

Academic Support for All English Learners

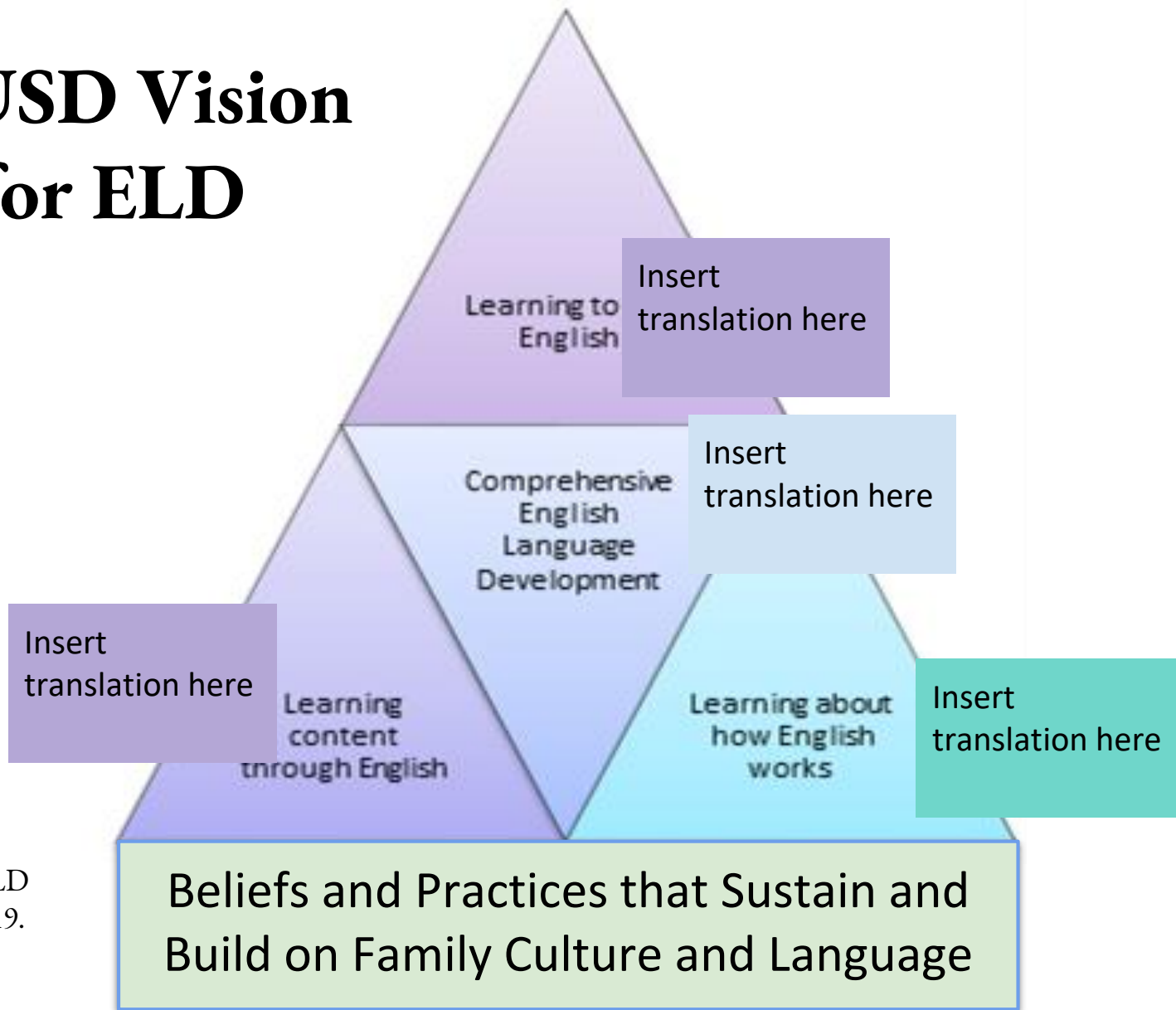


ENGLISH LANGUAGE LEARNERS

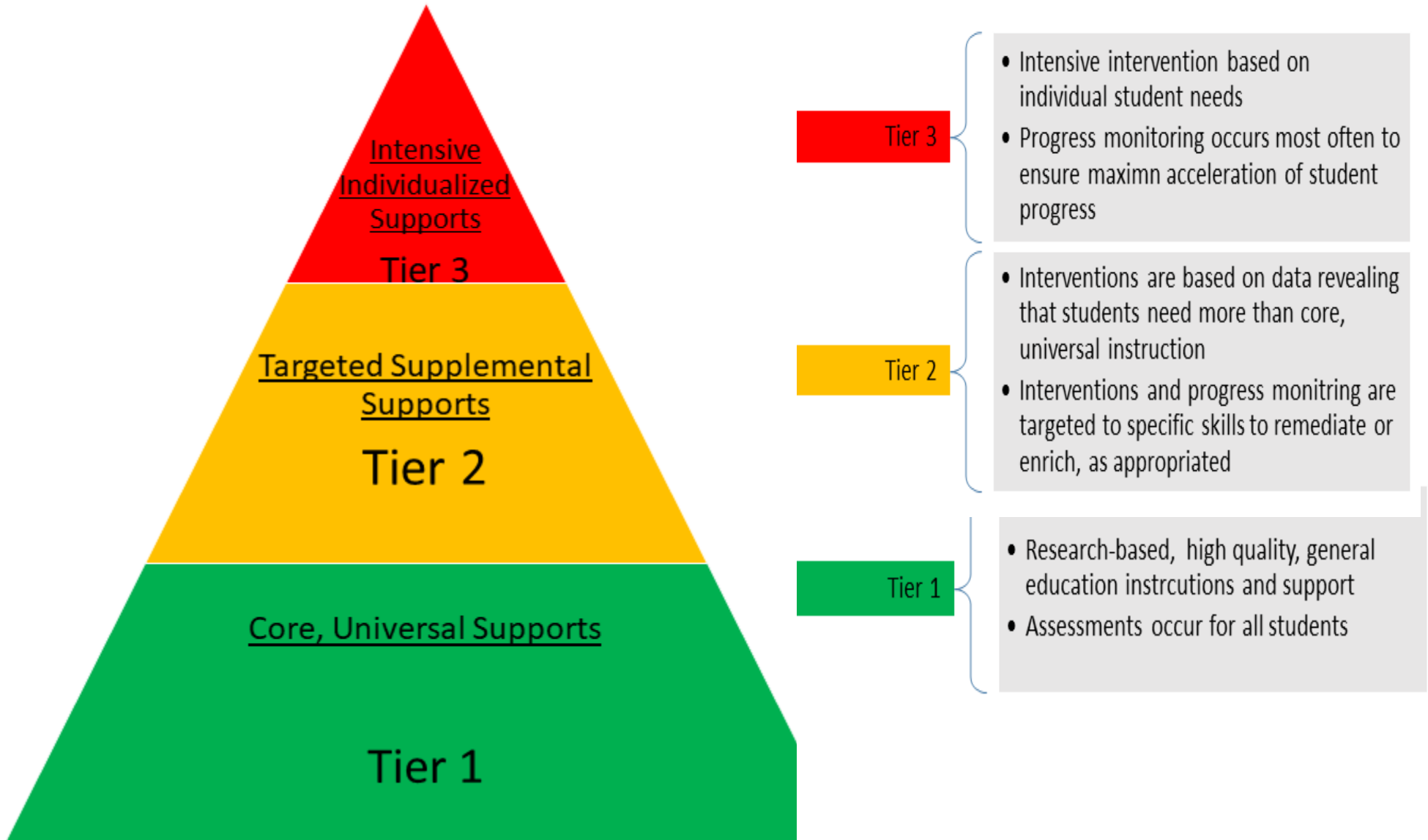
Today's Agenda

- ❖ SCUSD Vision for ELD
- ❖ EL Data
- ❖ MTSS: A Framework for Serving Students
 - Tiers I, II, and III
- ❖ Using the new Benchmark Advance English/Language Arts curriculum to Support Tiers I and II

SCUSD Vision for ELD



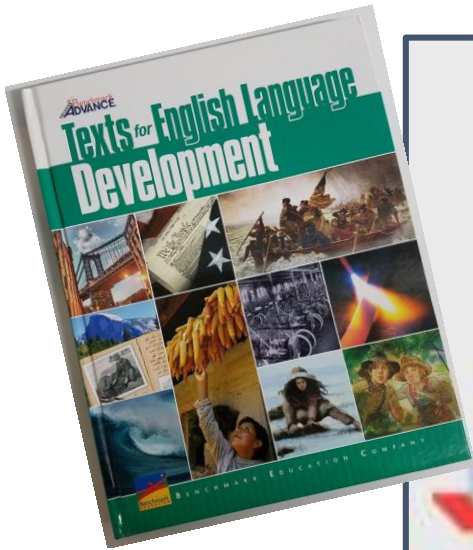
From the CA ELA/ELD Framework; Figure 2.19.





