



# Ralph A. Gates Elementary School

Saddleback Unified School District  
Lake Forest, CA

---

*Geraldine Jacome- Gr. 1 TWI Teacher*  
*Myuriel Von Aspen- Gr. 4-5 TWI Teacher*  
*Soo Goda - Title 1 Literacy Coach*

---

# Our Students: 1025 total

---

- 662 in Two-Way Immersion
- 363 in SEI/English Language Mainstream



- 56% English Learners
  - 61% socio-economically disadvantaged
-

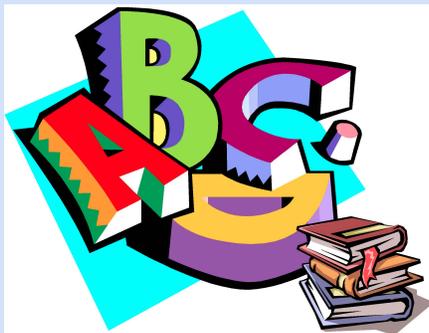
# Two-Way Immersion Program

---

- Established in 1991
  - International Spanish Academy School
  - 90-10 model (K-1)
  - Biliterate and Bilingual 50-50 by grade 5-6
  - 50% EL / 50% EO
  - Program continues at the Middle and High Schools in SVUSD
-

# Professional Development

---



- ❖ GLAD
- ❖ Thinking Maps
- ❖ CRLP - Focused Lang. Approach
- ❖ EDI - DataWorks
- ❖ CCSS Writing - Charlotte Knox
- ❖ DMR/DT - Leadership & Learning
- ❖ Teacher Collaboration & Planning time
- ❖ Grade Level Data Teams



# Literacy Coach Support

---

- ❖ Coaching: in-class support, demonstration, co-teaching, and observation/ feedback
  - ❖ Facilitate use of data for instructional planning
  - ❖ Extend, connect, and focus Professional Development
  - ❖ Expand the use of technology as a tool
  - ❖ Assist with implementation of effective English Learner Instruction
-

---

# Integrated Units

**Integrated Curriculum:** Can take on many different meanings, but generally refers to resources and strategies used by the teacher to make meaningful connections across subject areas. **Why use this methodology for planning?**

- |  |                          |
|--|--------------------------|
| 1. Makes learning relevant             | 4. Standards based       |
| 2. Students are engaged                | 5. It is systematic      |
| 3. Connections are made across content | 6. In-Depth and Rigorous |



**Research:** “The single best way to grow a better brain is through challenging problem solving. This creates new dendritic connections that allow us to make even more connections” (Jenson, 1998, p. 35).

And one of the best ways to promote problem solving is through an enriched environment that makes connections among several disciplines (Wolf & Brandt, 1998).



# First Grade Integrated Units at Gates Elementary

Writing Units are created using the School-Wide Writing Goal and the Gradual Release Model.

First Trimester	Second Trimester	Third Trimester
Informative Explanatory Text	Narratives	Opinion Pieces



Project	Common Core Writing	Common Core RL	Common Core RI	Common Core Conventions	Science/Health/Social Science
<p>Students will be able to write an informative paragraph or create an informative poster.</p> <p>Audience: Other first Grade students Librarian</p>	<p>1. Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>1. Ask and answer questions about key details in a text</p>	<p>2. Identify the main topic and retell key details of a text. 5. Know and use various text structures and text features to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustration and information provided by the words in a text.</p>	<p>1. C Use singular and plural nouns with matching verbs. 1. h Use determiners. 1. j Produce and expand complete simple and compound declarative sentences.</p>	<p>2.a Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. 3. Weather can be observed, measured, and described. 1.1 Students describe the rights and individual responsibilities of citizenship. Health: 1.12.S Define simple conflict resolution techniques.</p>

## First Grade Informative/Explanatory Writing Units

### Become a Good Citizen!



Writing Project: Create and present a team Poster of rules for the Library.

Audience: Librarian

Selected Non Fiction Text that supports Social Studies.  
Use multiple text types as resources (annotate text).

Build Language Arts Standards through Non-Fiction Text.

Integrate the Arts to create a poster.  
(Poster Rubric)

### Observe the Weather Around You!



Writing Project: Write an informative paragraph that describes the weather.

Audience: Peers  
(Individual Presentations)

Select Non Fiction Text that supports Earth Science.  
Use multiple text types as resources (annotate text).

Build Language Arts Standards through Non-Fiction Text.

Integrate Listening and speaking standards.  
(Presentation Rubric)

### Wow Look at This Animal!



Writing Project: Write an informative paragraph that describes an animal.

Audience: Small Groups  
(Individual Presentation)

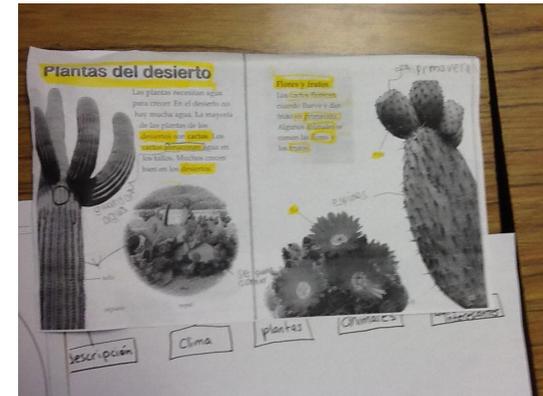
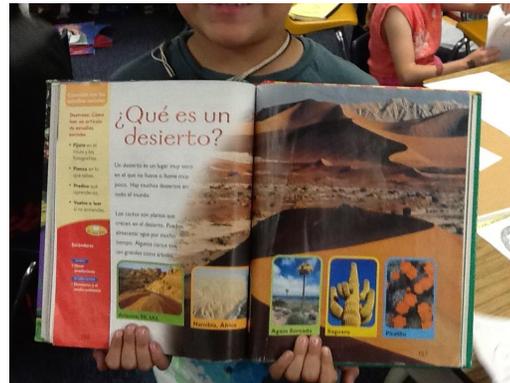
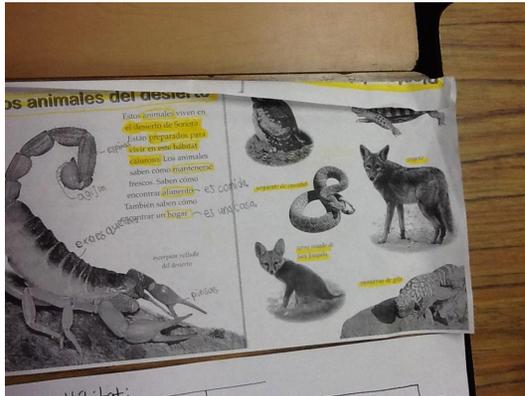
Select Non Fiction Text that supports Life Science.  
Use multiple text types as resources (annotate text).

Build Language Arts Standards through Non-Fiction Text.

