

# A Glance at GLAD in North Carolina

## Guided Language Acquisition Design

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# Guided Language Acquisition Design (GLAD)

## Is ...

- ▶ A collection of strategies
- ▶ Effective with all learners
- ▶ Essential for English Learners
- ▶ Based on current research
- ▶ Compatible and aligned with state standards
- ▶ Flexible and adaptable

## Is Not ...

- ▶ A program
- ▶ A curriculum

## History

Project GLAD is a model of Professional Development and Learning developed by the Orange County Department of Education (OCDE) in California, through the collaboration of students, educators, and researchers from the late 1970's to the present.

GLAD was introduced to western North Carolina through training from OCDE in 2013. GLAD training and support is now available through the Western Region Education Service Alliance.

# Six Component Areas

*GLAD is a collection of more than 150 research based strategies in 6 component areas:*

1. Focus and Motivation
1. Input
1. Guided Oral Practice
1. Reading and Writing
1. Extended Activities for Integration
1. Assessment and Feedback

# Focus and Motivation

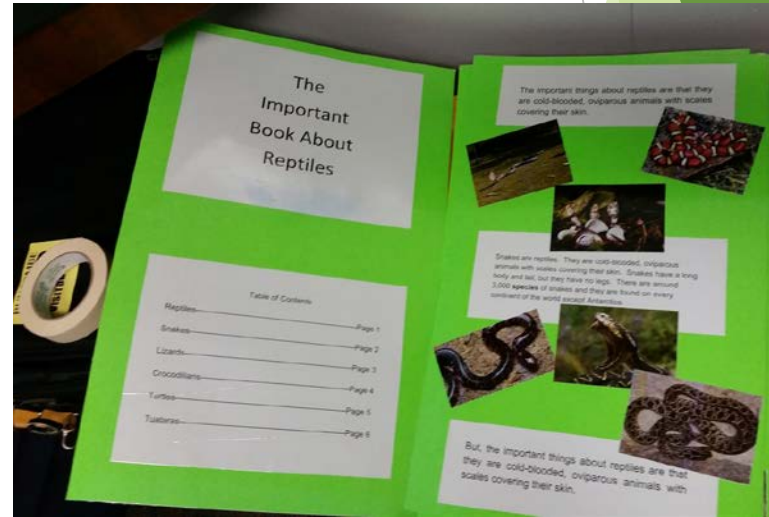
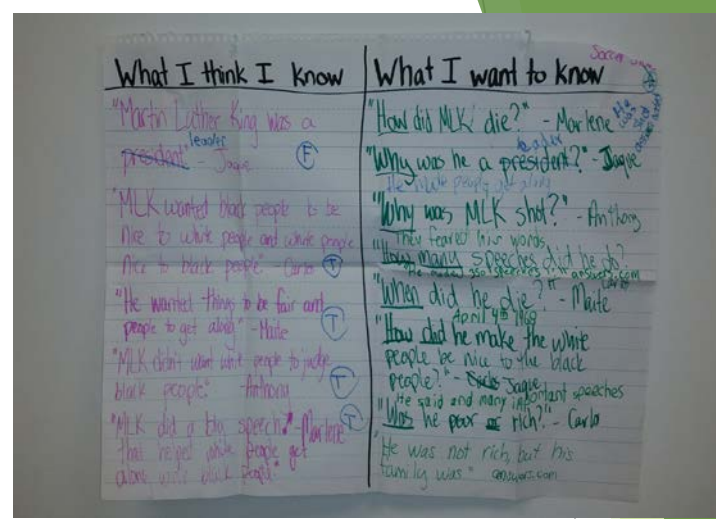
- ▶ Cognitive Content Dictionary
- ▶ Observation Charts
- ▶ Inquiry Charts
- ▶ Teacher Made Big Books

*\*connect to the assets that every child brings to school\**

*"I loved doing the Observation Chart because my mom got to share what she's learning in school in her community college class." -Aryana, age 9*

## Purposes:

- To activate and build connections,*
- To set the purpose for learning, and*
- To identify and assess prior knowledge*



