

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

Purpose/Why: Remind participants that this is the 2nd 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.

Line Up Activity

Decide where you place in a line up from novice to expert



Instructional Strategy:
Line Up Activity

Slides 2-5 (10 minutes). Slide 2 (3 minutes)

Purpose/Why: Engage participants in a **GROUNDING ACTIVITY** in order to start making connections to the learning of the session

How: Let the participants know that they will be standing up and moving around for this Line Up Activity. Let them know that they do not need any writing tools or paper to complete this assignment. They will return back to their seats after this activity. Before asking participants to stand up, let them know the process first. They will see a series of slides with activities. Based on their own self-assessment of where they fall, they will place themselves somewhere in the line up from “novice” to “expert.”

Suggestions: Make two signs that can be located in opposite sides of the room. One sign will read “NOVICE” and the other will read “EXPERT.” Anticipate how the participants will stand up and line up before the participants arrive.

Cooking



Slide 3 (2 minutes)

Purpose/Why: To have participants move and make a connection to the level of scaffolding that is needed for each activity.

How: Shows the picture demonstrating the activity and asks the participants to line up from “novice” to “expert.” Allow the participants to negotiate their place in the line up continuum. Tell the participants to look around and notice the different levels of expertise in the room.

Dancing



Slide 4: (2 minutes)

Purpose/Why: To have participants move and make a connection to the level of scaffolding that is needed for each activity.

How: Shows the picture demonstrating the activity and asks the participants to line up from “novice” to “expert.” Allow the participants to negotiate their place in the line up continuum. Tell the participants to look around and notice the different levels of expertise in the room. Say: “NOTICE how some of you have changed place in the line up. Some may have more expertise in this area than the previous.”

Writing a Research Paper



Slide 5: (2 minutes)

Purpose/ Why: To have participants move and make a connection to the level of scaffolding that is needed for each activity.

How: Shows the picture demonstrating the activity and asks the participants to line up from “novice” to “expert.” Allow the participants to negotiate their place in the line up continuum. Tell the participants to look around and notice the different levels of expertise in the room. NOTICE how some of you have changed place in the line up. Some may have more expertise in this area than the previous. (There will be a direct connect to this activity later on in the session when talking about the importance of appropriate scaffolding).

Ask participants to share out an activity in which they would need more support and the type of support they think they would need.

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 6: (1 minute)

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

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

Objectives

- Discuss and develop an understanding of the Proficiency Levels
- Examine and arrange the progression of the CA ELD Standards

Slide 7: (1 minute)

Purpose/Why: To make participants aware of the objectives for the session

How: Review the 2 bullets with participants

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 8: (2 minutes)

Why/Purpose: The six guiding principles of the EL Master Plan are presented here to remind participants that they serve as a strong statement of values that guide all of our work in serving English Learners (ELs).

How: The facilitator will remind participants of the Six Guiding Principles from the EL Master Plan (pages 2-3) Review guiding principles. Highlight number 1 and 4 as a focus for this session.

Additional Notes: The guiding principles slide must be in every presentation.


District Instructional Priorities



Slide 9 (2 minutes)

Purpose/Why: Highlight that 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.

