

Making the Connection NEPF and the ELD Standards Framework

January 26, 2021

Region 15 Comprehensive Center



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.



Making the Connection

Essential Practices for Teaching English Learners NEPF and ELD Standards Framework Alignment



Why the NEPF and ELD Standards Framework Connection?

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

Purpose

To introduce educators to the NEPF-ELD document as a critical resource that provides educators with videos and vignettes of best practices in action to accelerate the academic achievement of English learners.

Post the Poll of the NEPF familiarity

ELD Framework for Supporting the Development of Language Across the Content Areas

- Processing language
- Producing language
- Collaborating in the language of the content
- Formative Assessment

STANDARD 1 New Learning Is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage In Meaning-Making through Discourse and Other Strategies	STANDARD 4 Students Engage In Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated Into Instruction
indicator 1 ● Teacher activates all students' initial understandings of new concepts and skills	indicator 1 ● Tasks purposefully employ all students' cognitive abilities and skills	indicator 1 ● ● Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	indicator 1 ● ● ● Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	indicator 1 ● ● ● ● Teacher plans on-going learning opportunities based on evidence of all students' current learning status
indicator 2 ● Teacher makes connections explicit between previous learning and new concepts and skills for all students	indicator 2 ● ● ● ● Tasks place appropriate demands on each student	indicator 2 ● ● Teacher provides opportunities for all students to create and interpret multiple representations	indicator 2 ● ● Teacher structures opportunities for self-monitored learning for all students	indicator 2 ● ● ● ● Teacher aligns assessment opportunities with learning goals and performance criteria
indicator 3 ● Teacher makes clear the purpose and relevance of new learning for all students	indicator 3 ● ● ● ● Tasks progressively develop all students' cognitive abilities and skills	indicator 3 ● ● ● Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	indicator 3 ● ● ● ● Teacher supports all students to take actions based on the students' own self-monitoring processes	indicator 3 ● ● ● ● ● ● Teacher structures opportunities to generate evidence of learning during the lesson of all students
indicator 4 ● Teacher provides all students opportunities to build on or challenge initial understandings	indicator 4 ● ● ● ● ● Tasks operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	indicator 4 ● ● ● ● ● Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		indicator 4 ● ● ● ● ● ● ● Teacher adapts actions based on evidence generated in the lesson for all students

NEPF Standards and ELD Standards Framework

NEPF Standards

STANDARD 1 New Learning Is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment Is Integrated into Instruction
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Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 Tasks operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

NEPF Standards

ELD Standards:

- **Processing Language**

STANDARD 1

New Learning is Connected to Prior Learning and Experience

Indicator 1

Teacher activates all students' initial understandings of new concepts and skills

Indicator 2

Teacher makes connections explicit between previous learning and new concepts and skills for all students

Indicator 3

Teacher makes clear the purpose and relevance of new learning for all students

Indicator 4

Teacher provides all students opportunities to build on or challenge initial understandings

STANDARD 3

Students Engage in Meaning-Making through Discourse and Other Strategies

Indicator 1

Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students

Indicator 2

Teacher provides opportunities for all students to create and interpret multiple representations

Indicator 3

Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships

Indicator 4

Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students

NEPF Standards

ELD Standards:

- Producing Language

STANDARD 2
Learning Tasks have High Cognitive Demand for Diverse Learners
Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills
Indicator 2 Tasks place appropriate demands on each student
Indicator 3 Tasks progressively develop all students' cognitive abilities and skills
Indicator 4 Tasks operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status

STANDARD 5
Assessment is integrated into instruction
Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

NEPF Standards

ELD Standards:

- Collaborating in the Language

STANDARD 2

Learning Tasks have High Cognitive Demand for Diverse Learners

Indicator 1

Tasks purposefully employ all students' cognitive abilities and skills

Indicator 2

Tasks place appropriate demands on each student

Indicator 3

Tasks progressively develop all students' cognitive abilities and skills

Indicator 4

Tasks operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status

STANDARD 3

Students Engage in Meaning-Making through Discourse and Other Strategies

Indicator 1

Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students

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Teacher provides opportunities for all students to create and interpret multiple representations

