



Add your name as the presenter.

Slide 1: (1 minute) Introduction. Add your name to the slide

Purpose/Why: Remind participants that this is the last of 4 sessions in transitioning to the New CA ELD Standards

How: You will guide participants through the information while modeling instructional strategies that could be transferred to classroom practice.

Grounding – Rally Robin

How have you supported your ELs?

Rally Robin Directions:

- Participants partner up
- Partner 1 – Scenario 1
Superintendent Cheryl Hildreth is at your school site and asks, “How have you supported your ELs?” Respond to the Superintendent.
- Partner 2 – Scenario 2
A **parent of an English learner** asks you, “How have you supported your ELs?” Respond to the parent.
- Partner Discussion:
 - **How did the language of the conversation change?**
 - **What was different?**



Slides 2 (4 minutes).

Purpose/Why: Engage participants in a GROUNDING ACTIVITY (Rally Robin) in order to start making connections to the learning of the session

How: Let the participants know that they will partner up: Partner 1 and 2 answer question based on the registered provided in the directions. Partner 1 answers question in a conversation to to Dr. Deasy and partner 2 to a parent. Discuss how the two conversations differ

ELD Transition Sessions

Session 1: ELD Standards Introduction

*** Shifts, Layout, & Development**

Session 2: Proficiency Levels

Session 3: Theory that Informs Layout (Appendix C)

Session 4: How English Works (Appendix B)

Slide 3: (1 minute)

Why/purpose: make the participants aware that this is the third of the four sessions.

How: Give participants a few seconds to read over the slide to see flow of the four sessions

Objective

- To gain a deeper understanding of Appendix B: The California English Language Development Standards Part II: Learning About How English Works

Slides 3 (1 minute).

Purpose: In today's session you will continue to deepen your understanding about the research, layout and connection of the ELD standards to the Common Core State Standards.

Please know that as we go through today's learning I will be using a hand signal to bring us back as a group.

Adapted from George Washington University

Guiding Principles

1. English Learners (ELs) are held to the **same high expectations** of learning established for all students.
2. ELs develop full **receptive and productive** proficiencies in English in the domains of **listening, speaking, reading & writing**.
3. ELs are **taught challenging academic content** that enables them to meet performance standards in all content areas.
4. ELs receive **instruction** that **builds** on their previous education and **cognitive abilities** and that **reflects their language proficiency levels**.
5. ELs are **evaluated with appropriate and valid assessments** that are aligned to state and local standards and that **take into account the language development stages & cultural backgrounds of the students**.
6. The academic success of ELs is a **responsibility shared by all educators, the family and the community**.

English Learner Master Plan, 2012,
Pages 2-3

Slide 12 (1 minute).

Purpose/ Why: The guiding principles slide must be in every presentation.

How: Show the 6 Guiding Principles. For this particular presentation we will be focusing more on guiding principle 3 and 4.

District Instructional Priorities



Slide 14: (1 min)

Why/Purpose: Review the priorities

How: Tell the participants:

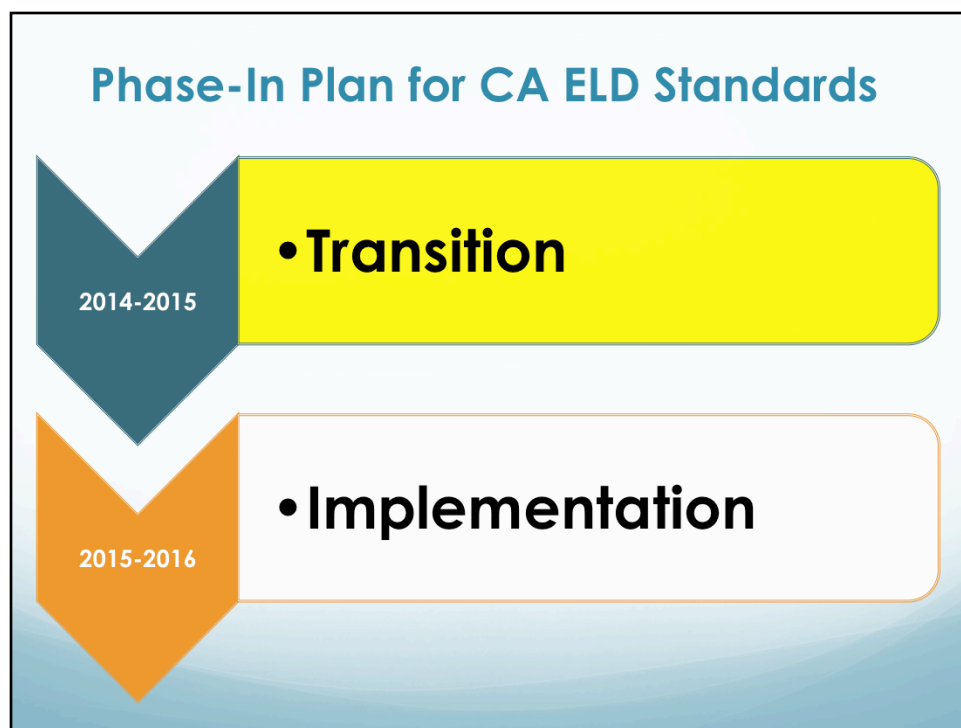
The Teaching and Learning Framework will also be used alongside both the Master Plan and the Common Core State Standards. All three initiatives are actually woven together. Clearly, the Common Core State Standards signify “What” we teach, while the Master Plan signifies the “Who” we teach, and The Teaching and Learning Framework speaks to “How” we teach in LAUSD. When all three are woven together the outcome is that all LAUSD students will graduate College Prepared and Career Ready.