Integrate Production and Distribution of Writing.  
(Student Friendly Rubrics)

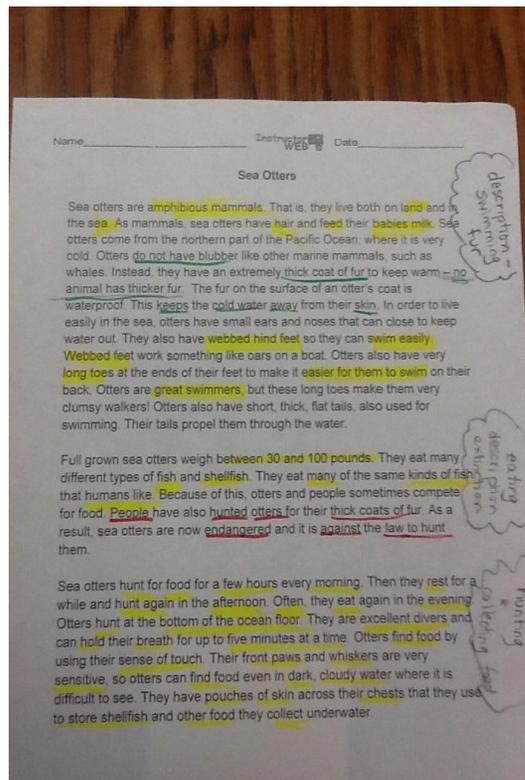
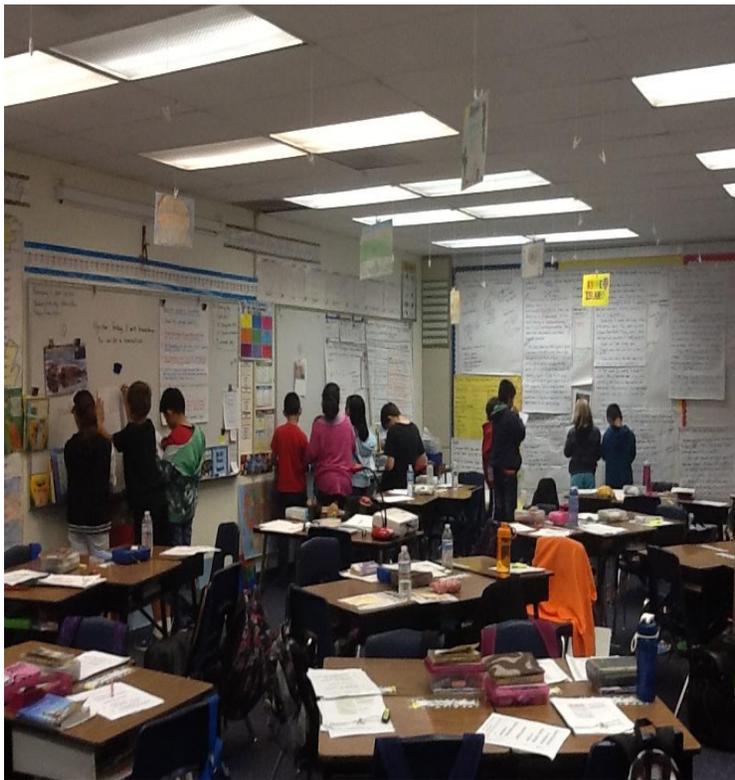
# Accessing Informational Text (Lower)

Before you begin a writing project think about the text that will support the final project. Exploring text allows students to build knowledge and vocabulary needed to write effectively. Accessing text initiates the inquiry process and allows students to generate ideas.



Watching a video or creating a powerpoint is another way of accessing information that allows student to process information through multiple resources.

# Accessing Informational Text (Upper)



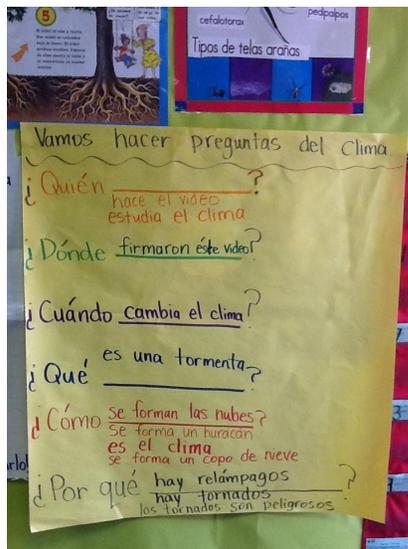
Accessing the text before writing.

- Picture Walk
- Identifying main ideas and key vocabulary

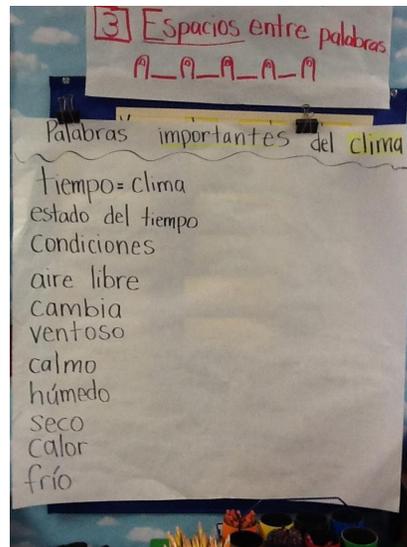
# Week 1-2 | Do-You Watch Primary Example

**Inquiry Questions:** This strategy can be used after Exploring Content related text or and ask questions or as an activating prior knowledge component to launch a writing unit.

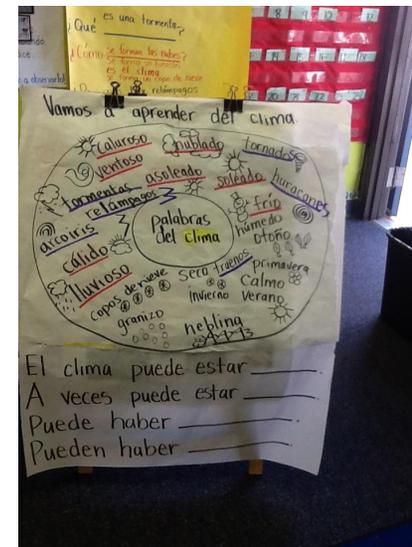
**Grow List:** This strategy can be used after you have explored a variety of non-fiction text on the topic of study.