Tier I Core Instruction in Benchmark Advance

New K-6 English Language Arts Program

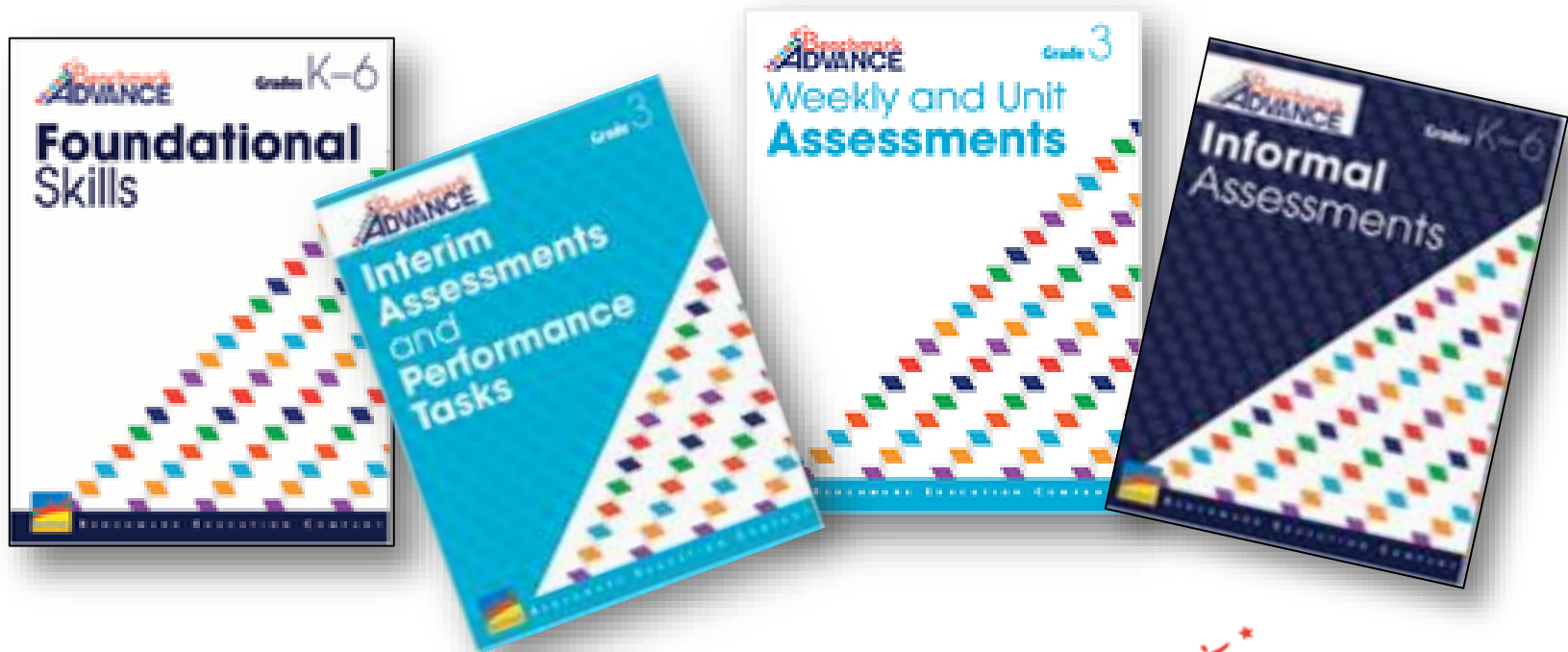


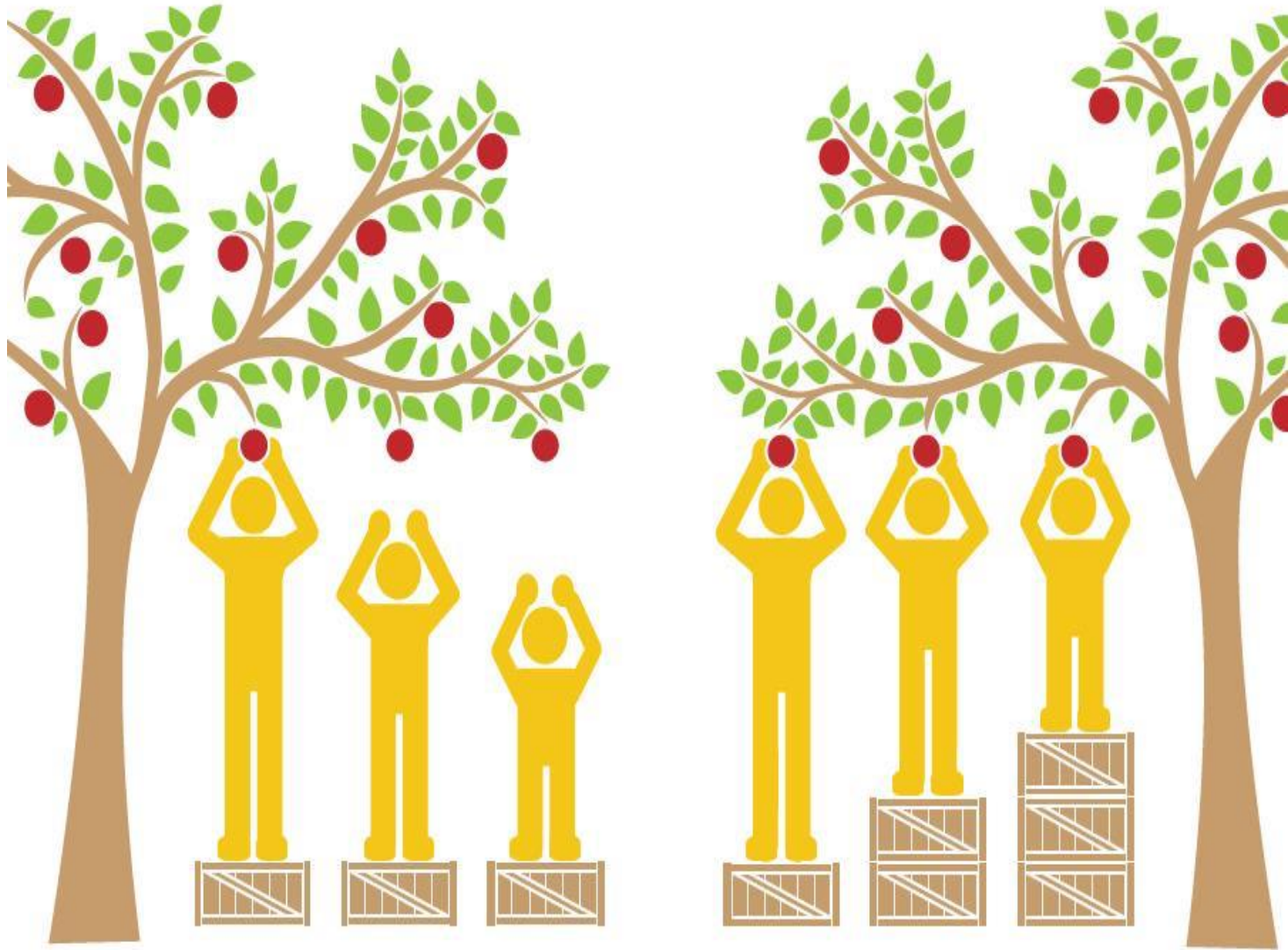
Key Shifts in English Language Arts Core Instruction

- Regular practice with complex texts and their academic language
- Reading, Writing, and Speaking tasks grounded in evidence from text, both literary and informational
- Building knowledge through content-rich informational texts



Benchmark Advance Assessments








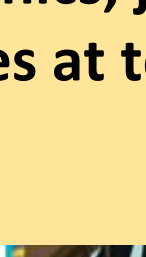
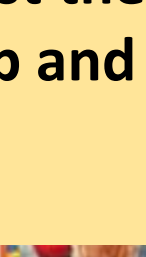


Equality

doesn't mean

Equity

Alignment through the Grades: Same Big Topics Every Year

A balance of informational & literary texts work together to build content knowledge.

 <p>Kindergarten</p>	 <p>Grade 1</p>	 <p>Grade 2</p>	 <p>Grade 3</p>	 <p>Grade 4</p>	 <p>Grade 5</p>	 <p>Grade 6</p>
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Content Knowledge Alignment
 Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
7	Government and							
2								
3								
4								
9	Economics							
10	Physical Science							

No need to translate these graphics, just the two text boxes at top and left

Text Annotation


Short Read 1

Remember to annotate as you read.

Alexander Graham Bell: "It Talks!"

by Kathy Furgang

★ Telephones have connected people to one another since the late 1800s. Alexander Graham Bell invented this important communication tool. Bell was born in Scotland in 1847. His mother was deaf; this made Bell want to learn all about sound. He learned how it travels as vibrations for sound waves. He wanted to find new ways for people to communicate.



Alexander Graham Bell

As an adult, Bell taught at several schools for deaf students in Boston. His wife was also deaf. All the while, he kept learning more about how sound works. He also studied the human voice.

★ Bell dreamed that people would one day "talk with electricity." At the time, people could only send telegraphs. These were coded messages sent over wires using a system of clicks and blips. The messages were then written down and delivered by hand.

This biography is mostly about how A.G.B. made the telephones. He tested the telephone until it talked. He was shocked.

He was scottish
deaf & hear
Vibrations = sound waves
A.G.B. invented the telephone in the late 1800s.
Mom deaf
deaf teacher
Sign language.

How did he do that?

Notes

How many tries?

Did the fair have a lot of people?

It worked!