LAUSD TEACHING AND LEARNING FRAMEWORK 2014-2015 FOCUS ELEMENTS	
STANDARD 1: PLANNING AND PREPARATION a. Demonstrating Knowledge of Content and Pedagogy 1. Knowledge of Content and the Structure of the Discipline 2. Knowledge of Content-Related Pedagogy b. Demonstrating Knowledge of Students 1. Awareness of Students' Skills, Knowledge, and Language Proficiency 2. Knowledge of How Children, Adolescents, and Adults Learn 3. Knowledge of Students' Special Needs 4. Knowledge of Students' Interests and Cultural Heritage c. Establishing Instructional Outcomes 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners d. Designing Coherent Instruction 1. Standards-Based Learning Activities 2. Instructional Materials, Technology, and Resources 3. Purposeful Instructional Groups 4. Lesson and Unit Structure e. Designing Student Assessment 1. Aligns with Instructional Outcomes 2. Planning Assessment Criteria 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning	STANDARD 2: CLASSROOM ENVIRONMENT a. Creating an Environment of Respect and Support 1. Teacher Interaction with Students 2. Student Interactions with One Another 3. Classroom Climate b. Establishing a Culture for Learning 1. Importance of the Content 2. Expectations for Learning and Achievement 3. Student Ownership of their Work 4. Physical Environment c. Managing Classroom Procedures 1. Management of Routines, Procedures, and Transitions 2. Management of Materials and Supplies 3. Performance of Non-Instructional Duties 4. Management of Parent Leaders, other Volunteers and Paraeducators d. Managing Student Behavior 1. Expectations for Behavior 2. Monitoring and Responding to Student Behavior
STANDARD 3: PROFESSIONAL GROWTH a. Reflecting on Practice 1. Accurate Reflection 2. Use of Reflection to Inform Future Instruction 3. Selection of Professional Development Based on Reflection and Data 4. Implementation of New Learning from Professional Development b. Participating in a Professional Community 1. Collaboration with Colleagues 2. Promote a Culture of Professional Inquiry and Collaboration	STANDARD 3: DELIVERY OF INSTRUCTION a. Communicating with Students 1. Communicating the Purpose of the Lesson 2. Directions and Procedures 3. Delivery of Content 4. Use of Academic Language b. Using Questioning and Discussion Techniques 1. Quality and Purpose of Questions 2. Discussion Techniques and Student Participation c. Structures to Engage Students in Learning 1. Standards-Based Projects, Activities, and Assignments 2. Purposeful and Productive Instructional Groups 3. Use of Available Instructional Materials, Technology, and Resources d. Using Assessment in Instruction to Advance Student Learning 1. Assessment Criteria 2. Monitoring of Student Learning 3. Feedback to Students 4. Student Self-Assessment and Monitoring of Progress e. Demonstrating Flexibility and Responsiveness 1. Responds and Adjusts to Meet Student Needs 2. Persistence
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES a. Maintaining Accurate Records 1. Tracks Progress Towards Identified Learning Outcomes 2. Tracks Completion of Student Assignments in Support of Student Learning 3. Manages Non-instructional Records 4. Submits Records on Time b. Communicating with Families 1. Information About the Instructional Program 2. Information About Individual Students 3. Engagement of Families in the Instructional Program c. Demonstrating Professionalism 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations 2. Advocacy/Intervention for Students 3. Decision-Making	

Slide 4: (1 min)

Why/Purpose: To connect our work as educators and our professional goals.

How: Read the 3 focus elements, tell the participants that the arrows point to the highlighted focus elements that apply to the work we will engage in today.



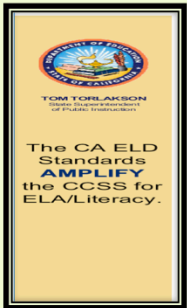
Slide 6: (2 minutes)

Purpose/ Why: Review the phase in plan and highlight how it is aligned to the state's plan. As participants go through the year and sessions, they will have a better understanding of the New CA ELD Standards. Purpose: To know what the standards are Engagement with the new CELDS by exploration of the new CELDS by engagement through practical applications

How: Tell participants that this year we are the transition year. As we move to the Transition year, the state and district will be building resources, implementing needs assessments, and continue to provide learning opportunities for stakeholders. Next year, we will be in the Implementation year where there will be expansion of professional learning and alignment of curriculum instruction and assessment along with integration throughout the district.

- Let's take a few minutes to take a look at the phase in plan
- Our phase in plan is aligned to the state's plan and as the state releases additional information we will continue to update this plan...our office will be convening a working group to identify additional needs and tools that we may develop
- As you can see in the awareness stage there is mention of brokers of expertise.. unveiled their brokers of expertise website which has additional resources for us to use, you can see from this plan that CELDT is also being revamped and we are expecting a new assessment in 2017.
- Take a look at this plan and see the various components of each stage....
- Timeline reflects the STATES ELD standards implementation actions
- Awareness – is introduction of ELD standards planning systems of implementation and establishing collaborations in this stage we have identified the need to put together a WORKING group
- Transition – building resources, implementing needs assessments, and continued learning
- Implementation – expansion of professional learning and alignment of curriculum instruction and assessment along with integration throughout the district

What must students be able to do with language?

