

What is Project GLAD?

The Guided Language Acquisition Design

The Guided Language Acquisition Design ("GLAD") is a model of professional development with proven replicability in more than 120 school sites. Through Project GLAD training, teachers are provided with research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills. Tied to English language development standards, the model trains teachers to use local district guidelines and curriculum in providing instruction in multi-lingual classrooms. Project GLAD's focus is teachers in multilingual classrooms serving students in kindergarten through grade 8. The project has been used successfully with more than 30,000 English learners nationwide.

GLAD training results in teachers' renewed commitment to high expectations and high standards for all students. The results for students has been continued gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but also fosters a sense of identity and voice.

FEATURES

In summary, the following features make the Guided Language Acquisition Design promote successful, involved teachers and students:

- A unique blend of academic language and literacy that marries the research from many fields and organizes the strategies and classroom implications into a process.
- The model is not only firmly rooted in research, but it has been field tested both in district and out for the past 15 years. It has been found useful as a trainer of teachers and as a trainer of trainers.
- A classroom environment that values the student, provides authentic opportunities for use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity.
- Primary language is provided by trained, bilingual teachers, trained bilingual aides, trained parents, or cross-age/peer tutoring. The unique aspect is that with this model both languages complement each other through integrated themes.
- The amount of oral language for negotiation for meaning and cross-cultural interaction is very unique.
- The training model is successful because it values the time for teaching, viewpoints and expertise of the teachers and promotes collaboration.
- The insistence on a team of trainers who have volunteered to work together. This team carries out the theory and demonstration lessons with a team approach that best utilizes the time of the trainers and trainees while modeling peer coaching.

COMPONENTS

Project GLAD is a model of staff training for language acquisition. Teachers are trained to modify the delivery of instruction of students to promote academic language and literacy. GLAD has two components.

1. The first component is the "what" of the language acquisition model.

The "what" of the Guided Language Acquisition Design (GLAD) provides an organizational structure for an integrated, balanced literacy approach.

The integration of listening, speaking, reading and writing among all content areas and the interrelating of

science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message and not on form. Language, any language, should be acquired while studying something of interest or real life use.

Brain research reinforces that by integrating the content areas with each other and direct teaching of metacognitive strategies, learning is made more relevant and meaningful, thus insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. Although, as written, the GLAD model is intended for English Language Acquisition for second language learners, it is valuable for acquisition of language for all students. The structure, strategies, and classroom implications, are invaluable in a multi-lingual setting.

2. The second component is the "how" of the staff training:

Element 1: Theory and Research

Training in theory and research with practical classroom implications and applications, occurs over a two-day period. It covers the works of educators across the disciplines: reading, writing, brain compatible teaching, Language Acquisition, cross cultural respect, primary language, and coaching. Research is directly tied to specific classroom implications, strategies and organization.

Element 2: The Demonstration Lesson

Observation of a demonstration session occurs in a classroom all morning for one week. The unit has been requested by the classroom teacher and written by the team of trainers. One of the trainers is working with the children, presenting the strategies. The other trainer coaching the teachers who are observing in the back of the room. This trainer is explaining what is being done, why, and generally answering questions concerning the lessons. Afternoons are spent on feedback and collaboration such as initial planning with the trainers for the trainees' upcoming units. Seeing successful strategies with students is the most effective method of promoting change.

Element 3: Follow-up and Coaching

This element reduces time out of class as it promotes meaningful follow-up. The trainers visit classrooms to provide encouragement and assistance, if required. This model uses some of the cognitive coaching elements from Art Costa in that the coach or trainer only observes and provides feedback on things that are specifically requested by the teacher. The follow-up time is one to two days.

STRATEGIES AND IMPLICATIONS

Based on the current areas of research, a brief summary of some strategies and classroom implications follows:

1. Teach to the Highest

- A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).

2. Brain Research--Metacognition

- A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).
- An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
- Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
- Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).

3. Brain Research and Second Language Acquisition

- A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).
- Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).

