A Coherent Instruction System for English Learners

A GaDOE EL Language Programs’ ESOL Directors’ Munch & Learn

Sept 2, 2020
ESOL Directors’ Munch & Learn Series 2020-2021

- July – EL Entrance Procedures (Presentation: Recording: FAQs)
- August – ESOL Delivery Models & EL/TPCs (Presentation: Recording: Q & A)
- September – WIDA ELD Standards & Resources (Presentation: Recording: Q & A)
- October – MTSS for ELs, EL/SWD, Gifted ELs (Presentation: Recording: Q & A)
- November – Middle School ELs, SLIFE, Newcomers, LTEIs (Presentation: Recording: Q & A)
- December – Assessing ELs (Presentation: Recording: Q & A)
- January – Effective Interventions for ELs (Presentation: Recording: Q & A)
- February – ESOL Teachers Professional Capacity (Presentation: Recording: Q & A)
- March – EL Family & Community Engagement (Presentation: Recording: Q & A)
- April – EL Exit Procedures (Presentation: Recording: Q & A)
- May – EL Program Evaluation (Presentation: Recording: Q & A)
- June – ACCESS Data Literacy (Presentation: Recording: Q & A)
Updates to the ESOL State Board Rule – 30-day public comment


Let’s get involved!
English to Speakers of Other Languages (ESOL)

NEW Resources

WIDA Remote Screener Guidance
- State Guidance Regarding the Identification of English Learners
- Summary of GaDOE Guidance on WIDA Screening Procedures
- FAQs on the New WIDA Remote Screener

Back to School Resources
- EL-TPC Supplemental Guidance - August 2020
- Guiding Questions for the Supervision of EL Programs
- Risk Factors Checklist Tool - English Learners
- ESOL Fall 2020 Newsletter
- Course Application Process for ELs in GA Virtual School

Continuity of Language Learning Resources
- Georgia’s Optional ESOL Distance Learning Plan Template (Fillable)
- USED EL Fact Sheet: Providing Services to ELs during School Closures
- Strategies for Assisting English Learner Students Online
- Online Resources for ESOL Teachers
- CCSSO Compiled List of State Resources for the Education of ELs
- Suggestions for Online ESOL Classes and Activities
- Resources for Parents at Home
- Infographic: ESOL Teacher Strategies for Distance Learning
Lunch Menu Today

Appetizer
Review August Munch & Learn
Federal requirements

Main Course
• ELA
• Math
• Science
• Social Studies
• Georgia Virtual School

Dessert
WIDA PD & Resources
ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students’ progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEAs ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

1. Identify and screen all potential EL students in a timely, valid, and reliable manner.
2. Provide prepared and trained ESOL teachers and staff.
3. Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

Ensure English learners have equal opportunities to participate meaningfully in curricular and extra-curricular activities.

Meet the needs of EL students whose parents opt them out of ESOL.

Avoid unnecessary segregation of EL students (i.e. Sheltered & Pull-out Models).

Ensure meaningful communication with EL parents.
The student is identified as an EL and is placed in an ESOL program….now what?

1. Must ensure ELs participate **meaningfully** in curricular and extra curricular activities
   - Provide access to **core curriculum**
   - Academic deficits incurred while learning English may hinder equal participation.
   - Extra curricular: PreK, magnet, career/technical, counseling, AP, IB, Gifted/talented, online/distance learning, performing/visual arts, athletics, clubs, honor societies

2. Meet the needs of students whose parents waive ESOL.

3. Monitor EL students progress in school.

OCR/DOJ [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](http://www.gadoe.org)
What’s content got to do with it?

*How coherent is instruction for English learners?*

- Planning for quality instruction
- Delivery quality instruction
- Monitoring student progress
- Refining the Instructional System

*School & District Effectiveness website*
Providing ELs Access to English Language Arts

Dr. Breanne Huston
ELA/Literacy Program Manager
Curriculum & Instruction
WHAT WE KNOW

Vocabulary knowledge is the single greatest contributor to reading comprehension and thus a strong predictor of overall academic achievement.

--Kate Kinsella, Isabel Beck, Robert Marzano, Doug Fisher, et. al.
Effective means that students learn the words, use the words, and remember the words.