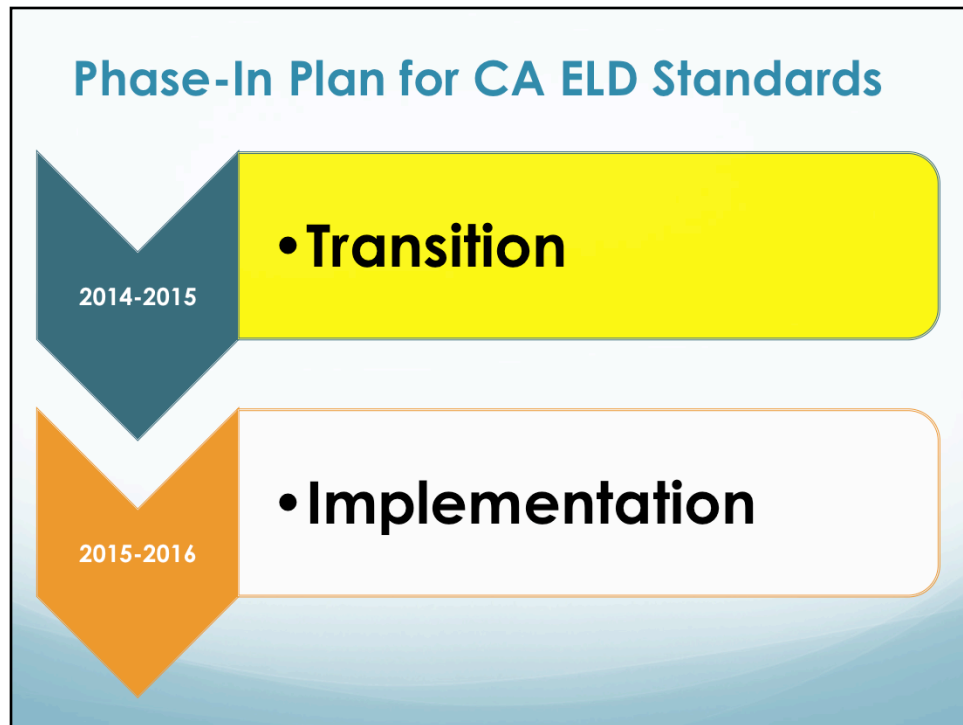
How: Talk to the slides and highlight how the integration of all 3 priorities support LAUSD students with graduating College Prepared and Career Ready.

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: 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 4. Structure and Pacing 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 10: (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.

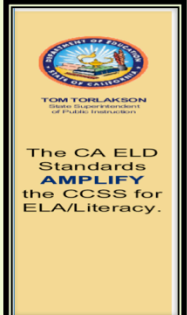


Slide 11: (2 minutes)

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

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.

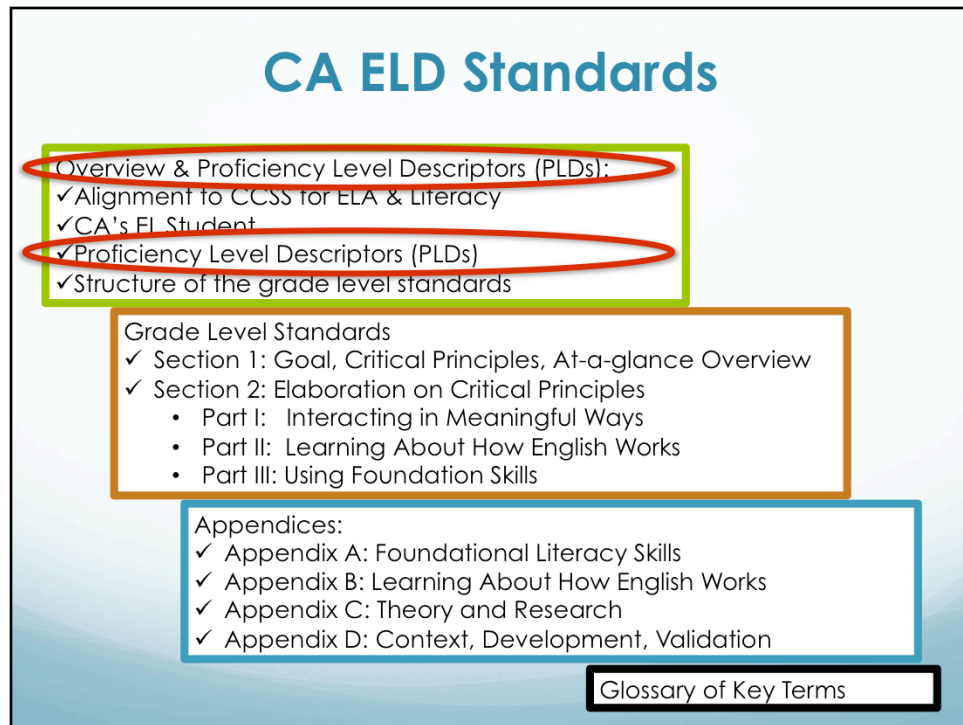
What must students be able to do with language?

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="998 609 1182 934">  </div>

Slide 12 (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.

