Agenda

- Introductions and Ice Breaker
- Pacing Guides
- EL Framework

LUNCH

- Planning Tool for ELs
- WIDA/ACCESS 2.0
- Technology
- Reflection
Dear Teacher,
Watch the video.
Think about this school year.
You will write a letter to yourself.
Intended Outcome

Participants will be familiar with effective supports and strategies in the delivery of effective instruction in all core subject areas for English Learners (ELs).
M-DCPS Students

When you focus on the ELs, you focus on EVERY one!

All Students: 319,455
ESOL: 66,964
SPED: 31,529
# Newcomer’s Packet

## ESOL

**Bilingual Education and World Languages**
- ELL Leveled Readers
- Approaching Leveled Readers

**Technology**
- Imagine Learning

**Resources**
- New Careers Video
- Reading New Unit 1 Week 1.docx
- Heights Newcomer P.

## SPED AND ENRICHMENT

**Division of Special Education**
- Approaching Leveled Reader
- Approaching Practice Book

**Enrichment: Advanced Academics Programs**
- Beyond Leveled Readers
- Beyond Practice Book
- Any Weeks Stopped

---

**NOTES:**
- Times and days may fluctuate based on the proficiency level of students.
- Instruction based on student need and can be delivered during Whole/Small Group Instruction.
- Other instructional components to use as needed: Daily Spelling Instruction (Green Pages), Daily Build Vocabulary (Green Pages).

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## TECHNOLOGY TOOLS AND RESOURCES

Click on objects to access links to digital tools and resources that are aligned to standards, content, and/or strategies.

- G3.QL.W.1.DISC
- G3.QL.W.1.CPA1
- G3.QL.W.1.NB
- G3.QL.W.1.NO1

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## Division of Academics - Department of English Language Arts - Elementary, 2016-2017

**First Quarter**
# Pacing Guides

## MIAMI-DADE COUNTY PUBLIC SCHOOLS
### District Pacing Guide

### Grade Level or Course Title: Grade 3

**STRAND/BODY OF KNOWLEDGE:** Language Arts/Reading/ESOL

**Unit:** 1 (Week 4) TE pages: 7208-227

- **Reading Writing Workshop:** Mary Anderson’s Great Invention
- **Anthology Main Selection:** All Aboard! Elijah McCoy’s Steam Engine
- **Anthology Paired Selection:** Lighting the World

**Multimedia:** Overcoming Obstacles: The Story of Helen Keller

**REMINDER:** Pacing Guides are to **supplement** the core instruction presented in McGraw-Hill Reading Wonders. Dates and days within the framework may change based on the proficiency level of the students.

### LANGUAGE ARTS FLORIDA STANDARDS – LAFS AND OBJECTIVES (Webb’s DOK - Item Specifications Response Mechanism)

<table>
<thead>
<tr>
<th></th>
<th>Days 1-2</th>
<th>Days 3-4</th>
<th>Days 5-6</th>
<th>Days 7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Standards Outcomes/LESSON OBJECTIVES</strong></td>
<td><strong>McGraw Hill INSTRUCTIONAL FOCUS AND RESOURCES</strong></td>
<td><strong>ACADEMIC WRITING ESSENTIAL CONTENT AND INSTRUCTIONAL TOOLS</strong></td>
<td><strong>LANGUAGE ARTS FLORIDA STANDARDS AND OBJECTIVES FOR WRITING</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Reading/Writing Workshop (RW)</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>1.2</td>
<td>2.2</td>
<td>3.2</td>
<td>4.2</td>
</tr>
<tr>
<td>6</td>
<td>1.2</td>
<td>2.2</td>
<td>3.2</td>
<td>4.2</td>
</tr>
<tr>
<td>7</td>
<td>1.2</td>
<td>2.2</td>
<td>3.2</td>
<td>4.2</td>
</tr>
<tr>
<td>8</td>
<td>1.2</td>
<td>2.2</td>
<td>3.2</td>
<td>4.2</td>
</tr>
</tbody>
</table>