**Inquiry Questions**



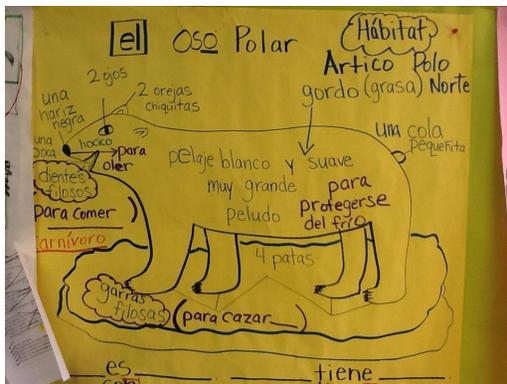
**Grow Lists**



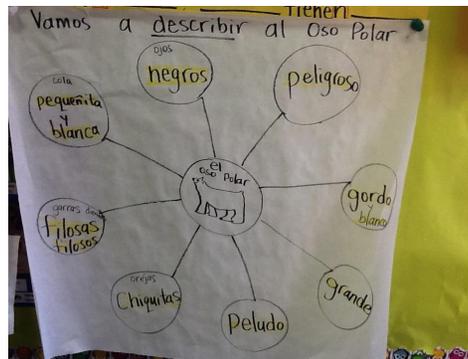
# Week 1-2 | Do-You Watch

**Pictorial Input Chart:** This strategy can be used to develop content specific vocabulary.

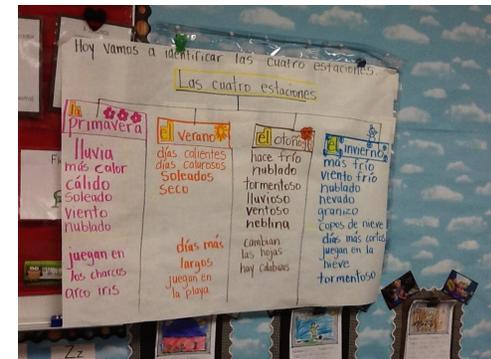
**Graphic Organizers:** This strategy is used to organize information, classify, and categorize content. Allows students to see the process for organizing a paragraph.



**Pictorial Input Chart**

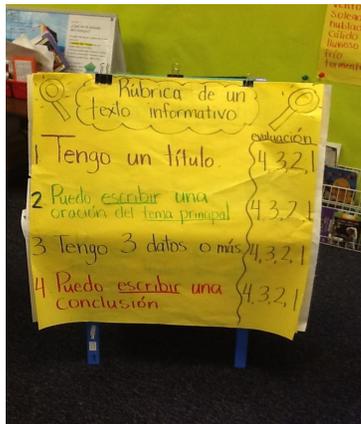


**Thinking Maps or Graphic Organizers**

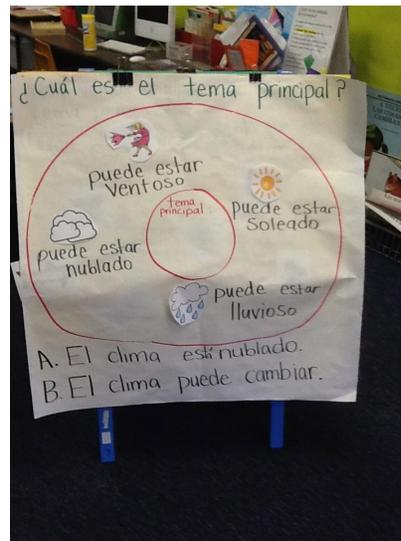


# Week 1-2: I Do-You Watch

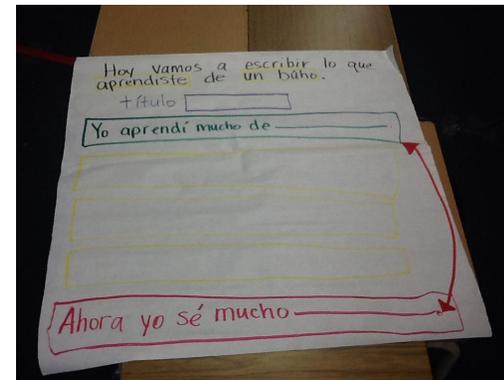
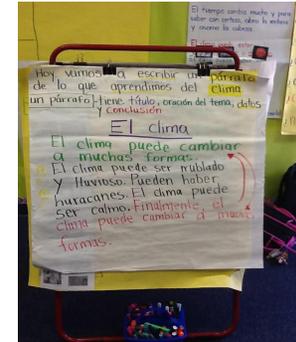
**Modeling:** How to write an informative/explanatory paragraph.



