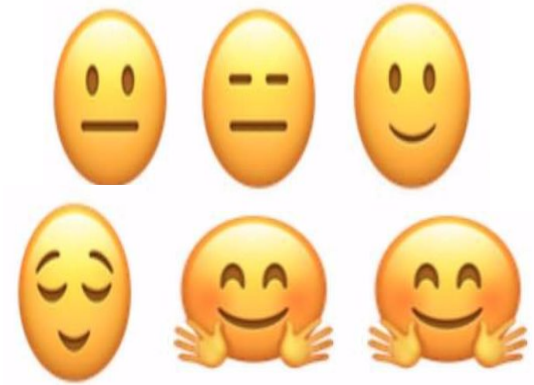
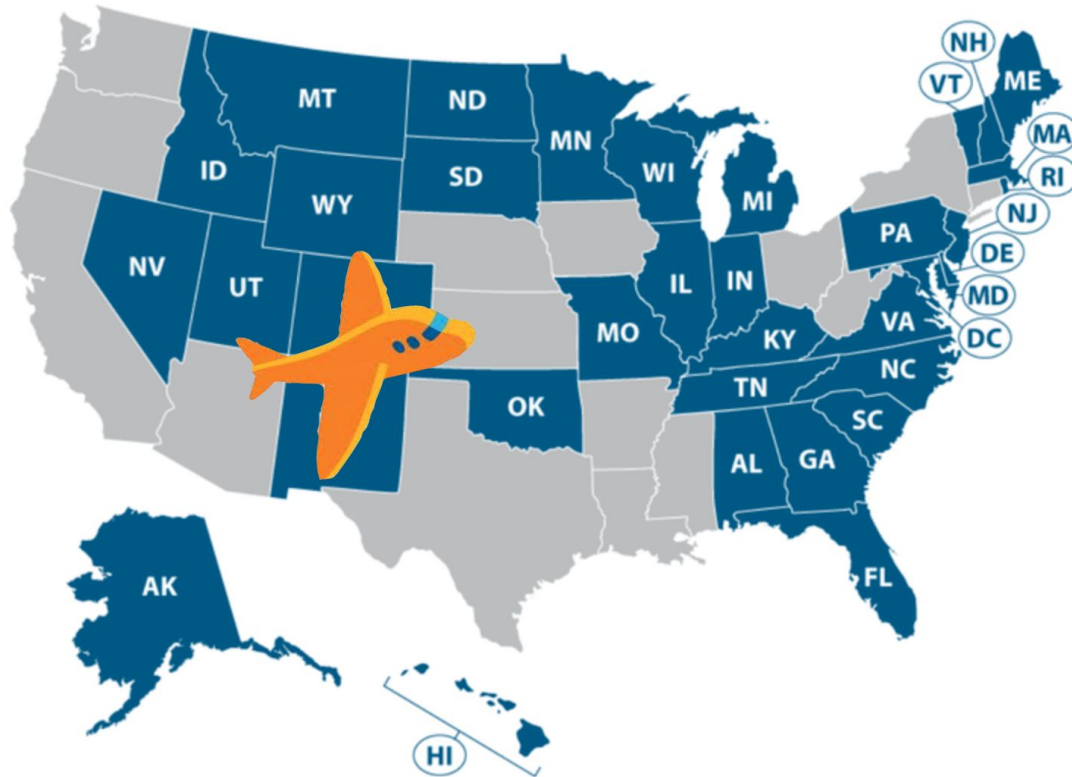
Arizona Gov. Doug Ducey signed Senate Bill 1014 into law Thursday, eliminating the controversial four-hour mandated block of English-language instruction (ELL) for English language learners in the state. It's a move that's being celebrated by lawmakers on both sides of the aisle and welcomed by educators.

Students enrolled in Arizona's ELL program have one of the lowest graduation rates in the country — [at just under 20 percent](#).

