ESOL Directors’ Munch & Learn 2021-2022 Series

Making Language Visible for English Learners in English Language Arts

Best Practices for School & District Leaders!
February 9, 2022
Today’s Menu:

**Appetizer** - Access to core curriculum: The language of ELA

**Main Course**
- ELA and ELD
- How can content teachers make language visible?
- How can ESOL teachers make language visible?

**Dessert** - Resources for teachers
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.

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

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

Provide EL students with an educationally sound and successful ESOL Program.

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Provide prepared and trained ESOL teachers and staff.

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

Ensure meaningful communication with EL parents.

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.

ACCESS to Core Curriculum: ELA

DOJ/OCR January 2015 Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents
## Connecting to Prior Knowledge

<table>
<thead>
<tr>
<th>3 D Science</th>
<th>Social Studies</th>
<th>Mathematics</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A story told in 3 dimensions –</strong></td>
<td>1. Connecting Themes</td>
<td><strong>Standards of Mathematical Practice</strong> (8)</td>
<td></td>
</tr>
<tr>
<td>2. Core Disciplinary Ideas</td>
<td>3. Disciplinary thinking</td>
<td>• Which one doesn’t belong?</td>
<td></td>
</tr>
<tr>
<td>3. Crosscutting Concepts</td>
<td>• SWIRL</td>
<td>• Visual patterns</td>
<td></td>
</tr>
<tr>
<td><strong>Phenomenon:</strong></td>
<td>• Juicy sentences</td>
<td>• Open Middle</td>
<td></td>
</tr>
<tr>
<td><em>Ask, Explain, Argue, Model</em></td>
<td>• Visuals</td>
<td>• 3-Act Tasks</td>
<td></td>
</tr>
</tbody>
</table>

**Key Language Uses:**
- Explain – Inform - Argue
Making Language Visible in ELA through ELD!

Teaching the academic English associated with Georgia’s Standards of Excellence for ELA, K-12
ELA Standards & Courses
### Georgia’s ELA Standards by Domains & Strands

<table>
<thead>
<tr>
<th>Listening &amp; Speaking (LS)</th>
<th>Language (L)</th>
<th>Reading Foundational Skills (RF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comprehension &amp; collaboration</td>
<td>• Conventions of standard English</td>
<td>• Print Concepts</td>
</tr>
<tr>
<td>• Presentation of knowledge &amp; ideas</td>
<td>• Knowledge of language</td>
<td>• Phonological awareness</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary acquisition &amp; use</td>
<td>• Phonics &amp; word recognition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fluency</td>
</tr>
</tbody>
</table>

**Reading Literary (RL) & Reading Informational (RI)**

- Key ideas & details
- Craft & structure
- Integration of knowledge & ideas
- Range of reading / text complexity

**Writing (W)**

- Text types & purposes
- Production / distribution
- Research / present knowledge
- Range of Writing
### What ESOL delivery models could we use to develop academic English in ELA?

<table>
<thead>
<tr>
<th></th>
<th>Push-In to ELA (Collaborative)</th>
<th>Sheltered ELA (and at a Newcomer Program)</th>
<th>Scheduled ESOL with ELA Focus (and at a Newcomer Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>23.xxxxxx</td>
<td>23.xxxxxx</td>
<td>55.xxxxxx (Elective)</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>ELA &amp; ESOL teacher</td>
<td>Only ESOL endorsed content teacher</td>
<td>Only ESOL teacher</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Both ELs and Non-ELs</td>
<td>Only ELs</td>
<td>Only ELs</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>GSE ELA &amp; WIDA ELDS ELA</td>
<td>GSE ELA &amp; WIDA ELDS ELA</td>
<td>GSE ELA &amp; WIDA ELDS ELA</td>
</tr>
<tr>
<td><strong>Common Reporting Errors</strong></td>
<td>Reported as a 55.XXX course or without the additional teacher</td>
<td>Reported as a 55.XX course</td>
<td>Reported as a 23.xxxx course</td>
</tr>
</tbody>
</table>
### Number of English Learners Reported in ELA as ESOL, October 2021 FTE