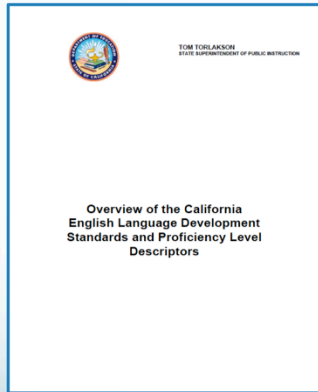


Slide 13 (1 minute)

Purpose/Why: Show the pieces of the document and orient participants to the CA ELD Standards Resources. Today's session will review pieces of the Overview and Proficiency Levels. The first activity will review pieces of the Overview and Proficiency Levels and orient them to the CA ELD Standards Resources.

How: Show the slide, highlight the green box as part of the Overview document which is part of the standards. The next activity will dig into the Proficiency Level Descriptors (ELD Levels).

CA ELD Overview & Proficiency Levels



- Overview of the Proficiency Level Descriptor
 - Read paragraph 1 from page 5
 - Share Out
- Organization of the Proficiency Level Descriptors
 - Tab page 6

Handout

Slide 14 (3 minutes)

Purpose/Why: Ground participants to the ELD Standards book and highlight how it is a resource to inform their practice

How: Identify the section of the ELD Standards book that will be referenced (OVERVIEW OF CELDS & PROFICIENCY LEVELS) in the next section. Have participants locate the pages in their book and tab them. Have participants read ONLY THE FIRST PARAGRAPH of p 5. Have them share out quickly and have them tab p 6.

Proficiency Level Descriptors Overview

- Overall Proficiency: General descriptor of ELs' abilities through the continuum
- Linguistic support varies depending on the linguistic and cognitive demands of tasks

Proficiency Level Descriptors for California English Language Development Standards

Student Capacities	English Language Development: Proficiency Level continuum			
	Emerging	Developing	Expanding	Proficient
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metalinguistic awareness of their language and how it is used and apply it to their learning strategies, to gain second language.	Overall Proficiency English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Overall Proficiency At exit from the Emerging level, students have basic English communication skills in social and academic contexts.	Overall Proficiency As English learners progress through the Expanding level, they move from being able to rephrase learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Overall Proficiency At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.
High Level Proficiency English learners acquire all their age and other students begin to acquire the linguistic demand of it.	English Language Development: Proficiency Level continuum Bridging		Lifelong Language Learning	
	Overall Proficiency As English learners progress through the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts towards being able to refine and enhance their English language competencies in a broader range of contexts.	Overall Proficiency At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Overall Proficiency Students who have reached "proficiency" in the English language as determined by state and/or local criteria continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.	
	General Extent of Support: Light Students at the early stages of the bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support, as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		General Extent of Support: Occasional Students who have exited the bridging level benefit from occasional linguistic support in their ongoing learning of English.	

p. 8-9

Slide 15: (3 minutes)

Purpose/Why: To familiarize participants with the PLDs (PROFICIENCY LEVEL DESCRIPTORS) and to get the gist of the PLDs.

How: Participants scan the document and highlight what stands out. Ask participants to share out in whole group what stood out about the levels of support and the native language (student capacity), and the continuum.

Proficiency Level Descriptors

- Provides three proficiency levels:
 - Emerging, Expanding, and Bridging at early and exit stages
- Describes students' knowledge, skills, and abilities across a continuum, identifying what ELs know and can do