~Kylene Beers

<table>
<thead>
<tr>
<th>Selecting essential words</th>
<th>Explicitly defining and contextualizing those words</th>
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<tbody>
<tr>
<td>Helping students to actively process the information</td>
<td>Providing multiple exposures to the words</td>
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</table>
Where to Start?

Available for all grade levels

TEACHER GUIDANCE
For teaching the Georgia Standards of Excellence (GSE)

Sample Performance-based/ Standards-based Task(s):
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook which includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating “book cards” that give plot, setting, characters, author, publication details, personal review, and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally, by the end of the year, each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles, and from which to draw recommendations for continued independent reading.

Suggested Key Terms:

<table>
<thead>
<tr>
<th>Literary</th>
<th>Fiction</th>
<th>Informational</th>
<th>Non-Fiction</th>
<th>Genre</th>
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<tr>
<td>Claim</td>
<td>Plot</td>
<td>Setting</td>
<td>Character</td>
<td>Analysis</td>
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<td>Annotation</td>
<td>Evidence</td>
<td>Intercene</td>
<td>Summary</td>
<td>Prosody</td>
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Georgia Department of Education
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Driving Practices & Unified Skillsets for ELA

This document contains holistic, standards-based skillsets for grades K-12. These unified skillsets support specific driving practices that are integral parts of meaningful and purposeful learning in English language arts.

Grades 4-5

4-5 Unified Skillset:
- Build the stamina and skills to read widely and deeply from a range of challenging fiction, informational texts, and other materials.
- Build knowledge about subjects through informal research projects and respond analytically to literary and informational sources in other content areas.
- Learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning.
- Solidify essential language skills (roots, prefixes, suffixes) that are used to analyze the meanings of complex words.
- Explain what books say—both explicitly and what is implied from its details.
- Write effective summaries, book reports, essays, and descriptions of characters or events.

Driving Practice: Acquire and Use Vocabulary.
L.4: Word Meanings
L.5: Nuances in Meaning
L.6: Academic Disciplinary Vocabulary

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<thead>
<tr>
<th>4th Grade</th>
<th>5th Grade</th>
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<tbody>
<tr>
<td>ELA.GSE.4.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>ELA.GSE.5.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</td>
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<tr>
<td>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
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<td>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</td>
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<tr>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
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<tr>
<th>4th Grade</th>
<th>5th Grade</th>
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<tbody>
<tr>
<td>ELA.GSE.4.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>ELA.GSE.5.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td>a. Interpret figurative language, including similes and metaphors, in context.</td>
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<tr>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
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<tr>
<td>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
</tr>
</tbody>
</table>
Resources for Distance Learning

ELA Remote Learning Plans

Distance Learning Guides

Georgia Virtual Learning
Shared Content for ELA
GPB Resources

Georgia Home Classroom

Getting Ready for K-3

Getting Ready for K - 3
Current Professional Learning Opportunities for English Teachers
Georgia Writes
Changing the World One Word at a Time

Connect:
georgiawrites.org
georgiawriters1@gmail.com
@georgiawrites1
@writesgeorgia

Alan Maxion
Life During the Coronavirus Outbreak

Andi Nguyen
I Was of Three Minds

Charlie m.

Jack Sakers
Things with Power

Nelander Taylor
The Story of Lilac Village

Carson A.
Dead in the Castle

John LetMaster
13 Ways

Mary Erin
The Mast Feels Tight
Professional Learning Courses

<table>
<thead>
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<th>Currently Available</th>
<th>Coming Soon</th>
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<tbody>
<tr>
<td>L4GA Pathway</td>
<td>Growing Great Writers (GaWP)</td>
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<tr>
<td>Understanding Vocabulary Instruction</td>
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<tr>
<td>*Dramatic Writing Course</td>
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http://www.galearns.org/
Upcoming Professional Learning Opportunities

Deep Dive into Dyslexia
- Invited Guest:
  - Dr. Nora Schlesinger, KSU

The Whole Child and Reading Difficulties
- Invited Guest:
  - Dr. Julie Washington, GSU
Six Tools for Student Engagement with Cris Tovani

- **Part 1:** September 10: Topic: What Makes Learning Compelling?
- **Part 2:** September 24: Time: Planning for Students to do the Work
- **Part 3:** October 5: Targets: What Do We Want Students to Know and Be Able to Do?
- **Part 4:** October 22: Tasks: How Do We Know What Students Know and Need?
- **Part 5:** November 5: Texts: Using a Variety of Text Structures & Reading Levels so Students Can Access Content
- **Part 6:** November 19: Tending: What Do Students Need to Stay Engaged?