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Number of ELs</th>
<th>ELs Scheduled in ELA / ESOL</th>
<th>Share of ELs in ELA / ESOL</th>
<th>Share of ELs in Mathematics /ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 5 Elementary</td>
<td>84,655</td>
<td>50,466</td>
<td>60%</td>
<td>6%</td>
</tr>
<tr>
<td>6-8 Middle School</td>
<td>26,445</td>
<td>12,528</td>
<td>47%</td>
<td>18%</td>
</tr>
<tr>
<td>9-12 High School</td>
<td>22,655</td>
<td>13,520</td>
<td>60%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>133,755</strong></td>
<td><strong>76,514</strong></td>
<td><strong>57%</strong></td>
<td><strong>13%</strong></td>
</tr>
</tbody>
</table>
Number of ELs Scheduled in Gr. K-5 ELA by ESOL Delivery Model, October 2021 FTE

- Innovative (6): 27,631
- Push-In/Collaborative (2): 22,043
- Pull-Out (1): 6,488
- DLI (9): 2,628
- Sheltered Content (8): 1,469
Number of ELs Scheduled in Gr. 6-8 ELA by ESOL Delivery Model, October 2021 FTE
ESOL/ELA Courses, Grades 9-12
Communication Skills I & II (55.02110)

• **Standards:** WIDA English Language Development Standards Framework, Grade Cluster 9-12 and Georgia Standards of Excellence, Grades 9-12

• **Description:** Drawing from the WIDA English Language Development (ELD) Standards Framework, this course is designed to increase English learners’ (ELs) social and instructional English language proficiency in listening, speaking, reading, writing, and viewing in the word, sentence, and discourse dimensions.

• **Purpose:** This course can be used to prepare newly arrived EL students for high school ELA courses by introducing the Georgia Standards of Excellence for English Language Arts (ELA), 9-12: Reading Literacy texts, Reading Informational texts, Writing, Speaking, Listening, and Language conventions.

• **Focus:** WIDA’s Key Language Uses (narrate, inform, explain, argue) for social and instructional purposes, Language Expectations for interpreting and expressing in English, and Language Features as resources to carry out Language Functions or common language patterns of English language

• **Suggested ELP Levels:** WIDA Overall Composite Proficiency Level (CPL) 1-2

• **Credit:** Elective
ESOL/ELA Courses, Grades 9-12
Reading & Listening in Content Areas (55.02300)

• Standards: WIDA English Language Development Standards, Grade Cluster 9-12 and Georgia Standards of Excellence, Grades 9-12

• Description: This course supports all high school content courses by focusing on English learners' (ELs) comprehension of written English text and developing the interpretive skills of listening and reading as outlined in each content course associated with the Georgia Standards of Excellence, 9-12.

• Purpose: Drawing from the WIDA English Language Development (ELD) Standards Framework, the course teaches students how to understand and interpret through listening and reading common patterns of language to narrate, inform, explain, and argue in language arts, mathematics, science, and social studies.

• Focus: The course addresses students’ language development as outlined in WIDA’s Grades 9-12 Language Proficiency Level Descriptors

• Suggested ELP Levels: WIDA Overall Composite Proficiency Level (CPL) 2-3

• Credit: Elective
ESOL/ELA Courses, Grades 9-12
Oral Communication in the Content Areas (55.02400)

- **Standards:** WIDA English Language Development Standards, Grade Cluster 9-12 and Georgia Standards of Excellence, Grades 9-12
- **Description:** This course supports all high school content courses by focusing on English learners' (ELs) comprehension of English and development of the interpretive skill of listening and the expressive skill of speaking as expected in each content course associated with the Georgia Standards of Excellence, 9-12
- **Purpose:** Drawing from the WIDA English Language Development (ELD) Standards Framework, this course teaches students how to understand and use common patterns of language to *narrate, inform, explain,* and *argue* in language arts, mathematics, science, and social studies
- **Focus:** The course addresses students’ language development as outlined in WIDA’s Grades 9-12 Language Proficiency Level Descriptors
- **Suggested ELP Levels:** WIDA Overall Composite Proficiency Level (CPL) 2-3
- **Credit:** Elective
ESOL/ELA Courses, Grades 9-12
Writing in the Content Areas (55.02500)