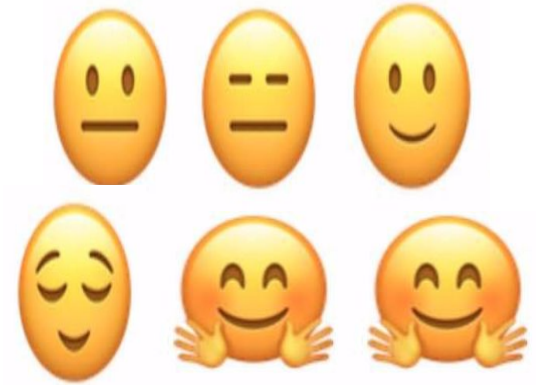
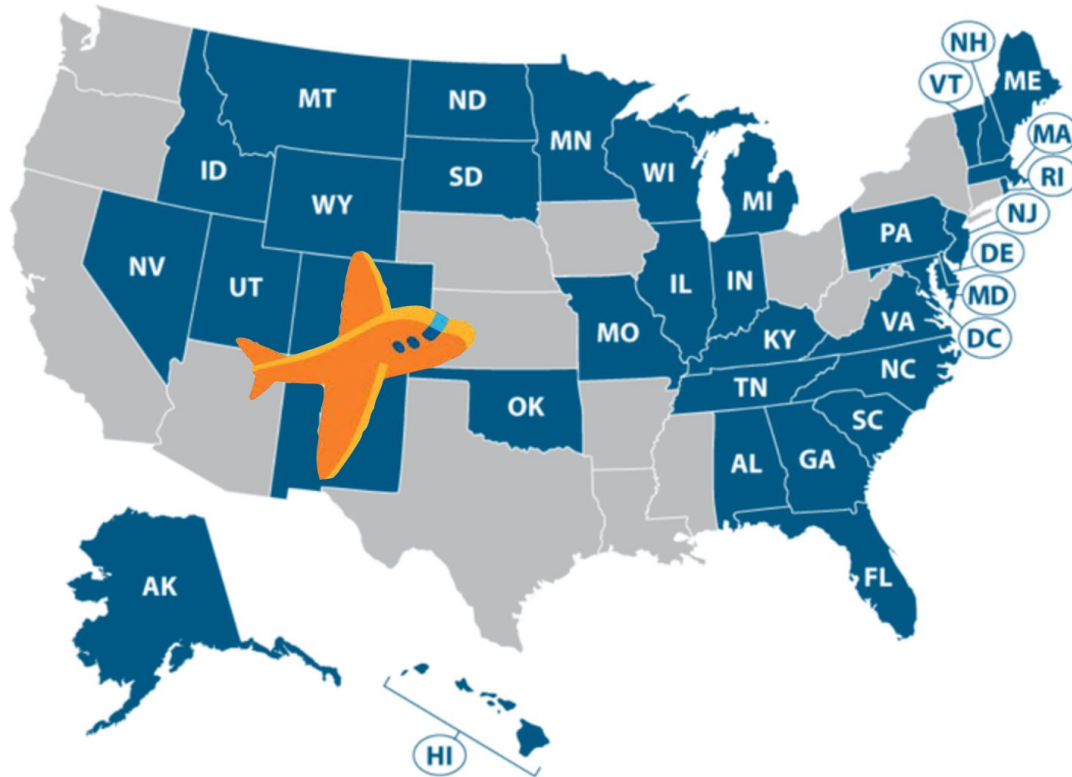
# FEBRUARY 25, 2019