Register Here
Email: bhuston@doe.k12.ga.us
Additional ELA Professional Learning

- Creating Powerful Spaces for Writing
- So You Want to Involve Parents? (K-5)
- Inventive and Conventional Spelling (P-1)
- Planning Your Writing Mini Lessons
- Designing Genre Studies for Writing
- Using Picture Books to Teach Writing

Email: bhuston@doe.k12.ga.us
What’s Your Story? Podcast Series
Where Can I Find These Resources?
ELA Team

Breanne Huston, ELA Program Manager
bhuston@doe.k12.ga.us

Franeka Colley, Special Education Content Integration Specialist
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Anisha Donald, Elementary Program Specialist
adonald@doe.k12.ga.us

Follow us:
@GaDOEELA
GADOE Mathematics Resources

Providing ELs Access to Mathematics

Dr. Lya Snell
Mathematics Program Manager
Curriculum & Instruction
2020 Guides for Effective Mathematics Instruction

Created to support schools during the COVID-19 pandemic, these mathematics toolkits provide Georgia’s teachers and leaders with strategies to identify gaps in learning and evidence-based practices to address the identified gaps.

Click this icon for the grade level or course toolkit which includes an example diagnostic assessment, evidence-based practices, and a sample learning plan.

Click this icon for the grade level or course exemplar learning plan that models synchronous, asynchronous, and offline strategies to address learning gaps.
NEW Resources

Back-to-School Resources

This toolkit was created for each grade level and course to support mathematics classroom teachers with the implementation of best practices in the remote learning environment. This was specifically created to support teaching professionals during the 2020 COVID-19 era.
NEW Resources

Distance Learning Resources

Sample learning plans with exemplar diagnostic assessments, evidence-based practices, resources, plugged and unplugged activities, and ideas for differentiation and acceleration for each grade and course.
# Over 1300 Curated K-12 Remote Learning Resources

<table>
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<tr>
<th>Introduction</th>
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<td>Kindergarten</td>
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<td>3rd Grade</td>
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<td>6th Grade</td>
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<td>Coordinate Algebra</td>
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<td>Geometry</td>
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<td>Calculus-Based HS Courses</td>
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**Additional Teacher Resources**
### Evidence-Based Practices Overview

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<th>Evidence-Based, Research-Based Practices</th>
<th>Increase Engagement</th>
<th>Integrated Framework</th>
<th>Contextualized Learning</th>
<th>Modeling with Mathematics</th>
<th>Math Talks</th>
<th>Patient Problem-Solving</th>
<th>Mindset</th>
<th>Conceptual Understanding</th>
<th>Numeracy Development</th>
<th>Productive Discussions</th>
<th>Critical Thinking</th>
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<td>Computational Thinking and Computational Literacy</td>
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<td>Numberless Word Problems</td>
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<td>Patient Problem-Solving</td>
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<td>Pattern Talks</td>
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<td>Positive Mathematical Mindsets and Productive Struggle</td>
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### Evidence-Based, Research-Based
Planning for Quality Instruction

- Engage
- Explore
- Apply
- Reflect

Synchronous
Asynchronous
Unplugged/offline
Where can I find these resources?

The content integration webpage contains all these resources that we have been discussing today.

Integrated Instructional Supports for All Students

*Integrated Instructional Supports for All Students* provides resources for students, families, and teachers curated and developed by our Curriculum and Instruction Content Integration Specialists. A dedicated team member in each content area works with our Special Education Services and Supports to inform and coordinate efforts as we strive to educate the Whole Child.

Contact Information

Franeka Colley
Content Integration Specialist
English Language Arts
Equity Instructional Planning Look-For Document

- This document is to assist teachers in evaluating their lessons for equity during the planning process.
- This document can be found in the Teacher Resource Link (TRL) essential tool kit in the need to know bucket.
- It can also be found at the following link [Look Fors document](#).