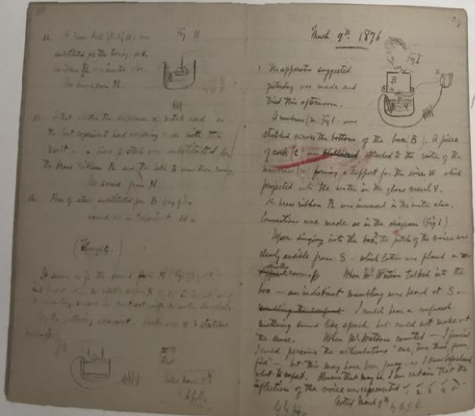
Wow! 3 yrs = 130,000

Bell got a patent to protect his invention.

★ Bell began to experiment with electric wires. He wanted spoken words to travel a long way from person to person. After many tries, Bell finally succeeded. On March 10, 1876, a call reached his assistant in the next room: "Mr. Watson, come here. I want to see you." These were the famous words of the first phone call ever made. Bell had achieved his goal.

5 Bell brought his telephone to the 1876 World's Fair in Philadelphia, Pennsylvania. He called it an "electrical speech machine." People were amazed at Bell's work. The leader of Brazil, Emperor Pedro II, was at the fair. When he heard sound through the telephone wire, he dropped the phone. "It talks!" he cried out.

6 Bell's invention was revolutionary. In 1877, he established the Bell Telephone Company. Three years later there were more than 130,000 phones in American homes. Bell's invention paved the way for how we communicate today.



Feb 9th 1871

Mr. Watson suggested getting one made and tried this afternoon.

Mr. Watson in 1871 was stationed across the bottom of the beam B. A piece of wire (C) was stretched across the center of the beam B. A spring (D) was attached to the wire at the point where it crossed the beam B. The wire was then projected into the water in the glass vessel V.

A brass ribbon P, one hundred in the water when connected was made up in the diagram (Fig. 1).

When hanging into the water the ribbon was nearly parallel to the beam B. When the ribbon was placed in the water it was bent into the shape of a hook.

When Mr. Watson talked into the horn - an electrical tremor was sent out. S. - sending tremor. I could hear a confused rattling sound but could not make out the words.

When Mr. Watson repeated - I could hear the articulation - one tone that was like a buzz. I think that was the tone that was the articulation of the voice - the articulation of the voice - the articulation of the voice.

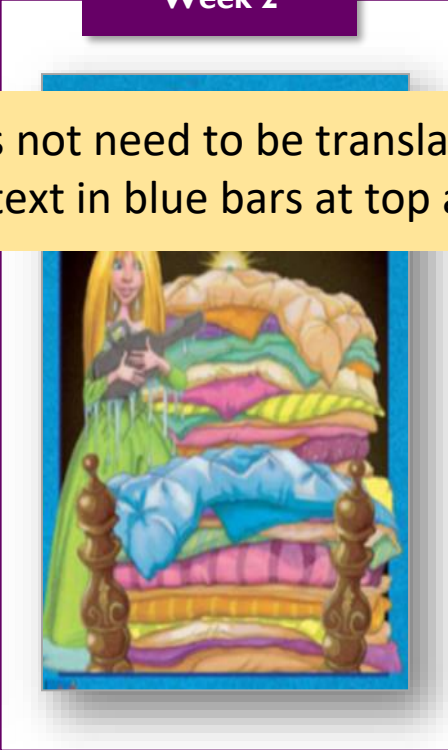
3-Week Unit Instructional Sequence

Extended Read
 2:
 Practice/Apply
Week 3



Unlock Barriers to Complex Text

Extended Read 1:
 Guide Practice/Apply
Week 2



Read Closely Analyze Complex Text

Mentor Reads:
 Model and Guide
Week 1



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Writing Mini-Lessons Pattern