### R/W “Mary Anderson’s Great Invention”

**3rd Grade**

(WEEKS 8 & 9) Unit Week 4

[Links](https://app.discoveryeducation.com/search?q=Mary%20Anderson%20Inventor)

[Video](https://www.youtube.com/watch?v=_1mOqHyWe28)

*See word wall “Mary Anderson’s Great Invention”
*See document “Ask and Answer Questions”
*See document “Text Structure: Causa&E Effect”
*See document “Biography”
*See document “Text Structure: Sequence”
*See document “Metaphor”

---

[Image](https://example.com/logo.png)
• Take out your 3rd-grade Language Arts/Reading pacing guides.

• Look at the section(s) highlighted in green. These are non-negotiables.

• Highlight, in another color, what you think you is important to do with your ELs, based on their proficiency levels during the 2-week period.

• Look at the Elementary Resources and links for ELs in order to see how you would use them in order to teach to your standards (LAFS).

• Look at the Science, Social Studies and Math “Year-at-a-Glance” to find connections.

• Collaborate and communicate with the peers at your table in order to discuss student needs and effective planning.
## ELA Framework

### Whole Group Instruction

<table>
<thead>
<tr>
<th>Day</th>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading/Writing Workshop (RWW)</td>
<td>Reading/Writing Workshop (RWW)</td>
<td>Anthology Main Selection</td>
</tr>
<tr>
<td>2</td>
<td>Reading/Writing Workshop (RWW)</td>
<td>Anthology Main Selection</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Anthology Main Selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Anthology Main Selection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Writing Component

- 10 minutes: Understanding the Prompt
- 10 minutes: Vocabulary
- 25-40 minutes: Comprehension Strategy Lesson
- 10 minutes: Voice-Over Dialogue
- 15 minutes: Gathering and Organizing Evidence

### Reading Component

- 10 minutes: Listening Comprehension
- 10 minutes: Vocabulary
- 25-40 minutes: Shared Read/Comprehension
- 10 minutes: Voice-Over Dialogue
- 15 minutes: Gathering and Organizing Evidence

## EL Framework

### Instructional Design

- **Language Warm-Up**: Daily Language Practice (ALWAYS related to previously taught subject)
- **High-frequency words**
- **Idioms**
- **Prefixes/Suffixes/Root words**
- **Rhyming Words**
- **Quick Writes with Scaffolding**
- **Language Development Activities**: Team Competitions, Memory, Flashcards, Puzzles, Spelling Attack
- **Grammatical Structure**
- **Phonemic awareness**
- **Concepts of Print**
- **Fluency**
- **Phonics**
- **Vocabulary**: Social/Instructonal and Academic Language

### Opening Routine (Whole Group)

- **Set a Purpose/Introduce Focus Task**
  - Explore essential question (introduce theme, big idea)
  - Prepare for learning; activate prior knowledge
  - Present language objective and student learning goal (Focus Standard)
  - Preview the text and make a prediction
  - Introduce new concepts

### Explicit Vocabulary Instruction

- **Prefixes, roots, suffixes**
- **Synonyms, antonyms, analogies, homophones, homonyms**
- **Syllabic application (multiple meaning words, context clues)**

### Formative Assessment
Detective Carousel

• Each group will be assigned to look at a **specific section** of the ELA and EL Frameworks for instruction.

• Each group will have **3-5 minutes to discuss** the similarities and differences and topics/concepts/questions. Groups will then write these observations on chart paper.

• After the allotted 3-5 minutes, **each group will rotate** to the next station where they will read what others have written about a particular section, discuss it with their group, and add new information. Participants can also write questions about things that other groups wrote (existing answers/notes about the topic/question).

• Continue this process until each group is **back to their original station**.

• Wrap up the brainstorming session by having a **discussion** about the topics on each piece of chart paper and reading/discussing what each group wrote, answering questions as you go.
Lunch
**Listening Checklist**

Follow these listening rules when:
- you are sharing ideas with your class.
- others are presenting their projects to the class.
- you are working with a group.