Writing Rubric

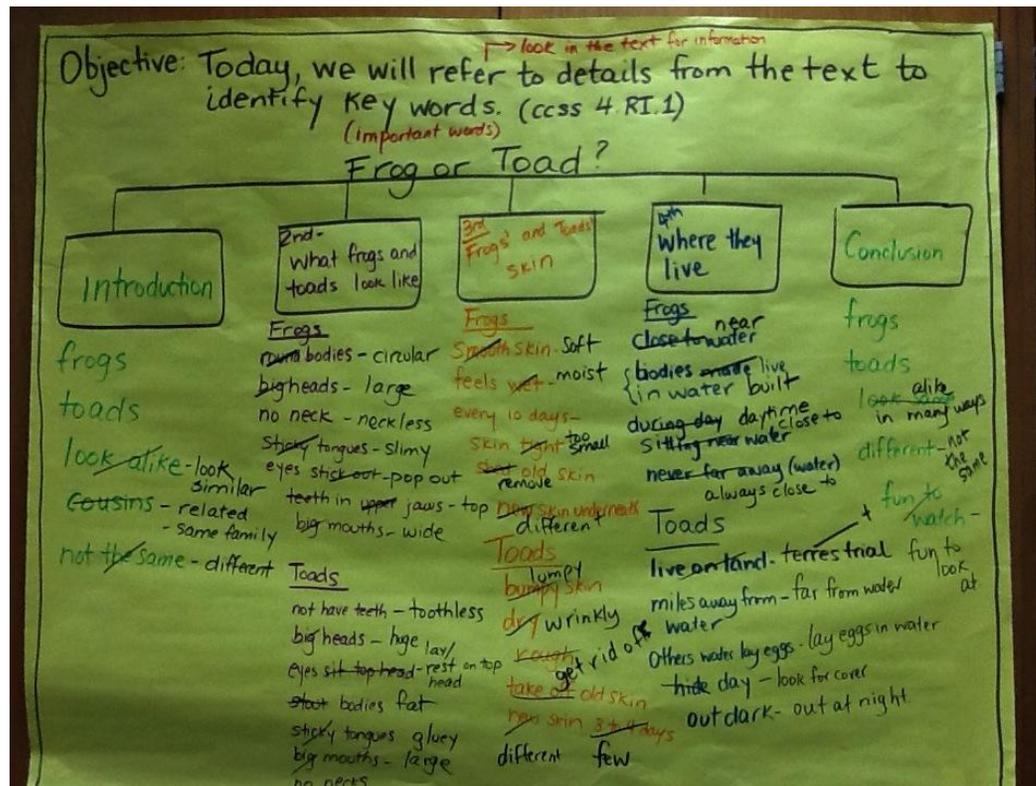


Topic Sentence



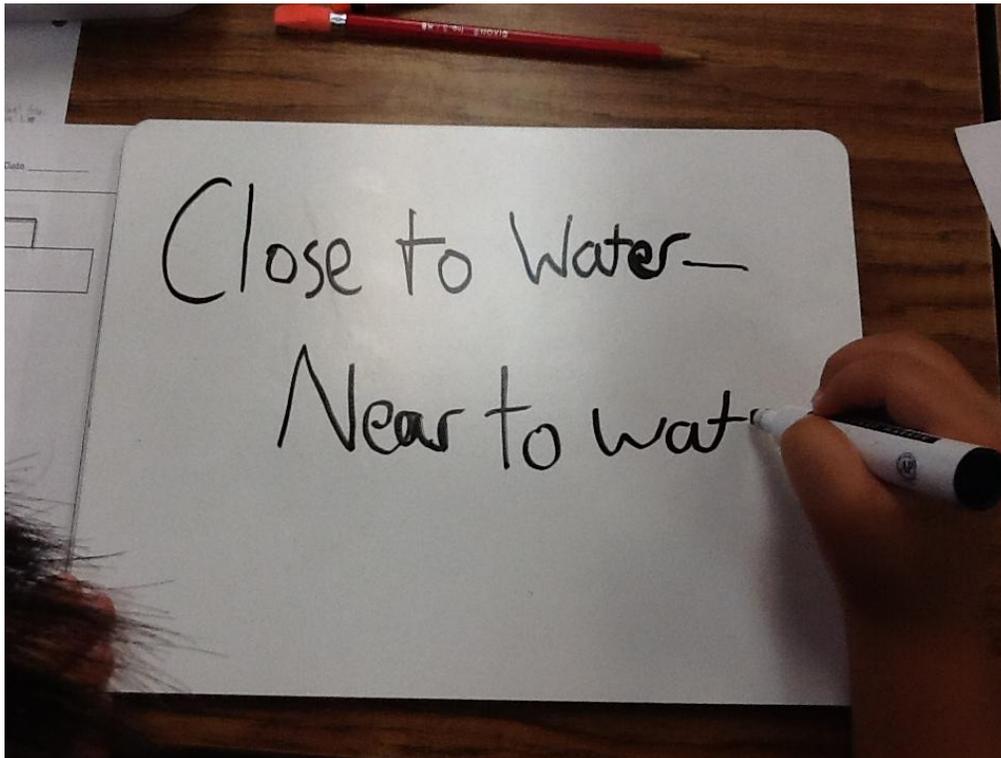
Paragraph Structure: Graphic Organizer

# Week 1-2: I do - You Watch (Upper)



After reading articles and identifying main ideas for each paragraph, I generate grow list with synonyms.

## Week 1-2: I do - You Watch (Upper)



Students work with a partner to assist in identifying synonyms for grow list.

# Week 1-2: I do - You Watch (Upper)

Objective: Today, I will write informative text. <sup>(real information, non-fiction)</sup> (CCSS 4.N.2)

**H** Are you able to tell the difference between a frog and a toad?  
**M** It is hard to tell them apart because they look similar. That's because they are related. But, frogs and toads are also very different.

**D1** <sup>(what they look like)</sup> Frogs and toads look very similar. They both have large heads, and their eyes sit on top of their heads. Also, they are neckless. In addition, they both have ~~slimy~~ slimy tongues. So, as you can see, they are alike in many ways.

**D2** Frogs and toads have different skins. A frog's skin feels moist and soft. Every 10 days it gets too small. So, ~~then~~ it comes off and the frog gets different skin. On the other hand, a toad's skin is bumpy and dry/wrinkly. A toad gets rid of its old skin every few days. Frogs' and toads' skin are not alike.

**D3** Frogs and toads live in different environments. Frogs live and are always close to water. Their bodies are built to live in water. Toads are different. They are terrestrial, which means they only live on land. They lay their eggs in the water, but they do not live near water. In the day, they look for cover, and at night they are out. Frogs and toads live in different kind of places.

**C** Frogs and toads are alike in many ways. They come from the same family. But, frogs and toads, are not the same. It's exciting to be able to tell them apart!

I model how to write explanatory text.

# Week 1-2: I Do (Upper)

Objective: Today, we will identify the components (parts) of an introduction of an informative text. (real information, non-fiction)

introduction

hook Do you know what makes bottlenose dolphins so interesting? Bottlenose dolphins are mammals that live in the ocean. These animals are not only smart and fast, but also good hunters.

Hook - is used to grab your reader's attention. It could be a question or a very interesting fact.

Main idea - is what your whole text is going to be about. It could include a definition or explain what you are writing about.

Introductions to informative texts

Color:  
Red - hook  
Green - main idea

hook  
Do you think bottlenose dolphins are interesting animals? Bottlenose dolphins are mammals that live in the ocean. These animals are not only smart, fast, but also good hunters. main idea

hook  
Can you believe that beavers can give out a type of goo that can be used as flavoring? This goo is called castoreum and beavers use it to mark their area. But, it is also a flavoring that is used in many products. The main idea

hook  
Did you know that sea otters are mammals that live in the ocean? Sea otters are mammals that live in Pacific Ocean. They have special bodies that help them live in cold water. They are also great hunters.

hook  
Did you know that about 36,000 elephants are killed every year? Elephants are killed for the ivory that is found in their trunks. Elephants are important animals, and many people are trying to save them.

Color coding to identify components of an introduction of informative writing.

# Weeks 3-5: We do-You help

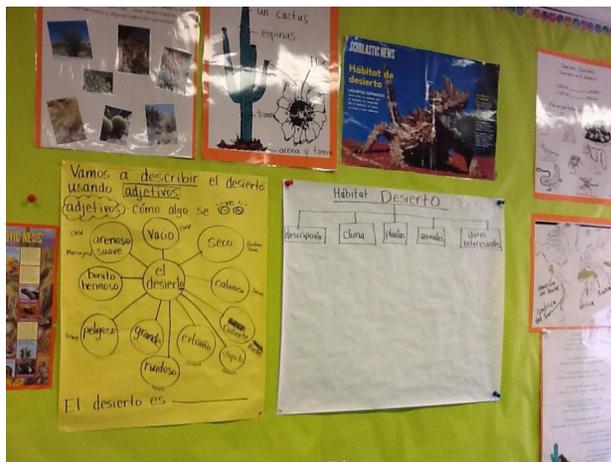
After reading a recipe and watching a video, we are able to generate ideas and participate in a hands on experience .



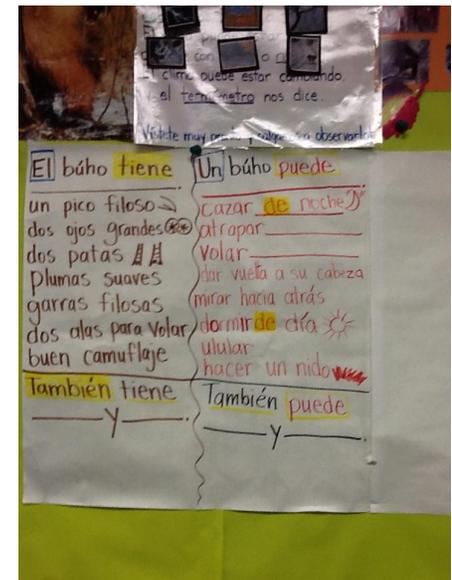
We do a “How To” writing project that allows students to experience the hands on event while following steps. We recorded the process in a student made book.

# Weeks 3-4: We do-You help

Students participate in generating ideas. After accessing non fiction text students are able to record facts on their whiteboard to create a class map of facts on a given topic.