Day One: Analyze Writing Prompt

Day Two: Reread to Find Text Evidence

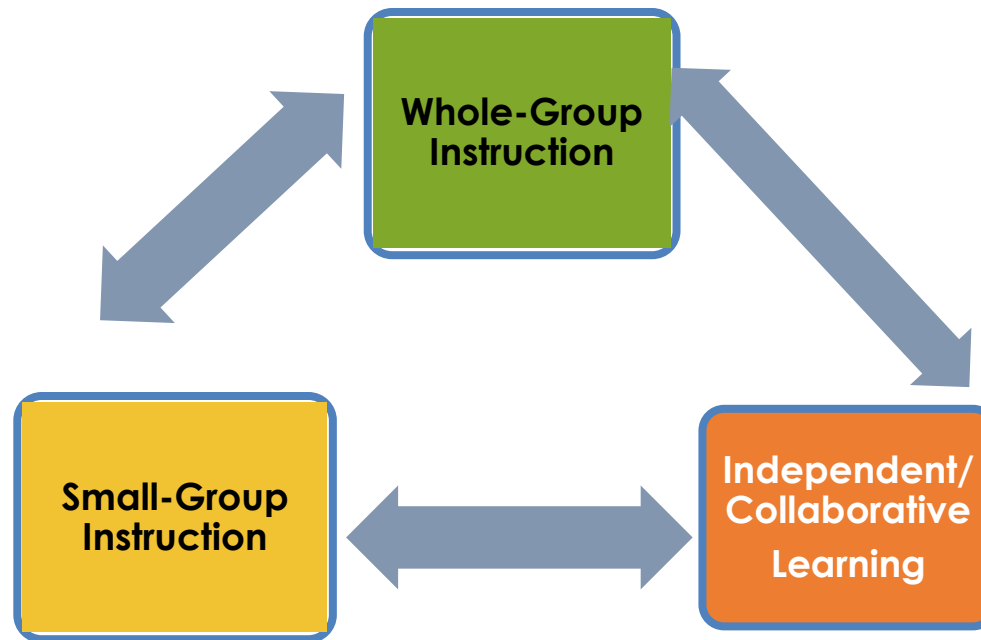
Day Three: Plan

Day Four: First Draft & Language Lesson

Day Five: Revise/Edit & Language Lesson

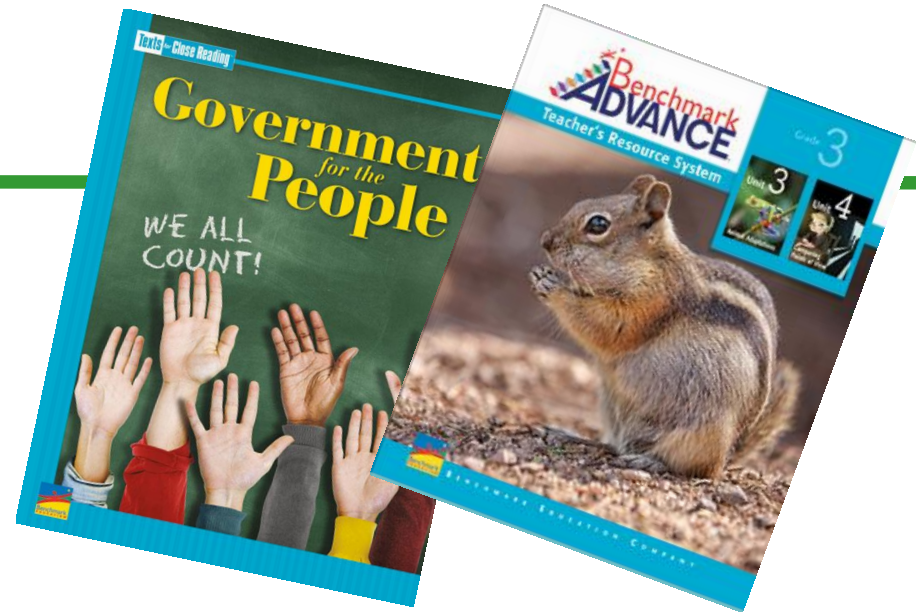
3. Read and Analyze a Narrative Pr W SL	6. Reread to Find Text Evidence	9. Plan a Journal Entry	12. Draft a Journal Entry SLA1c, SLA1d	15. Revise and Edit WA.3d, WA.4, WA.5, L.41a, LA.1c, L.2a
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Different Structures for Learning, but All CONNECTED



Promotes transfer of knowledge and skills and deepens learning

Designated ELD

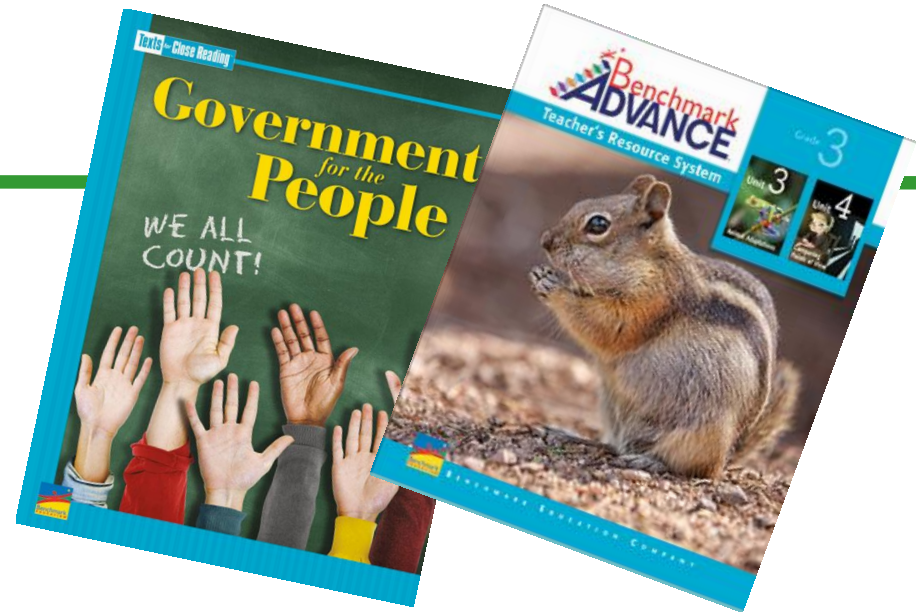


- Daily small group lessons for students based on their English proficiency levels
- Connected to the whole class, core English Language Arts instruction
- Often happens more frequently for students with lower proficiency levels

Integrated ELD

ELD Lessons that support all ELs

during Reading/Language Arts. These lessons:

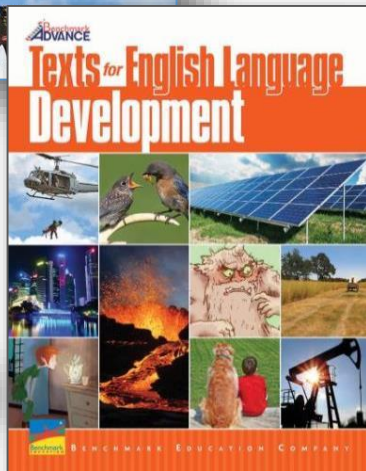
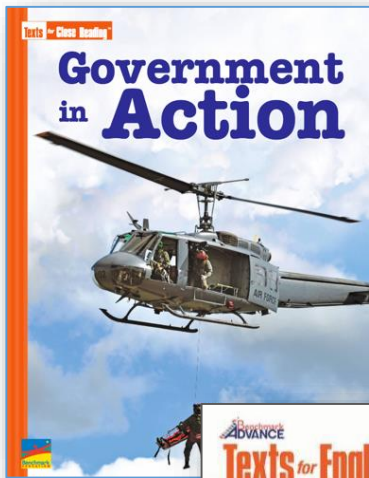


- Are interactive and **engaging, intellectually rich** and challenging
- Are appropriately designed to help learners become **more independent**
- Develop content **knowledge and academic English simultaneously**
- Value and **build on primary language** and culture