### Key Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Content Standards</strong></td>
<td>This lesson aligns to the Georgia Standards of Excellence.</td>
</tr>
<tr>
<td><strong>Teacher Look For</strong></td>
<td>This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).</td>
</tr>
<tr>
<td><strong>Student Supports</strong></td>
<td>All our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence.</td>
</tr>
<tr>
<td><strong>Multiple Modalities</strong></td>
<td>Present materials in multiple ways. This could include using artifacts, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry.</td>
</tr>
<tr>
<td><strong>Coherent Instruction</strong></td>
<td>The students should be able to show their knowledge in multiple formats. Some of these formats could include writing, verbally explaining, discussion, creating a plot, drawing or creating a presentation.</td>
</tr>
<tr>
<td><strong>Individualized Education Program</strong></td>
<td>This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom. The accommodations that are laid out by the IEP are required by federal law and the IEP committee has determined that the student requires this accommodation to be successful in the general education classroom. Make sure to add in any accommodations that are required by each student’s IEP before proceeding.</td>
</tr>
</tbody>
</table>

The above table outlines the key areas covered in the Equity Instructional Planning Look-For Document, highlighting the importance of addressing equity in the planning process for educators in Georgia.
GADOE Mathematics PL
Remote Learning Chats (RLCs)
Remote Learning Chats (RLCs)

**2020 Remote Learning Chats**

NEW 2020 Remote Learning Chats

Starting the School Year: Developing Strong Relationships While Teaching Mathematics Conceptually

Click on the links below to view the Recordings and Presentations:

- K-5 RLC Starting the School Year
- K-5 RLC Starting the School Year Slide Deck
- 6-8 RLC Starting the School Year
- 6-8 RLC Starting the School Year Slide Deck
- High School RLC Starting the School Year
- High School RLC Starting the School Year Slide Deck

Mathematics Content Professional Learning

Click on the links below to view the Recordings and Content Presented:

- K-2 RLC Mathematics Content
- K-2 RLC Mathematics Content Slide Deck
- 3-5 RLC Mathematics Content Slide Deck
- 6-8 RLC Mathematics Content
- 6-8 Mathematics Content Slide Deck
- High School RLC Mathematics Content
- High School RLC Mathematics Content Slide Deck
NEW

Mathematics Professional Learning Modules - On-Demand PL for Teachers

- 6 new modules for K-5
Providing ELs Access to Science

Amanda Buice,
Science Program Manager
Curriculum & Instruction

Offering a holistic education to each and every child in our state.
Science

Building Professional Capacity

- Phenomenal Friday Events
  - Designing Phenomena for Distance Learning for All Students
  - Reading, Writing, & Science: The Perfect Combination
  - Science and the English Learner

- Additional Recorded On-Demand Session
  - Virtual Supports for Struggling Learners
  - Citizen Science: Opportunities to Engage Students with Real Science In & Beyond the Classroom
  - And MORE

- T&L PL FALL Catalog

- Series on Reading, Writing & Science: Sentence Frames for Reading, Writing, and Forming Science Knowledge: For Elementary School and ESOL Teachers
Science

Building Professional Capacity

• **NEW** in October *Virtual Professional Learning Communities for Teachers* - send a blank email to one or more of the following email addresses below:
  
  • Science K-5:
  • [join-science-k-5@list.doe.k12.ga.us](mailto:join-science-k-5@list.doe.k12.ga.us)
  • Science 6-8:
  • [join-science-6-8@list.doe.k12.ga.us](mailto:join-science-6-8@list.doe.k12.ga.us)
  • Science 9-12:
  • [join-science-9-12@list.doe.k12.ga.us](mailto:join-science-9-12@list.doe.k12.ga.us)
Science

Coherent Instruction

• Remote Learning Plans (located at GPB, Georgiastandards.org, and the TRL Essential Toolkit)
  • K-5
  • 6-8
    • Biology, Chemistry, Environmental Science, Physical Science, and Physics
• [Sample Learning Menu Strategies for K-12 Science](#)
• [Equity Instructional Planning Look Fors](#)
• [Self-Reflection Checklists](#) (for students)
• Sample instructional segments, templates, color-coded standards, phenomenon cards, and more on the [TRL Essential Toolkit](#)
Science

