University-based professional development for Hampton-Brown’s INSIDE and EDGE Programs for English Learners and Striving Readers

Presenters:
- Gretchen Laue – UCPDI
- Raphael Bernal – UCPDI
- Marie “Franky” Ramirez – Oxnard Union HSD

Welcome
Who are we?

Introductions: Guiding Questions – Activity

• How powerful is a good idea?
• What links our past to our future?
• How can your location affect the way you live?
• What makes the environment so valuable?
• How do discoveries change us and the world?
• What can we do when life is unfair?
• How can people use their talents wisely?
• How do good ideas solve problems?
Introductions: Guiding Questions – Activity

Directions:
Introduce yourself to your partners and discuss the question that resonated with you, and then explaining why it is relevant to students.

Guiding Questions

- All selections in a unit are unified by a common theme
  - Levels A-B units center on common topics
  - Levels C-E units pivot around guiding questions
- Guiding Questions (GQs)
  - Set authentic purposes for reading
  - Have no single, simple, or predetermined answers
  - Allow verbal, artistic and dramatic responses

Inside – Language, Literacy and Content

Edge – Reading, Writing, and Language

Presenter: Raphael Bernal, UCPDI
Who is *Inside & Edge* For?

- Striving readers
- English learners

**Brief Overview of Edge and Inside Programs**

- **INSIDE**
  - Gr. 4-8

- **EDGE**
  - Gr. 9-12

**Inside Literacy, Language and Content**

Presenter: Raphael Bernal, UCPDI
The Inside™ Program: Intensive Intervention

Intensive instruction for 2 1/2-3 hours... comprehensive, stand-alone intervention program for students who are:

- Two or more years below grade level in reading and...
- Beginning through intermediate English proficient

The Inside™ Program

Developing Reading, Writing and Language Power

Grades 4-8

Level C, Level D & Level E

Inside the USA, Level A & Level B

Learn the Fundamentals

Level A Reading Level: 1.0–2.5 ELD Beginning/Early Intermediate

Inside Phonics Kit

Level B Reading Level: 2.0–3.5 ELD Beginning/Early Intermediate

Hampton-Brown Inside™ Program Levels A and B

Inside the USA, Level A & Level B

Inside the USA, Level A & Level B

Learn the Fundamentals
Hampton-Brown Inside™
Program Levels C - E

Reading & Language

Level C
Reading Level: 3.0–4.5
ELA Standards: Grades 3–4
ELD: Early Intermediate/Intermediate

Level D
Reading Level: 4.0–5.5
ELA Standards: Grade 5
ELD: Intermediate/Early Advanced

Level E
Reading Level: 5.0–6.5
ELA Standards: Grades 6
ELD: Early Advanced/Advanced

Build Reading and Writing Power

Edge Reading, Writing and Language

Edge™ Fundamentals
Provides comprehensive language development

- Has a consistent and systematic plan for language development
- Provides essential instruction in forms and functions
- Focus on vocabulary and reading strategies
- Explicit phonics instruction with “Inside Phonics,” with an emphasis on decoding with the teacher scripts
**Edge Levels A-C**

- **Level A**
  - Intermediate Reading Level: Grades 3-5
  - Lexile: 500-950

- **Level B**
  - Advanced Reading Level: Grades 6-7
  - Lexile: 750-1075

- **Level C**
  - Transitional Reading Level: Grades 7-9
  - Lexile: 950-1150

- Edge™ meets State ELA Standards
- Use Edge™ in place of current site's English Language Arts texts

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**Inside “Selection Launch”**

An in depth look at Language & Grammar while launching a Selection in Level D of Inside.

Presenter: Raphael Bernal, UCPDI

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**Inside Program Teacher’s Edition Sampler**

- The Level D Teacher’s Edition (TE) Sampler provides a look inside the first unit of instruction using the Inside Program.
- The pages are exact replicas of the TE.
- Feel free to mark in the Sampler, it is yours to keep.

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Systematic Instructional Path for Each Selection

Selection Launch
- Language and Grammar
- Prepare to Read
- Read
- Connect Reading and Writing
- Connect Across The Curriculum

Language and Grammar Selection
- Try Out Language
- Learn Grammar
- Daily Grammar Lessons
- Apply on Your Own

1. TRY OUT LANGUAGE
2. LEARN GRAMMAR
3. APPLY ON YOUR OWN
Language and Grammar Selection

Try Out Language

Language and Grammar: Try Out Language (Model)

Picture Prompt

Try Out Language: (Model – continued)

Model the Language Function

CABE 2010
Language and Grammar: Play a Question Game

Inside-Out Circle
- Students on the inside ask a question about sharks, and students on the outside try to answer and then move to the right.
- Then students on the outside ask a question about sharks, and students on the inside try to answer and move to the left.
- Repeat until students run out of questions.