ELA	MATH	SCIENCE
<ul style="list-style-type: none"> • Comprehend and evaluate complex texts across a range of types and disciplines • Construct effective arguments and convey intricate or multifaceted information • Discern a speaker's key points • Request clarification and ask relevant questions • Build on others' ideas • Articulate their own ideas, and confirm they have been understood 	<ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments • Make conjectures and build a logical progression of statements to explore the truth of their conjectures • Justify their conclusions, communicate them to others, and respond to the arguments of others 	<ul style="list-style-type: none"> • Construct explanations and designated solutions • Engaging in argument from evidence • Obtain, evaluate, and communicate information <div data-bbox="998 625 1182 930">  </div>

Slide 15 (1 minute)

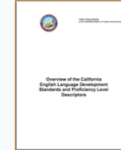
Purpose/Why: To visually show how the ELD Standards align and correlate to the new CCSS and review the language demands across content areas

How: Review the language demands of each column. Remind participants that the CA ELD Standards highlight and amplify the Common Core State Standards so that students develop both English and content knowledge. Remind participants that the CA ELD Standards guide teachers to build ELs' knowledge about how the English language works in different contexts to achieve specific communicative purposes.

CA ELD Standards Overview

Overview & Proficiency Level Descriptors (PLDs):

- ✓ Alignment to CCSS for ELA & Literacy
- ✓ CA's EL Student
- ✓ Proficiency Level Descriptors (PLDs)
- ✓ Structure of the grade level standards



Grade Level Standards

- ✓ Section 1: Goal, Critical Principles, At-a-glance Overview
- ✓ Section 2: Elaboration on Critical Principles
 - Part I: Interacting in Meaningful Ways
 - Part II: Learning About How English Works
 - Part III: Using Foundation Skills

Appendices:

- ✓ Appendix A: Foundational Literacy Skills
- ✓ Appendix B: Learning About How English Works
- ✓ Appendix C: Theory and Research
- ✓ Appendix D: Context, Development, Validation

Glossary of Key Terms

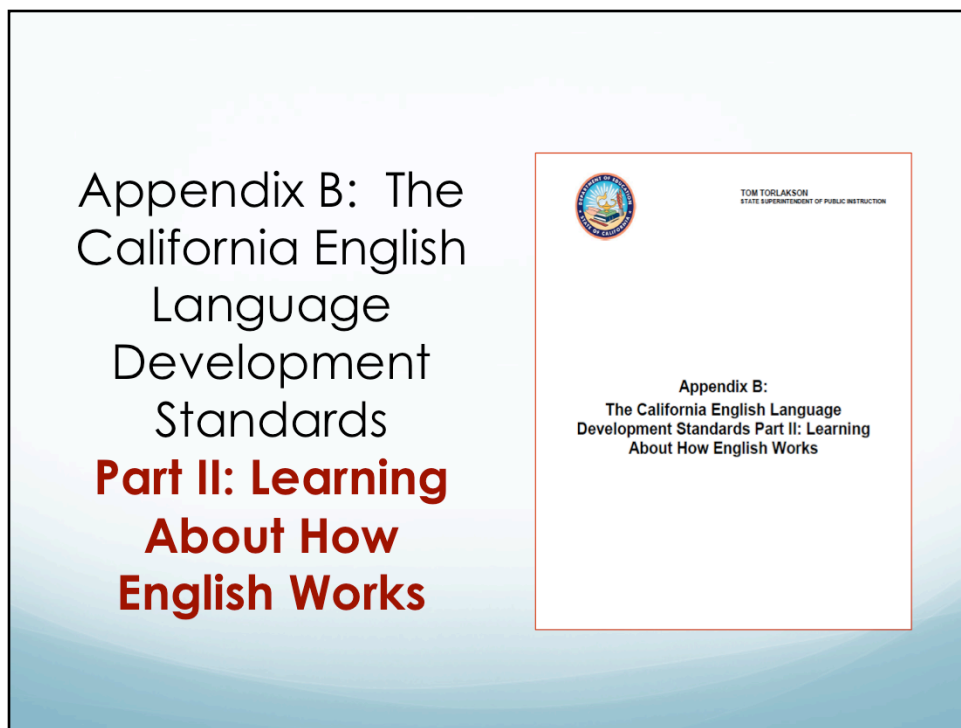
Slide 9: 1 min.

Why/Purpose: To orient them to the organization of the CELDS

How: Tell participants:

● These are all of the sections of the documents found in the CDE. Begins with Overview, then it goes into grade level standards, appendices, and glossary.