Indicator 3

Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships

Indicator 4

Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students

NEPF Standards

ELD Standards:

- **Formative Assessment**

STANDARD 2

Learning Tasks have High Cognitive Demand for Diverse Learners

Indicator 1

Tasks purposefully employ all students' cognitive abilities and skills

Indicator 2

Tasks place appropriate demands on each student

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STANDARD 5

Assessment is integrated into instruction

Indicator 1

Teacher plans on-going learning opportunities based on evidence of all students' current learning status

Indicator 2

Teacher aligns assessment opportunities with learning goals and performance criteria

Indicator 3

Teacher structures opportunities to generate evidence of learning during the lesson of all students

Indicator 4

Teacher adapts actions based on evidence generated in the lesson for all students

ELD Framework for Supporting the Development of Language Across the Content Areas

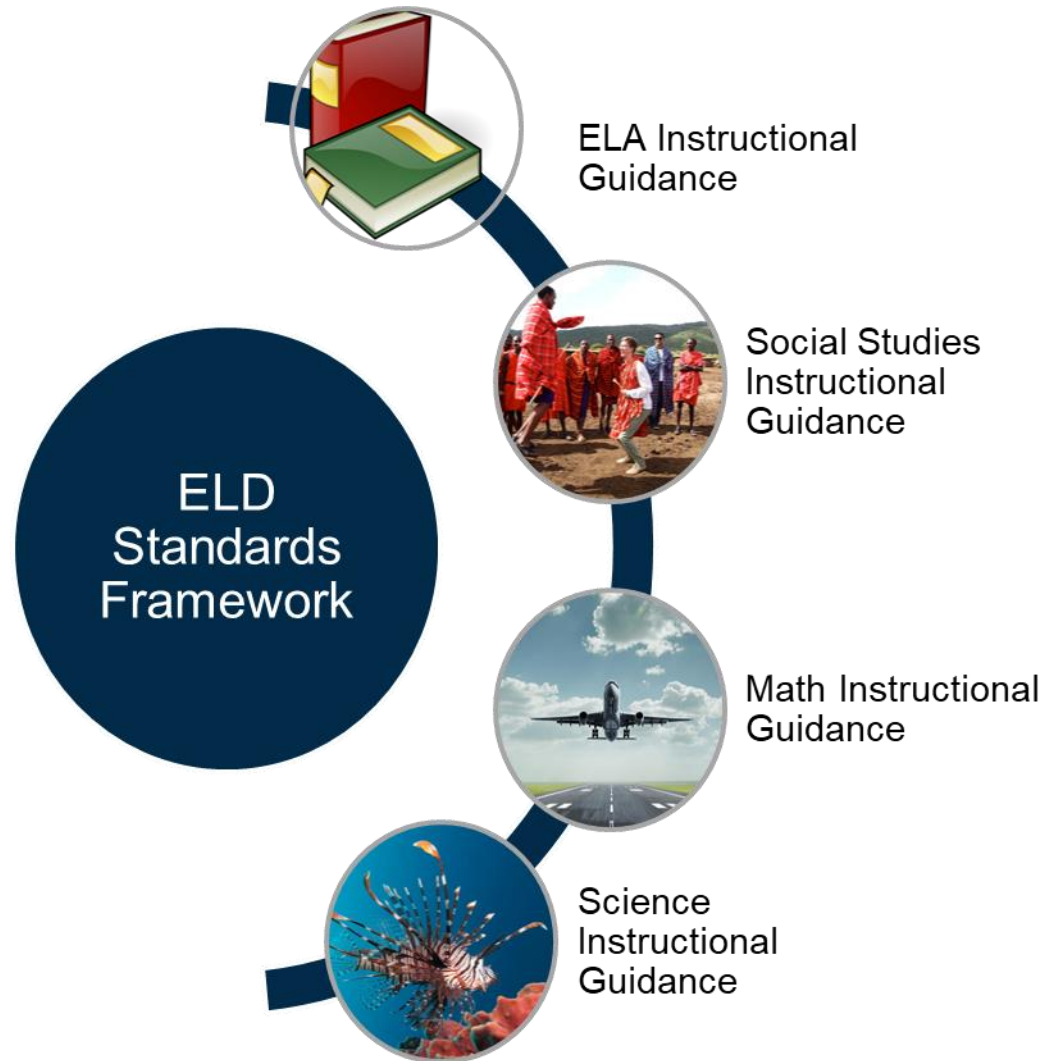
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NEPF Standards and ELD Standards Framework