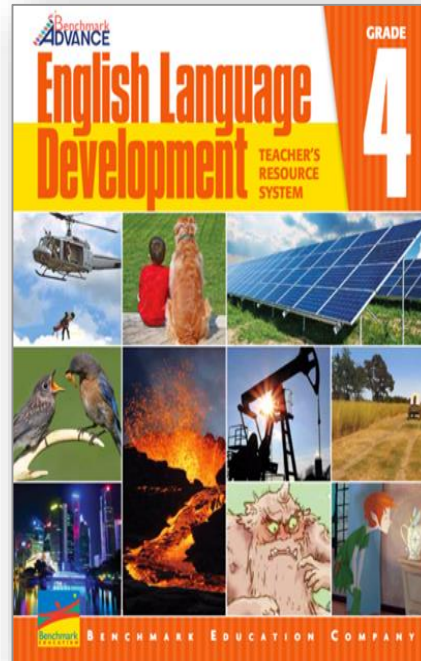


Tier II in BMA

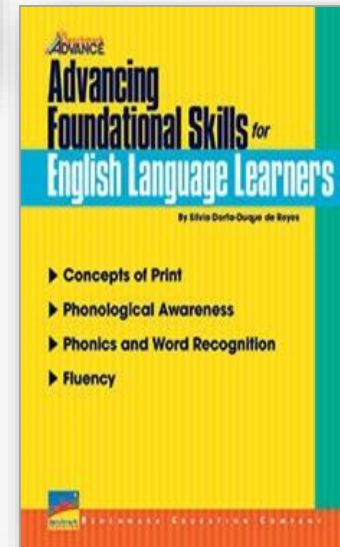
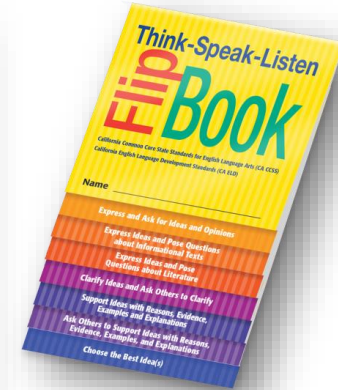
Designated ELD Resources



Student Resources










Teacher Resources



- ▶ Concepts of Print
- ▶ Phonological Awareness
- ▶ Phonics and Word Recognition
- ▶ Fluency

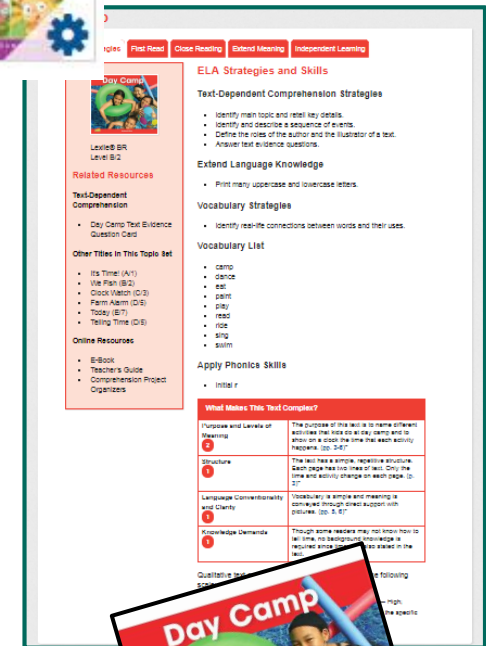
What are Reading Levels?

Reading Levels (A-Z) show teachers, students and parents where the student is reading according to grade level expectations. Importantly, these levels also support teachers in teaching the continuum of reading behaviors demanded by the easiest texts (Level A) to the most complex texts (Level Z).

Conversion Guide to Benchmark Education's Precise, Consistently Leveled Texts						
DEVELOPMENTAL CATEGORY	GRADE LEVEL	LETTER LEVEL	NUMBER LEVEL	LEVEL SM RANGE	ANALOGUE LEVEL	
EMERGENT	K	A	1	BR SM to 420L	1.1 to 2.9	 Digital Learning Portal Interactive Resources & Instruction for the Literacy Program  E-Planner Plan & Manage Student Groups  Video Multimedia Resources Unit by Unit  Weekly Presentations Colored Resources for Whole Group Instruction  E-Books Whole Group and Small Group Use  Home to School Take Home Letter and Activities  Online Assessments Validating Environment for Students Papering Platform for Teachers
		B	2			
		C	3, 4			
EMERGENT/EARLY	K-1	D	5, 6	420L to 820L	2.9 to 5.3	
		E	7, 8			
EARLY	1	F	9, 10	820L to 1010L	4.5 to 6.8	
		G	11, 12			
		H	13, 14			
		I	15, 16			
EARLY/FLUENT	1-2	J	18	1010L to 1185L	6.8 to 8.8	
	2	K	20			
		L	24			
2-3	M	28				
FLUENT	3	N	30	1185L to 1335L	7.2 to 10.6	
		O	34			
		P	38			
	4	Q	40			
		R	40			
	4-5	S	44			
	5	T	44			
U		50				
5-6	V	60				
6	W	60				
	X	60				
ADVANCED FLUENT	6-7	Y	70	1335L to 1485L		
	8-9	Z	80			
	9+	Z+	90			

Resources for Small Group Instruction

- Assessments
- Designated ELD
- Leveled Text with Teachers Guide
- K-2 Phonics in Context
- K-2 Advancing Phonics Skills
- Intervention Kit
- Reader's Theater
- Inquiry Projects (GATE)



Day Camp
Lexile BR
Level B:2

Text-Dependent Comprehension

- Day Camp Text Evidence Question Card

Other Titles in This Topic Set

- Its Time! (A:1)
- The Fish (B:2)
- Clock Watch (C:3)
- Farm Alarm (C:3)
- Today (E:7)
- Telling Time (D:8)

Online Resources

- E-Book
- Teacher's Guide
- Comprehension Project Organizers

Text-Dependent Comprehension Strategies

- Identify main topic and retell key details.
- Identify and describe a sequence of events.
- Define the role of the author and the illustrator of a text.
- Answer text evidence questions.

Extend Language Knowledge

- Print many uppercase and lowercase letters.

Vocabulary Strategies

- Identify real-life connections between words and their uses.

Vocabulary List

- camp
- dance
- eat
- paint
- play
- read
- ride
- sing
- swim

Apply Phonics Skills

- Initial r

What Makes This Text Complex?	
Purpose and Level of Reading 1	The purpose of the text is to name different activities that kids do at day camp and to also give a clue on the time the activity happens. (pp. 3-6)
Structure 1	The text has a simple, repetitive structure. Each page has two lines of text. On the one and only change on each page. (p. 3)
Language Conventorality and Clarity 1	Vocabulary is simple and meaning is conveyed through clear support with pictures. (p. 3, 6)
Knowledge Demands 1	Though some readers may not know how to be time or recognize the language is required knowledge has added in the text.



Tier 2 Small Group Resources

Our Government
ELLEN BARI

Text Evidence Questions

Ways to Use This Card
The reproducible questions on this card provide opportunities for students to read, analyze, and answer questions by reading the evidence. These questions reflect the stem types students will encounter on new standardized reading assessments.