● Today our work will revolve around **Appendix B** which gives the theoretical and research about learning How English Works



Slides 9-19 (minutes)

Why/Purpose: Understand Appendix B: how English Works

How:

Explain that the participants will have an opportunity to learn about the New CA ELD standards and how English Works by reading Appendix B

Additional Information: For this session, we will do a close reading of Appendix B. Here are the sections and how they are chunked:

1. Slide 9: introduction
2. Slide 10: video with guiding question
3. Slide 11: Close reading of page 1 ¶ and 2
4. Slide 12: Looking at the shifts based
5. Slide 13 – 19:
 1. Structuring cohesive texts
 - A. Understanding **text structures** Page 6 - 7, Paragraphs 3 – 4
 - B. Understanding **cohesion** Page 9, 2nd - 3rd paragraphs
 2. Expanding and Enriching ideas

California Department of Education English Language Development Standards for Grade 5	
Section 1: Goal, Critical Principles, and Overview	
<p>Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.</p> <p>Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.</p>	
Part I: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts*
<p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>3. Offering and supporting opinions and negotiating with others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<p>→ SL.5.1.6; L.5.1.3.6</p> <p>→ W.5.4; L.5.1.3.6</p> <p>→ SL.5.1.6; L.5.1.3.6</p> <p>→ W.5.4-5; SL.5.1.6; L.5.1.3.6</p>
<p>B. Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>	<p>→ SL.5.2-3; L.5.3</p> <p>→ RL.5.1-7.9-10; RI.5.1-7.9-10; SL.5.2-3; L.5.3.4.6</p> <p>→ RL.5.3.4.6; RI.5.2.6.2; SL.5.3; L.5.3-6</p> <p>→ RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6</p>
<p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Supporting own opinions and evaluating others' opinions in speaking and writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>	<p>→ SL.5.4.6; L.5.1.3.6</p> <p>→ W.5.3-10; L.5.1.3.6</p> <p>→ W.5.1.4.8-10; SL.5.4.6; L.5.1.3.6</p> <p>→ W.5.4-5; SL.5.4.6; L.5.1.3.3-6</p>
California English Language Development Standards for Grade 5—October 9, 2012	
3	
Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
<p>A. Structuring Cohesive Texts</p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p>	<p>→ RL.5.5; RI.5.5; W.5.1-5; SL.5.4</p> <p>→ RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1.3</p>
<p>B. Expanding and Enriching Ideas</p> <p>3. Using verbs and verb phrases</p> <p>4. Using nouns and noun phrase</p> <p>5. Modifying to add details</p>	<p>→ W.5.5; SL.5.6; L.5.1.3.6</p> <p>→ W.5.5; SL.5.6; L.5.1.3.6</p> <p>→ W.5.5; SL.5.4.6; L.5.1.3.6</p>
<p>C. Connecting and Condensing Ideas</p> <p>6. Connecting ideas</p> <p>7. Condensing ideas</p>	<p>→ W.5.1-3.5; SL.5.4.6; L.5.1.3.6</p> <p>→ W.5.1-3.5; SL.5.4.6; L.5.1.3.6</p>
<p>Part III: Using Foundational Literacy Skills</p>	<p>→ RF. K-1.1-4; RF.2-5.3-4 (as appropriate)</p>
<p>* The California English Language Development Standards for Grade 5 correspond to the Common Core State Standards for English Language Arts (ELA). For more information, see the California Department of Education's English Language Development Standards for Grade 5.</p>	

Purpose:

Participants will understand that for every Grade level, the ELD Standards have the same 'Section 1' with the exception of the corresponding common core state standards. There are three parts to section 1. Part one is divided into modes and Part two is divided into 3 process.

Say: "For every Grade level, the ELD Standards have the same 'Section 1'"

- The same goal is listed at each grade level
 - The same Critical Principles for Developing Language and Cognition in Academic Contexts is at each grade level
- (Facilitator and participants highlight the bold)

Part I is the same at each grade level. Part 1 of the CA ELD Standards is interacting in meaningful ways. It lists 3 Modes 1. The modes is the ways of using language and there are three listed under the mode.

- Collaborative
- Interpretive
- Productive

Say: There are 4 strands under each mode. Since there are 3 modes and 4 strands under each mode, there are total of 12 strands under Part 1 of Section 1. (Facilitator will have the participants point to the strands) Say: Take a minute to look at the language and highlight some of the language you see there.

Say: **Part II** is the same at each grade level. Part 2 of section 1 is learning about how English works. It lists 3 Processes

- Structuring Cohesive Texts
- Expanding and Enriching Ideas
- Connecting and Condensing Ideas


The Strands appear beneath.

(Facilitator and participants highlight the bold and write PROCESSES)

The only thing that differs on page 1 of each grade level is the CCSS standards it corresponds to.

Part 3 is the foundational literacy skills.

Listening Task : *What are some linguistic resources that ELs need to be successful in literacy development?*



Instructional Strategies:
Use of Visual Media & Listening Task

Session 10: (4 minutes video, 4 minute discussion)