Nevada ELD Standards Framework

What is your level of awareness for the new 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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The NEPF Standards and the ELD Standards Framework: Alignment, Guidance, and Resources Grades (K-5)

Developed in collaboration by the Nevada Department of Education's Educator Effectiveness & Family Engagement Division and Student Achievement Division's Title III Office and the Region 15 Comprehensive Center

The NEPF Standards and the ELD Standards Framework

<p>Standard 1 New Learning is Connected to Prior Learning and Experience</p>	<p>ELD 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.</p>
<p>Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners</p>	<p>ELD 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.</p>
<p>Standard 3 Students engage in meaning-making through discourse and other strategies</p>	<p>ELD 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</p>
<p>Standard 4 Students engage in metacognitive activity to increase understanding of and responsibility for their own learning</p>	<p>ELD 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.</p>
<p>Standard 5 Assessment is integrated into instruction</p>	<p>ELD 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.</p>

NEPF Standards and ELD Standards Framework Alignment, Guidance, and Resource Document

ELD Framework for Supporting the Development of Language Across the Content Areas

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The NEPF Standards and the ELD Standards Framework

NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
Standard 1 New Learning is Connected to Prior Learning and Experience Indicator 1 Teacher activates all students' initial understandings of new concepts and skills How can I modify my instruction to activate and accommodate English learners' initial understanding of new concepts and skills? Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skill for all students How can I correct any misconceptions or misunderstandings that English learners may have? How does the skill/concept that I am teaching connect to previous learning? Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students How will I help English learners understand the purpose of the new learning and give relevance for all students? How will I capitalize on English learners' strengths	ELD 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. Recommended Practices from the ELD Framework include: <ul style="list-style-type: none"> •Build background in key language and concepts that other students are expected to have gained through prior learning and experience (IP 1.1, 1.2) •Provide language frames to develop questions and responses (IP 1.4) •Include a learning partner of the same L1, but at a higher English language performance level (IP 1.4) •Use sensory supports, graphic supports, interactive supports, and include L1 as appropriate (IP 1.1) •Emphasize cognates when appropriate (IP 1.1, 1.2) Additional practices (IP1.2; IP1.3)... <ul style="list-style-type: none"> o consider students' thoughts and guide the students to recognize and understand any misconceptions/misunderstandings they hold (IP1.4) o explicitly discuss the relationship 	Title: Video - Text Construction - Coral Reef (informational text) ; Tag: Entire video - 2.55 minutes Grade: K-1 NEPF Connection: (IP 1.1; IP1.2; IP 1.3; & IP1.4) Title: Vignette –4.4. Analyzing Complex Sentences in Science Texts, Designated ELD Instruction in Grade 3; ELA-ELD Framework Vignette Collection (K-12) California Dept. of Ed. ; Tag: pages 50-54. Grade: 3 NEPF: (IP1.3 & IP1.4)