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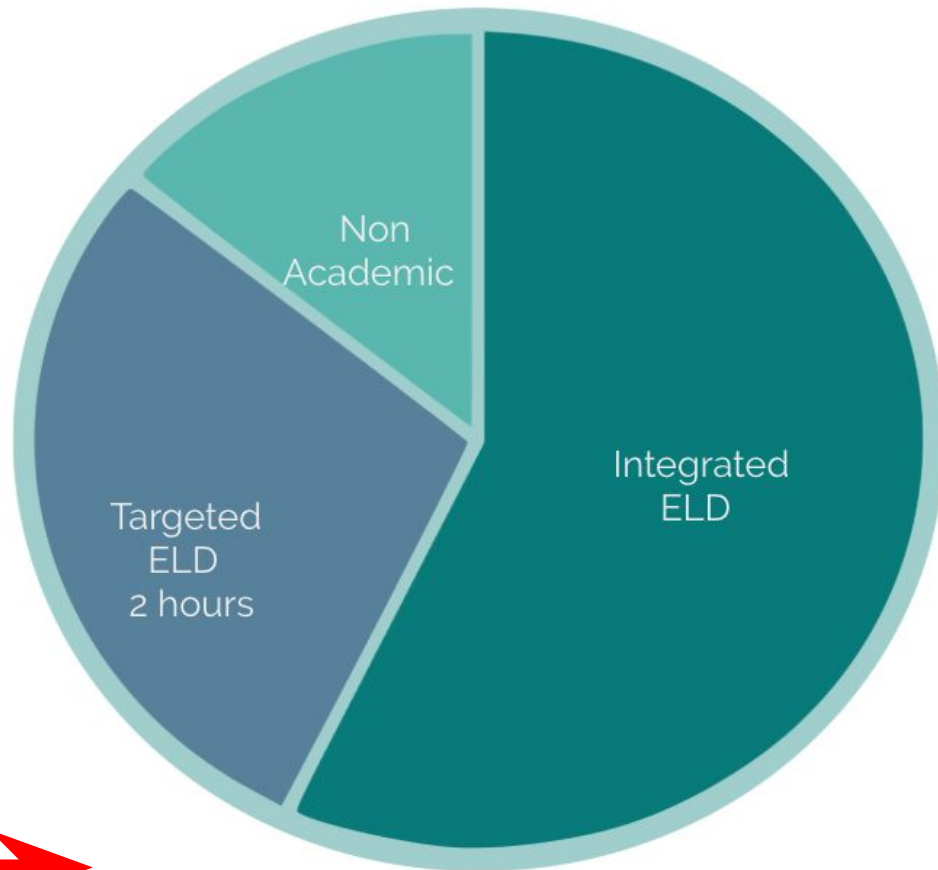


Be  GLAD



4 HOUR SEI BLOCK

2020



2 HOUR SEI BLOCK









**THIS IS OUR YEAR TO BUILD  
SOMETHING GREAT!**

# A LOOK BACK AT WHERE WE'VE BEEN: INSTRUCTION

## ◆ MATERIALS NEEDED:

- ◆ POST-ITS FOR EACH PERSON AT YOUR TABLE
- ◆ MARKER/PEN FOR EACH PERSON AT YOUR TABLE

## ◆ INDIVIDUAL TIME (3 MINUTES):

- ◆ THINK OF STRATEGIES YOU KNOW THAT HELP STUDENTS TO DEVELOP A SECOND LANGUAGE
- ◆ PUT ONE STRATEGY OR METHOD IDEA ON EACH POST IT

