

The ELD Standards Framework: Secondary Language Arts

April 13, 2021

Zoom Meeting Protocols

>> Mute your mic upon entering the meeting.



>> Use the chat to ask questions and share ideas and resources.



>> A moderator will let the presenter know if anyone has a question.



Region 15 Comprehensive Center

- One of 19 federally-funded Regional Comprehensive Centers
- Provide capacity-building technical assistance to State Education Agencies
- Thought partners on this project



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Why have an ELD Standards Framework?

- The education of English learners is a **shared responsibility** of all educators.
- English learners must have access to **rigorous, standards-based** instruction.

Purpose

This webinar is part of a series designed for educators to learn how to use the ELD Standards Framework to enact best practices for English learners and other diverse learners.

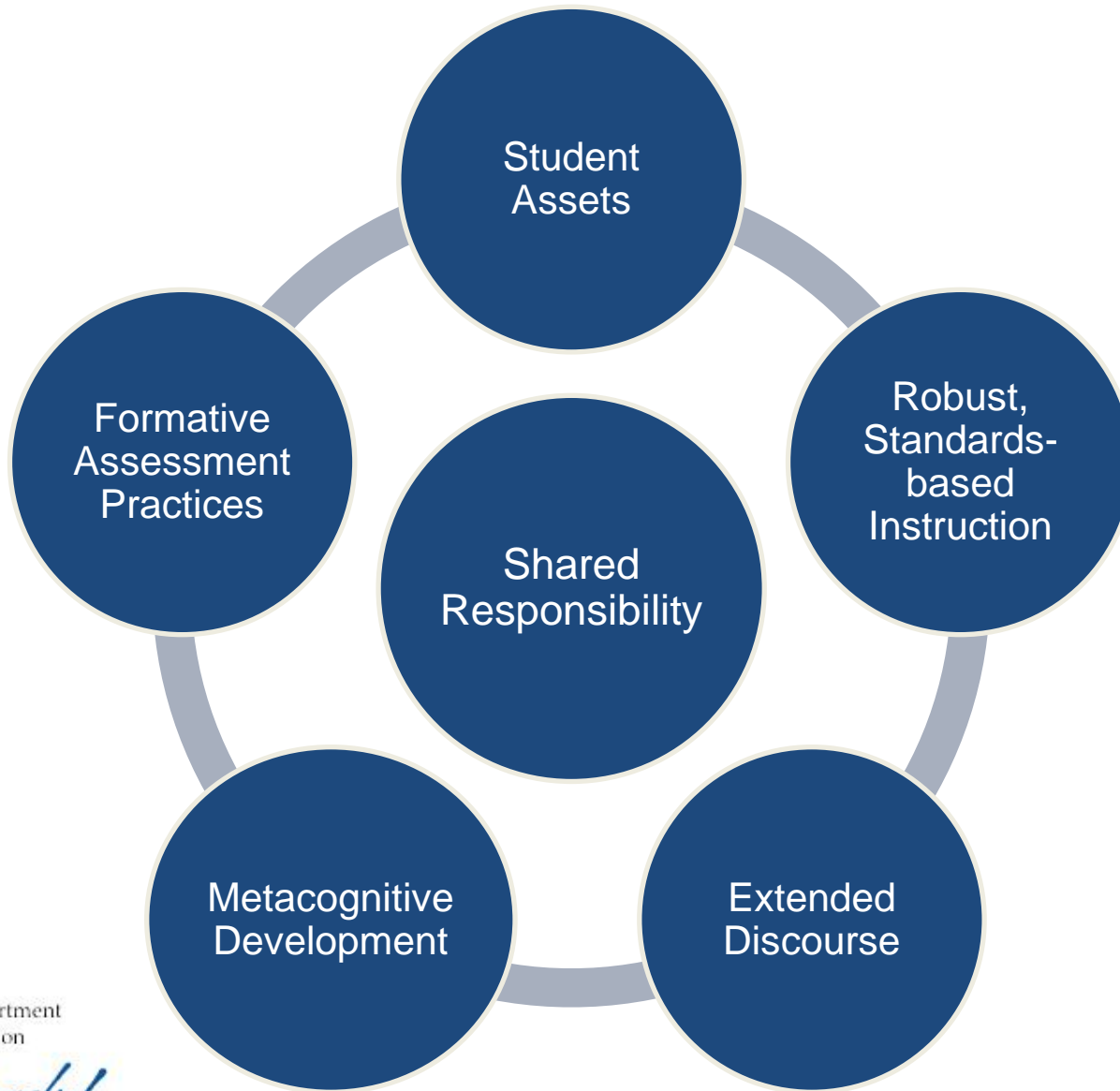
Poll: What's Your Role?

