Guided Language Acquisition Design (GLAD)

2015-16 Cedar Wood Grade Level Collaboration

To address our increased ELL population, each grade level team at Cedar Wood has targeted specific content areas to enrich with GLAD strategies. These are listed below.

|  |  |
| --- | --- |
| Grade Level | Overview |
| K | Math focus –   * Integrating GLAD strategies into the addition and subtraction units * Creating pictorials, chants, Picture File Cards |
| 1st | ELA focus –   * Created an integrated unit that celebrates “Traditions Around the World.”  First graders collaboratively researched what the tradition is, why it is celebrated, where it is celebrated, and interesting facts.  Students made connections between the different countries and traditions and then between the traditions and their own families. The culminating project required each student to present a tradition that is important in their family. * Additional GLAD strategies used in the unit: Pictorials, Picture File Cards, Mind Maps, Process Grid |
| 2nd | ELA focus –   * Selected strategies that would help students compose multiple sentence paragraphs (Sentence Patterning Chart, Whole Class Group Frame, Cooperative Strip Paragraph) * Revisited GLAD charts and grids they had learned the previous year to gain deeper understanding |
| 3rd | ELA focus –   * Focusing on the Weather Unit, the team revisited GLAD strategies that supported the new 3rd grade close reading lessons * Selected strategies that would help students engage in tasks that demonstrate their thinking (citing textual evidence), integrating close reading and informational writing (2-Column notetaking from 2 different types of sources, Exit tickets) |
| 4th | Social Studies Focus-   * Created an integrated unit about Washington State history prior to statehood.  Fourth graders formed expert groups to collaboratively research and complete a process grid for various cultural groups in Washington’s history, including coastal and plateau Native Americans, explorers, fur traders, missionaries and pioneers.  Students developed an understanding of how each group came to Washington and why/how they adapted to the land and climate, the causes of conflict that existed for each group and the lasting impact they had on our state. The focus was on collaborative research, communication and presentation skills. |
| 5th | ELA focus –   * Created plans to integrate GLAD strategies into the social studies Storypath unit: *The Struggle for Independence in Colonial Boston* (CCD, Process Grid, chants, etc.) * Expanded GLAD strategies into the new CIA units and close reading lessons * Focused on strategies that help students demonstrate their thinking, verbally and written (citing textual evidence), integrating close reading and informational writing (2 – column notetaking, process grid, expert groups) |