## ◆ GROUP TIME (8 MINUTES):

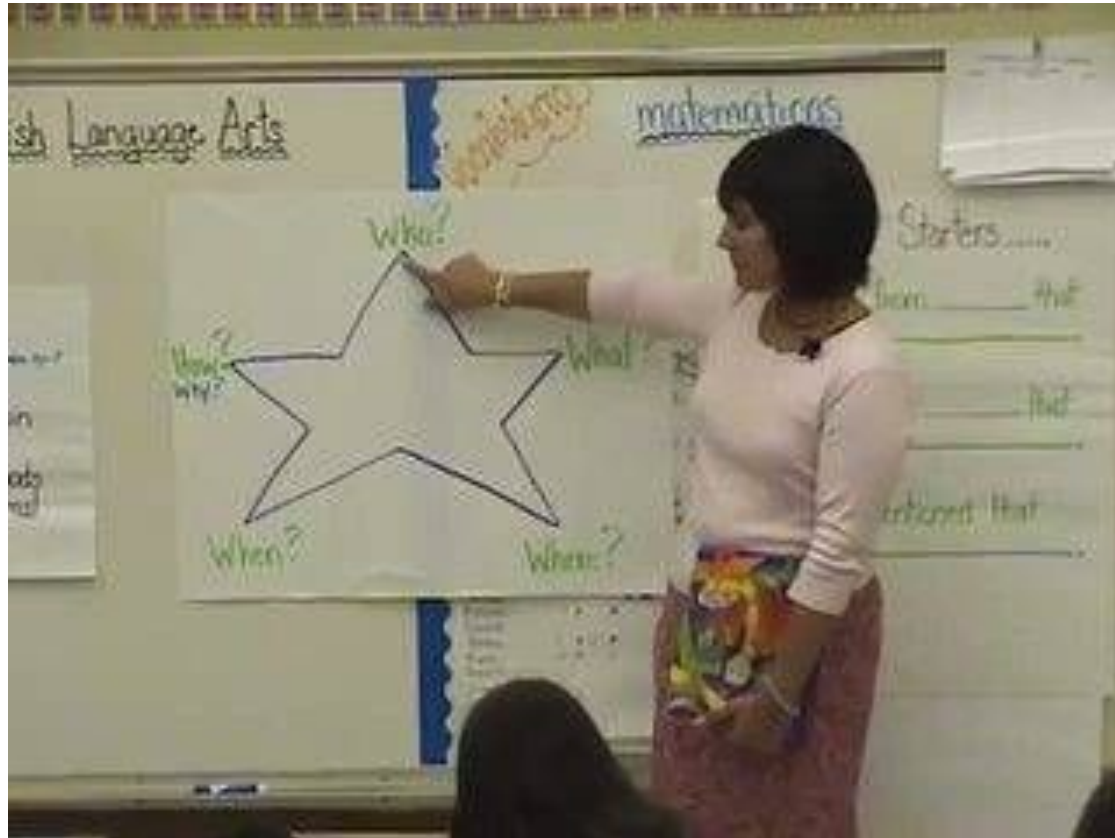
- ◆ SHARE WITH GROUP. EACH PERSON SHARES ONE IDEA AT A TIME IN A ROUND ROBIN STYLE
- ◆ AS A GROUP, LIST/GROUP/LABEL YOUR POST-ITS AS YOU SHARE THEM. IF THERE ARE DUPLICATES, PUT ONE ON TOP OF ANOTHER
- ◆ USE A POST-IT FOR YOUR CATEGORY TITLES AT THE TOP OF EACH LIST



# UNIT AND LESSON PLANNING



# INTRODUCING CONCEPTS AND LANGUAGE



# DURING DIRECT INSTRUCTION





# INDEPENDENT STUDENT WORK/ASSESSMENT



# PLANNING AND PROCESS CONTINUUM

- ❖ EACH PERSON SELECT A STRATEGY FROM THE TABLE.
- ❖ AT YOUR TABLE, DISCUSS WHERE YOU THINK THESE PIECES FIT IN THE TRAJECTORY OF A LESSON AND WHY.
- ❖ WHEN YOU'VE DISCUSSED YOUR PIECES, STAND UP AND FIND THE PLACE IN THE LESSON TIMELINE WHERE YOU THINK YOUR STRATEGY FITS.
- ❖ ARRANGE YOURSELVES IN A CONTINUUM LINE, NEGOTIATING WITH TEACHERS FROM OTHER GROUPS WHERE YOU SHOULD GO.