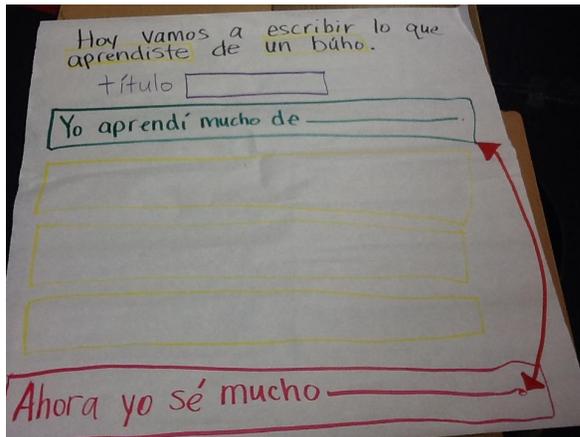
Thinking maps are posted to complete through interactive whiteboards.



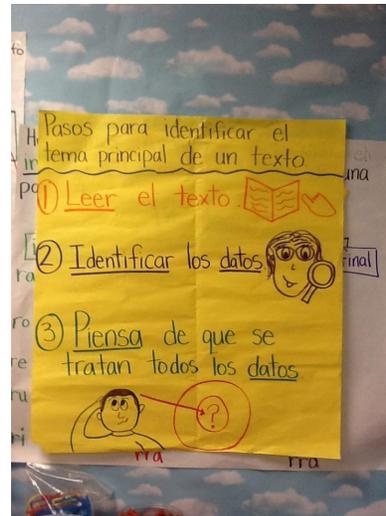
Language frames provide oral language practice and support for language learners.

# Weeks 3-4: We do-You help

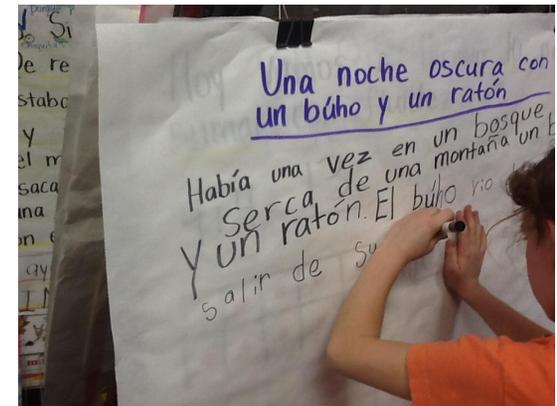
Students begin to participate in generating a paragraph.



We label the parts of an informative paragraph through interactive whiteboards.

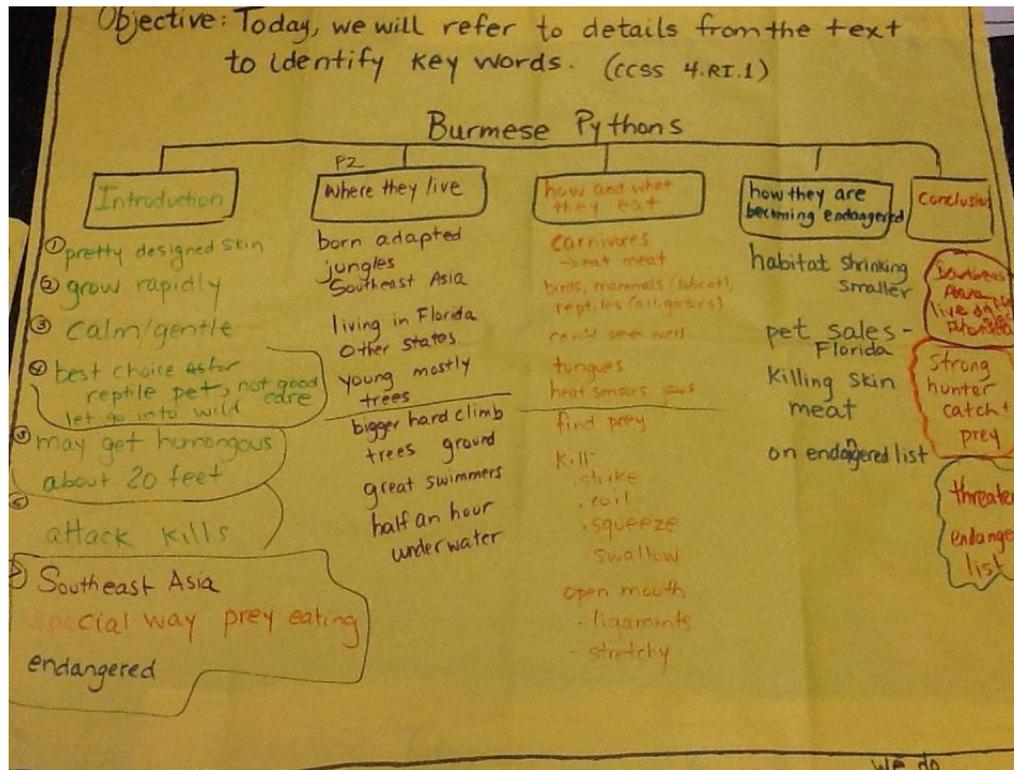


We engage in explicit lessons to develop writing a topic sentence.