English Language Development: Proficiency Level Continuum				
Mode of Communication		Emerging	Expanding	At and from the Expanding level
	<p>At the early stages of the Emerging level, students are able to:</p> <ul style="list-style-type: none"> express basic personal and social needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases; use basic social conventions to participate in conversations. 	<p>At the early stages of the Expanding level, students are able to:</p> <ul style="list-style-type: none"> express basic personal and social needs, ideas, and respond to questions on social and academic topics with phrases and short sentences; participate in simple, face-to-face conversations with peers and others. 	<p>At the early stages of the Expanding level, students are able to:</p> <ul style="list-style-type: none"> express a variety of personal needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse. 	<p>At and from the Expanding level, students are able to:</p> <ul style="list-style-type: none"> express more complex needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse.
	<p>comprehend frequently occurring words and basic phrases in interactive physical surroundings;</p> <p>read and understand appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures;</p> <p>comprehend familiar words, phrases, and questions drawn from content areas.</p>	<p>comprehend a sequence of information on familiar topics as presented through formal and face-to-face conversations;</p> <p>read and understand appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures;</p> <p>demonstrate understanding of words and phrases from previously learned content material.</p>	<p>comprehend information on familiar topics and on some unfamiliar topics in contextualized settings;</p> <p>read and understand a variety of grade-appropriate text with simple sentences;</p> <p>read more complex text supported by graphics or pictures;</p> <p>comprehend basic concepts in content areas.</p>	<p>comprehend detailed information with focus on academic topics;</p> <p>read and understand complex grade-level text while using an interest and prior knowledge to obtain meaning from print;</p> <p>read technical text on familiar topics supported by pictures or graphics.</p>
	<p>produce learned words and phrases and use gestures to communicate basic information;</p> <p>express ideas using visual aids such as drawings or charts, or graphic organizers; and</p> <p>write or use familiar words and phrases related to vocabulary and academic topics.</p>	<p>produce basic statements and ask questions in direct interpersonal exchanges on familiar and routine subjects;</p> <p>express ideas using information and short responses, with structured contexts; and</p> <p>write or use learned vocabulary drawn from academic content areas.</p>	<p>produce sustained information exchanges with others on an expanding variety of topics;</p> <p>express ideas in highly structured and scaffolded academic contexts; and</p> <p>write or use extended information to provide responses in contextualized settings.</p>	<p>produce, initiate, and sustain spontaneous interactions on a variety of topics; and</p> <p>write and express ideas to meet meaningful and academic needs through the reconstruction of learned vocabulary and structure with support.</p>

p.10-13

Slide 16: (3 minutes)

Purpose/Why: To ground the participants in the documents before they move on to the next activity where they will look at the horizontal level of support within a standard.

How: Facilitator highlights the PLD document, calling out the levels moving from EMERGING to EXPANDING. Call out the ENTRY and EXIT stages. Call out how each section has the descriptions of “WHAT ELs KNOW and CAN DO” by mode. (DO NOT READ EACH BOX).

CA ELD Standards

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

Division of the California English Language Development Standards and Proficiency Level Descriptors

Slides 17-19 (3 minutes for all slides)

Purpose/Why: Show the pieces of the document and orient participants to the CA ELD Standards Resources. The next activity supports an understanding of the progressions of the standards by looking at standards from Part 1 and standards for Part 2.

How: Show the slide, highlight the brown box that review Part1 & Part 2 , then click on the next slides. Slide 18 visually shows Part 1 (Interacting in meaningful ways) and Slide 19 visually shows (How English Works)

ELD Strands

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 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 1: 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 conversations on a range of social and academic topics	• SL.1.1-6; L.1.1-6	
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.1.6; L.1.1-6	
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.1.1-6; L.1.1-6	
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• N/A at Grade 1	
B. Interpretive		
5. Listening actively to spoken English in a range of social and academic contexts	• SL.1.1-3	
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.1.1-7,9,10; RI.1.1-7,9-10; SL.1.2-3; L.1.4,6	
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.1.3-4,6; RI.1.2,6,8; L.1.4-6	
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.1.4-5; RI.1.4; L.1.4-6	
C. Productive		
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.1.4-6; L.1.1-6	
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.1.1-3,5-8; L.1.1-2,6	
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.1.1; SL.1.4,6; L.1.1-2,6	
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.1.5; SL.1.4,6; L.1.1-5-6	

Slide 18 (1 minute)

Purpose/Why: To visually show participants what Part 1 of the standards looks like and set up the vertical progression activity that they will engage in.

How: Click and arrow will appear. Tell participants that today some of them will engage in an activity that will focus on standard 1 from the Collaborative Mode in Part 1: Interacting in Meaningful Ways

ELD Strands

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.1.5; RI.1.5; W.1.1-3.5; SL.1.4
2. Understanding cohesion	• RL.1.5; RI.1.5; W.1.1-3.5; SL.1.4; L.1.1
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.1.5; SL.1.6; L.1.1,
4. Using nouns and noun phrases	• W.1.5; SL.1.6; L.1.1,
5. Modifying to add details	• W.1.5; SL.1.4,6; L.1.1,6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.1.1-3.5; SL.1.4,6; L.1.1,6
7. Condensing ideas	• W.1.1-3.5; SL.1.4,6; L.1.1,6
Part III: Using Foundational Literacy Skills	• RF.K-1.1-4 (as appropriate)

* The California English Language Development Standards correspond to California's Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Slide 19 (1 minute)

Purpose/Why: To visually show participants what Part 2 of the New CA ELD Standards looks like and set up the vertical progression activity that they will engage in.