Oxnard Union HSD
The implementation of the Edge Program, Progress Monitoring, District Data, Assessment Data Activity, Successes and Challenges

Presenter: Marie “Franky” Ramirez, Oxnard UHSD

Selection Team

School Site Participants
- 6 Comprehensive High Schools
- 2 Alternative Education High Schools

Teacher Participants
- English Language Arts Teacher
- English Language Development Teacher
- Special Education Teacher
- English Language Arts Department Chairperson

District Participants
- District Data Resource Specialist, English Language Arts
- Assistant Superintendent of Educational Services
Selection Criteria

- Standards Alignment
- Program Organization
- Assessment
- Universal Access
- Instructional Planning and Support

*Source: English Language Arts/Reading Curriculum Framework for California

Standards Alignment

- Instructional Objectives
- Instructional Design
- Instructional Delivery
- Assessment
- Universal Access
- Instructional Materials

*Source: Reading/Language Arts Adoption Toolkit © CCSSEA California County Superintendents Educational Services Association-Curriculum and Instruction Steering Committee, 2008

Other Considerations

- Motivation
- Effort
- Proficiency in Academic Language

*Source: English Language Arts/Reading Curriculum Framework for California
Placement Protocol

- Use placement assessment test of adopted core literature program and determine grade-level reading equivalency
- Perform 1:1 assessments for students scoring below the 5th grade on the reading placement test (fluency, decoding, written and oral reading comprehension assessments)
- Use multiple assessment measures to place students into the appropriate Edge Course
- Monitor progress 4 times a year using standardized reading assessment test

*Source: OUHSD Reading Program Placement Criteria

UCPDI Teacher Institute for the Edge Program

- Current and relevant research articles/concepts imbedded into the 5 day institute (in-class/home-work)
- Highly engaging activities with multiple opportunities to practice effective teaching/learning strategies for struggling/striving readers (English Learners, Special Education students, etc.)
- Hands-on practice learning and using the “wrap-around” reading strategies built into the TE. (textbook & workbooks) and aligned with the best-practice recommendations from the ELA Framework for California
- Institute content aligned with all levels of Edge, as the recursive nature of the program allows for cross-over of both skills and program components
UCPDI Teacher Institute for the *Edge Program*

- Practice reviewing and using the reading, writing, listening, speaking, grammar, and workplace components/assessments of the Edge program
- Opportunity to learn and practice the recursive nature of the reading structures built into the Edge reading program

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**UCPDI Teacher Institute for the *Edge Program***

**Flexible/Targeted 3 or 5 Day Institutes**

- Variety of Delivery Models:
  - SB 472 Approved 5-Day Institute (40 hrs)
  - 3-day Intensive Institutes (24 hrs)
    - Examples: full week of training in the summer, consecutive Fridays in the fall, 3 selected Wednesdays across 2 months, etc.

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**Progress Monitoring**

- Cluster Tests
- Unit Tests
- Writing (Good Writing Traits Rubric)
- Fluency
- Language Acquisition
- Listening and Speaking
- Writing Project
### District Data Snapshot
#### Edge – Level A
9th Grade

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### District Data Snapshot
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### District Data Snapshot
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Additional Student Resources

Online Resources – www.hbedge.net
- Essential Questions and Selections Links
- Selection Summaries (Multiple Languages)
- Project/Workshop Tools
- Language and Learning Handbook
- Reading and Writing Handbook
- Student Journals

Additional Teacher Resources

Online Resources – www.hbedge.net
- Professional Development
- Writing Rubrics
- Cluster/Unit Tests and Answer Documents
- T.E. and Annotated Reading/Grammar Resources
- Essential Question and Selections Links
- Fluency Passages
- Affective and Metacognitive Measures

Pleasant Surprises
Intriguing Challenges

Overview of Professional Development - Closing
Presenter: Gretchen Laue, UCPDI

Professional Development Options with UCPDI
- SB 472 Edge and Inside – 40 hour Institutes
- Intensive Edge and Inside 3-day Institutes
- Follow up:
  - Specific Follow up modules for Edge and Inside
  - English Learner Professional Development (ELPD) Institutes
Stay Connected

- Sign up to receive the UCPDI e-Newsletter
  - Overview of upcoming trainings across California
  - View classroom videos
  - Highlights and overview grant research
- How to sign up:
  - Visit ucpdi.ucsd.edu
  - Sign up here at CABE

Questions?

Thank You

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