4. Reading and Writing To, With and By Students

- Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill).
- Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).
- Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).
- Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).

5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).

6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

7. Ongoing assessment and closures to units using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, on-going and summative, based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).

GLAD Classroom Checklist

Teacher: _____

Description of the GLAD Model Strategies For more information refer to <u>Bringing it all Together</u> by Marcia Brechtel, District GLAD Handbook, & GLAD web page.	September	October	November	December	January	February	March	April	May	June
Pictorial Input, Graphic Organizers, Comparative Input & Narrative Input Charts. These charts are rich with academic vocabulary and pictures. Students and teachers process them daily.										
10/2 Lecture: Allows at least two minutes of student processing with every ten minutes of teacher lecture. It allows for comprehensible output, negotiating for meaning and a risk free environment.										
Farmer in the Dell/Sentence Pattern Chart: Written on a large piece of butcher paper this assists students not only in vocabulary but also parts of speech and sentence structure.										
Process Grid: As the name implies, it is a grid with categories across the top and down the side. Students acquire info in a number of ways, prior knowledge, expert groups or teacher input. These are processed as a class and information can be used in the writing process to develop an essay.										
Picture File Cards: This is a valuable tool for ELD teachers. A variety of activities can be done with these for whole class or individuals and are usually directed by the teacher. Cards should be interesting and thought provoking to both students and teachers for discussion.										
Cooperative Learning: This is an extremely valuable tool in language acquisition. It is the vehicle through which cross-cultural interaction and oral language can be promoted. Students can practice new concepts and vocabulary in a low anxiety environment.										
Cooperative Strip Paragraph: The group frame allows the teacher to teach and model the conventions of writing. The teacher leads with a topic sentence for the required writing style: Narrative, Expository, or Persuasive. Teachers use sentence pocket charts, sentence strips and an editing checklist.										
Team Tasks: These are done in place of centers. Teachers pull flexible groups, while students are working on team tasks. Anything that the teacher has modeled is appropriate for team tasks, because these become the basis of individual use, thus providing practice or scaffolding for individual work.										
Poetry Frame: These poems and chants are displayed in the classroom on butcher paper and can be adapted for any unit. Content vocabulary is used. This provides a low affective filter for students to practice new vocabulary in the language acquisition process.										
Teacher Made Big Books: Big Books address specific content and linguistic needs of individual classrooms and curriculum without a lot of expense. Patterning and predictable language is a key feature of many big books.										
Test Taking Strategies: Implementing the state reading stems into the curriculum in all subject areas is imperative. We must prepare students to meet the requirements of all testing situations.										
Cognitive Dictionary: The cognitive dictionary involves students in metacognition. It is a grid that asks students to predict the meaning of a chosen word, then discuss it whole group. They find the meaning by the end of class and use it in a sentence. This is done daily with words that come from the unit of study.										

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Interactive Journals: This strategy offers a chance for students to engage in written dialogue with the teacher about issues meaningful to them.										
Learning Logs: Students write daily, what they learned and what it means to them. This is done with each unit of study. Teacher gives each student 5-8 sheets of paper stapled together. Students put their name on it and teachers check these logs weekly.										
Big Three - Individual Personal Standards: This is a behavioral management tool that incorporates awards. <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> The Big 3 is very effective when teachers allow students to take responsibility for their own behavior. </div> 1. Make Good Decisions 2. Show Respect 3. Solve Problems										
Ear-to Ear Reading: This is a form of partner reading that lowers the affective filter. Two students place their chairs side by side, but the seats face in opposite directions.										
Quick Sketch: As it implies, quick sketch is the drawing form of a quick write. It is done as a right brain activity that can demonstrate comprehension without the use of words. Students learn that sketching is different than drawing. We use sketching to use all parts of our brain to produce language.										

The creation of Living Walls and a Living Wall in the classroom

What is it?