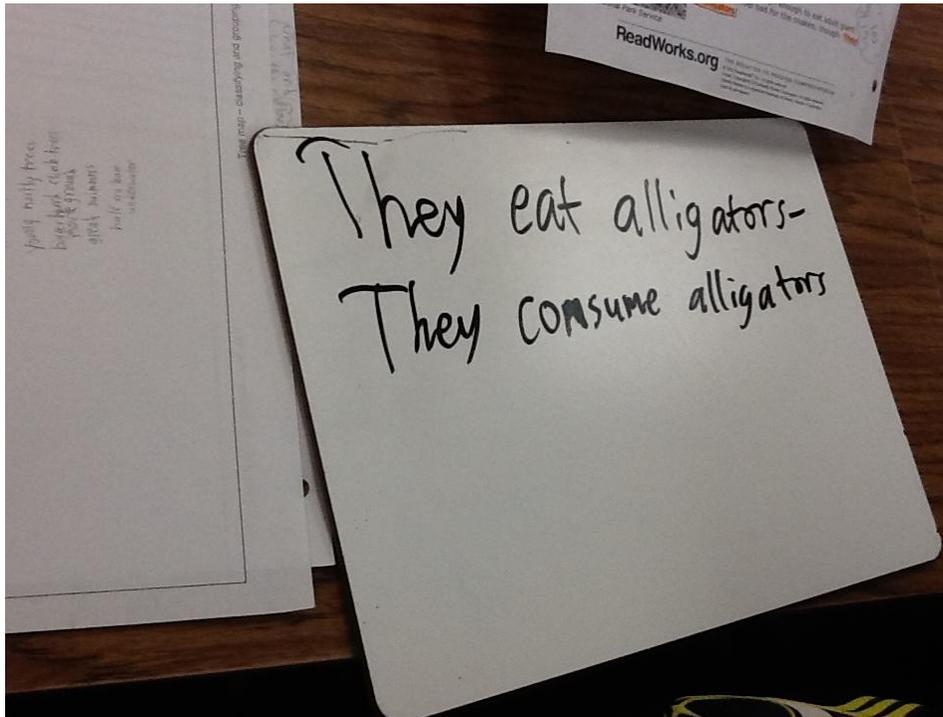
Language Experience Approach

# Weeks 3-5: We do (Upper)



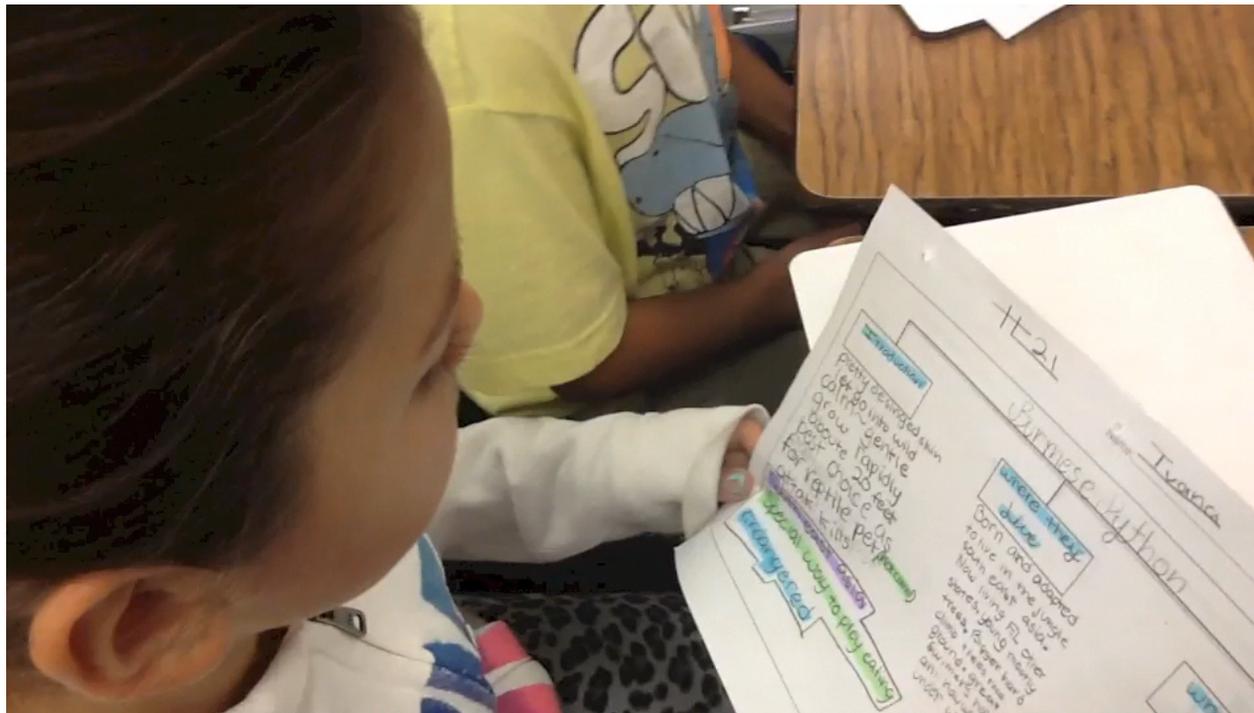
We used two articles about Burmese pythons as sources for this piece of informative writing. The information was consolidated in one tree map with key words.

## Week 3-5: We do



Students work with partners to assist in identifying synonyms for grow list.

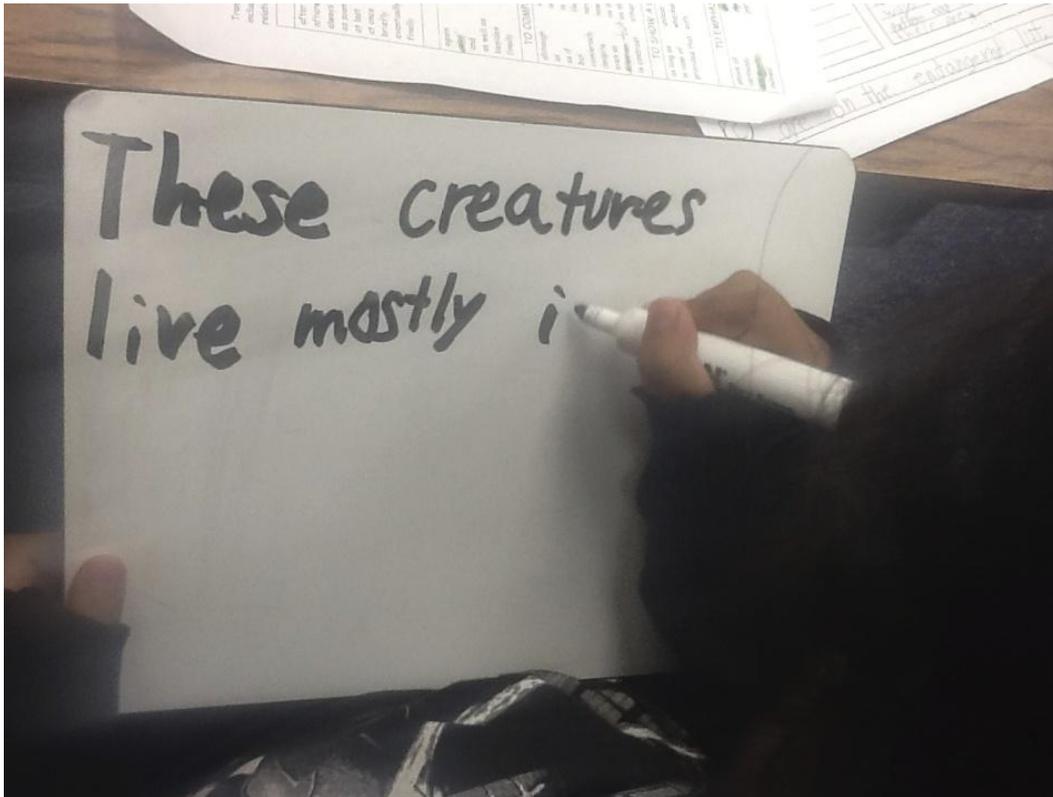
# Weeks 3-5 We do



“Sea of Talk” -  
Students  
verbalize their  
paragraphs  
before writing.