# Input

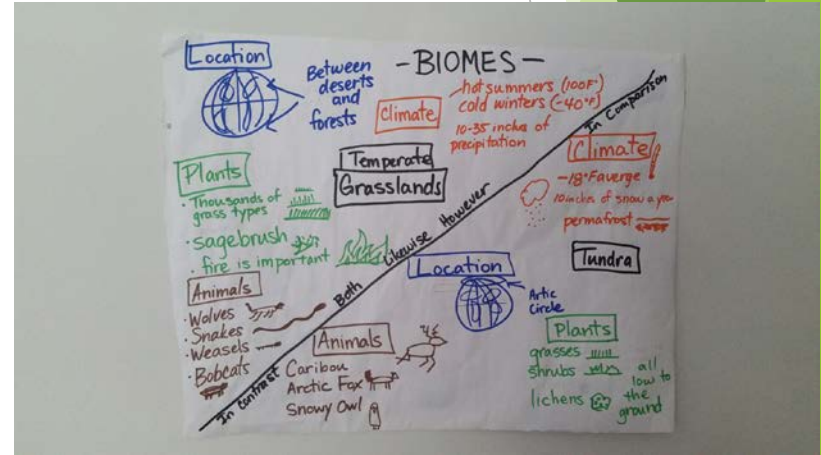
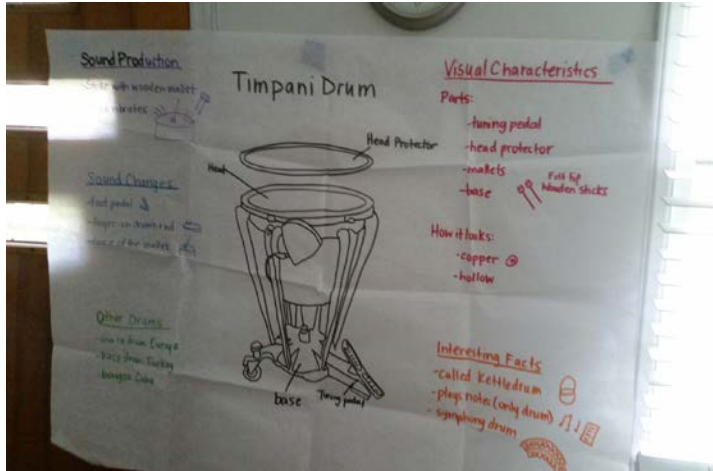
- ▶ Visual Graphic Organizer - TIME and PLACE
- ▶ Pictorial Input Chart
- ▶ Comparative Input Chart
- ▶ *Narrative Input Chart*

\*explicit, direct teacher modeling of concepts and vocabulary\*

*“My students have access to high level vocabulary right at the beginning of a unit and always then have a reference point to hang their new knowledge - literally!” -A. Lord, 4<sup>th</sup> grade teacher*

***Purpose:***

***To provide direct, universal access to core instruction***



# Guided Oral Practice

- ▶ Chants/Poetry
- ▶ Sentence Patterning Chart
- ▶ Home/School Connection

\*creates opportunities for meaningful and intentional student output\*

“The level of engagement and buy-in to the Guided Oral Practice elements is outstanding!” - A. Morton, 3rd grade teacher

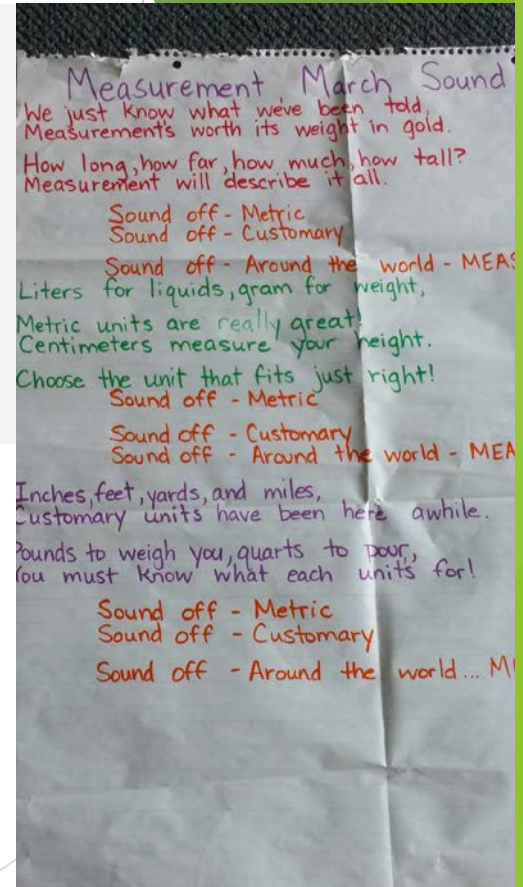
## Purposes:

- To improve oral language production,*
- To provide meaningful interactions with academic language,*
- To guide opportunities to interact with text,*
- and*
- To lower the affective filter*

## Home School Connection #3

Walk around your home with someone. What 3-D shapes do you see? What attributes do they have? Sketch or write your answer.