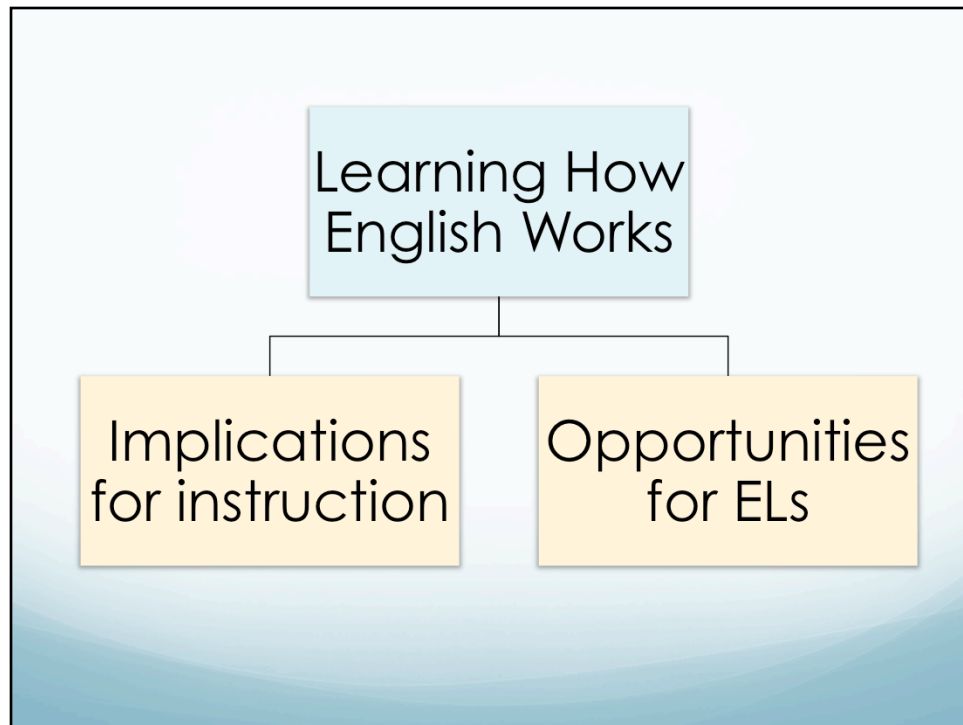
Purpose: To gain a deeper understanding of the instructional implications and opportunities that we face with the recent shifts

How: Provide transcript of video to ensure that participants can comprehend and highlight some of the key points as they read. ELS and complex text and providing students supports for cohesion and language structures

Guiding Question: **What are some linguistic resources that ELs need to be successful in literacy development?**

Participants may use a different color pen or highlighter to indicate notes from this activity.

Note: as video observation becomes part of classroom instruction, this is a scaffold for understanding for students as well.

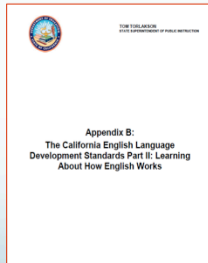


(1 Min.)

Purpose: Note-taking tool for reading

Implications and Opportunities

- Read page 1, first 2 paragraphs only
- Highlight key points from the first two paragraphs. Please be ready to share



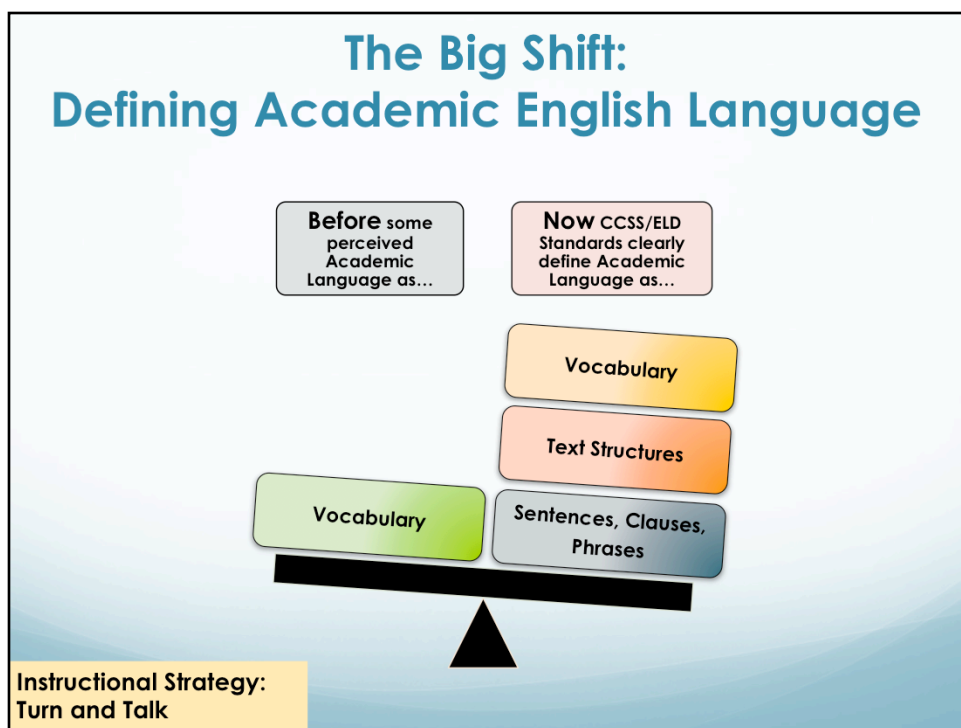
Handout

Slide 21: (5 minutes)

Purpose: Review pp. 1-2 and discuss with an elbow partner

How: Ensure that participants focus on the definition of Academic English. Make connections to learning about craft and structure in CCSS language arts. **Refer** to p. 1, paragraph 3 THE GOAL....

Group share (2-3 volunteers)



Slide 22: (1 Minute)

Why/Purpose: To understand the big shift that is called by the New CA ELD Standards.

How:

It's important to stress that before (CA SS) Academic Language was thought of thru the perspective of Vocabulary. Now under the CCSS, Academic Language is much more than just vocabulary. It focuses not only on vocabulary in the text , but how the text is structured. These structured in terms of the clauses, phrases, and whole written and oral texts and how this affects meaning. These pieces need to be broken down and analyzed so students get to that meaning.

Reading Groups

- Form four reading groups
- Each group will be responsible for their reading assignment



How: Participants will be divided in three reading groups.