# AZELLA RACE

## FINISH



# AZELLA RACE

FINISH





2020

SB 1014

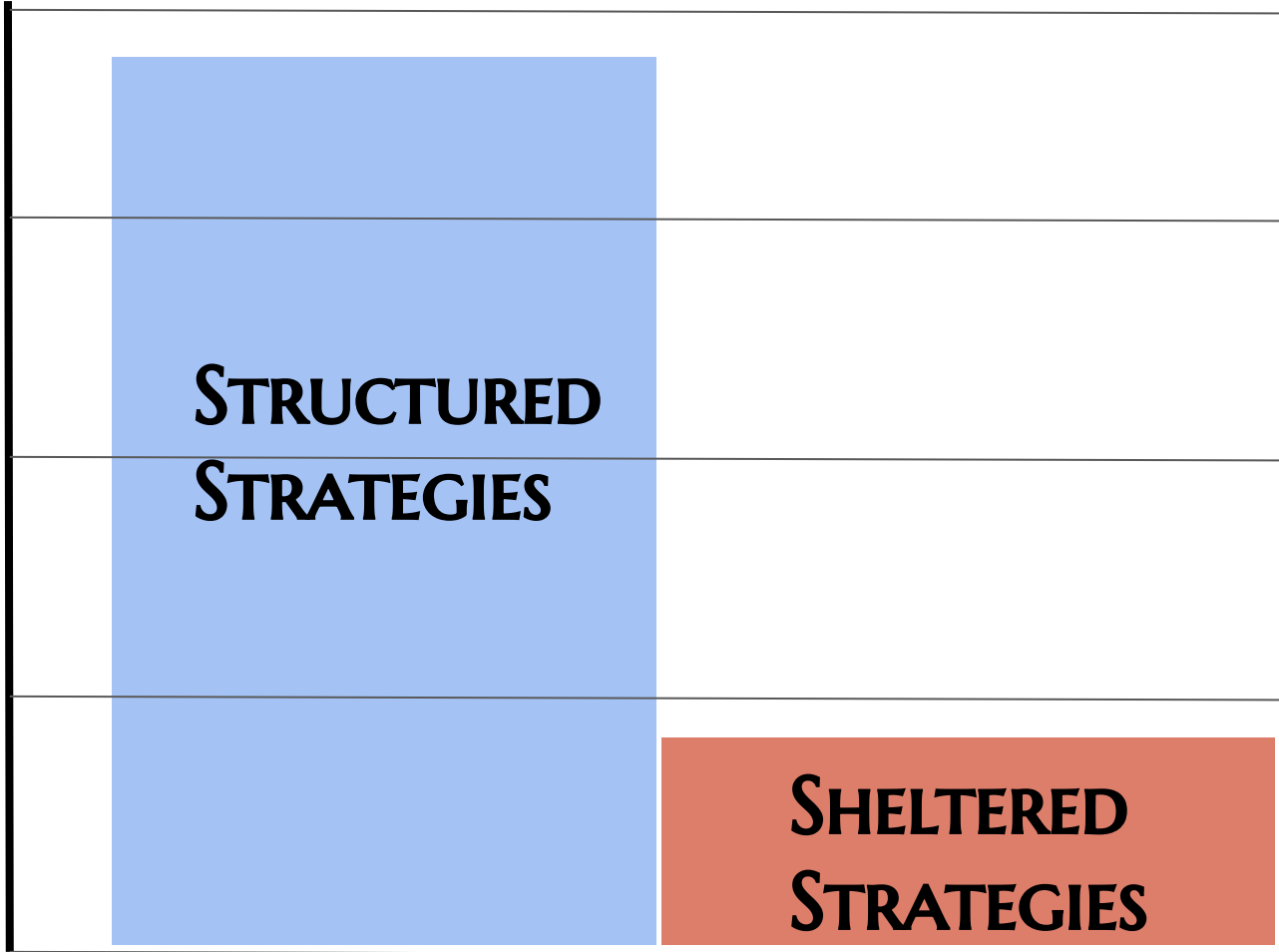
2010

2000

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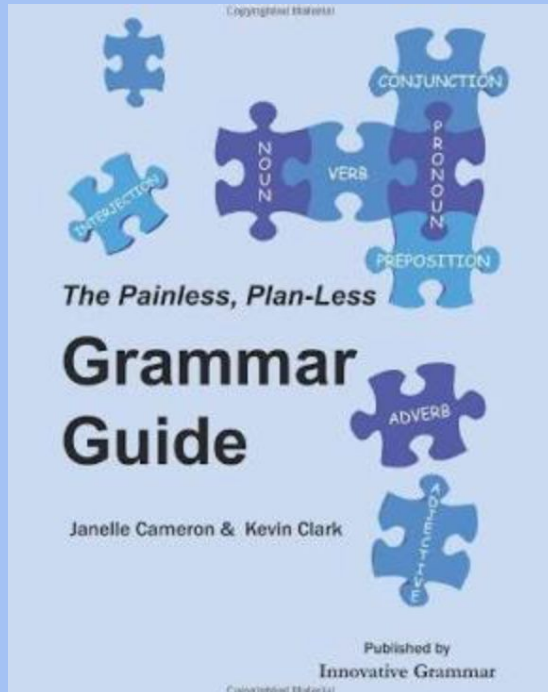
**STRUCTURED  
STRATEGIES**

**SHELTERED  
STRATEGIES**



2025

## STRUCTURED STRATEGIES



## SHELTERED STRATEGIES

Be  GLAD

2020



2025

## STRUCTURED STRATEGIES

KEY LANGUAGE  
ACCELERATION PRINCIPLES

VERB TENSE STUDY  
SYNTAX SURGERY  
TEXT-CAVATION  
COMPREHENSION SKILLS  
INVENTORY  
PARAGRAPH PULL-APART  
LANGUAGE WARM UP  
BUCKET SHOW  
EDIT & REVISE  
SINGLE PICTURE TEXT WEBBING  