• **Standards:** WIDA *English Language Development Standards, Grade Cluster 9-12* and *Georgia Standards of Excellence, Grades 9-12*

• **Description:** This course supports all high school content courses by teaching English learners (ELs) how to write across the themes and content associated with the Georgia Standards of Excellence, for English language arts, mathematics, science, and social studies, 9-12

• **Purpose:** Drawing from the WIDA English Language Development (ELD) Standards Framework, this course teaches students to write in each discipline for academic purposes: *narrate, inform, explain, and argue*.

• **Focus:** The course addresses students’ language development as outlined in WIDA’s Grades 9-12 Language Proficiency Level Descriptors.

• **Suggested ELP Levels:** WIDA Overall Composite Proficiency Level (CPL) 2-3

• **Credit:** Elective
ESOL/ELA Courses, Grades 9-12

English ESOL I-VI Courses 23.091 - 23.096

- **Standards:** GSE ELA

- **Description:** Refer to the descriptors for the corresponding ELA course offered by the local school system. This course follows the aligned GSE ELA course with differentiation, scaffolds, and appropriate teaching strategies for English learners.

- **Purpose:**

- **Focus:**

- **Suggested ELP Levels:**

- **Credit:** For non-EOC ELA courses, schools can grant ELA credit in lieu enrollment
English ESOL 23.091 - 23.096 & College Acceptance in Georgia

Since the description of these courses is specific to each LEA, the University System of GA (USG) has only been able to accept a percentage of EL students with LEA-defined ELA courses.

Currently, the number of EL students applying to GA colleges is more than the percent of students universities are permitted to accept without state-defined ELA coursework.
## High School (9-12) ELA as ESOL Courses for English Learners, October 2021 FTE

<table>
<thead>
<tr>
<th>ELA / ESOL Course</th>
<th>Total ELs</th>
<th>Innovative</th>
<th>Sheltered ELA</th>
<th>Push-In / Collaborative</th>
<th>Scheduled Language Acquisition</th>
<th>Newcomer Sheltered ELA</th>
<th>Newcomer Scheduled Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Literature</td>
<td>3,382</td>
<td>1,190</td>
<td>1,663</td>
<td>529</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English ESOL I, II, III, IV</td>
<td>2,914</td>
<td>1,277</td>
<td>1,578</td>
<td></td>
<td></td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>Communication Skills, Communication Skills I &amp; II</td>
<td>2,548</td>
<td>677</td>
<td></td>
<td></td>
<td>1,871</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>2,078</td>
<td>728</td>
<td>945</td>
<td>405</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Listening in the Content Areas</td>
<td>1,235</td>
<td>372</td>
<td>189</td>
<td></td>
<td>674</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing in the Content Areas</td>
<td>998</td>
<td>413</td>
<td></td>
<td></td>
<td>555</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>World Literature</td>
<td>985</td>
<td>300</td>
<td>630</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th Grade Literature</td>
<td>622</td>
<td>191</td>
<td>326</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Literature</td>
<td>445</td>
<td>55</td>
<td>248</td>
<td>142</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Literature</td>
<td>315</td>
<td>32</td>
<td>233</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELA Instruction to Make English Visible

Teaching English learners how to engage students in ELA

GADOE ELA Team
UPDATE: ELA Standards Review

Timeline

- Public Comment Survey: 2019 (10,000 responses)
- Citizen Review Board: November 2021
- Nominations for Teacher Committees: Closed
- Notification of Committee Members: In progress
- Working Committees: Coming soon

Additional Information

Math & ELA Standards Process | Join GaDOE ELA & Literacy Community Group | Email bhuston@doe.k12.ga.us
UPDATE: Dyslexia

Documents Posted
Dyslexia Endorsement Guidance
Dyslexia Pilot Implementation & Executive Summary

Contact
Dr. Jennifer Lindstrom, State Dyslexia Coordinator: jennifer.Lindstrom@doe.k12.ga.us
Franeka Colley, ELA & Special Education Integration Specialist: franeka.colley@doe.k12.ga.us