• Family Engagement
  • Remote Learning Plans Specifically Address (GPB GA Home Classroom)
    • K-5 includes “Dear Parent Letters”
  • Science Support for Families During School Closures
Providing ELs Access to Social Studies… what you do for the rest of your life

Joy Hatcher
Social Studies Program Manager
Curriculum & Instruction
Building Fluency in All Learning

Sample Instructional Activities/Assessments

Getting Aggressive

Description –
1. See the European Map in the PowerPoint that displays areas occupied by Germany. Have students use the attached image analysis sheets to make some observations and inferences. The analysis sheet follows this activity.
2. Next display the chart that shows the countries that Germany occupied during WWII. Have the students answer the chart analysis questions to make some observations and inferences. The chart is located below.
3. Ask students to make predictions about why Germany may have wanted to take over and occupy European countries.
4. Chart the answers and discuss pair/share in small or whole group.
5. If no student has given an answer about anger from the Treaty of Versailles, review part of the terms of the Treaty of Versailles (Germany had to take the blame for WWII, had to repay countries for the war, had restrictions of their military) and how that made Germans feel and how that may make them feel towards other countries.
6. Tell them that a government party in Germany led by a man made the following promises. Display the promises PowerPoint slide.
7. Ask students why the German people might support a party and man who made these promises.
8. Ask students if any of them know the name of the German government party or the man who led them during WWII. Get answers and then display the next slide with the answer. PowerPoint slide of Hitler.
9. Tell students that they are going to look at another map and make some observations and inferences. Show the map of Japan and the countries it began to occupy on the PowerPoint slide.
10. Have students write their observations and inferences using the analysis sheet.
11. Ask the following question to wrap up the lesson: With Germany and Japan starting to occupy other countries, what should the U.S. do? Give reasons for your answer.
12. Have students share their answers with one another.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to answer the questions on their own, it would be best to let them do this independently.

https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx
Resources to Support Content Knowledge

- Teacher Notes
- Teacher Content Tutorial Videos

**SSUSH1** – Compare and Contrast the development of English settlement and colonization during the 17th century.

b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

The Southern Colonies included Virginia, Maryland, Caroline (which eventually split into North Carolina and South Carolina), and Georgia. The location of the Southern Colonies, with the region’s rich soil and long growing season, fostered the development of strong agricultural producing colonies. Deep rivers and the distance of the fall line from the coast meant that inland farmers were able to ship tobacco, indigo, corn, and rice directly from their farms to European markets. The economic development of the Southern Colonies reflected this geological line. Subsistence family farms tended to develop north of the fall line. These farms grew primarily what the family needed along with a small cash crop used to purchase or barter for goods such as salt, gunpowder, lead, and iron tools. Commercial cash crops tended to develop south of the fall line and grew primarily high yield, labor intensive cash crops such as rice, tobacco, and indigo. As a result, slave labor was more common south of the fall line while less common north of the same line.

Relations with American Indians in the Southern Colonies began somewhat as a peaceful coexistence. As more English colonists began to arrive and encroach further into native lands, the relationship became more violent. The complexity of the interactions with American Indians in the Southern Colonies grew as the region’s economic development grew. Once large scale cash crops of tobacco, rice, and indigo proved highly profitable in the mercantilist system, more colonists arrived seeking economic opportunity. The growing English population in the Southern Colonies required more of the American Indians’ land for crop cultivation, which fueled increased tension between the groups.

Teachers may choose to use the following content concerning the development of specific Southern Colonies as examples to frame the components of this element for students. However, students are not responsible for the specific information that follows.
Resources to Support Inquiry Based Instruction
Unplugged variation — Have students illustrate a one-page visual journal entry answering the essential question: There’s Water, Water, Everywhere — What’s the problem? The journal entry must:

- Tell a story of the causes of global water insecurity
- Describe the MOST important problem (and explanation of why it is more important that other issues)
- Organize the information in a way that is easy to follow
- Include supporting visuals
- Contain information for taking informed action: what can I/we do?

Opportunities for Extension: Mapping Informed Action: Using geographic information system software students can create maps of water issues in their communities, districts, state, and/or nation.

- CDC Water-related Environmental Tracking https://www.cdc.gov/healthywater/statistics/environmentalindex.html
- CDC Drinking Water Week https://www.cdc.gov/healthywater/observances/dww.html
- EPA Water Data Tools https://www.epa.gov/waterdata

Student Learning Supports

Idea for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, creating illustrations, annotating maps, etc.
- Consider reading research materials to students or copying materials into a Word document to allow that students may use the "read aloud" feature.