How: Click and arrow will appear. Tell participants that today some of them will engage in an activity that will focus on standard 1 from the Processes section in Part 2: Learning About How English Works

Vertical Progression

Your task is to arrange the grade level standards in order from K to 12th grade

1. Work with an elbow partner
2. Keep your strips folded
3. Use the "Expanding" Descriptor as your focus/ anchor.
4. To confirm your order, refer to the Emerging or Bridging Proficiency Levels

Mode: Collaborative

Emerging	Expanding	Bridging
1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and...	1. Exchanging information and ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, offering others, adding relevant information, and paraphrasing key ideas.	1. Exchanging information and ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, offering others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

Process: Text Structure

Emerging	Expanding	Bridging
1. Understanding text structure Apply understanding of how text types are organized (e.g., how a story is organized sequentially).	1. Understanding text structure Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially).	1. Understanding text structure Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized sequentially).

Slides 20-21 (12 minutes= 10 minutes for activity, 2 minutes for debrief)

Purpose/Why: To dig into the standards and understand the language within the progression of the standards

How: There are two sets of standards. Collaborative (purple strips) and Text Structures (orange strips)

- Participants are asked to sit in groups of four
- One pair will work with the Collaborative Standards and the other pair with the Text Structure Standards
- Participants will look at the vertical progression of the ELD Standards by manipulating the strips and putting them in order based on key words that show greater level of specification. Recommend to participants to look at the Expanding descriptors as a guide to put the strips in progression. (Ensure that the white section of the strip is folded- the white section has the grade level for the standard and may decrease the rigor of the activity).

Suggestion: Make copies in color to support and differentiate the learning between modes and processes.

Vertical Progression

1. **Before** you unfold your strips, share out your **process** for ordering the strips

2. Now, unfold your strips and look for **patterns and trends**

3. **Share out**

Mode: Collaborative

Part 1, strands 1-4 Corresponding Common Core State Standards for English Language Arts	Emerging	Expanding	Bridging
1. L.1-1.4, L.2-1.4, L.3-1.4, L.4-1.4 2. W.1-1.4, W.2-1.4, W.3-1.4, W.4-1.4 3. R.1-1.4, R.2-1.4, R.3-1.4, R.4-1.4 4. SL.1-1.4, SL.2-1.4, SL.3-1.4, SL.4-1.4	2. Exchanging information and ideas Contribute to conversations and reports/ideas by asking and answering questions.	2. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively.	2. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively.
Part 2, strands 1-4 Corresponding Common Core State Standards for English Language Arts	Emerging	Expanding	Bridging
1. L.1-1.4, L.2-1.4, L.3-1.4, L.4-1.4 2. W.1-1.4, W.2-1.4, W.3-1.4, W.4-1.4 3. R.1-1.4, R.2-1.4, R.3-1.4, R.4-1.4 4. SL.1-1.4, SL.2-1.4, SL.3-1.4, SL.4-1.4	2. Exchanging information and ideas Contribute to conversations and reports/ideas by asking and answering questions.	2. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively.	2. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively.
Part 3, strands 1-4 Corresponding Common Core State Standards for English Language Arts	Emerging	Expanding	Bridging
1. L.1-1.4, L.2-1.4, L.3-1.4, L.4-1.4 2. W.1-1.4, W.2-1.4, W.3-1.4, W.4-1.4 3. R.1-1.4, R.2-1.4, R.3-1.4, R.4-1.4 4. SL.1-1.4, SL.2-1.4, SL.3-1.4, SL.4-1.4	2. Exchanging information and ideas Contribute to conversations and reports/ideas by asking and answering questions.	2. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively.	2. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively.