Camine por su casa con alguien. ¿Qué formas 3-D es lo que ves? ¿Qué atributos tienen? Dibuje o escriba su respuesta.



# Reading and Writing

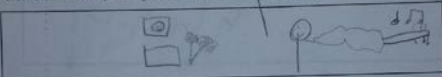
- ▶ Expert Groups
- ▶ Process Grid
- ▶ Interactive Journals
- ▶ Cooperative Strip Paragraph (and Whole Class Group Frame)

Bears	Description	Habitat	Food/Prey	Enemies/Threats	Interesting Facts
grizzly bear	5 claws • wild • nocturnal • mammal	• forest • in a den • Alaska • near ocean	• eat berries • fish • hunt	• people • hunt • traps	• lives up to 30 yrs • hibernates • runs fast
Kodiak bear	• claws • mammal	• coastal • Alaska • Canada	• fish • berries • nuts	• people • traps	• lives up to 30 yrs • hibernates • runs fast
Polar bear	• claws • mammal	• Arctic • ice	• seals • fish • walrus	• people • traps	• lives up to 30 yrs • hibernates • runs fast

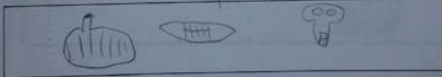
The Life Cycle of a Seahorse  
Seahorses court for several days at a time. The courting ritual involves dancing, changing color and twisting tails. Males can in their by pumping water through it. This will entice the females to lay their eggs in it.  
When the male seahorse is ready to give birth he will the young (known as fry) from his out ch. The fry will grasp floating or still objects with their tails.  
While young seahorses grow larger, their bodies remain mostly the same. When male or female become adults, they are ready to at any time.

\*intentional scaffolding of language so that students are able to attend to the reading and writing tasks that we are trying to teach\*

Customs:  
Beautiful altars (ofrendas) are decorated by all family members with pictures of the loved ones that are being remembered. Altars are adorned with candles, flowers, lots of food and a bread called pan de muerto. Skeletons and skulls (calaveras) made of sugar are important in the making of the altar. The sugar skull represents the death of the person, and their decorative designs represent the beauty of their life. On the afternoon of Nov. 2, the festivities are taken to the cemetary. People clean tombs, play games, listen to the village band and reminisce about their loved ones. They hold vigils and tell stories about the deceased.



Cuisine:  
The most common culinary representation of the Day of the Dead is an eggy, sweet and soft bread, often topped with sugar called Pan de Muerto. Mexicans also prepare rich meals such as mole, tamales and a hot, thick drink made from Maize, called Atole. Sugar Skulls are a special treat and taste like candy. Children and Adults also enjoy Dulce de Colobara, Candied Pumpkin, which is yellow squash cooked with brown sugar and cinnamon.



**Purpose:**  
*To develop competency in grade-level reading and writing skills, while reading and writing complex texts*

Seahorse Dance by Ms. W's group  
life cycle  
dancing entwining seahorses  
lay eggs  
floating young grasp  
grow larger

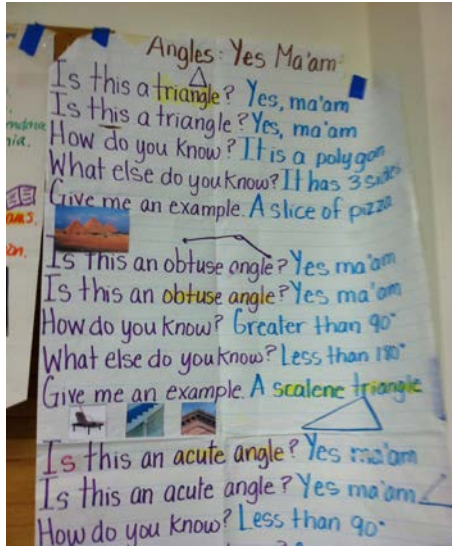


# Extended Activities for Integration

*Communication, Collaboration,  
Critical Thinking, Innovation,  
and  
Creativity*