4 PICTURE STORY FRAME

## SHELTERED STRATEGIES

HIP POCKET TOOLS

PROCESS GRID  
MIND MAP  
STORY MAP  
INQUIRY CHART  
PICTORIAL INPUT CHART  
GRAPHIC ORGANIZER INPUT CHART  
NARRATIVE INPUT CHART  
OBSERVATION CHART  
SENTENCE PATTERNING CHART  
COGNITIVE CONTENT DICTIONARY  
COOPERATIVE STRIP PARAGRAPH  
EXPERT GROUPS - TEAM TASKS  
EMERGING STRUGGLING READER  
GROUP  
CHANTS, RHYMES , POEMS & SONGS

2020

**2025**

## **STRUCTURED STRATEGIES**

**KEY LANGUAGE  
ACCELERATION PRINCIPLES**

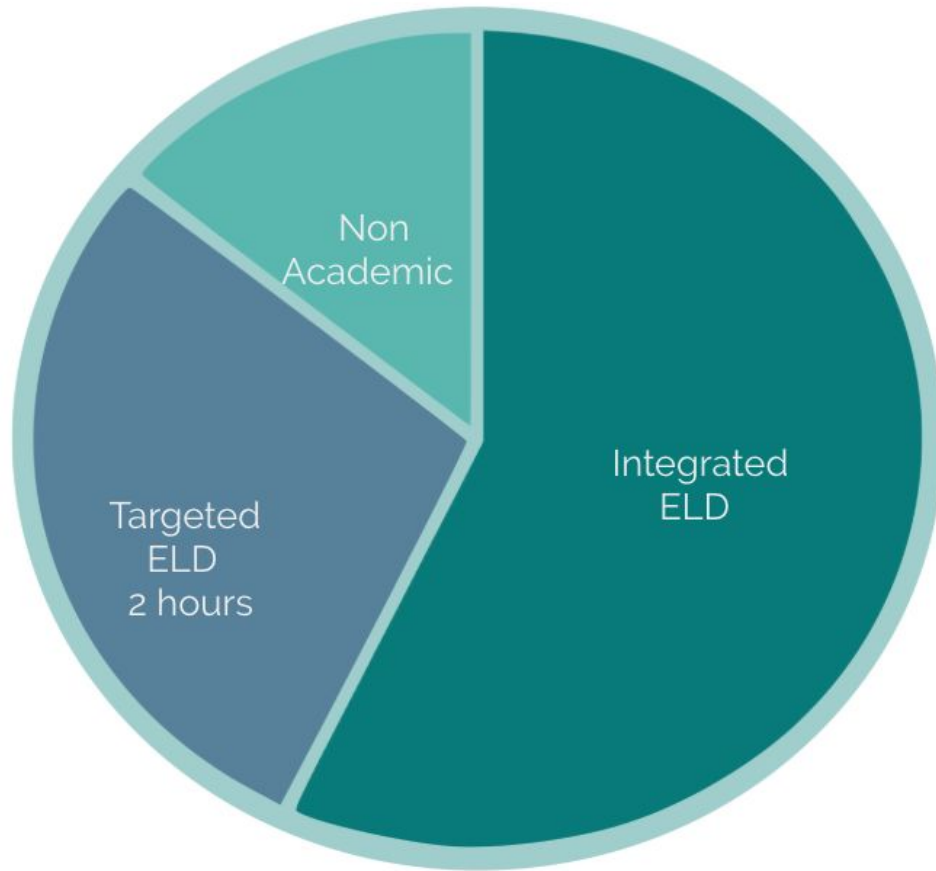
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## **SHELTERED STRATEGIES**