Additional Information
GaDOE Dyslexia Page | Dyslexia Community Group
Virtual Learning Communities

- K-5 Teachers of English Learners Virtual Learning Community
- 6-12 Teachers of English Learners Virtual Learning Community

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Virtual Learning Communities

1. Log in to your GaDOE Community Account at community.gadoe.org
   • If you do not yet have an account: flyer
     • Use your school email
     • Log in after ~24 hours (no email)

2. Click on GROUPS tab to search or scroll through groups
3. Click JOIN GROUP

- GaDOE ELA & Literacy
- K-5 Teachers of English Learners Virtual Learning Community
- 6-12 Teachers of English Learners Virtual Learning Community
- Teachers of English Learners
Welcome to the GaDOE Community Group for ELA and literacy educators! We're happy you're here and look forward to collaborating with you here in this virtual space.

This Community Group began as a hub for our 2021 Virtual Summer Literacy Conference, which was held July 27-29, 2021. Even though the live portions of the conference are over, you can still access virtual professional learning packages connected to our three conference strands: Student Engagement, Disciplinary Literacy, & Reading Instruction. These packages are organized by grade band and include professional learning materials such as recorded sessions, on-demand sessions, and a variety of teaching materials. You'll also find contact information for each presenter, so you can reach out for more information if you need it. You can even still earn trophies and the conference badge by engaging in the community and providing feedback.

To access the conference professional learning materials, go to the conference website: https://community.gadoe.org/literacy-and-the-whole-child-2021/.
Engaging English Learners in the Library Media Center

Professional Learning Sessions

2021-2022 School Year

- How Can I Use Smithsonian Resources? (1/25/22)
  - PowerPoint
  - Recording
- English Learners and Library Media
  - Session One (10/12/21)
    - PowerPoint
    - Recording
  - Session Two (12/7/21)
    - Recording
- Hook ‘Em With Books! (11/18/21)
  - Recording
- A World of Resources for Social Studies and Library Media (11/10/21)
  - Handout
  - Folder with Documents
  - Recordings
    - K-5 Session
    - 6-12 Session
- Disciplinary Literacy and Library Media Center (10/20/21)
  - Recording
Interest Form

• Resources centered around ELA teachers’ needs
  • Teacher voice
  • Representative: years of teaching, grade levels, location
  • Anonymous

• Link: [https://forms.office.com/r/a44XhfvDfn](https://forms.office.com/r/a44XhfvDfn)

Deadline: Wednesday, 2/23/22
Digital Learning Plans

English Language Arts Digital Learning Plans

Content experts at the Georgia Department of Education have developed Digital Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

The plans are easy to use and include both "plugged and unplugged" activities. Check back for more Digital Learning Plans in each content area as they are updated weekly. These lesson plans were created in collaboration with the Georgia Writing Project.

Back to all digital learning plans.

Kindergarten

1st Grade

2nd Grade

3rd Grade

Standard Alignment

ELA.GSE.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELA.GSE.2.W.3: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. a. May include oral or written presenting (graphic organizers)

NGA English Language Development Standards for English learners (ELs):

Teachers of ELs are encouraged to use the resources in the NGA English Language Development Standards Framework, 2020 Edition, to design language expectations (p.26) specific to the GSE. Examples of the English language needed to support informational writing can be found on p. 69.

NGA English Language Development Standards for English learners (ELs):

Teachers of ELs are encouraged to use the resources in the NGA English Language Development Standards Framework, 2020 Edition, to design language expectations (p.26) specific to the GSE. Examples of the English language needed to support informational writing can be found on p. 69.

Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families:

- Parents can work with students to help add to their expert lists. Parents may jog students’ memories in places they've visited they could teach others about or activities/games that are known to the family.
- Families can support students as they begin to create informational booklet by serving as genuine interested readers/listeners as well as by asking questions to stimulate further writing (e.g., How big can whales get?).
- Encourage families of English learners to read bilingual informational texts on students’ chosen topics to identify topics and the English language needed for the unit (sample online resources for free bilingual books: Links for Literacy, Global Sesame).