Guided Practice Build on the scaffolded close reading lessons in the teacher's guide, and work with students in small groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Independent or Partner Practice Copy, cut out, and distribute the teacher's guide, and work with students to work together to answer assigned questions and respond in one of the following ways:

Annotate the Text	Have students use self-stick notes to mark text evidence and make other notations.
Annotate the E-Book	Have students use the highlighting and sticky note tools to respond to the questions.
Write Answers and Evidence	Have students prepare written responses to questions or respond using a graphic organizer.
Respond Orally	Meet with students individually or in a small group and ask them to explain their answers and the evidence they used.

Our Government

ELA Strategies and Skills

Non-Dependent Comprehension Strategies

- Determine main idea and key details.
- Use text features.
- Summarize key details.
- Use text and graphic features.
- Cite evidence.
- Compare and contrast information.
- Use graphics.

Related Language Knowledge

- Use context.
- Practice domain-specific vocabulary.

Writing

- Generate academic word.
- Practice domain-specific word.
- Research and Writing.

Character Education

Students will learn about:

- Trustworthiness
- Respect

LEVELS 11-28 G-M
Fable

The Boy Who Cried Wolf

Teacher's Guide

Objectives

FLUENCY
Students will:

- Build fluency through echo-reading, choral-reading, and repeated reading
- Read with appropriate pauses
- Read italicized words

COMPREHENSION
Students will:

- Analyze character/story elements
- Compare and contrast
- Draw conclusions
- Identify cause and effect
- Identify sequence or steps in a process
- Make judgments

GENRE
Students will:

- Identify and analyze features of fables

VOCABULARY AND WORD STUDY
Students will:

- Build vocabulary: *predicted, responsibility, trusted*
- Match synonyms
- Develop knowledge of idioms

CHARACTER EDUCATION
Students will learn about:

- Trustworthiness
- Respect

Summary
Bert and his mother are honored when Mayor McNayor makes Bert the village shepherd. At first, Bert has fun caring for the sheep—even though one of them tells terrible jokes. But then Bert gets lonely and decides to cry out, “Wolf!” so the Villagers will visit him. The Villagers come running but are angry when they find out Bert lied. Bert cries “Wolf!” when he gets lonely again. Then, when Wiley the wolf really does steal the sheep and Bert yells “Wolf!” a third time, the Villagers don’t believe him. Nobody comes to help. Bert learns an important lesson about trustworthiness and responsibility. And luckily, Wiley can’t bear the sheep’s bad jokes, so the sheep escape.


Characters	Levels
Sheldon	G
Sherman	H
Mrs. Varga	I
Villagers	J
Mayor McNayor	K
Sheena	L
Wiley	M
Narrator	N
Bert	O

Reader's Theater™ for Fluency and Comprehension

Reader's Theater™

The Boy Who Cried Wolf

An Aesop's Fable



by Katherine Scrapper • illustrated by Gustavo Mazali



Tier III in SCUSD

Tier III in SCUSD

- Still site-specific
- Services can range from
 - pull out with resource teacher
 - tutoring
 - SST
- MTSS Work Group meets weekly to develop a district-wide system of intensive intervention
- Benchmark Advance does not contain Tier III resources



Benchmark Universe- A Parent Resource

Parents can access Benchmark Universe from their students' "Clever" account.



Reflect and Process

- What have you learned this evening?
- Considering what you've learned, how might you use this information?

**Thank you for your
participation. Your feedback
is appreciated!**

Session #: DELAC

[ELD PL Feedback](#)