Process: Text Structure

Part 1, strands 1-4 Corresponding Common Core State Standards for English Language Arts	Emerging	Expanding	Bridging
1. L.1-1.4, L.2-1.4, L.3-1.4, L.4-1.4 2. W.1-1.4, W.2-1.4, W.3-1.4, W.4-1.4 3. R.1-1.4, R.2-1.4, R.3-1.4, R.4-1.4 4. SL.1-1.4, SL.2-1.4, SL.3-1.4, SL.4-1.4	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).
Part 2, strands 1-4 Corresponding Common Core State Standards for English Language Arts	Emerging	Expanding	Bridging
1. L.1-1.4, L.2-1.4, L.3-1.4, L.4-1.4 2. W.1-1.4, W.2-1.4, W.3-1.4, W.4-1.4 3. R.1-1.4, R.2-1.4, R.3-1.4, R.4-1.4 4. SL.1-1.4, SL.2-1.4, SL.3-1.4, SL.4-1.4	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).
Part 3, strands 1-4 Corresponding Common Core State Standards for English Language Arts	Emerging	Expanding	Bridging
1. L.1-1.4, L.2-1.4, L.3-1.4, L.4-1.4 2. W.1-1.4, W.2-1.4, W.3-1.4, W.4-1.4 3. R.1-1.4, R.2-1.4, R.3-1.4, R.4-1.4 4. SL.1-1.4, SL.2-1.4, SL.3-1.4, SL.4-1.4	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).	2. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a process is explained).

Slide 21 (2 minutes)

Purpose/Why: To negotiate meaning and understanding around the standards and the Progression activity

How:

To debrief:

- What patterns and trends did you notice?
- How many strips are there?
- Why do we have 11 strips (K-12)? (grade level standards, but 9/10 and 11/12 are together)
- Point out that some standards are worded the same
- Point out that participants are engaging in the three modes of communication by virtue of this exercise

Vertical Progression

- Find a pair with a different set of standards
- Share patterns and trends
- Think of a lesson from today, what opportunities did you provide your students that addressed these standards?

Instructional Strategy:
Collaborative Groups

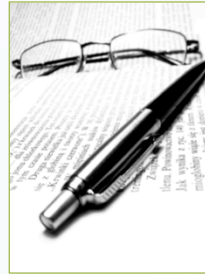
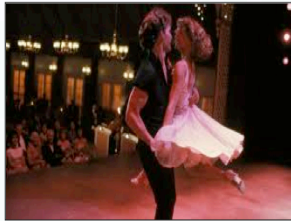


Slide 22- 5 minutes

Why/Purpose: Allow for discussions within quads to make meaning of the standards and gain a deeper understanding of the standards

How: Have the pairs go back to a quad. If teams were able to be in groups of 4 at beginning of activity have them now work with their team members. **Ensure that the pairs with the purple strips share with the pairs with the orange strips.** You may structure the share out, allowing 2 minutes per pair.

A Horizontal Look



What level of support would you need to move through the continuum in an area where you considered yourself to be a novice?

Slide 23 (1 minute)

Purpose/ Why: To have participants make connections to their experience from the beginning of the session and the levels of support of EL students found in the standards.

How: Ask participants the question on the slide and have them do a quick share out. Participants should highlight that they would need practice, guidance, and support to move from novice to expert.

A Horizontal Look

- With your partner read through the first Collaborative Standard
- Highlight the changes that occur horizontally across the continuum
- What did you notice?
- Share out
- Repeat the process for Understanding Text Structure

[illegible]

Slide 24 (5 minutes)

Purpose/Why: To allow participants to see how standards and expectations for students horizontally progress through the proficiency levels for each standard.

How: Participants work with their teams of four to highlight changes in the continuum. Have participants begin with the purple (COLLABORATIVE STRIPS) and then move on to the orange (PROCESSES STRIPS). Allow for discussions between quads

Instructional Strategies

Chalk Talk	3-2-1
Turn and Talk	Whole Group Share Out
Line Up	Chunking The Text
Collaborative Groups	Whole Group Share Out



Slide 25: 1 minutes

Purpose

To share those instructional strategies that were used during the presentation to support classroom instruction.

How

Say, "These instructional moves were used during the presentation to help us process the content. These moves can be used in your classroom to help students process content."

Today we implemented the strategies in bold print.

Reflection



Slide 26