- I will listen and look at the person who is speaking.
- I will focus on the topic being discussed.
- I will respect other people’s feelings and ideas.
- I will listen and follow group directions.
- I will listen and repeat directions in order.
- I will listen and give clear directions to others.
- I will listen when others are speaking.
- I will ask questions when I do not understand.
- I will ask questions to get more information.

**Speaking Checklist**

Follow these speaking rules when:
- you are sharing ideas with your class.
- you are presenting your project to the class.
- you are doing group work.

- I will speak when I am called on.
- I will wait my turn to speak.
- I will share my ideas about the topic.
- I will speak in a clear voice.
- I will speak loudly enough to be heard.
- I will speak slowly and correctly so that others can understand me.
- I will ask questions to make sure I understand.
- I will answer questions thoughtfully.
- I will tell a story or describe something I did using interesting details.
- I can make a recording, draw pictures, or add pictures to add more to my story.
- I will use complete sentences to ask a question, give a direction, make a statement, or tell how I feel.
• Look at your partner
• Take out your Listening and Speaking Checklists
• Partner 1 discusses the instructional implications of the LISTENING Checklist while Partner 2 listens.
• Partner 2 discusses the instructional implications of the SPEAKING Checklist while Partner 1 listens.
• Whole-Group Discussion
Quick Check
Imagine Learning
For ESOL Level 1 students
i-Ready
ESOL Levels 2-4
The Division of Bilingual Education and World Languages encompasses those programs whose ultimate goal is to produce students who can communicate orally and in writing in English and in another language with proficiency, commensurate with their educational level, age, and interests, and who can interact effectively with groups using either language.

Vision
Success comes in many languages

Mission
To provide curriculum leadership and instructional support for the development of literacy in English and other languages in order to positively impact student achievement and promote lifelong learning

Core Values
Foster reverse gentrification
Promote multilingualism
Ensure students' equal access

http://bilingual.dadeschools.net/
World-Class Instructional Design and Assessment

www.wida.us
5 ELD Standards

- **ELD.K12.ELL.S.S.1**
  - English language learners communicate information, ideas, and concepts necessary.
  - More Information
  - Content Complexity: N/A
  - Date Adopted/Revised: 06/14
  - Belongs to: Language of Social Studies

- **ELD.K12.ELL.LA.1**
  - English language learners communicate information, ideas, and concepts necessary.
  - More Information
  - Content Complexity: N/A
  - Date Adopted/Revised: 06/14
  - Belongs to: Language of Language Arts

- **ELD.K12.ELL.LA.1**
  - English language learners communicate information, ideas, and concepts necessary.
  - More Information
  - Content Complexity: N/A
  - Date Adopted/Revised: 06/14
  - Belongs to: Language of Language Arts

- **ELD.K12.ELL.MA.1**
  - English language learners communicate information, ideas, and concepts necessary.
  - More Information
  - Content Complexity: N/A
  - Date Adopted/Revised: 06/14
  - Belongs to: Language of Mathematics
WIDA Language Domains

- **Listening** [Process, understand, interpret and evaluate spoken language in a variety of situations]
- **Speaking** [Engage in oral communication in a variety of situations for a variety of purposes and audiences]
- **Reading** [Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency]
- **Writing** [Engage in written communication in a variety of situations for a variety of purposes and audiences]
Not Just Data Points

L1 literacy level
age
ESOL entry date
home language
grade
family/schooling
trauma
Identify the Goals
Activate Background Knowledge
Support and Strategies
Resources for Planning for ELLs

