

General ELD Practices in Lesson Planning across the Content Areas

February 9, 2021

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



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.



Why 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

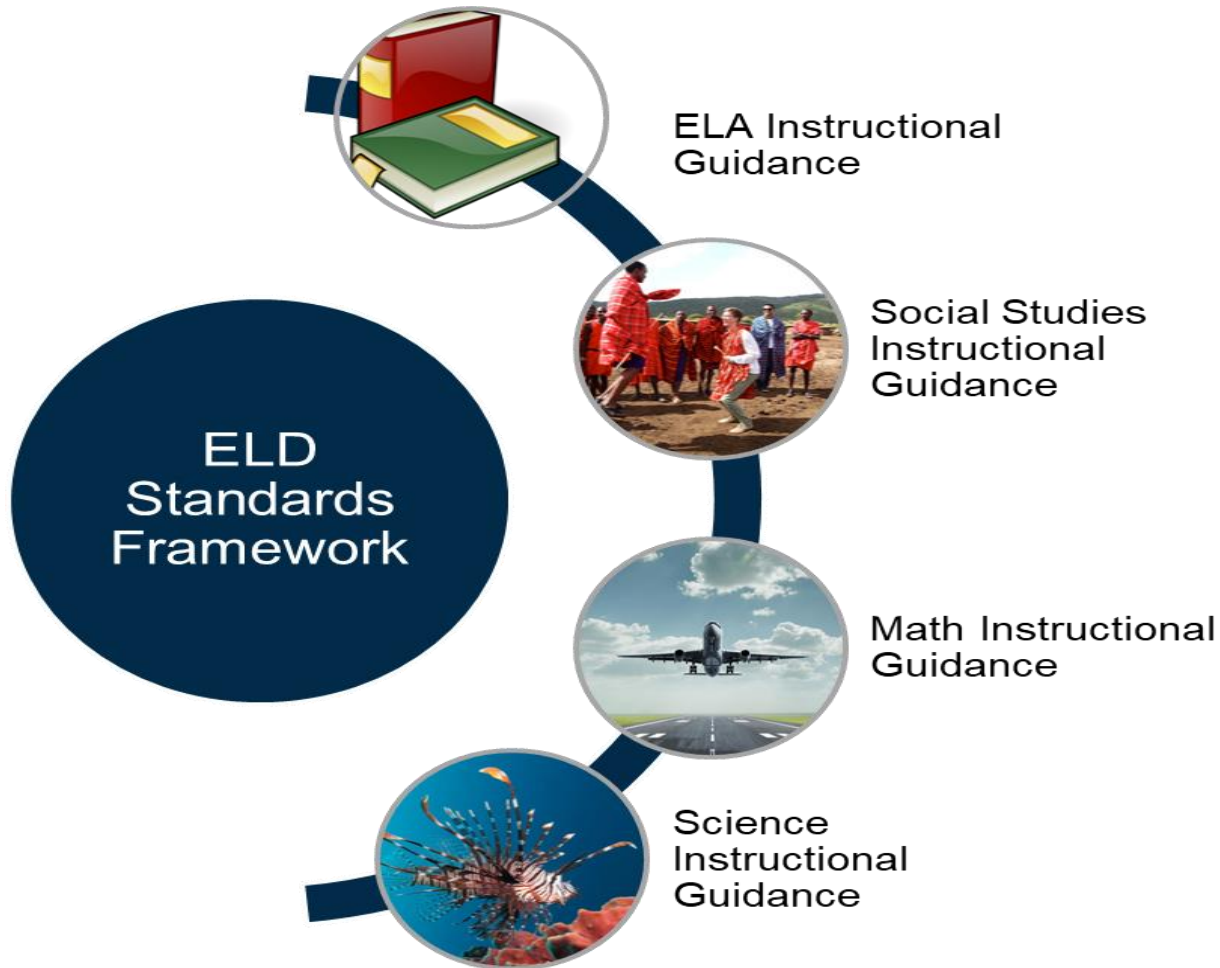
Designed for all content teachers and other educators in using the ELD Standards Framework in lesson planning to enhance their understanding of best practices for English learners and other diverse learners.