The NEPF Standards and the ELD Standards Framework

NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p>Standard 1 New Learning is Connected to Prior Learning and Experience</p>	<p>ELD 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.</p>	
<p>Indicator 1</p> <p>Teacher activates all students’ initial understandings of new concepts and skills</p> <p>How can I modify my instruction to activate and accommodate English learners’ initial understanding of new concepts and skills?</p>	<p>Recommended Practices from the ELD Framework include:</p> <ul style="list-style-type: none"> • Build background in key language and concepts that other students are expected to have gained through prior learning and experience (IP 1.1. 1.2) • Provide language frames to develop questions and responses (IP 1.4) • Include a learning partner of the same L1, but at a higher English language performance level (IP 1.4) • Use sensory supports, graphic supports, interactive supports, and include L1 as appropriate (IP 1.1) • Emphasize cognates when appropriate (IP 1.1, 1.2) <p>Additional practices (IP1.2; IP1.3)...</p> <ul style="list-style-type: none"> ○ consider students’ thoughts and guide the students to recognize and understand any misconceptions/misunderstandings they hold (IP1.4) ○ explicitly discuss the relationship between prior knowledge and what will be learned that day (IP1.2) ○ demonstrate the relevance of the subject by connecting to the real-world to give students a meaningful framework for academic and personal connection (IP 1.2) ○ incorporate student discussions that activate their prior knowledge on the topic using structures (e.g., Think-Write-Pair-Share, metacognitive journal entries, anticipation guides) (IP1.4) 	<p>Title: Video -Text Construction - Coral Reef (informational text); Tag: Entire video - 2.55 minutes</p> <p>Grade: K-1</p> <p>NEPF Connection: (IP 1.1; IP1.2;IP 1.3; & IP1.4)</p> <p>Title: Vignette –4.4. Analyzing Complex Sentences in Science Texts, Designated ELD Instruction in Grade 3; ELA-ELD Framework Vignette Collection (K-12) California Dept. of Ed.; Tag: pages 50-54.</p> <p>Grade: 3</p> <p>NEPF: (IP1.3 & IP1.4)</p>
<p>Indicator 2</p> <p>Teacher makes connections explicit between previous learning and new concepts and skill for all students</p> <p>How can I correct any misconceptions or misunderstandings that English learners may have?</p> <p>How does the skill/concept that I am teaching connect to previous learning?</p>		
<p>Indicator 3</p> <p>Teacher makes clear the purpose and relevance of new learning for all students</p> <p>How will I help English learners understand the purpose of the new learning and give relevance for all students?</p> <p>How will I capitalize on English learners’ strengths and interests in fostering motivation for learning and high achievement?</p>		
<p>Indicator 4</p> <p>Teacher provides all students opportunities to build on or challenge initial understandings</p> <p>What strategies or methods can I employ to build upon or challenge English learners’ initial understandings?</p>		



What “Teacher Moves” did you notice? Please record in the chat.

NEPF Standard 1: New learning is connected to Prior Learning and Experience

Video: [Text Construction - Coral Reef \(Informational Text\) - Grade 1, 2.55 minutes](#)

- Guiding Questions for Reviewing Videos and Vignettes
- Do the Teacher Moves (instructional practices) provide an effective example in the video or vignette that demonstrate ELD practices that help students connect to their prior learning and experience?
Examples:
 - Build background knowledge.
 - Provide language frames
 - Explicitly discuss the relationship between prior knowledge and what will be learned that day.