1. Planning Tool for ELLs
2. CAN DO Indicators
3. Language Support
4. ESOL Strategies Matrix
<table>
<thead>
<tr>
<th>Domain:</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What CAN the student DO</strong> according to his/her ESOL level? (Use Can Do Descriptors)</td>
<td></td>
<td></td>
<td></td>
<td>What <em>social and instructional language</em> does the ELL need for this lesson?</td>
</tr>
<tr>
<td><strong>What academic language</strong> does the ELL need for this lesson?</td>
<td></td>
<td></td>
<td></td>
<td>What <em>question(s)</em> will promote the learning outcome(s)?</td>
</tr>
<tr>
<td><strong>What support</strong> is needed for this lesson? <em>Sensory-Graphic-Interactive</em></td>
<td></td>
<td></td>
<td></td>
<td>What is the <em>language focus</em> for this lesson?</td>
</tr>
<tr>
<td><strong>What ESOL strategy</strong> applies to this lesson (refer to the ESOL matrix)?</td>
<td></td>
<td></td>
<td></td>
<td>What <em>background knowledge</em> is needed for this lesson?</td>
</tr>
</tbody>
</table>
# CAN DO Descriptors in Grades 3-5

## CAN DO Descriptors: Grade Level Cluster 3-5

**For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:**

### LISTENING

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point to named pictures, words, or phrases</td>
<td>Follow one-step oral directions (e.g., physically or through drawing)</td>
<td>Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”)</td>
<td>Match classroom oral language to daily routines</td>
<td>Evaluate oral information (e.g., about lunch options)</td>
</tr>
</tbody>
</table>

**The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.**

---

# Can Do Descriptors: Grade Level Cluster 3-5

**For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:**

## Level 1 Entering

- Match icons or diagrams with words/concepts
- Identify facts and explicit messages from illustrated text
- Identify main ideas and some details
- Sequence events in stories or content-based processes
- Use context clues and illustrations to determine meaning of words/phrases

## Level 2 Beginning

- Identify elements of story grammar (e.g., characters, setting)
- Use context clues to determine meaning of words/phrases

## Level 3 Developing

- Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)
- Draw a picture and write one or two sentences to describe it

## Level 4 Expanding

- Classify features of various genres of text (e.g., “and they lived happily ever after”–fairy tales)
- Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)

## Level 5 Bridging

- Identify and analyze ideas about grade-level text
- Summarize information from multiple related sources
- Ask analytical questions about grade-level text
- Draw conclusions from explicit and implicit text at or near grade level

---

The CAN DO Descriptors work in conjunction with the WIDA Performance Definition of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.
You might think that a ride in a bus or car is the same today as it was long ago. That isn’t true. The first cars were not as fast. They were noisy. Cars didn’t even have windshield wipers!

When it rained, drivers rubbed their windshields with an onion. The oil from the onion would repel, or keep off, rain and sleet. It wasn’t the best solution, but there were no better substitutes. Nothing else worked. Then a woman named Mary Anderson solved the problem.
Department of Bilingual Education and World Languages
ESOL Levels Correlated to ACCESS 2.0 Proficiency Levels

**M-OCPS ESOL Levels**
(Use Control D Report # T05094701 for scheduling)

**WIDA/ACCESS 2.0 Proficiency Levels**
(Use WIDA CAN DOs for Instruction)

**WIDA/ACCESS 2.0 Performance Levels**
(Use SPI for DI)

**NOTE:** If student dropped an ESOL level in ACCESS 2.0, student kept previous ESOL level. Reflected on Control D Report # T05094701.

**EXIT Criteria**

**Grades K-2:** A 5.0 composite score or greater and at least 4.0 in all domains (Listening/Speaking, Reading and Writing)

**Grades 3-9:** A 5.0 composite score or greater and at least 4.0 in all domains, and a level 3 or higher on the grade level FSA in English Language Arts.

**Grades 10-12:** A 5.0 composite score or greater at least 4.0 in all domains, and a level 3 or higher on the grade level FSA in English Language Arts or a score on the 10th grade FCAT in Reading (retakers) or an equivalent concordant score pursuant to Section 1008.22, F.S.
## ACCESS 2.0 report for a Kindergarten student

**Sample Student: Bolender, Leo**  
**Birth Date: 11/23/2009 | Grade: Kindergarten**  
**District: Wilaconesce  
School: Timacuan Elementary School  
State: FL | WDA Sample District  
State: WI**