Poll:

ELD Standards Framework Activities

- Attended the ELD Standards Framework Introduction Webinar
- Attended the NEPF-ELD Standards Framework Connection Webinar
- Participated in the ELD Standards Facilitators' Workshop
- Explored the ELD Standards Framework online
- Have begun to implement the ELD Standards Framework in practice

Nevada ELD Standards Framework



Introduction of the ELD Standards Framework



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5



Content Instructional Guidance

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

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ELD Standards Framework for Developing the Academic Language within Course Content Disciplines Grades K-12 Document



NEVADA ELD STANDARDS FRAMEWORK FOR DEVELOPING ACADEMIC LANGUAGE WITHIN COURSE CONTENT DISCIPLINES

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Academic Language Within Other Course Content Disciplines Grades K-12

Section 2: Framework for Developing the Language

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

Lesson-Unit Planning

Please Respond in the Chat




- What are the lesson learning objectives?
- What do students need to demonstrate throughout the lesson in the four language domains?


ELD Standards Framework:

2A: Student Moves: Language Use Expectations


Receptive
Listening
&
Reading



Entering/Emerging (Levels 1-2)
With appropriate visual, graphic, interactive, or L1 support, students can...
<ul style="list-style-type: none">• Identify and labeled diagrams, pictures in graphs or charts.• Identify the “who,” “what,” “where,” and “when” in informational text with a partner.• Match illustrated words/phrases to causal or sequential language.• Sequence sentence strips to show content-area processes from illustrated texts.• Identify different types of connectors (e.g. first, next, because, so).• Organize evidence based on sequential language in texts.• Differentiate between claims and evidence.• Recognize the pros or cons of issues from short oral statements.• Differentiate between technical and everyday vocabulary that describe phenomena.• Make connections between statements that make claims and those providing evidence.



Developing/Expanding (Levels 3-4)
With appropriate visual, graphic or interactive support, as necessary, students can...
<ul style="list-style-type: none">• Interpret information from charts, tables, or graphic organizers.• Classify claims and evidence from oral presentations.• Differentiate multiple perspectives presented orally.• Summarize information with diagrams, models, flow charts, or illustrations.• Compare information on phenomena across a variety of multimedia sources.• Evaluate the strength of evidence statements.• Follow the progression of logical reasoning.• Identify the different words or phrases that are used to describe the same topic or phenomena.• Organize information on how or why the event occurred.• Match causes with effects• Hypothesize or predict based on evidence.



Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none">• Interpret graphs or charts using explicit course-related text.• Apply information to new contexts.• Recognize nuanced meanings of words and phrases in extended oral discourse.• Identify effects and consequences of events and phenomena from class discussions.• Identify strengths, limitations, and potential biases from oral presentations.• Recognize multiple perspectives and points of view on any given issue.• Identify the logical connections among claims, counterclaims, reasons, and evidence.• Differentiate similarities and differences of information presented through multimedia and written text.• Recognize the strength of the quality of evidence presented in oral discourse.• Summarize information from multiple related sources.• Evaluate the strength of evidence as support for claims.• Evaluate claims and evidence by drawing from multiple print sources.

ELD Standards Framework:

2A: Student Moves: Language Use Expectations (cont.)

Productive Speaking & Writing

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> • Answer select Wh-questions. • State main ideas or points of classroom conversations. • Restate details of content-related topics (in home language and English) in small groups. • Describe situations from modeled sentences. • Connect two content-related ideas that define "how" or "why". • Respond yes or no to short statements or questions related to a claim. • Answer simple questions related to claims. • State evidence to support claims (in home language and English). • Reproduce words and phrases related to topics. • Complete sentences using word banks. • Produce statements related to main ideas on familiar topics in home language and English. • Generate words and phrases that represent opinions (e.g., "I think...") 	<p>With appropriate visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> • Make predictions or draw conclusions and provide reasons from pictures, photographs or graphs. • Compare/contrast systems, concept models, illustrations from pictures, photographs or graphs. • Relate a series of events by expressing time in multiple tenses. • Connect ideas in content-related discourse using transitions. • Paraphrase and summarize content-related ideas presented orally. • State why events occur, phenomena exist, or some things happen. • Compare content-related concepts • Critique opposing claims. • Take stances and summarize ideas supporting them. • Produce short paragraphs with main ideas and some details. • Describe relationships between details or examples and supporting ideas. • Substantiate opinions with content-related examples and evidence. 	<ul style="list-style-type: none"> • Validate predictions or conclusions by providing evidence or reasoning against pictures, charts, tables or graphs. • Present information that follows discipline-specific organization. • Engage in extended discussion of effects, impacts, or events related to content topics. • Provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms. • Challenge evidence and claims in debates. • Organize claims and counterclaims in debates with evidence from multiple sources. • Sequence using language that creates coherence. • Synthesize information and details about phenomena from a variety of sources • Develop ideas about phenomena with relevant and sufficient facts, extended descriptions, or concrete details. • Integrate multiple perspectives and evidence from a variety of sources.