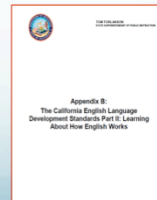
Appendix B: Reading Assignments

- **Group 1: Text-Level Understandings**
READ the first two paragraphs of this section on pages 6 and 7 **AND** the last two paragraphs of the section on page 9
- **Group 2: Sentence- and Clause-Level Understandings**
READ Page 11, paragraph 1 through the top of page 13
- **Group 3: Phrase Level Understandings**
READ your section on pages 13 and 14
- **Group 4: Word Level Understandings**
READ your section on pages 14 and 15

Key Concepts/Ideas Protocol

In your reading groups:

- Read assigned pages in Appendix B, marking key concepts and ideas
- After reading, take turns sharing and exploring the concepts and ideas marked
- Chart key ideas



Instructional Strategy:
Chunking the Text

Reading Protocol: (5 minutes)

Purpose: Information Processing: Exploring and Discovering

How: Individually reading assignments, marking key concepts and ideas

When participants have finished reading each assigned sections, they take turns sharing and exploring the concepts and ideas marked by each participant. Each group will chart key ideas

Whole Group Share Out

- **Group 1: Text-Level Understandings**
Pages 6, 7 and 9
- **Group 2: Sentence- and Clause-Level Understandings**
Pages 11-13
- **Group 3: Phrase Level Understandings** P
Pages 13-14
- **Group 4: Word Level Understandings**
Pages 14-15

Instructional Strategy:
Whole Group Share Out

How: Participants will share out in order what the key concepts/ideas. This is an opportunity to clarify any misconceptions or misunderstandings about the reading

Why/Purpose: We are chunking the text for reader's ease of understanding not because it follows the standards in a linear fashion.

Key ideas:

Group 1:

Text Level Understanding focuses on the structure of text.

- 1 In elementary the primary structure of a story is orientation, complication, and resolution. In secondary, texts are more dense with meaning and authoritatively presented, and highly structured. One highly prominent structure both in CCSS and in the CA ELD Standards is argument
- 2 Students need time to work with these new structures and how cohesion(how information "hangs together, how it unfolds, or how it flows) is created through a variety of language resources.
- 3 One important focus that teachers need to maintain when teaching their students to better understand text structure and cohesion is **meaning**.
- 4 An example of what is meant by keeping "meaning" as the focus of structure and cohesion is how the whole purpose of writing an argument is to persuade others.

Let's Practice and Apply!

In your reading groups:

- Read pg. 8
- Find one example that illustrates key concepts from your reading assignment

Argument Text Structure	
Stages	Text: Middle School Newspaper Editorial <i>Our School Should Serve Organic Foods</i>
Position Statement <i>Issue</i> <i>Appeal</i>	All students who come to Rosa Parks Middle School deserve to be served healthy, safe, and delicious food. Organic foods are more nutritious and safer to eat than non-organic foods, which are treated with pesticides. Our school should serve only organic foods because it's our basic right to know that we're being taken care of by the adults in our school. Organic foods might be more expensive than non-organic foods, but I think we can all work together to make sure that we eat only the healthiest foods, and that means organic.
Arguments <i>Point A</i> <i>Elaboration</i>	Eating organic foods is safer for you because the crops aren't treated with chemical pesticides like non-organic crops are. According to a recent study by Stanford University, 38% of non-organic produce had pesticides on them compared with only 7% of organic produce. Some scientists say that exposure to pesticides in food is related to neurobehavioral problems in children, like ADHD. Other studies show that even low levels of pesticide exposure can hurt us. I definitely don't want to take the risk of poisoning myself every time I eat lunch.
<i>Point B</i> <i>Elaboration</i>	Organic food is more nutritious and healthier for your body. The Stanford University study also reported that organic milk and chicken contain more omega-3 fatty acids than non-organic milk and chicken. Omega-3 fatty acids are important for brain health and also might help reduce heart disease, so we should be eating foods that contain them. According to Michael Pollan and other experts, fruits and vegetables grown in organic soils have more nutrients in them. They also say that eating the fruits and vegetables close to the time they were picked preserves more nutrients. This is a good reason to get our school food from local organic farms. Eating local organic foods helps keep us healthier, and it also supports the local economy. We might even be able to get organic crops cheaper if we work more with local farms.
<i>Point C</i> <i>Elaboration</i>	Organic foods are better for the environment and for the people who grow the food. Farmers who grow organic produce don't use chemicals to fertilize the soil or pesticides to keep away insects or weeds. Instead, they use other methods like beneficial insects and crop rotation. This means that chemicals won't run off the farm and into streams and our water supply. This helps to protect the environment and our health. In addition, on organic farms, the farmworkers who pick the food aren't exposed to dangerous chemicals that could damage their health. This isn't just good for our school. It's something good we should do for ourselves, other human beings, and the planet.
<i>Reiteration of Appeal</i>	To put it simply, organic foods are more nutritious, safer for our bodies, and better for the environment. But there's another reason we should go organic: It tastes better. Non-organic food can sometimes taste like cardboard, but organic food is always delicious. When I bite into an apple or a strawberry, I want it to taste good, and I don't want a mouthful of pesticides. Some people might

Handout

How:

Whole Group Share Out

Group 1 - Text Level Understandings

- Text Structure:
 - Argument Stages: Position Statement, Arguments (Points of Elaboration), and Reiteration of Appeal
- Cohesion:
 - Farmers who grow organic produce don't use chemicals to fertilize the soil or pesticides to keep away insects or weeds. **Instead, they** use other methods like beneficial insects and crop rotation . **This means** that chemicals won't run off the farm and into streams and our water supply. **This helps** to protect the environment and our health. **In addition**, on organic farms, the farmworkers who pick the food aren't exposed to dangerous chemicals that could damage their health. **This isn't** just good for our school.