- Classroom teacher
- Instructional coach
- English Learner specialist/Teacher of Special Assignment
- School district office staff
- School Administrators/Principals
- Regional professional development program staff
- NDE staff
- Other (specify in the chat)

Agenda for Today

- Aligning to the ELD Guiding Principles
- Quality Learning of English Language Arts
- Example lesson
- Applying the ELD Standards Framework for Secondary Language Arts
- Questions and Answers

ELD Standards Framework Guiding Principles



ELD Standards Framework Guiding Principles (1)

Guiding Principle 1: Teachers recognize and **value English Learners' assets:** home language(s), cultural assets, existing knowledge, prior schooling experiences, and English language and translinguaging abilities; teachers **leverage these assets to accelerate** English language development and content proficiency.

Guiding Principle 2: Teachers provide **robust, grade-level, and content standards-based** instruction to EL students with **intentional scaffolding** designed to support their content understandings, language development, and analytical thinking.

Guiding Principle 3: Teachers provide frequent opportunities for EL students to engage in **extended discourse through multiple modalities**, including oral, written, visual, and kinesthetic modes of communication focused on developing students' content understandings, language, and analytical thinking.

ELD Standards Framework Guiding Principles (2)

Guiding Principle 4: Teachers provide opportunities for EL students **to develop metacognitive, metalinguistic, and metacultural awareness** and to use this knowledge to develop autonomy and monitor their progress in content, language, and socio-emotional learning.

Guiding Principle 5: Teachers align assessment practices with content and language learning goals; teachers use **formative assessment practices** during instruction to support EL students' content and language learning.

Quality Learning of Language Arts

Dimension	Characteristics
Conceptual Focus	<ul style="list-style-type: none">▪ Engages students in ELA practices that promote a cognitive understanding of the power of language.
Participation by Design	<ul style="list-style-type: none">▪ Engages students in robust grade-level, cognitive tasks through sustained discourse.
Purposeful Focus on Language	<ul style="list-style-type: none">▪ Develops students' understanding of how language works across contexts.▪ Supports students in uses of language that grows more monologic, authoritative, and technical.

Process Outline for Lesson Planning

- Establish linguistic and contextual purpose, the ELA practice(s) that support the lesson, and consider context of the lesson.
- Activate prior knowledge/experience and build background knowledge.
- Create application/extension activities that will enable students to apply their understanding.

Scaffolding Throughout the Lesson

- Establish linguistic and contextual purpose, the ELA practice(s) that support the lesson, and consider context of the lesson.
- Activate prior knowledge/experience and build background knowledge.
- Create application/extension activities that will enable students to apply their understanding.
- Offer designed-in scaffolding:
 - Structures for participation and interaction
 - Choices of language to focus on ideas and practices

Lesson Context

- Argumentative Writing Unit
 - Formal Essay
 - Open topic
 - Argument structure essay
 - Sources meet criteria
 - Alternative Audience
 - Change format & language for a new audience
- Days 1-3 Socratic Seminar
 - Review process, skills, and language for argument writing

Students

- Ninth Grade
- Wide Range of knowledge and skills for argumentative thinking and writing
- Long Term ELs proficiency levels 3-4



Already in Place

- Instructional Routines
- Partnerships/Small Groups
- Explicitly taught paraphrasing, clarifying, supporting, and building on ideas in small group discussions
- They have done Socratic Seminar 2-3 times

Purpose of Socratic Seminar

- The **goal** of a **Socratic Seminar** is not to debate, but rather to have a dialogue that enables the participants to construct meaning of the concepts presented in the text. Prior to their engagement in the **Socratic Seminar**, students prepare for the discussion by reading and annotating text the teacher has selected. (JustAskPublications.com)
- **Purpose** in this lesson series to **review** language, skills, and the process for argument writing. Also to **provide scaffolds** for argument essay writing.