ELD Standards Framework:

2B: Teacher Moves: Supports for Processing & 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**?

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.• 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.• 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.

ELD Standards Framework:

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

Sharing Ideas

Please type your response into the Padlet and reflect by grade levels or roles based on what you've heard.

- *What connections are you making to your own practices and role?*
- *How are you thinking of using the resources?*



ELD Standards Framework Guiding Principles

Guiding Principle 1: Teachers recognize and value EL students' assets: home language(s), cultural assets, existing knowledge, prior schooling experiences, and English language and translanguaging 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

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.

Lesson-Unit Planning: ELD Standards Framework Guiding Principles Aligned to NEPF Indicators

ELD Principle	NEPF Indicators
Principle 1 Valuing students' assets.	<ul style="list-style-type: none"> ▪ Teacher activates all students' initial understandings of new concepts and skills. ▪ Teacher makes connections explicit between previous learning and new concepts and skill for all students ▪ Teacher makes clear the purpose and relevance of new learning
Principle 2 Providing robust instruction	<ul style="list-style-type: none"> ▪ Tasks purposefully employ all students' cognitive abilities and skills ▪ Tasks place appropriate demands on each student ▪ Teacher structures the classroom environment to enable collaboration, participation and a positive affective experience
Principle 3 Providing opportunities for extended discourse	<ul style="list-style-type: none"> ▪ Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students ▪ Teacher provides opportunities for all students to create and interpret multiple representations ▪ Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships

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Valuing Students' Assets

ELD Standards Framework Teacher Moves

Guiding Principle 1: Teachers recognize and value EL students' assets.

- Teacher activates all students' initial understandings of new concepts and skills.
- Teacher makes connections explicit between previous learning and new concepts and skill for all students
- Teacher makes clear the purpose and relevance of new learning for all students

Teacher Moves

- **Build** background in key language and concepts
- **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
- **Model** orally the academic language and specific vocabulary
- **Pair** students to read one text together



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Providing Robust Instruction

ELD Standards Framework Teacher Moves

Guiding Principle 2: Teachers provide robust, content standards-based instruction to EL students with intentional scaffolding

- Tasks purposefully employ all students' cognitive abilities and skills
- Tasks place appropriate demands on each student
- Teacher structures the classroom environment to enable collaboration, participation and a positive affective experience for all students

Teacher Moves

(Recommended practices for Levels 3-4)

Teacher prepares collaborative discourse structures for students to...

- **Engage pair work** to prepare questions for discussion using graphic, interactive, and/or language supports.
- **Contribute to pair/triad/small group discussions** by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports.
- **Engage with whole/large group discussions** by connecting ideas with supporting details, generating original questions, and using graphic, interactive, and/or language supports.
- **Use** Graphic organizers or notes to scaffold oral retelling.



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Providing Opportunities for Extended Discourse

ELD Standards Framework Teacher Moves

Guiding Principle 3: Teachers provide frequent opportunities for EL students to engage in extended discourse through multiple modalities

- Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- Teacher provides opportunities for all students to create and interpret multiple representations.
- Teacher structures the classroom environment to enable collaboration, participation and a positive affective experience for all students

Teacher Moves

(Recommended practices for Levels 3-4)

Teacher prepares collaborative discourse structures for students to...

- **Use dialogue structures** (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups
- **Repeat** and **expand** their responses and other students' responses in a Collaborative Dialogue
- **Engage pair work** to prepare questions for discussion using graphic, interactive, and/or language supports
- **Engage with whole/large group discussions** by connecting ideas with supporting details, generating original questions, and using graphic, interactive, and/or language supports



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The New Normal



Sharing Experience from the Field

Lisa Sill



**Secondary Science Teacher
Nevada Digital Engineer**



**Nevada Connections
Academy is an online
Public Charter School**

Heidi Carr



**Read-by-Grade 3 Literacy Specialist
Nevada Digital Engineer**



Kirk L. Adams Elementary School

How do you establish routines in virtual learning settings?

▪ Classroom teachers:

- How do you **establish relationships and reconnect** with students in virtual learning settings?

▪ Other staff:

- How do you support teachers **to establish relationships and reconnect** with students in virtual learning settings?