Supports for English learners:

- Suggestions for this lesson include but are not limited to: encouraging the use of the vast variety of home experiences from which ELs may self-select topics for informational writing, providing a variety of text books and/or bilingual books to support students in generating topics in English; modeling and providing students with sentences and/or wordbanks to aid in writing, etc.
- Educators may find it valuable to review NGA’s Proficiency Level Descriptions (p. 48.61) when planning for differentiation based on students’ levels of English proficiency.
- Teachers of ELs are encouraged to incorporate high leverage practices for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable 4D10 Strategies (Levine et al., 2013).
Developmental Progressions

![Graph showing developmental progressions from Kindergarten to Grade 5.](image)
Developmental Progressions

**Georgia Standards of Excellence / English Language Arts**

**First Grade: Writing**

- **Beginning of 1st Grade**
  - Write narratives (stories) with 2 or more sequenced events, details, temporal words (e.g., first, next, then, finally), and closure
  - Write informational pieces that introduce a topic, have facts, and has a sense of closure

- **End of 1st Grade**
  - Write narratives (stories) with a variety of tools, including digital, to produce and publish writing
  - With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen the writing

**Activities to Support Academic Growth at Home**

<table>
<thead>
<tr>
<th>Standards (What Students Should Know)</th>
<th>Sample Activities (What You Can Do to Support Growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write narratives (stories) with 2 or more sequenced events, details, temporal words (e.g., first, next, then, finally), and closure</td>
<td>Ask your child to create or retell a story in words and pictures</td>
</tr>
<tr>
<td>With guidance and support, use a variety of tools, including digital, to produce and publish writing</td>
<td>Encourage your child to use a computer or tablet and a variety of writing tools: markers, crayons, pencils, pens, paper</td>
</tr>
<tr>
<td>Participate in shared research and writing projects</td>
<td>Engage your child in a family journal, where you and your child write about events, experiences, thoughts, and opinions</td>
</tr>
</tbody>
</table>

**Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**

- **End of Level 1**
  - Create coherent texts (spoken, written, multimedia) using simple words, phrases, and sentences (e.g., I like pizza)

- **End of Level 3**
  - Create coherent texts (spoken, written, multimedia) using a variety of words, phrases, and sentences (e.g., I like pizza because it’s delicious)

- **Level 3**
  - Create coherent texts (spoken, written, multimedia) using a variety of words, phrases, and sentences (e.g., I like pizza because it’s delicious)

- **Level 5**
  - Create coherent texts (spoken, written, multimedia) using a variety of words, phrases, and sentences (e.g., I like pizza because it’s delicious)

**Developmental Progressions**

- **End of Level 1**
  - Create coherent texts (spoken, written, multimedia) using simple words, phrases, and sentences (e.g., I like pizza)

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- **Level 5**
  - Create coherent texts (spoken, written, multimedia) using a variety of words, phrases, and sentences (e.g., I like pizza because it’s delicious)
Instructional Practice Idea: Station Rotations
# February Podcasts

<table>
<thead>
<tr>
<th>February topic</th>
<th>Description</th>
<th>Grade</th>
<th>Connection to February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Stories for Big People</td>
<td>Little Bunny: Mama, Mama</td>
<td>PK-2</td>
<td>Valentine's Day</td>
</tr>
<tr>
<td>Business &amp; Edge</td>
<td>Leap Year, a Leap in Time</td>
<td>1-3</td>
<td>Valentine's Day</td>
</tr>
<tr>
<td>Common Core</td>
<td>Common Core Mathematics</td>
<td>2-5</td>
<td>Super Bowl</td>
</tr>
<tr>
<td>Brain Aardvark</td>
<td>Why are snowflakes the same?</td>
<td>3-5</td>
<td>Winter</td>
</tr>
<tr>
<td>Earth Rangers</td>
<td>Back From and Who Has Survival Skills</td>
<td>4-7</td>
<td>Winter</td>
</tr>
<tr>
<td>Not Just Numbers</td>
<td>How is Christmas Created?</td>
<td>5-8</td>
<td>Valentine's Day</td>
</tr>
<tr>
<td>Brain Aardvark</td>
<td>Can Elephants Feel Earthquakes?</td>
<td>3-5</td>
<td>Super Bowl</td>
</tr>
<tr>
<td>Good Night Stories for Rebel Girls</td>
<td>Hamilton's Legacy</td>
<td>3-4</td>
<td>Black History Month</td>
</tr>
<tr>
<td>The Fast and The Curious</td>
<td>Sushi!</td>
<td>2-7</td>
<td>President's Day</td>
</tr>
<tr>
<td>Mary Corps</td>
<td>The Longest Blackjack Skills</td>
<td>9-12</td>
<td>Black History Month</td>
</tr>
</tbody>
</table>