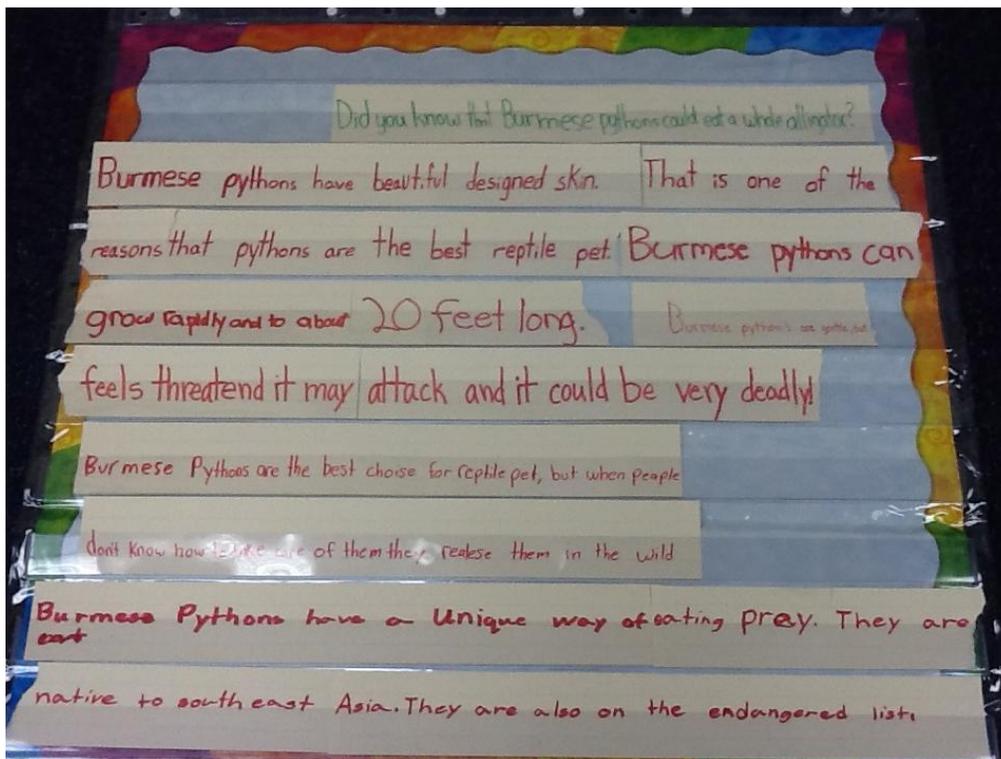
(click on picture for link to video)

## Weeks 3-5 We do



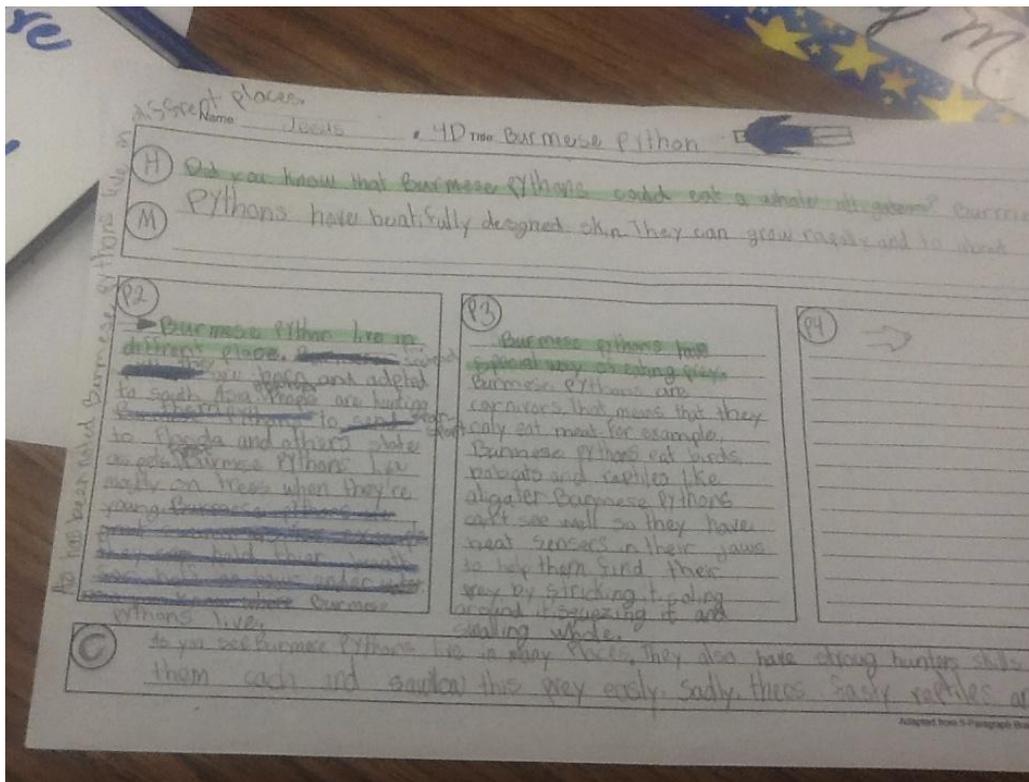
Students work with their team to create sentences for our shared writing.

# Weeks 3-5 We do



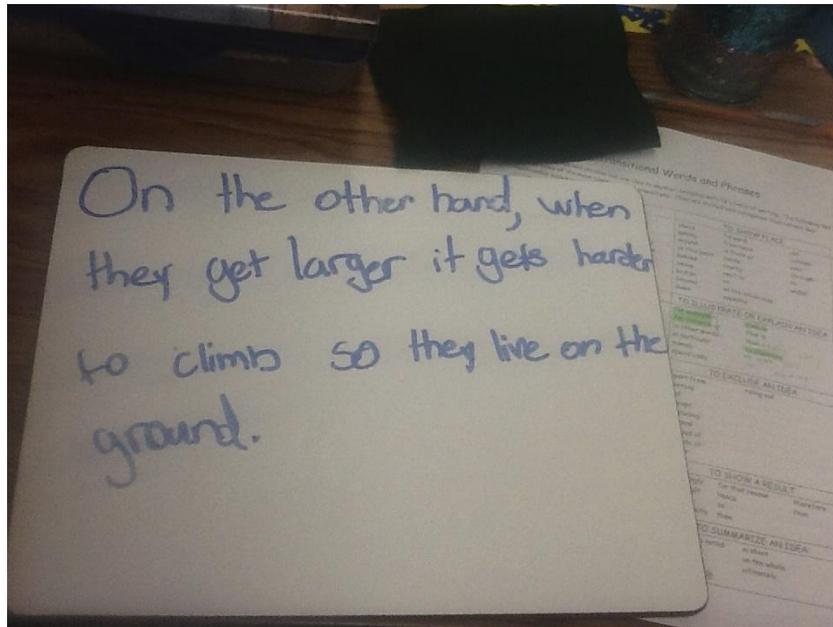
Shared writing with sentence strips

# Weeks 3-5 We do

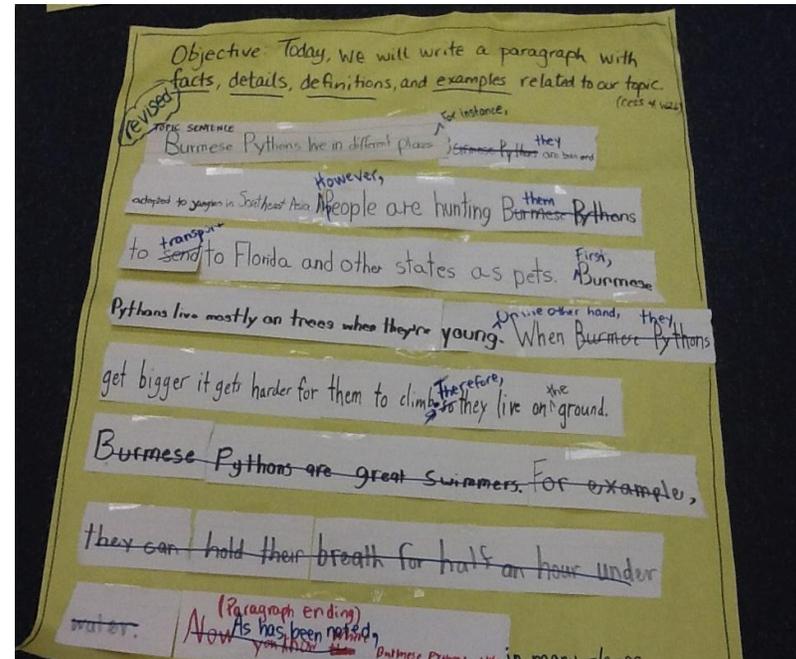


Students using a graphic organizer to write.