Communicating with Online Learners

Google Voice

- Be accessible by call or text
- FREE tools
- Phone calls and SMS
- Can be used on mobile device without sharing your personal number
- Stores call logs, texts, and messages



Google Voice: <https://voice.google.com>

Communicating with Online Learners

YouCanBookMe



you can book.me

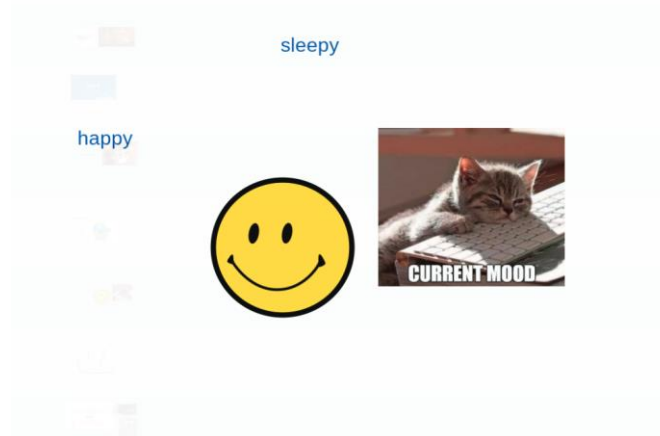
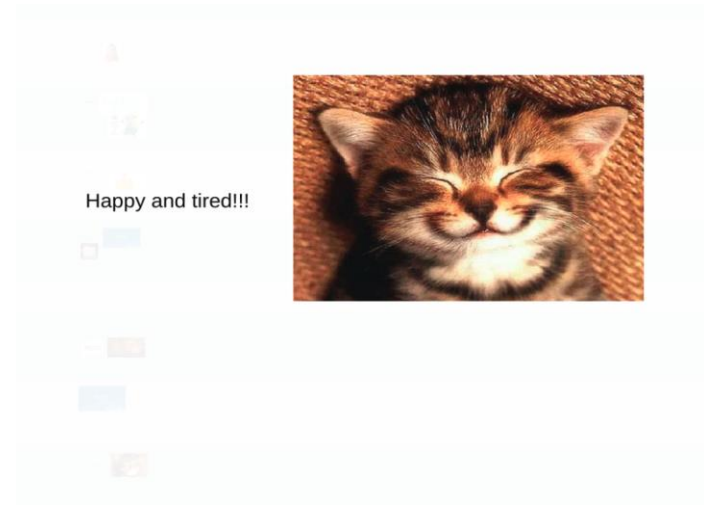
- Give them time for individual guidance
- Schedule meetings with students or parents
- Personalized page and link
- Connect to your calendar
- Provides reminders
- May add Zoom conference details

Jump To Date

Tue 1/31/17	Wed 2/1/17	Thu 2/2/17	Fri 2/3/17	Mon 2/6/17
8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
8:20 AM	8:20 AM	8:20 AM	8:20 AM	8:20 AM
8:40 AM	8:40 AM	8:40 AM	8:40 AM	8:40 AM
9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM
9:20 AM	9:20 AM	9:20 AM	9:20 AM	9:20 AM
9:40 AM	9:40 AM	9:40 AM	9:40 AM	9:40 AM
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11:00 AM	11:00 AM	11:00 AM	11:00 AM	11:00 AM
11:20 AM	11:20 AM	11:20 AM	11:20 AM	11:20 AM
11:40 AM	11:40 AM	11:40 AM	11:40 AM	11:40 AM
12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM
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12:40 PM	12:40 PM	12:40 PM	12:40 PM	12:40 PM
1:00 PM	1:00 PM	1:00 PM	1:00 PM	1:00 PM
1:20 PM	1:20 PM	1:20 PM	1:20 PM	1:20 PM
1:40 PM	1:40 PM	1:40 PM	1:40 PM	1:40 PM

You can book me: <https://youcanbook.me/>

Daily Check-ins



**Sad and happy
because my cousin
died in a gun fight**

How do you get your students engaged in virtual learning settings?

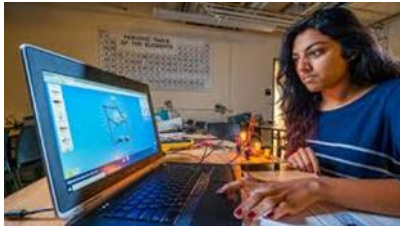
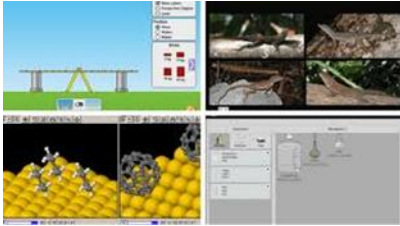
▪ Classroom teachers:

- How do you **get your students engaged** in extended discourse in virtual learning settings?