Poll: How familiar are you with the Socratic Seminar?
Chat: Share how you have used Socratic Seminar to develop language?

NVACS

- RI.9-10: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
- W.9-10.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- SL.9-10. 1: Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Starting with the Task

Students will participate in a Socratic Seminar focused on cell phone use in schools.



Connecting to Prior Knowledge

For English Learners, what prior knowledge or lived experiences may they bring?

Please respond in the chat!



Argument Writing Unit

Socratic Seminar – Days 1-3

- Day 1 – Overview, texts, and annotation
- Day 2 – Claims, counterclaims, and organizing information
- Day 3 – Socratic Seminar, academic language for argument



Day 1

Connection:

- Are cell phones more helpful or harmful for learning in school?

Overview:

- Socratic Seminar & Introduce the topic

Mini-lesson:

- Annotating text

Work Time:

- Annotating required article. Access to additional articles.

Closing Discussion & Exit Ticket:

- What's your best piece of evidence? What makes it strong?
- What annotating method worked for you? Will you make any changes to how you do it tomorrow?

Possible Texts

- Article from Kelly Gallagher Article of the Week
 - A California high school found students' cellphones too distracting, so they're locking the devices up
- Other Articles from the Internet (Pro)
 - [Pros of Cell Phones in School](#)
 - [10 Advantages to Allowing Kids to Have Cell Phones in Schools](#)
 - [Padlet](#)
 - Podcasts
 - [Student podcast both sides](#)
- Videos
 - [Morning Show Debate](#)
 - [5 Arguments for Using Cell Phones in Classes](#)
- [Infographic](#)

Days 2

Connection:

- What reasons would you give a favorite adult for why cell phones should/shouldn't be allowed at school?

Overview:

- Note Taker

Mini-lesson:

- Writing claims and counter claims

Work Time:

- Read & annotate
- Write claims and counterclaims
- Transfer support from annotations to note taker

Closing Discussion & Exit Ticket:

- What's your best claim and counter claim? What makes it the best? (Exit Ticket)

Class
 Teacher: Christina Proctor (From Teaching Channel)

Name: _____
 Team #: ____ Date: _____

SOCRATIC SEMINAR #3

Remember how you score points on debate:

- Use an appropriate language phrase (1 pt)
- State what a counterclaim could be and disprove it (1 pt)
- Make a unique claim (1 pt)
- Refer to a specific text for evidence (2 pts)
- Paraphrase another debater's claim (1 pt)

CLAIM

An argument or opinion that is powerful, unique, and can be supported by evidence.

This is another word for "thesis" or "controlling idea".



COUNTERCLAIM

The prefix "Counter" means against, so the counterclaim to your claim is any opposing idea. Anticipate, mention, and disprove counterclaims as part of presenting your claim.

Question/Statement (answer, agree/disagree)	Our CLAIM/S and EVIDENCE from class articles/the world	Anticipated COUNTERCLAIMS and how we can refute them	Notes on the most interesting points made during the discussion
1. Should <u>cell phones</u> be used in schools?			
2. What are the health impacts of cell phone use on teens?			
3. What are the positive and negative educational benefits to using cell phones in classrooms?.			
4. What are the social impacts of cell phone use among teens?			

Reflection: What was the most intriguing **claim** you heard today and why? Why are claims, counterclaims, and appropriate language important for a Socratic Seminar? for argument writing?

Lesson Sequence Day 3

Activating Prior Knowledge (1)

Think-Pair-Share

- THINK about the prompt and write an individual response
- PAIR with a partner and exchange ideas
- SHARE with the whole class what **your partner** shared

Activating Prior Knowledge (2)

- How do people talk differently in different situations?
- What's an example of two situations where you talk differently?
- Why do you talk differently in those situations?