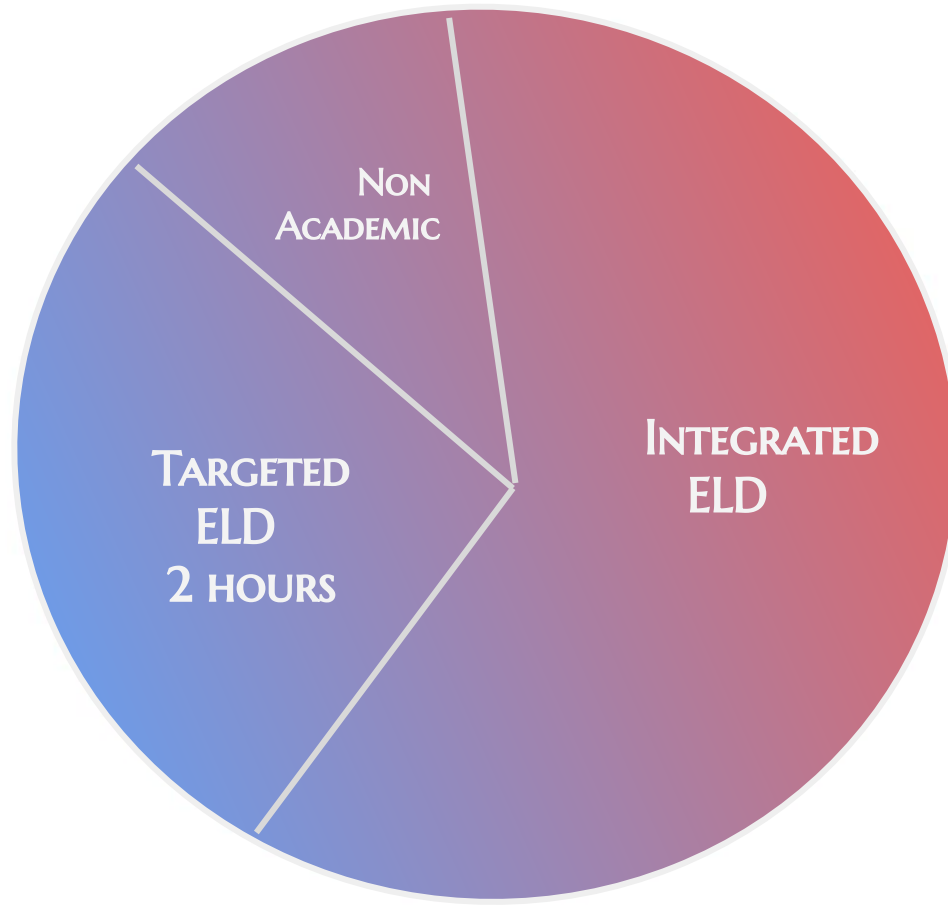
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