GLAD teachers intentionally extend learning through:

- ▶ Developing multiple intelligences, including awareness of language and culture
- ▶ Moving students beyond their comfort levels through student-driven, exploratory, and inquiry-based environment
- ▶ Integrating language, skills, and content in student-selected activities



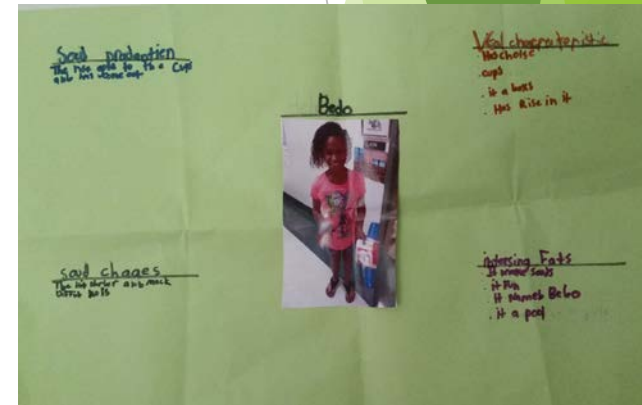
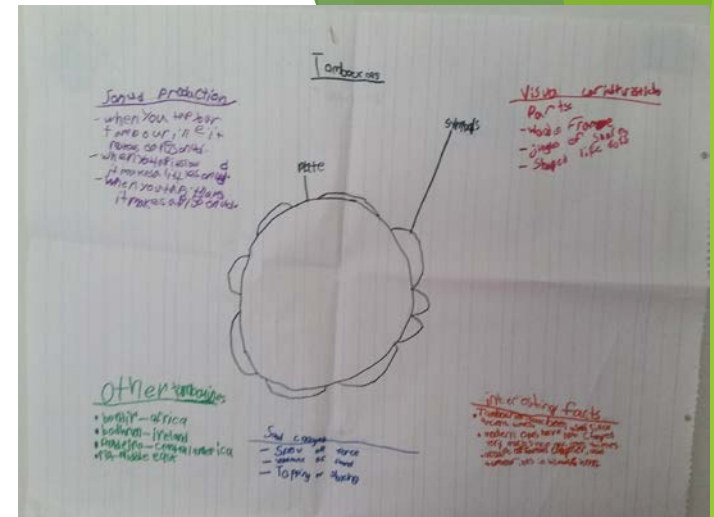
# Assessment and Feedback

- ▶ Team Tasks/Individual Tasks
- ▶ Team/Individual Exploration
- ▶ Interactive Journal
- ▶ Graffiti Wall

\*I do, We do, You do\*

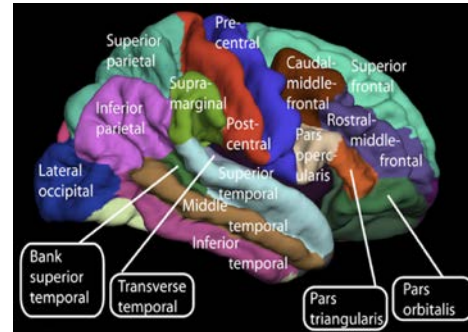
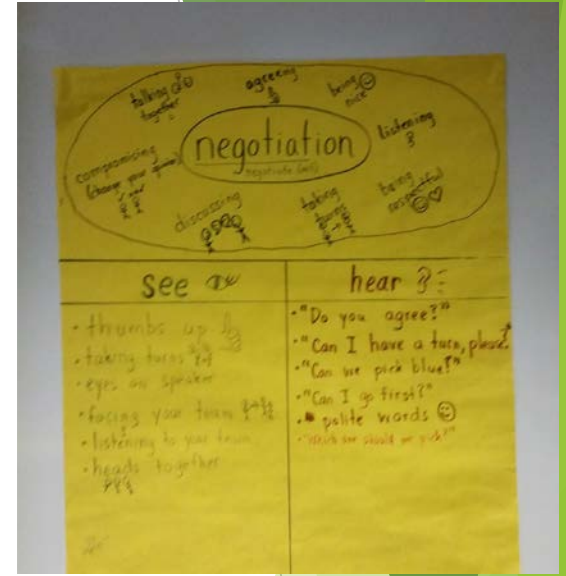
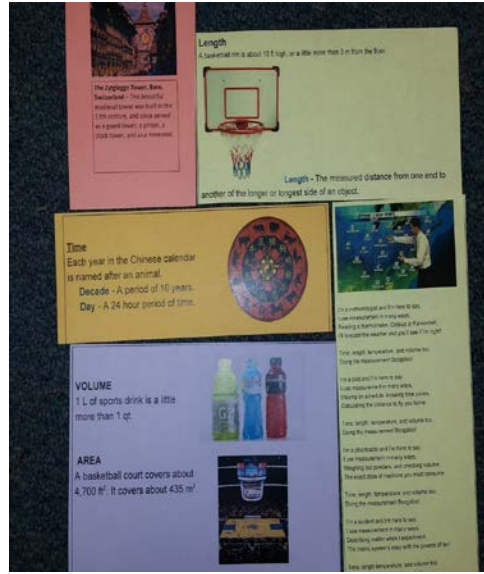
**Purposes:**