CA-ELD Standards Appendix B, p.8 Point C-Elaboration

How: Participants will share out in order what the key concepts/ideas. This is a opportunity to clarify any misconceptions or misunderstandings

Bring reading groups together and ask them to cite evidence form text as they share their findings.

Group 1 may share regarding Text structure the stages in building an argument. Regarding cohesion, one possible example comes from Point C-Elaboration on page 8 In slide, the selection that marks cohesion is highlighted in red.

This selection is based is based on the reading on p. 9, paragraph 2.

Whole Group Share Out

- Group 2 – Sentence- and Clause-Level Understandings
- Clause combining

Omega-3 fatty acids are important for brain health **and** also might help reduce heart disease, **so** we should be eating foods **that** contain them

CA-ELD Standards Appendix B, p.8 Point B-Elaboration

Group 2 may share from Point B-Elaboration , line #3 “Omega 3-fatty acids are important for brain health...”

This sentence is an example of connecting and condensing ideas . It contains two independent clauses linked by AND and one dependent (subordinated sentence) clause linked by SO. The later has an embedded clause introduced by THAT. The connectors are highlighted in red.

This selection is based on reading form p. 11, paragraphs 1-3.

Whole Group Share Out

- **Group 3 – Phrase Level Understandings**
- Noun phrases:
 - Healthy, safe, and delicious **food**
- Prepositional phrases:
 - **from** local organic farms
- Embedded clause:
 - The farmworkers who pick the food aren't ...

HOW: Facilitator will call the third group to share out.

Group 3: The examples are selected based on the reading from pp. 13-14. There are other possible answers. Ask participants to use their readings to explain their selections, when needed.

The head nouns in the noun phrases and prepositional phrases are highlighted in green. The embedded clause and the nominalization example are underlined.

Whole Group Share Out

- **Group 4 – Word Level Understandings**
- Nominalization:
 - Some scientists say that exposure to...

CA-ELD Standards Appendix B, p.8 Point A-Elaboration

HOW: Facilitator will call out last group to share out.

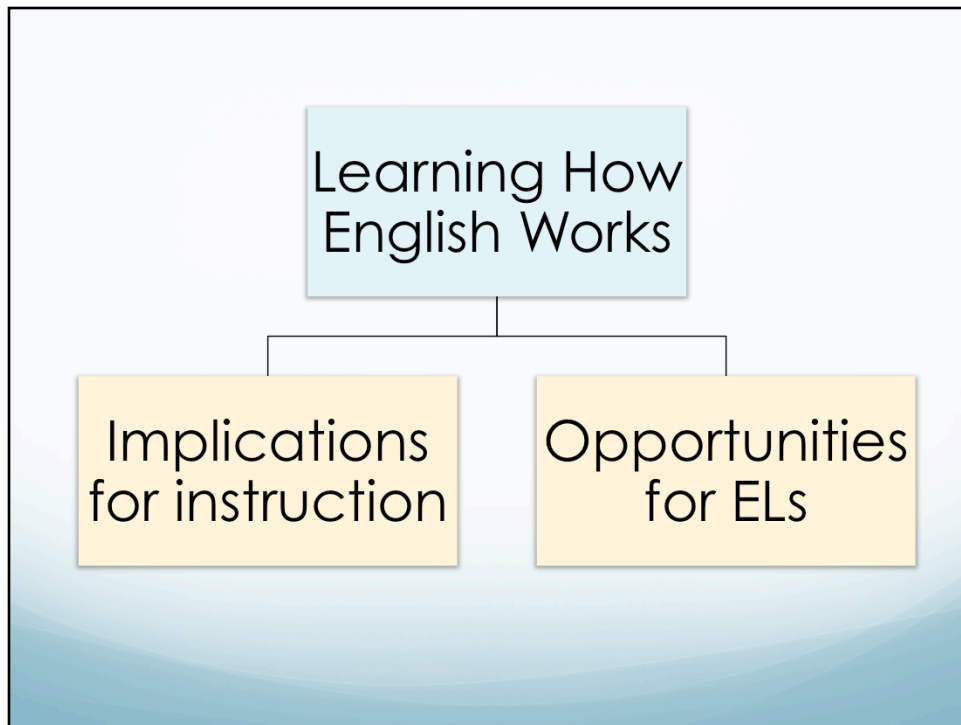
Group 3: The examples are selected based on the reading from pp. 13-15. There are other possible answers. Ask participants to use their readings to explain their selections, when needed.

The head nouns in the noun phrases and prepositional phrases are highlighted in green. The embedded clause and the nominalization example are underlined.