- All of the videos on TED and YouTube have a CC feature for students that may need the text and two of the TED videos have printable transcripts in over 30 languages.
Virtual Learning Communities

Grade Level/Course Specific Professional Learning with Virtual Specialists — Introducing a new FREE online professional learning community exclusively for Georgia educators. The Georgia DOE has created course and grade level specific Professional Learning Communities, led by Virtual Specialists, where educators from across the state can connect with each other to share experiences, resources, lesson plans, and instructional activities.

- Join GaDOE Social Studies PLC’s on edWeb
- View the schedule for monthly webinars by grade level and course

Professional Learning Video Series

Everyday Inquiry in Elementary Social Studies

In the Everyday Inquiry in Elementary Social Studies video series, teachers share inspiration and direction for how elementary teachers infuse their social studies instruction with the elements of inquiry. Think it can’t be done? Check out examples from 1st, 3rd, 4th, and 5th grades that show engaged students doing the work of historians, geographers, economists, and political scientists. Watch how the teacher's role has evolved with the shift to inquiry and hear from leaders why they support this shift.

Social Studies Labs with Bruce Lesh

In the Social Studies Labs with Bruce Lesh video series, Bruce Lesh, author of the book Why Won’t You Just Tell Us the Answer, shares research on historical inquiry, breaks down the process of thinking like a historian, and then models an inquiry lesson.

Marrying Social Studies and ELA: The Inquiry Method

*Many Social Studies and ELA Inquiry Method video series, educators explore the benefits of inquiry-based strategies that dynamically blend...
Synchronous Virtual Workshops

Virtual Workshops Tailored to District/RESA Request

Email jwood@doe.k12.ga.us
### Partnering with GCSS to support Literacy Integration

**Virtual Events for Members**

**https://gcss.net/**
Providing ELs Access to GA Virtual School

Joyce Bearden
Director of Knowledge and Resource Management
GaDOE Technology Services

Christina Hernández
Special Needs Specialist
GA Virtual School
Georgia Virtual Offerings

Schools and Students Choose GaVS for...
- Course availability and scheduling options in a teacher-led model
- A flexible and supportive learning environment
- Technology and accessibility tools to offer innovative approaches to learning
- Accommodations for special needs

Fall 2020 Registration is open through Sept. 24

Course Specific Webinars & PD courses:
- Digital Learning Days
- Synchronous Learning
- Special Needs
- Effective Online Teaching
- Customized Learning in the Online Classroom

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
### Getting Started…Helpful Tips

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<th>Identify ELs and provide documentation</th>
<th>Request an observer account</th>
<th>Ensure ongoing communication/collaboration</th>
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<td>1</td>
<td>Establish a process in your district to support the GaVS facilitator to identify ELs during the registration process. Provide Access Test scores, EL/TPC, and the English Development Plan to GaVS facilitators to upload to the GaVS system.</td>
<td>GaVS can provide local school ESOL teachers with GaVS system access to closely monitor student progress and support the student as needed.</td>
<td>Communication between the local school and the GaVS special needs team member and content area teachers throughout the semester is key.</td>
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What Supports Can GaVS Provide?

Examples of Accommodations:
- Extended time on tests/quizzes
- Extended time on assignments
- Reduce coursework
- Break larger assignments into smaller parts
- Key terms/unit vocabulary lists
- Self-check, study, and review materials are available throughout the course content
- Regular communication with the students, parents, and local school facilitator
- Parent and local school access to student progress
- Allow the use of audio books

Features naturally integrated into GaVS course content/LMS:
- Content presented in a variety of formats and available 24/7
- Preview course material/content
- Due dates provided for the entire semester
- Ability to record audio/video for various assignments
- Integrate/utilize operating system, Microsoft 0365 and other accessibility tools, such as:
  - Text-to-speech
  - Dictation (speech-to-text)
  - Translation features
  - Spelling/grammar checks
  - MS Immersive Reader
What to Consider Before Enrolling

1. Necessary supports
   • Consider the level of ESOL support the student will require in the specific course(s)/subject area(s) they are being enrolled into online to ensure appropriate placement.