# Weeks 3-5: We Do (Revision & Editing)



Adding transitional phrases



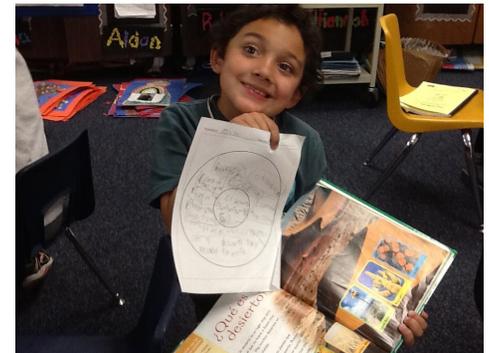
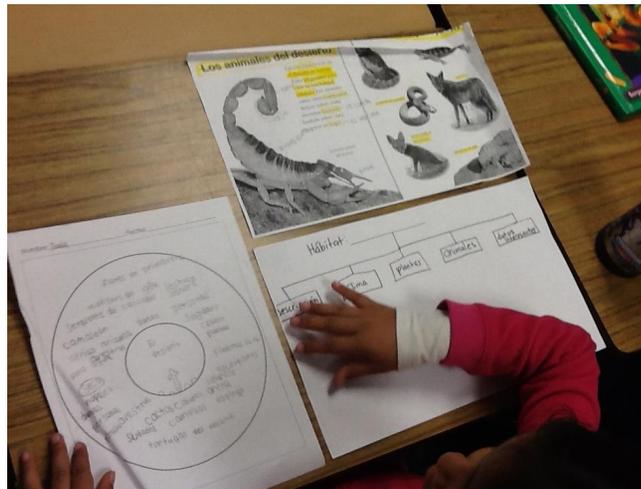
# Weeks 5-6: You do- I watch

Students explore non-fiction text on a given topic. They use content based big books and a theme wall to build knowledge. They are able to work in teams to access text.



# Weeks 5-6 You do- I watch

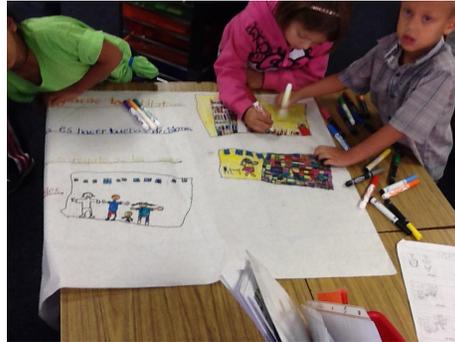
Students generate ideas from text and begin to record ideas on their own maps.



# Weeks 5-6 You do- I watch



Animal Report



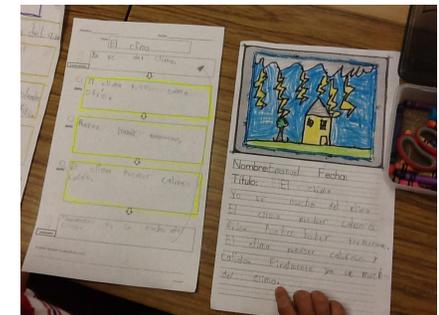
Create a Team Poster



Host an Author's Tea

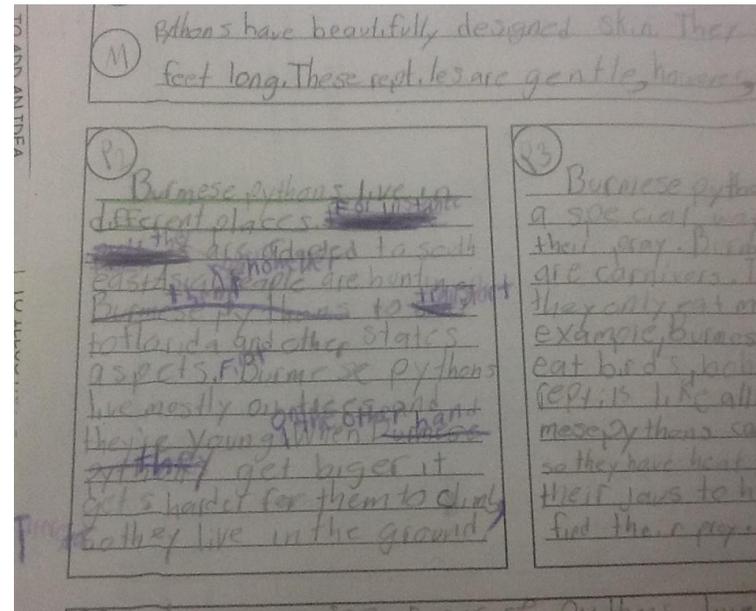
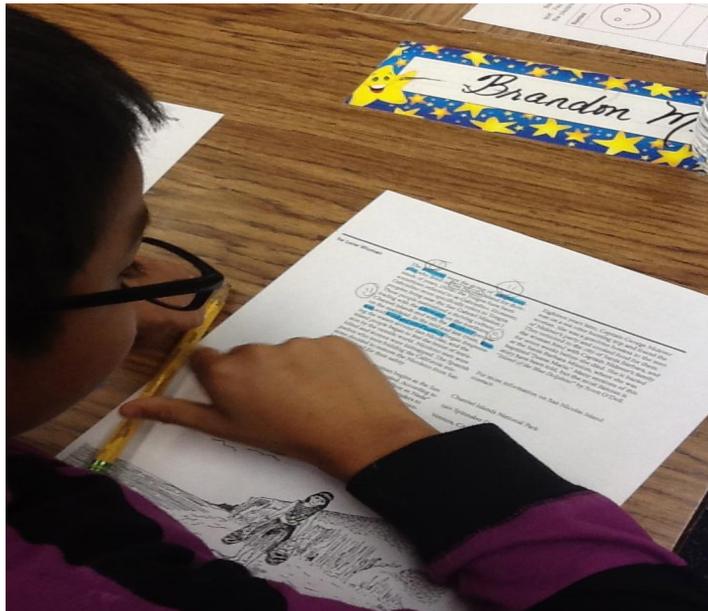


Make a Big Book for Open House



Write a paragraph and present to the class.

# Weeks 6 - 8: You do (Upper)



- Accessing the text
- Using a graphic organizer to write

# Week 6 - 8 You Do (Publish)



Google Presentations, reports, oral presentations