### Kindergarten Individual Student Report 2016

This report provides information about the student’s scores on the ACCESS 2.0 English Language Proficiency test. The test is based on the WIDA English Language Development Standards and is used to measure student progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores. Proficiency Level scores are norm-referenced and reported in increments (1) for Accountability Purposes and (2) for Instructional Purposes. The Accountability Proficiency Level is used to monitor student performance across years. The Instructional Proficiency Level is used to describe how the student is able to use the English language in kindergarten, where students are developing skills in listening, speaking, reading, and writing.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
<th>Scale Score</th>
<th>Instructional Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>3.7</td>
<td>4.8</td>
<td>3.5</td>
</tr>
<tr>
<td>Speaking</td>
<td>4.2</td>
<td>5.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Reading</td>
<td>5.3</td>
<td>6.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Writing</td>
<td>2.5</td>
<td>4.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% Listening + 50% Speaking</td>
<td>2.9</td>
<td>3.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Literacy</td>
<td>50% Reading + 50% Writing</td>
<td>3.4</td>
<td>3.0</td>
</tr>
<tr>
<td>Comprehension</td>
<td>4.3</td>
<td>6.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Overall*</td>
<td>3.5</td>
<td>5.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

*Overall scores calculated only when all four domains have assessment data available. WDA not available.

### Can Do Descriptors

**Proficiency Level**

- **1 - Emerging**  
  Knows and uses some social language and some academic language with visual and graphic support.

- **2 - Emerging**  
  Knows and uses some social language and some academic language with visual and graphic support.

- **3 - Developing**  
  Knows and uses some social language and some academic language with visual and graphic support.

- **4 - Developing**  
  Knows and uses social language and some academic language.

- **5 - Developing**  
  Knows and uses social and academic language with visual support.

- **6 - Proficient**  
  Knows and uses social and academic language with written and spoken support.

**Domain Descriptors**

- **Listening**  
  Uses listening skills to understand simple, limited messages.

- **Speaking**  
  Uses speaking skills to communicate in simple, limited ways.

- **Reading**  
  Uses reading skills to obtain simple, limited information.

- **Writing**  
  Uses writing skills to communicate limited messages.
Sample ACCESS 2.0 Report for a student in grade 3.

**ISRs** explain student scores in four domains (weighted/un-weighted, proficiency levels and scale scores). Intended to guide instruction, correlated to WIDA ELDs & Can Do Descriptors for parents, teachers, administrators.

The ISRs should be available to all teachers of ELs to guide instruction.

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### Sample Student: Alvarez, Rocio

**Date of Birth:** 1/12/2008

**District ID:** 123456789

**School:** Tim Bisco Elementary School

**District:** WIDA Sample District

**State:** Wisconsin

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**Domain** | **Composite**
---|---
Listening | 4.0
Speaking | 3.5
Reading | 2.8
Writing | 4.2

**ISRs**

**Listening**
- **Proficiency Level:** 4.0
- **Scale Score:** 4.0
- **Can Do Descriptors:**
  - Understand oral language in English related to specific topics in school and can participate in class discussions, for example:
  - Exchange information and ideas with others...
  - Answer key information and ideas presented orally.

**Speaking**
- **Proficiency Level:** 3.5
- **Scale Score:** 3.5
- **Can Do Descriptors:**
  - Communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:
  - Talk about stories or events.

**Reading**
- **Proficiency Level:** 2.8
- **Scale Score:** 2.8
- **Can Do Descriptors:**
  - Understand written language related to common topics in school and can participate in class discussions, for example:
  - Identify main ideas in written information.

**Writing**
- **Proficiency Level:** 4.2
- **Scale Score:** 4.2
- **Can Do Descriptors:**
  - Communicate in writing in English using language related to common topics in school, for example:
  - Write a letter to a friend that includes details or examples.

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/resource](http://www.wida.us/resource).
<table>
<thead>
<tr>
<th></th>
<th>Things I Learned Today…</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Things I Found Interesting…</td>
</tr>
<tr>
<td>1</td>
<td>Question I Still Have…</td>
</tr>
</tbody>
</table>