J. Glade, 2020
@Gladejff
Speaking BICS & CALP
6. Guided Reading (Fountas & Pinnell, 1996)

**Purpose:** To instruct students in reading skills using appropriately leveled texts

**Grouping Format:** Small group instruction

**Levels:** 1 2 3 4 5

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Student Actions</th>
</tr>
</thead>
</table>
| - Groups students with similar reading proficiencies into small groups  
- Chooses progressively leveled texts to introduce new vocabulary, phonics elements, features of print, and sophistication of content  
- Supports students in reading the whole text themselves  
- Observes reading closely and makes teaching points based on observations during and after the reading | - Listens carefully to teacher’s instruction regarding vocabulary, phonics elements, features of print, and other textual elements  
- Reads the text individually  
- Responds to teacher’s pointers relevant to improving fluency and comprehension of the text |

13. Reciprocal Teaching (Palincsar & Brown, 1984)

**Purpose:** To increase reading comprehension through the use of specific reading strategies

**Grouping Format:** Whole class instruction, interactive small groups

**Levels:** 1 2 3

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Student Actions</th>
</tr>
</thead>
</table>
| - Places students into groups of four with copies of a short text.  
- Models the role of the “teacher” when using strategies of summarizing, clarifying, questioning, and predicting  
- Assigns one strategy to each student in the small group  
- Allows time for students to practice the strategies in turn with a specific text  
- Eventually, students rotate the roles in the small group | - Listens as teacher models each of four reading strategies: summarizing, clarifying, questioning, and predicting  
- Practices using an assigned strategy as group discussion leader  
- Continues to practice as new strategies are assigned by the teacher  
- Takes turns using the different roles |
Writing

What’s Going On in This Picture?
Dec. 6, 2021

Look closely at this image, stripped of its caption, and join the moderated conversation about what you and other students see.

By The Learning Network
Published: 12/6/2021 Updated: 12/4/2021

After looking closely at the image above, consider the following questions:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can you say?
Language Expectations

WIDA Language Expectations:

• Are most like what educators see in an academic content standard

• Add specificity to English Language Development (ELD) Standards Statements and Key Language Uses

For more detailed information about Language Expectations, please see:

• The WIDA ELDS Framework, 2020 Edition
• The January 2022 Munch & Learn Presentation and Recording, Slide 36
Sample: ELA.7th Grade. Argue (p. 150)

GSE for ELA

ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.

MGSE1.G.1

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

WIDA Language Expectation: Functions and Features

ELD-LA.6-8.Argue.Expressive

Language Expectation: Construct language arts arguments that

Support claims with reasons and evidence that are clear, relevant, and credible through...

1. Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this)

2. Connectors to link claims with evidence and reasoning (because, as a result, when, if, although, but)
The most prominent Key Language Uses in grades 6-8 are the basis for its Language Expectations. They are marked with a filled-in circle (●) in the boxes of the table below. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

<table>
<thead>
<tr>
<th>WIDA ELD Standard</th>
<th>Narrate</th>
<th>Inform</th>
<th>Explain</th>
<th>Argue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Language for Language Arts</td>
<td>●</td>
<td>●</td>
<td>●/●</td>
<td>●</td>
</tr>
</tbody>
</table>
Show:
• An ELD Standards Statement
• A Key Language Use
• A Language Expectation (with Functions and Features), in authentic grade-level texts.
Annotated Language Sample - Prominent Key Language Use in Gr. 6-8, Narrate