Minilecture

- Connect the formal language of argument to the Socratic Seminar
- Review/Overview academic language options

Dialogue Guide

What you can do	What you can say
Share Your Claim	<ul style="list-style-type: none">▪ The evidence suggests,▪ Based on... I have come to the conclusion that...▪ There is ample evidence to suggest that...
Refute Potential Counter Claims	<ul style="list-style-type: none">▪ While some people believe... I think...
Build on the Claims of Others	<ul style="list-style-type: none">▪ What this means is...▪ I have also experienced what you describe when you claim that...▪ What you said about... made me think of...▪ That was a great point because...▪ I agree with your argument there, because...▪ That's a fascinating point. It connects to what I was thinking about...
Respectfully Disagree	<ul style="list-style-type: none">▪ I respect what you claim about..., however, in my opinion...▪ You propose that... I'm going to have to disagree for the following reasons...▪ You make a solid point about..., but the other side of it is...▪ While you make a great point, I'm going to have to disagree because...
Refer to Source	<ul style="list-style-type: none">▪ According to <u>(name and area of expertise)</u>, _____.▪ The evidence from <u>(name source)</u>, states _____.▪ The experts agree that _____ according to <u>(name source)</u>.

Work Time

- Students Practice Formal Academic Voice
 - Making claims and counter claims
 - Paraphrasing
 - Building on ideas
 - Agreeing & disagreeing
- Teacher Coaches in
 - Targeted support



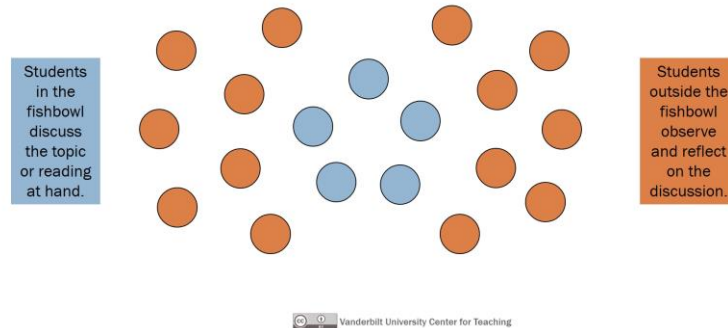
Language Routines

- Support Sense Making
- Optimize Output
- Cultivate Conversation
- Maximize Meta-Awareness

Socratic Seminar

- Move toward independence
- Review process
- Prompt as necessary
- Collect information

FISHBOWL



Remember how you score points on debate:

- Use an appropriate language phrase **(1 pt)**
- State what a counterclaim could be and disprove it **(1 pt)**
- Make a unique claim **(1 pt)**
- Refer to a specific text for evidence **(2 pts)**
- Paraphrase another debater's claim **(1 pt)**

Extension/Exit Ticket

- Create a Boxes and Bullets graphic organizer with claim, counter claim, and 2-4 reasons that support your claim.

Claim:
Counter Claim:
Support: <ul style="list-style-type: none">••••

Looking Back

Activity	Purpose
Think Pair Share	Contextualize the use of formal language
Minilecture	Set purpose for formal argument language and provide examples
Guided Work Time	Support and practice for language use; synthesize and organize information
Socratic Seminar	Language use in a meaningful context; build on ideas, evaluate & critique the reasoning of others
Exit Ticket	Formative assessment for argument writing: claim, counterclaim, reason vs. evidence, & structure

How do these activities support access to grade level content & meaningful discourse?

- Consider the activities.
- Select **one activity** and connect it to one –

Guiding Principle 2: Teachers provide **robust, grade-level, and content standards-based** instruction to EL students with **intentional scaffolding** designed to support their content understandings, language development, and analytical thinking.