2. Access to technology and internet
   • Does the student have access to a device and reliable internet service?

3. Online Readiness
   • Does the student have the basic technology skills necessary to navigate the computer and online environment independently?
Educating Georgia’s Future by graduating students who are ready to learn, ready to live, and ready to lead.

WIDA Professional Learning and Resources

Dr. Ariana Magee
Dr. Jacqueline C. Ellis
Professional Learning Specialists
ESOL and Title III State Activities
WIDA eWorkshops Available September 1, 2020

**WIDA Writing Rubric**
Supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. For 1-12 ESL and classroom teachers.
*Time to complete: 10 hours*

**Doing and Talking STEM**
Supports educators as they interact with the resources introduced on the Doing and Talking Math and Science website, which was developed by WIDA researchers. For K-12 science, math, and ESL teachers.
*Time to complete: 6 hours*

**Classroom Teachers: Engaging Multilingual Newcomers**
Explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the U.S. or who are new to U.S. schools. For K-12 classroom teachers.
*Time to complete: 2 hours*

**Leading for Equity: Classroom Walkthrough**
Introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners. For K-12 school leaders.
*Time to complete: 2 hours*

**Social Studies: Engaging Multilingual Learners through Inquiry**
Focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies.
For K-12 social studies teachers and ESL teachers.
*Time to complete: 3-4 hours*

**Developing Language for Learning in Mathematics**
Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. For K-12 math and ESL teachers.
*Time to complete: 4 hours*
Coming soon!

eWorkshops Available Winter 2021

School Improvement Planning for Equitable Education of Multilingual Learners
Introduces leadership principles and practices to provide equitable educational opportunities for multilingual learners, based on a distributive leadership model. For any K-12 school leader. Time to complete: 6-8 hours

Engaging with the WIDA Standards: A Collaborative Approach
Explores ways to use the WIDA ELD Standards, 2020 Edition to support multilingual learners' achievement and language development. For K-12 educators. Time to complete: 4 hours

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Don’t have a WIDA Secure Portal Account?

- Contact your local school system’s ESOL Coordinator and request a login/password to the WIDA Portal eLearning Center

ESOL Professional Learning Webpage
Crosswalk WIDA Resources
TO TEACH GEORGIA STANDARDS

How will crosswalking WIDA Resources support Georgia K-12 learners at various stages of language development across content areas?

Federal Programs, in collaboration with Curriculum & Instruction, are set to launch a standards-to-standards crosswalk of the WIDA English Language Development Standards (ELDS) to the Georgia Standards of Excellence.

- WIDA - a consortium that provides language development standards, assessments and resources, highlighted in the Core-Des Descriptions, Key Useful Edition.
- OpenSoft - a repository for Georgia Standards of Excellence, categorized by clusters, domains, and content standards.
- CASE - a machine-readable format to manage and publish competency frameworks allowing the exchange of new global technical standards.
- SLDS - a secure single sign-on for Georgia educators to view crosswalks and gain access to student data

If you have questions, please contact ELPrograms@doe.k12.ga.us

COMING SOON
CROSSWALK WIDA RESOURCES to teach Georgia standards
From WIDA ACCESS Test Results to TRL Resources Linked to GSE Standards
New WIDA English Language Development (ELD) Standards, 2020 Edition

What’s staying the same?

• 5 English Language Development Standard Statements
• 6 Levels of English Language Proficiency (ELP)
• Grade-Level Clusters: K, 1, 2-3, 4-5, 6-8, 9-12
• Key Language Uses
• Features of Academic Language

What’s new?

• Key Language Uses - Narrate, Inform, Explain, Argue
• Interpretive & Expressive Communication Modes
• Language Expectations – goals for content-driven language learning (coded for easy reference)
• Proficiency Level Descriptors – what ELs can process & produce at each proficiency level
  • Language Functions & Features
  • Annotated Language Samples
  • Curricular Resources
Supporting Learning Environment for English Learners: MTSS, Rtl EL/SWD, Gifted, EIP, REP

See you next month at the October 7th Munch & Learn!
EL Language Programs Help Desk

ESOL Questions & Support
678-794-3695
Email:
ELPrograms@doe.k12.ga.us
Q & A Time – Again!