Annotated language samples can be used to formatively evaluate English language development:

- In the Word/Phrase, Sentence, and Discourse dimensions
- To progress toward higher proficiency levels of Interpretive and Expressive communication in WIDA’s Grade Level Proficiency Level Descriptors (p. 58-62)

<table>
<thead>
<tr>
<th>Functions &amp; Features</th>
<th>Minerva Language Arts</th>
<th>Functions &amp; Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First person signaling this is a personal narrative</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Prepositional phrases to establish time and location</td>
<td>on the floor of my bedroom</td>
<td>sobbing.</td>
</tr>
<tr>
<td>She was gone and it was all of my fault</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage and adjust for audience through...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language to draw the reader in:</td>
<td>collapsed</td>
<td>sobbing</td>
</tr>
<tr>
<td>The day before, I moved from my apartment to a new house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The house was larger than my apartment, with more space for my music, my piano, and most importantly of all, my two cats. But soon after I moved in, I thought I had made a terrible mistake by bringing my cats here,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and describe characters and their relationships through...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbs describing thoughts:</td>
<td>thought</td>
<td></td>
</tr>
<tr>
<td>Text notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences that convey intended purpose with emerging organization (topic, sentence, supporting details)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short text that conveys intended purpose using predictive organization (signed with some paragraph openers): First, Finally in (8-12), This is how you can</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanding text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers</td>
<td></td>
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</tr>
<tr>
<td>Text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (the first reason, the second reason, the evidence)</td>
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</tbody>
</table>

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>End of Level 1</th>
<th>End of Level 2</th>
<th>End of Level 3</th>
<th>End of Level 4</th>
<th>End of Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCOURSE Organization of language</td>
<td></td>
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<tr>
<td>sentences that convey intended purpose with emerging organization (topic, sentence, supporting details)</td>
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Today's Dessert!

WIDA Professional Learning Resources
Rolling out the WIDA ELD Standards Framework, 2020 Edition Resources

Year 1
- 2020-2021
  - Become familiar with the ELD Standards Framework, 2020 Edition

Year 2
- 2021-2022
  - Develop Roll-out plan
  - Initial implementation of standards framework in one content or grade level

Year 3
- 2022-2023
  - Expanding implementation in all content and grade levels and refining practice
WIDA ELDS Resources for ELA

Grade Level Cluster Materials!


Grade-level cluster-specific versions of the 2020 Edition are also available in the Resource Library.

Order printed copies from the WIDA Store.
WIDA ELDS Resources for ELA

WIDA ELDS Framework, 2020 Edition:
Reference Cards-Proficiency Level Descriptors
(available in the WIDA Store)
Equity-Focused Professional Learning Communities: A Resource Guide and Study Guides

The information provided in this microlearning is designed to guide educators who want to come together in an equity-focused PLC that positions educators as learners to impact their daily classroom practice in service of equitable education for multilingual learners.

Course Details  Course Resources  Enter Course

Handout Index

Below is a complete list of handouts referenced in this eWorkshop. Click each handout below to download or click the icon to the right.

Equity-Focused Professional Learning Resource Guide and Study Guides
Click [HERE](#) to access a WIDA Focus Bulletin for ELA teachers of ELs!
Webinar – Effective Literacy Education for ELs: Beyond Foundational Skills

Join the National Committee for Effective Literacy for a 1-hour webinar on February 17 featuring Dr. Laurie Olsen of Sobrato Early Academic Language and Dr. Kathy Escamila of the University of Colorado at Boulder. This webinar will:

- Focus on effective literacy instruction for ELs/emergent bilingual students by documenting and discussing what is missing from current national trends that have a narrow focus on foundational skills such as phonics.
- Describe effective literacy instruction for ELs/emergent bilingual students as one of the most critical educational issues of our time.
- Present research results from studies demonstrating effective literacy models that are comprehensive, culturally responsive/sustaining, and inclusive of foundational skills, but not limited by them.

Thursday, February 17
4:00 PM EST

Register Here