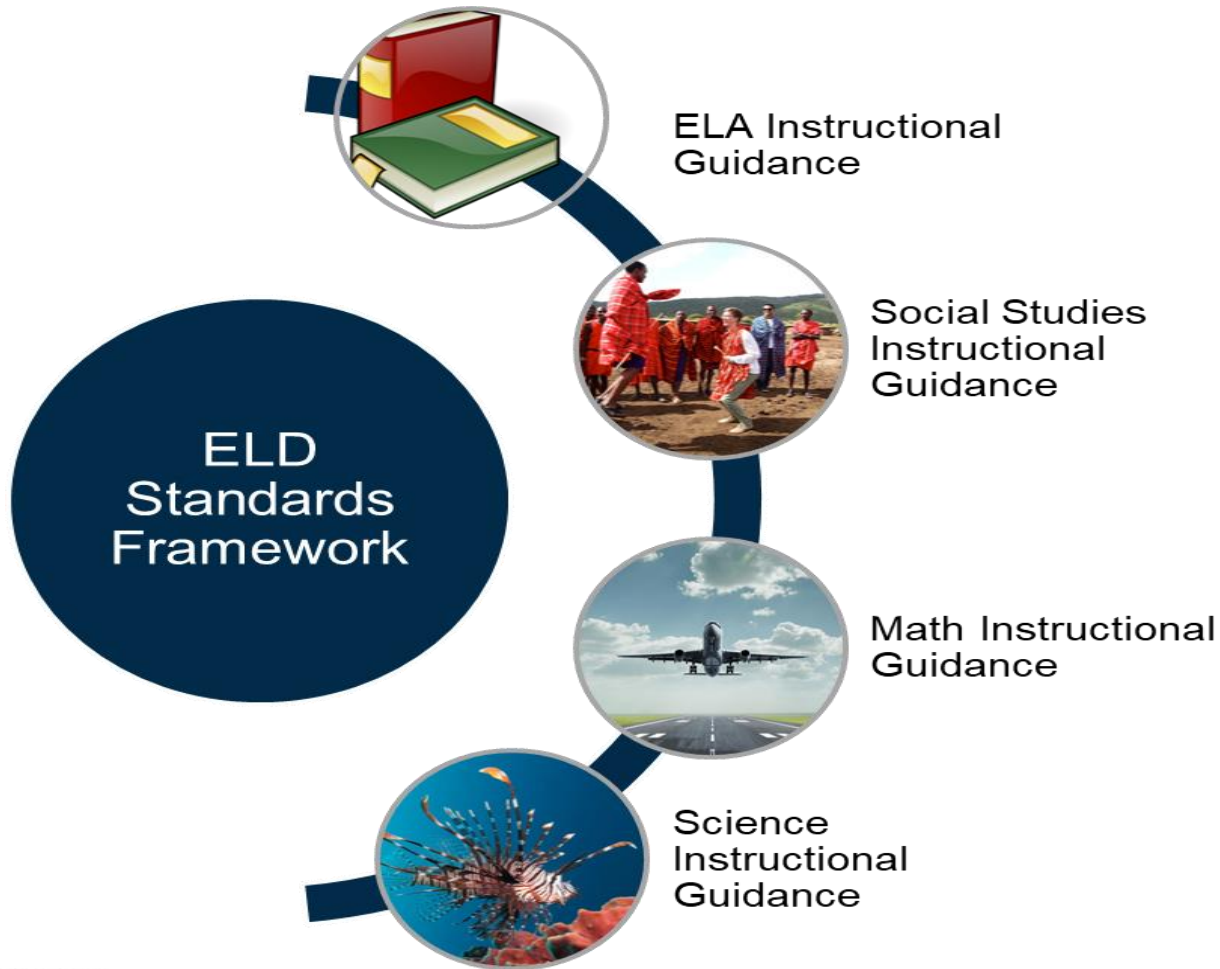
Guiding Principle 3: Teachers provide frequent opportunities for EL students to engage in **extended discourse through multiple modalities**, including oral, written, visual, and kinesthetic modes of communication focused on developing students' content understandings, language, and analytical thinking.

How do these activities support meaningful discourse & access to grade level content?

Activity	Purpose
Think Pair Share	Contextualize the use of formal language
Minilecture	Set purpose for formal argument language and provide examples
Guided Work Time	Support and practice for language use; synthesize and organize information
Socratic Seminar	Language practice in context; build on ideas, evaluate & critique the reasoning of others
Exit Ticket	Formative assessment for argument writing: claim, counterclaim, reason vs. evidence, & structure



Nevada ELD Standards Framework



A Focus On Secondary Language Arts



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12



The Structure of the Framework

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ELD Standards Framework for Developing the Language of Language Arts Grades 9-12

2A: Student Moves: Language Use Expectations

2B: Teacher Moves: Supports for Processing and Producing Language

2C: Teacher Moves: Supports for Collaborating in the Academic Language

2A: Student Moves for Receptive Listening and Reading

Section 2A: Student Moves: Language Use Expectations

TASK SAMPLES from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, English learners can process or produce...