▪ Other staff:

- How do you support teachers in **getting students engaged** in extended discourse in virtual learning settings?

Engage Students in Learning

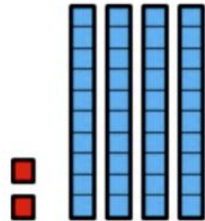


- Build a Rapport
- Encourage Conversation & Thoughts
- Virtual Interactive Tools
- Online Labs
- Online Demonstrations
- Doing Experiments (or other activity) Together
- Create small groups with specific purpose

Example of Engaging 5th grade Students in Learning

Task

Jossie drew a picture to represent 0.24:



She said,

The little squares represent tenths and the rectangles represent hundredths, which makes sense because ten little squares makes one rectangle, and ten times ten is one hundred.

- Explain what is wrong with Jossie's reasoning.
- Name three numbers that Jossie's picture could represent. In each case, What does a little square represent? What does a rectangle represent?

Josie's reasoning is wrong because Hundredths are smaller then tenths and she put the smaller ones as tenths and bigger ones as Hundredths.

One of the answer could be 42.

Discourse Example

Discourse Example

Uziel ran 4.39 miles and Fabian ran 6.87 miles. How many miles did they run altogether?

It equals 11.26

0:02 / 1:47

Scroll for details

<https://youtu.be/s2janeqBDxQ>

Example of Engaging 5th grade Students in Learning

Text Coding Symbols for our School

- + new information
 - ! exciting or important information/part
 - * I already knew
 - ? I am confused or I do not understand
 - ♥ Favorite Part / Love this part
 - ★ Main Idea
 - E Evidence that supports the main idea
 - C Making a connection/this reminds me of _____.
- @carr_8

After two previous expeditions to Roanoke, an island off the coast of what is now North Carolina, a group of 117 men, women, and children from England arrived in 1587 to establish a colony in the New World. They found the settlement abandoned and quickly began to rebuild it. They also began to rebuild relations with the Powhatan tribe of Native Americans on the nearby Croatoan Island.

The settlers were led by Governor John White, who had been a member of one of the previous expeditions to Roanoke. Although they tried hard to carve out a new life on Roanoke, relations with other Native American tribes were strained, and the colonists remained dependent upon supplies from their native people.

In August 1587, Governor White returned to England to gather additional supplies. Although he hoped to return soon, his ship was enlisted to help fight the powerful Spanish Armada at the request of Queen Elizabeth I. In August 1590 – three years after he had left Roanoke – White returned to find no trace of the colony's houses or its inhabitants.

Amongst the missing colonists were White's wife, daughter, and infant granddaughter, named Virginia Dare (the first English child born in the Americas). White was mystified. What had happened to the settlement and the colonists? Only one clue was left: the word "Croatoan" carved into a wooden post.

Other than this curious clue, no evidence remained of what had happened at Roanoke. White found no sign of bones or carved Maltese crosses, which would've indicated that they had been attacked and killed.

The settlers, over time, became known as the Lost Colony, because they were never heard from again. Over the years, historians have developed several theories about what might have happened to the Lost Colony.

Some historians believe the carved word "Croatoan" indicates that the colonists willingly moved to Croatoan Island to join the Powhatans for protection and supplies. Unfortunately, no serious searches for the Lost Colony occurred until after Jamestown was settled in 1607.

Others believe the colonists met a violent fate at the hands of warring Native American tribes or even the Spanish who may have traveled north from Florida to attack the colony. Still others believe they may have fallen victim to diseases in the New World. Some have even suggested that the colonists tried to sail back to England on their own and got lost at sea.

Governor White's letters reveal that he believed the colonists simply picked up and moved 50 miles or more inland into the North Carolina forests. Some historians believe this is possible, although there is no evidence of what ever became of them.

Early Jamestown settlers who searched for the Lost Colony reported speaking with Native Americans who knew of tribes who could read English and dressed like Europeans. There were also reports of settlements to the south with houses similar to those at Roanoke.

These reports led many to believe that the Roanoke colonists simply joined friendly Native American tribes. Over subsequent generations and marriages between colonists and Native Americans, a new tribe – the Lumbee tribe native to North Carolina – may have been formed.



Questions and Wrap-ups



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Disclaimer

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