"In a language-functional environment, every chart or poem presented in the class is left on the walls to be read, processed, and added to on a daily basis. The walls become "alive" because they grow with the unit and the students. They are read daily by walking the walls or focused reading. They continue to be processed almost daily, highlighted and discussed. They are added to so all students feel ownership with the walls and the poetry. Every unit is started with blank walls and the walls grow with narrative, pictorial, and graphic organizer input charts. As the unit progresses, the walls get filled with the language of the students as they acquire the content of the current unit of study. From this living environment comes a living wall. Usually stemming from a narrative or pictorial input chart, a living wall is a blend of pictorial, artistic, and linguistic input from teachers and students reinforcing a theme. The pictorial or narrative, student art, and student language come together to represent a theme in the content, making a Living Wall."

Bringing It All Together: Marcia Brechtel

Teacher Goals:

G.L.A.D. Guided Language Acquisition Design

<http://www.sausdglad.com/>

I. Focus and Motivation Strategies

Cognitive Content Dictionary

Word	Predicted Meaning	Dictionary Definition	Sentence

Observation Charts

Picture	What are you wondering?
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1. Use real photos.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss and write observations and questions on charts.
5. Teacher uses the chart to assess background knowledge and students' interests.
6. Revisit the charts to monitor growth.

Inquiry Charts

What do you know about Ocean Life?	What do you wonder about Ocean Life?
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1. Record students' comments using their words.
2. Record students' names after their comments.
3. Revisit the inquiry chart often.
4. Use a different color marker each time you revisit.
5. When revisiting, ask students to cite the source of their new information.

Teacher-Made Big Books

1. Choose key concepts and vocabulary.
2. Choose a frame or pattern .
 - * The Important Book
 - * I Just Thought You Would Like to Know
 - * Brown Bear, Brown Bear
3. Use real pictures and photos.
4. Keep it simple or let your creative juices flow.

II. Input Strategies

Pictorial Input Chart

1. Choose a pictorial to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, other teacher resource books, websites (www.enchantedlearning.com), expository children's books (Eyewitness Explorers series).
3. Use an opaque projector or overhead projector to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words.
4. With students present, trace over the pictorial with markers, providing verbal input as you go.
5. Revisit the pictorial to add word cards and review information.
6. Pictorials become part of the LANGUAGE FUNCTIONAL ENVIRONMENT.
7. Allow students to color pictorials.
8. At the end of the unit, make a master to use next year, and then raffle the pictorials off to students.

Comparative Input Chart

1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lend themselves to compare/contrast.
2. Revisit the comparative to add word cards and review information.
3. Consider extending the comparative by recording the key points and vocabulary on a Venn diagram.
4. Use the comparative and/or Venn diagram as the graphic organizer for a compare/contrast piece of writing.

Narrative Input Chart

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding standards-based concepts and vocabulary
3. Draw or copy pictures for narrative and attach the text to the back
4. Laminate the pictures for retelling
5. Create a background for the narrative that may be as simple as a laminated piece of butcher paper
6. Gather the students close to you and tell the story as you place the pictures on the background
7. Revisit the narrative to add word cards and/or speech bubbles

III. Guided Oral Practice Strategies

10:2 or CHUNK & CHEW

1. Teach students turn and face a partner whenever you indicate it is time for a 10:2.
2. Teach students to take turns answering the question you provide.
3. Teach students the quiet signal, such as hand in the air, you will use to indicate when it is time to face you again.
4. Use 10:2s whenever you are providing input (big books, pictorials, narratives) for or soliciting information from (sentence patterning children, process grid, editing co-op).

T-Graph for Social Skills

See	Hear

1. Focus on different social skill for each unit (respect, cooperation, responsibility)
2. Brainstorm the meaning of the word with children and record on the web
3. Brainstorm what behaviors you would see, and what specific words you would hear if a person were behaving in that way
4. Revisit the t-graph often with students to add behaviors that have been observed

Chants

1. Choose key vocabulary and concepts to imbed in chants.
2. Choose a frame or existing song to adapt (Bugaloo; Yes Ma'am; Cadence; Here, There, Everywhere; I Know a ...).
3. When chanting with the students, start by chanting for the rhythm and language patterns first, focus on concepts and vocabulary later.
4. Revisit the chants often for different purposes, including highlighting "scientific" words.