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Receptive Listening & Reading	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> • Identify examples of comedic situations based on oral statements and visual scenes. • Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of "honeymoon"). • Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of contents). • Pair examples of use of words or phrases with multiple meanings from visuals (e.g., "Which one shows what table means in math class? Which one shows what table means in English class?"). • Associate people with their acts or contributions using visual and word or phrase level text. • Identify words and phrases related to author's perspective in illustrated sentences. • Identify main ideas related to author's perspective in illustrated series of related sentences. 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Apply oral descriptions that contain double meanings to visual representations to depict comedy. • Identify subtle comedic elements from oral discourse and visual (e.g., use of hyperbole, irony or satire). • Sort examples of words, phrases or sentences with multiple meanings from visuals according to context. • Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support. • Match cause of influences on people's lives with effect using visuals and multi-sentence text. • Interpret impact of people's lives on others or society using visuals and paragraph-level text. • Identify main ideas and supporting details related to author's perspective in illustrated paragraphs. • Interpret author's perspective in visually supported literary text. 	<ul style="list-style-type: none"> • Match subtle comedic elements from oral discourse to intended meanings. • Infer nuances from oral discourse containing multiple meanings. • Predict people's reactions to living in different time periods or circumstances using grade-level text. • Apply author's perspective in literary text to other contexts.

2A: Student Moves for Productive Speaking & Writing

Section 2A: Student Moves: Language Use Expectations (continued)

TASK SAMPLES from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, English learners can process or produce...

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Productive Speaking & Writing	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> • Match subtle comedic elements from oral discourse to intended meanings. • Infer nuances from oral discourse containing multiple meanings. • Predict people’s reactions to living in different time periods or circumstances using grade-level text. • Apply author’s perspective in literary text to other contexts. 	<p>With visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> • Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visual or graphic organizers. • Compare authors’ points of view of similar story lines from different cultures using visuals or graphic organizers. • Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences. • Summarize critical commentaries on issues from illustrated models or outlines. • Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines. • Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks. • Elaborate on examples of literal and figurative language with or without illustrations. 	<ul style="list-style-type: none"> • Discuss how different views in multicultural literature represent global perspectives. • Explain meaning of analogies or symbolism within familiar contexts. • Provide critical commentary on a wide range of issues commensurate with proficient peers. • Compose narratives using literal and figurative language.

2B: Teacher Moves: Supports for Processing and Producing Language

Section 2B: Teacher Moves: Supports for Processing and Producing Language

What general supports can teachers provide to students at different language proficiency levels to process or produce academic language in all language domains? (See the [Go to Strategies Matrix](#), page 19.)

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Build background in key language and concepts. • Provide explicit instruction and practice in key social and instructional vocabulary. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Use physical gestures to accompany oral directives. • Label visuals and objects with target vocabulary. • Introduce cognates to aid comprehension. • Give two step Contextualized directions. • Restate/rephrase and use Patterned Oral Language routines. • Preview the text content with pictures, demos, charts, or experiences. • Use K-W-L charts before reading. • Pair students to read one text together. • Preview text with a Picture Walk. • Provide a list of important concepts on a graphic organizer. • Use Shared Reading and/or simplify the text. • Provide a content vocabulary Word Bank with non-linguistic representations. 	<ul style="list-style-type: none"> • Build background in key language and concepts. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Provide a system for students to record and process key academic and content- specific vocabulary. • Check Comprehension of all students frequently. • Use Wait Time. • Require full sentence responses by asking open ended questions. • Use Varied Presentation Formats such as role plays. • Scaffold oral reports with note cards and provide time for prior practice. • Require the use of academic language. • Require oral reporting for summarizing group work. • Pair students to read one text together. • Use K-W-L charts before reading. • Provide a list of important concepts on a graphic organizer. • Provide a content vocabulary Word Bank with non-linguistic representations. • Use Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> • Build background in key language and concepts. • Use complex sentence and discourse starters. • Model orally the academic language and specific vocabulary. • Use Video Observation Guides. • Confirm students' prior knowledge of content topics. • Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. • Use Reciprocal Teaching to scaffold independent reading. • Extend content vocabulary with multiple examples and non-examples.

Nevada Department
of Education



2C: Teacher Moves: Supports for Collaborating

Section 2C: Teacher Moves: Supports for Collaborating in the Academic Language

How can teachers provide ongoing opportunities for students to collaborate using academic language?