*To provide accurate, descriptive to students,  
To involve students in the assessment process,  
To improve learning*



# Key Points

- ▶ Integrated approach to support language acquisition and proficiency in grade-level standards.  
*(Rigorous and Intentional)*
- ▶ Asset vs Deficiency paradigm  
*(Cultural Proficiency)*
- ▶ Comprehensible Output  
*(Negotiation for meaning)*
- ▶ The brain is a pattern seeking device  
*(Intentional planning for brain imprinting)*





Orange County Department of Education  
Instructional Services Division  
Services for Language Learners

Project GLAD® National Training Center  
Tier I Training 2017-2018

**2-Day Research & Theory Workshops:**

September 13-14, 2017  
<http://ocde.k12oms.org/1253-131011>

October 25-26, 2017  
<http://ocde.k12oms.org/1253-131012>

January 30-31, 2018  
<http://ocde.k12oms.org/1253-131013>

*(2-Day Workshop must precede  
4 or 5-Day Demonstration Session)*

**4 or 5-Day Demonstration Sessions:**

November 13-17, 2017  
<http://ocde.k12oms.org/1253-129661>

December 4-8, 2017  
<http://ocde.k12oms.org/1253-129662>

February 26-March 2, 2018  
<http://ocde.k12oms.org/1253-129663>

March 12-16, 2018  
<http://ocde.k12oms.org/1253-129665>

\$1,070 per person. Registration Includes: 2-Day Research & Theory Workshop, 4 or 5-Day Demonstration Session, and Learning Guide. Payment must be received before registration can be confirmed. Online registration only. No walk-ins. Proof of payment is required. Registration closes two weeks prior to training dates. Cancellations must be finalized two weeks prior to the event for refund of payment or to avoid being charged. (Title I, Title III, EIA, School Improvement and other funding sources may support participation in OCDE Services for Language Learners' events.)

*Providing effective strategies for K-12 educators to differentiate and scaffold the development of English language development.*

**Outcomes:**

- Find out how the OCDE Project GLAD® NTC Professional Development Model and Research Base provide an integrated, balanced language approach to language acquisition
- Learn how the OCDE Project GLAD® Professional Development Model promotes positive classroom culture and celebrates each student's individual assets
- Build understanding on how to teach ELD within the model while applying 21st century skills

**How to Register:**

Please register via the OMS system. Register for one 2-Day session and one 4 or 5-Day session by clicking on the web links provided to the left. See NTC website for directions on how to register to OMS if you don't have an account.



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OCDE Services for Language Learners' events align to LCAP priorities (Implementation of Academic Content, Pupil Achievement or Special Populations). Individuals with disabilities in need of auxiliary aides and services may request assistance.

The Orange County Department of Education Services for Language Learners may take photographs of participants at the event, which may be used to document the event, promote events in various materials, post on the Orange County Department of Education website and on the World Wide Web, and on the digital frame in the entry to the Orange County Department of Education offices.

# Learn more about Implementing Project GLAD in North Carolina

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