Sentence Patterning Chart

Adjective	Noun	Verb	Prepositional Phrase

1. Choose a key noun from the unit (a noun that is capable of producing action is best)
2. Color code the headings (Adjectives-orange, Nouns-blue, Verbs-green, Adverbs-red, Prepositional phrases-purple)
3. You can create and label the grid in front of the students
4. Give students 10:2s to brainstorm words for each section
5. Refer students to resources in the room, such as pictorials, when necessary
6. After brainstorming words, choose 2 adjectives for (upper) or 3 adjectives (primary) and one word from each of the other categories, by placing a small post-it note by each
7. Have students help you chant to the tune of "The Farmer-in-the Dell"
8. Allow students to choose words by placing post-it notes on the charts for subsequent chantings

Reading and Writing Strategies

Expert Groups

1. Create expert group text for a category on the process grid.
2. Include features of expository text such as bold print and subheadings
3. Expert groups are composed of one student from each team
4. Guide expert groups in reading for information and note-taking
5. Students who are now experts are responsible for teaching the information to their team

Process Grid

American Symbol	Description	Location	What does it represent or mean?	Interesting Fact

1. Categorize the important concepts from the standards-based unit
2. Provide the students with input of concepts and vocabulary through expert groups, narratives, pictorials, etc.
3. Choose students randomly to provide information to be entered on process grid
4. Process grids aid in writing expository text

Co-op Strip Paragraphs and Group Frames

1. Create a topic sentence based on the process grid.
2. Each team is responsible for formulating one supporting sentence.
3. Team works to formulate sentence.
4. After confirming the sentence has not already been used, the teacher either a) writes the sentence on a sentence strip for the group (group frame) or b) provides the team with a sentence strip to record their sentence (co-op paragraph).
5. Teams place their sentence strips in the pocket chart under the topic sentence.
6. With students watching, the teacher tears extra space off of the sentence strips and arranges the strips to look like a paragraph.
7. The class reads through the paragraph and the teacher solicits possible revisions (changing the order of the sentences, combining sentences, etc.).
8. The class reads through the paragraph and the teacher solicits ideas for editing (spelling, grammar, punctuation)
9. Final version is typed and used for reading material.

Story Map

Title
Characters
Beginning
Middle
End

1. Choose a story with a clear problem and solution
2. The story map is a great extension to the narrative when possible
3. After students are proficient at filling in story maps, they can use the story map to plan their own stories

Project GLAD Components and Strategies

Focus & Motivation	Input	Guided Oral Practice	Reading & Writing	Closure
<ul style="list-style-type: none"> • Teacher made big books • Inquiry Chart • Super Scientist Awards • Observation Charts • Cognitive Content Dictionary • Picture File Cards → → • Real Experiences/ Realia 	<ul style="list-style-type: none"> • Input Charts <ul style="list-style-type: none"> Pictorial Narrative Comparative • Graphic Organizers • Living Wall • Read Alouds 	<ul style="list-style-type: none"> • T – Chart for Social Skills • Cooperative Learning • Picture File Activities • Personal Interactions • Chants, Raps, Poetry • Sentence Patterning Chart • Exploration Report • Process Grid • Team Tasks • Home – School Connections 	<ul style="list-style-type: none"> • Poetry Frame • Cooperative Strip Paragraph • Group Frame • Expert Groups • Story Maps • Learning Logs • Poetry Books • Dialogue Journals • Found Poetry • Writers' Workshop • Flexible Grouping 	<ul style="list-style-type: none"> • Student Made Big books • Assessments <ul style="list-style-type: none"> Action Plan Standards/Unit Test Skills/Vocab • Projects