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> • Engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. • Participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). • Use Clock Buddies. • Use Numbered Heads Together. • Use Think-Pair-Share Squared. • Use key sentence frames for pair interactions. • Participate with Strategic Partners at a higher English proficiency level and/or with same primary language peer(s). • Use a Roving Chart in small group work. • Use Interactive Journals. • Use Think-Write-Pair Share. • Use Cloze sentences with a Word Bank. • Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> • Engage pair work to prepare questions for discussion using graphic, interactive, and/or language supports as needed. • Contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed. • Engage with whole/large group discussions by connecting ideas with supporting details, generating original questions, and using graphic, interactive, and/or language supports as needed. • Use Graphic Organizers or notes to scaffold oral retelling. • Use Think-Pair-Share. • Repeat and expand their responses and other students' responses in a Collaborative Dialogue. • Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> • Engage in structured pair work to process. • Inform and formulate thinking, then prepare questions for discussion. • Contribute to pair/triad/small group discussions to share individual ideas and compare with other ideas in the group, using graphic, interactive, and/or language supports as needed. • Engage with whole/large group discussions by generating original questions and/or building on the ideas of others using graphic, interactive, and/or language supports as needed. • Use oral reporting for summarizing group work. • Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.

Looking Back for Moves

Activity	Teacher Moves	Student Moves
Think Pair Share	<ul style="list-style-type: none"> ▪ Structured pair work to share experience 	<ul style="list-style-type: none"> ▪ Listen, speak, and report partner's ideas
Minilecture	<ul style="list-style-type: none"> ▪ Provide language models for complex language 	<ul style="list-style-type: none"> ▪ Identify and match appropriate language to context
Guided Work Time	<ul style="list-style-type: none"> ▪ Structured small group work; targeted support 	<ul style="list-style-type: none"> ▪ Offer ideas, compare tool use and solutions with others
Socratic Seminar	<ul style="list-style-type: none"> ▪ Model and build background in key language 	<ul style="list-style-type: none"> ▪ Summarize and respond; provide critical commentary
Exit Ticket	<ul style="list-style-type: none"> ▪ Checks for understanding of content and language 	<ul style="list-style-type: none"> ▪ Processes the learning

Adapting for Newcomer ELs

- Native language supports
- Strategic partnering with EL specialist
- Incorporating community and technology support

Focus on ELA Practice 5

Please Respond in the Chat



- How does the sequence of activities above provide English Learners with opportunities to *build upon the ideas of others and articulate his/her/their own ideas while working collaboratively?*
- What additional supports might they need?

3B: Teacher Moves for “Build Upon the Ideas of Others and Articulate”

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 5a: Build Upon the Ideas of Others and Articulate – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. • Provide graphic organizers, realia, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques. • Provide students with a color coded exemplar that offers the point of view, evidence, and elaborative techniques. • Provide structures for students to practice working collaboratively in teacher-guided small groups and partners. • Pair students with a partner of the same primary language but a higher English language performance level. • Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. • Structured Socratic seminar using dialogue frames and sentence frames. ❖ Example: I would add that _____. I think it means that _____. In other words, _____. <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. • Provide graphic organizers, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques. • Provide structures for students to practice working collaboratively in teacher-guided small groups and partners. • Pair students with a partner of the same primary language but a higher English language performance level. • Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. • Structured Socratic seminar using dialogue frames and sentence frames. ❖ Example: I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____. <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. • Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. • Structured Socratic seminar using dialogue structures and sentence starters. ❖ Example: _____ is widely acknowledged as _____ and _____. Then again, I think that _____. Moreover, the author states _____. <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</p>

3B: Success Criteria for “Build Upon the Ideas of Others and Articulate”

Practice 5b: Build Upon the Ideas of Others and Articulate – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate** their learning of language and content in at **different language proficiency levels**? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none"> Engage in collaborative discussion in which they identify differences among students’ ideas about point of view in a text. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> Engage in collaborative discussion in which they identify differences among students’ ideas about point of view in a text. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> Engage in collaborative discussion in which they build on the ideas of others as it relates to point of view based on textual evidence. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</p>



Questions and Wrap-up



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Survey

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