The NEPF Standards and the ELD Standards Framework

NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<p>Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners</p>	<p>ELD 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.</p>	
<p>Indicator 1</p> <p>Tasks purposefully employ all students' cognitive abilities and skills</p> <p>How do I challenge and support English learners across the language proficiency levels to employ their cognitive abilities?</p>	<p>Recommended Practices from the ELD Framework include:</p> <ul style="list-style-type: none"> • Provide illustrated glossaries/labeled illustrations of key technical vocabulary (IP 2.1) • Provide graphic organizers, transition word banks, and a list of more sophisticated academic language (IP 2.1) • Provide academic sentence/paragraph starters in the various language structures used in the lesson (e.g., explain, compare, and justify) (IP 2.4) • Provide students with a note catcher and instruct students to work with a partner to identify point of view and supporting evidence (IP 2.2) • Provide adequate wait time for students to process the language and content (IP 2.4) • Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups and break down complex text by making explicit the language needed (sentence starters or phrases) to construct high-leverage language functions, e.g. describe, explain, compare and clarify (IP.2.3) 	<p>Title: Video -Focusing on Language with the Common Core: Tag: Entire Video: 5:33 minutes https://www.colorincolorado.org/classroom-video/focusing-language-common-core</p> <p>Grade: 5 NEPF Connection: (IP2.1; IP2.3; IP 2.4)</p> <p>Title: Vignette: 5.1 Writing Biographies, Integrated ELA and Social Studies Instruction in Grade Four. ELA-ELD Framework Vignette Collection (K-12) California Dept. of Ed.; Tag: pages 55-60.</p> <p>Grade: 3 NEPF: (IP2.1 & IP2.4)</p>
<p>Indicator 2</p> <p>Tasks place appropriate demands on each student</p> <p>How do the tasks place appropriate content and language demands on English learners?</p>		
<p>Indicator 3</p> <p>Task purposefully develop all students' cognitive abilities and skills</p> <p>Am I including scaffolded tasks to demonstrate the language development progress of English learners?</p>		
<p>Indicator 4</p> <p>Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status</p> <p>How do I demonstrate through my actions that I believe my English learners can learn?</p>		



Practices in Action

Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners

- **Title:** Vignette: 5.1 Writing Biographies, Integrated ELA and Social Studies Instruction in Grade Four.
- ELA-ELD Framework Vignette Collection (K-12) California Dept. of Ed.; Tag: pages 55-60.
 - **Grade:** 4
 - **NEPF:** (IP2.1 & IP2.4)

Vignette: 5.1 Writing Biographies, Integrated ELA and Social Studies Instruction in Grade Four

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four

Background

Mrs. Patel's 32 fourth graders write many different text types during the course of the school year. Currently, they are in the middle of a unit on writing biographies based on research. At Mrs. Patel's school, the TK-5 teachers have developed a multi-grade scope and sequence for *literary nonfiction writing*. Instruction focuses on simple recounts of personal experiences in TK-grade 1, autobiographies in grades 2-3, and biographies that involve research in grades 4-5. Fourth graders write biographies about famous Californians who made a positive contribution to society through their efforts to expand Americans' civil rights (e.g., Dolores Huerta, Fred Korematsu, Edmund G. "Pat" Brown, Mary Ellen Pleasant, Cesar Chavez, Ed Roberts, Jackie Robinson, Harvey Milk).

The students at the school come from diverse cultural and linguistic backgrounds. In Mrs. Patel's class, children speak 12 different primary languages. Seven of Mrs. Patel's students are ELs at the late Expanding or early Bridging level of English language proficiency, and five students are former ELs in their first year of reclassification. Students with disabilities are included in all instruction. The fourth-grade teachers intentionally select biographies that reflect the diversity of the students. Among the teachers' main purposes for conducting this biography unit are to engage students in discussions about life in different historical contexts and explore how specific historical figures dealt with life's challenges in courageous ways that not only benefited society but were also personally rewarding.

Lesson Context

At this point in the biography unit, Mrs. Patel's students are researching a California historical figure of their choice. Ultimately, students will individually write a biography on the person they select and provide an oral presentation based on what they wrote. First, students conduct collaborative research in small groups with others who have selected the same historical figure. They read books or articles and view multimedia about the person; discuss the findings they have recorded in their notes; and work together to draft, edit, and revise their biographies and oral presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are encouraged to read in both languages.

Before she began the unit, Mrs. Patel asked her students to read a short biography and then write a biography of the person they read about. This *cold write* gave her a sense of her students' understanding of the genre and helped focus her instruction on areas that students need to develop. She discovered that while the students had some good writing skills, they were unclear about how to structure a biography and what type of information to include or language to use. Most students' writing took the form of a short paragraph that included mostly what they liked about the person, along with a few loosely strung together events and facts.