California Department of Education English Language Development Standards for Grade 5	
Section 1: Goal, Critical Principles, and Overview	
<p>Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.</p> <p>Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.</p>	
Part I: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.5.1.6; L.5.1.3.6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.5.4; L.5.1.3.6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.5.1.6; L.5.1.3.6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.5.4-5; SL.5.1.6; L.5.1.3.6
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.5.2-3; L.5.2
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.5.1-7.9-10; RI.5.1-7.9-10; SL.5.2-3; L.5.3.4.6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.5.1.4.6; RI.5.2.6.2; SL.5.3; L.5.3-6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.5.4.6; L.5.1.3.6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.5.1-10; L.5.1-3.6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.5.1.4.8-10; SL.5.4.6; L.5.1-3.6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.5.4-5; SL.5.4.6; L.5.1.3.3-6
California English Language Development Standards for Grade 5—October 5, 2012	
Part II: Learning About How English Works	
A. Structuring Cohesive Texts	Corresponding Common Core State Standards for English Language Arts*
1. Understanding text structure	• RL.5.5; RI.5.5; W.5.1-5; SL.5.4
2. Understanding cohesion	• RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1.3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.5.5; SL.5.6; L.5.1.3.6
4. Using nouns and noun phrase	• W.5.5; SL.5.6; L.5.1.3.6
5. Modifying to add details	• W.5.5; SL.5.4.6; L.5.1.3.6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.5.1-3.5; SL.5.4.6; L.5.1.3.6
7. Condensing ideas	• W.5.1-3.5; SL.5.4.6; L.5.1.3.6
Part III: Using Foundational Literacy Skills	• RF.1-1.1-4; RF.2-5.3-4 (as appropriate)

Why/Purpose: To review the main goal of Part II as it's also interconnected with Part I

How: Main goal is to guide teachers to support ELLs in ways appropriate to their grade level and English language proficiency level to unpack meaning in written and oral texts they encounter across disciplines and to make informed choice about how to use language appropriately.



(2 Min.)

Purpose: Debrief –

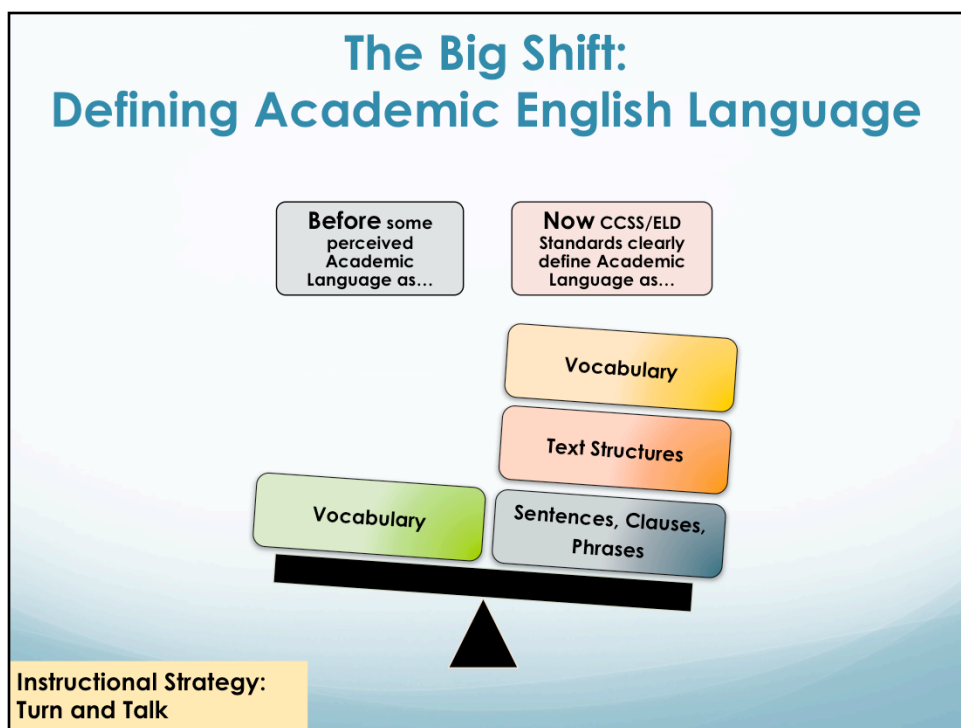
Key points:

Implications for teachers;

- 1 Over the course of the unit, Teachers lead ELs in multiple readings and guide them through multiple layers to understand complex texts across disciplines.
- 2 Teachers will highlight particular language features that are typically found in different text types

Opportunities for ELLs.

- 1 Students engage in collaborative discussions, debate content in texts, analyze and evaluate the meaning of texts, as well as use of various language resources
- 2 At the end of each unit, students will engage in a culminating activity demonstrating how to apply independently disciplinary language resources when presenting their ideas



Slide (1 Minute)

Why/Purpose: To remind participants that the big shift that is called by the New CA ELD Standard

How: Participants will partner up and explain the slide to their elbow partner.

It's important to stress that before CCSS, Academic Language was thought of through the perspective of Vocabulary. Now under the CCSS, Academic Language is much more than just vocabulary. It focuses not only on vocabulary in the text, but how the text is structured. These structured in terms of the clauses, phrases, and whole written and oral texts and how this affects meaning. These pieces need to be broken down and analyzed so students get to that meaning.

Instructional Strategies



Chalk Talk	3-2-1
Turn and Talk	Whole Group Share Out
Line Up	Expert Group/ Home Group
Collaborative Groups	Rally Robin
Chunking The Text	Listening Task
Graphic Organizer	Elbow Partner Discussions
Turn and Talk	
Whole Group Share out	
Use of Visual Media: Videos	

Slide 28: (1 min.)

Why/Purpose: Make the connection for the teachers between the instructional strategies used and experienced during this session and the use of these Instructional strategies in their classroom

How: Read the instructional strategies to the participants. Today we implemented the strategies in bold print.