Over the course of the unit, Mrs. Patel reads aloud several biographies on different historical figures in order to provide models of well written biographies. She also provides a bridge between learning about historical figures and writing biographies independently by explicitly teaching students how to write biographies; she highlights the purpose of biographies (to tell about the important events and accomplishments in a person's life and reveal why the

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four (cont.)

person is significant) and focuses on how writers make choices about vocabulary, grammatical structures, and text organization to express their ideas effectively.

Mrs. Patel deconstructs biographies with her students so that they can examine the text structure and organization; they discuss how writers use grammatical structures to create relationships between or expand ideas, and attend to vocabulary that precisely conveys information about the person and events. The mentor texts she reads aloud to the class or that students read in small groups provide models of writing that students may want to incorporate into their own biographies. This week, Mrs. Patel is reading aloud and guiding her students to read several short biographies on Dr. Martin Luther King, Jr. Yesterday, the class analyzed, or deconstructed, one of these biographies. As they did, Mrs. Patel modeled how to record notes from the biography using a structured template, which follows.

Biography Deconstruction Template Text Title:	
Stages and Important Information	Vocabulary
Orientation (tells where and when the person lived) <ul style="list-style-type: none"> Where and when the person was born What things were like before the person's accomplishments 	
Sequence of Events (tells what happened in the person's life in order) <ul style="list-style-type: none"> Early life, growing up (family, school, hobbies, accomplishments) Later life (family, jobs, accomplishments) How they died or where they are now 	
Evaluation (tells why this person was significant) <ul style="list-style-type: none"> Why people remember the person The impact this person had on California and the U.S. How they improved the rights and privileges of Americans through their actions How their actions exemplified the principles outlined in the American Declaration of Independence Meaningful quote by this person that shows his or her character 	

Lesson Excerpts

In today's lesson, Mrs. Patel is guiding her students to jointly construct a short biography on Dr. King using three sources of information: the notes the class generated in the Biography Deconstruction Template; their knowledge from reading or listening to texts and viewing short videos; and any other relevant background knowledge they bring to the task from previous experiences inside and outside of school. The learning target and clusters of CA CCSS for ELA/Literacy and CA ELD Standards in focus for today's lesson are the following:

Vignette 5.1. Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four (cont.)

Learning Target: The students will collaboratively write a short biography to describe the life accomplishments and significance of Dr. Martin Luther King Jr., using precise vocabulary, powerful sentences, and appropriate text organization.

CCSS for ELA/Literacy: W.4.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; W.4.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; W.4.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic; RI.4.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CA ELD Standards (Expanding): ELD.PI.4.1 – Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information; ELD.PI.4.10a – Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) . . . ; ELD.PI.4.12a – Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing; ELD.PI.6 – Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences . . .

The joint, or collaborative, construction of the short biography on Dr. King provides Mrs. Patel's students with a scaffolded opportunity to apply the content knowledge and language skills they are learning in the biography unit. She uses the document camera so that all students can see the text as it develops. Mrs. Patel's guides her students' thinking and stretches their language use as she encourages them to tell her what to write or revise in the short biography. At strategic points throughout the discussion, she poses the following types of questions:

- What information should we include in the first stage to orient the reader?
- Which events should we write first? What goes next?
- How can we show when this event happened?
- Is there a way we can expand this idea to add more detail about when or where or how the event happened?
- Is there a way we can combine these two ideas to show that one event caused the other event to happen?
- Would that information go in the orientation, events, or evaluation stage?
- What word did we learn yesterday that would make this idea more precise?
- How can we write that he was a hero without using the word *hero*? What words could we use to show what we think of Dr. King?

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?*



Nevada Department of Education: NEPF & ELD Standards Framework Connections

What connections are you making to your role and professional practice? How might you use the resources shared?

K-3rd Grade Teachers +

4th-6th Grade Teachers +

Middle School Teachers +

High School Teachers +

Administrators +

Instructional Coaches, Professional Learning Facilitators +

University Faculty +

Other Stakeholders +

5:00



Please post your thoughts in the Padlet (link is in the chat).

What connections are you making to your role and professional practice?

How might you use the resources shared?

Then, read the ideas others have posted.



Questions and Shareouts



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