為所有英語學習者 提供學術支持

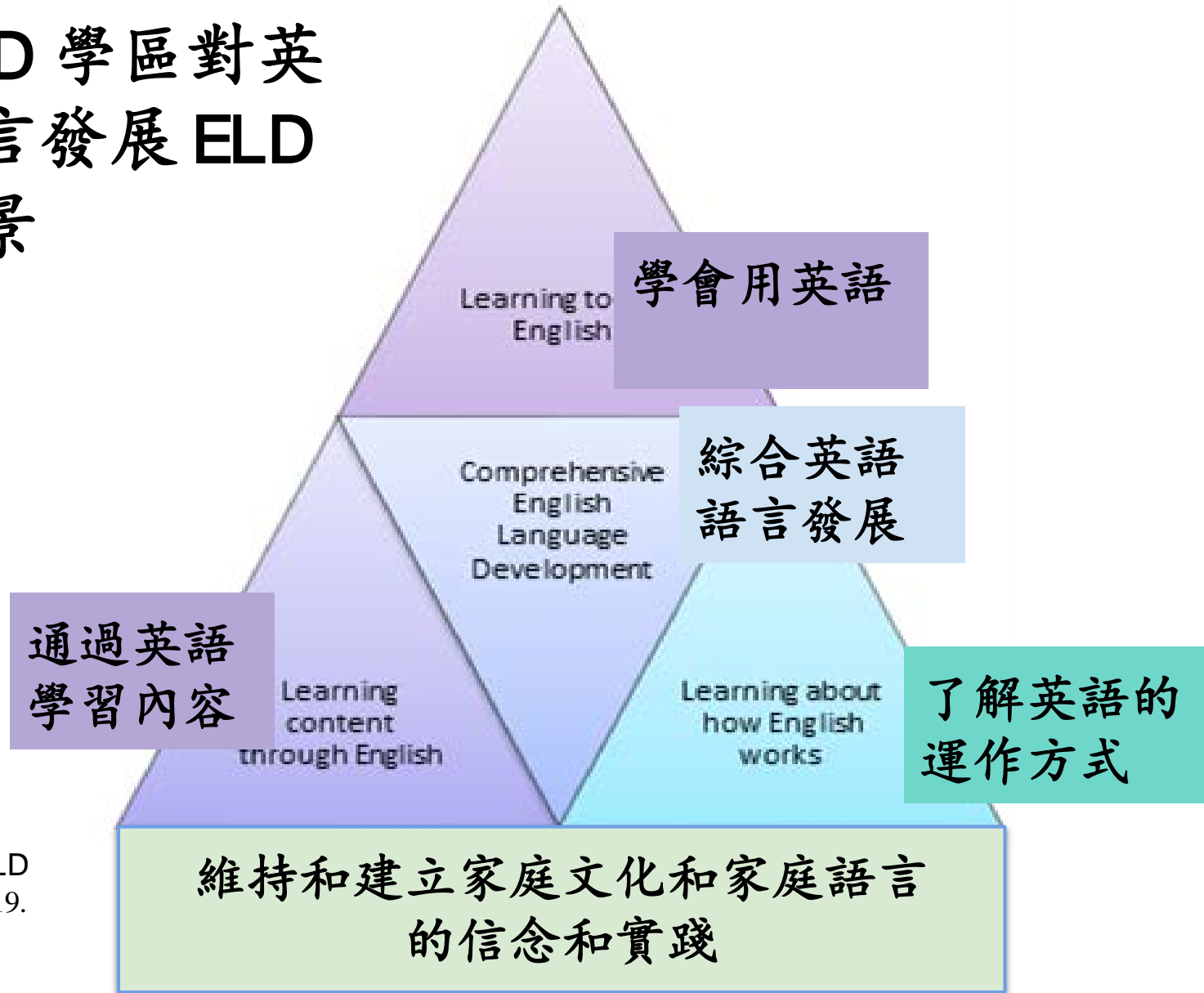


ENGLISH LANGUAGE LEARNERS

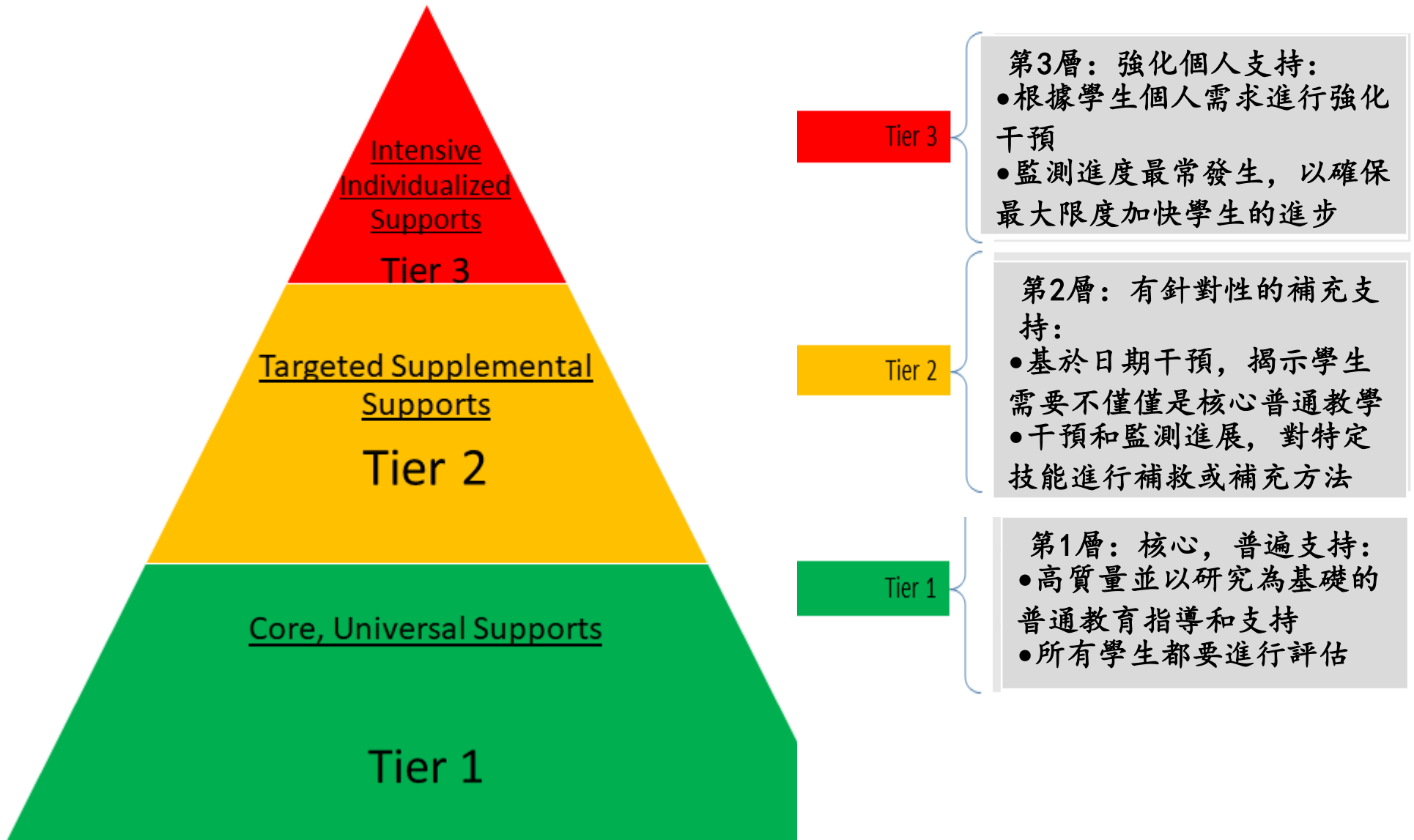
今天議程

- ❖ SCUSD 學區對英語語言發展 ELD 的願景
- ❖ EL 英語學習者的數據
- ❖ MTSS: 為學生服務的框架
 - 第一, 第二和第三層
- ❖ 用新的 Benchmark 高級英語和語言藝術課程來支持第一層和第二層框架

SCUSD 學區對英語語言發展 ELD 的願景



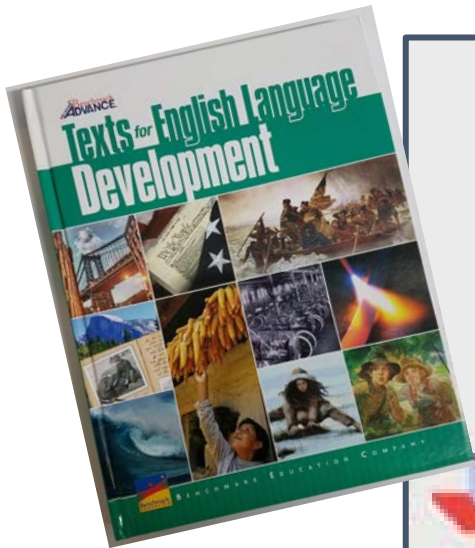
多層支持系統 (MTSS)





第一層： Benchmark Advance 標準進度的 核心指導

K-6年級新的英語語言藝術課程

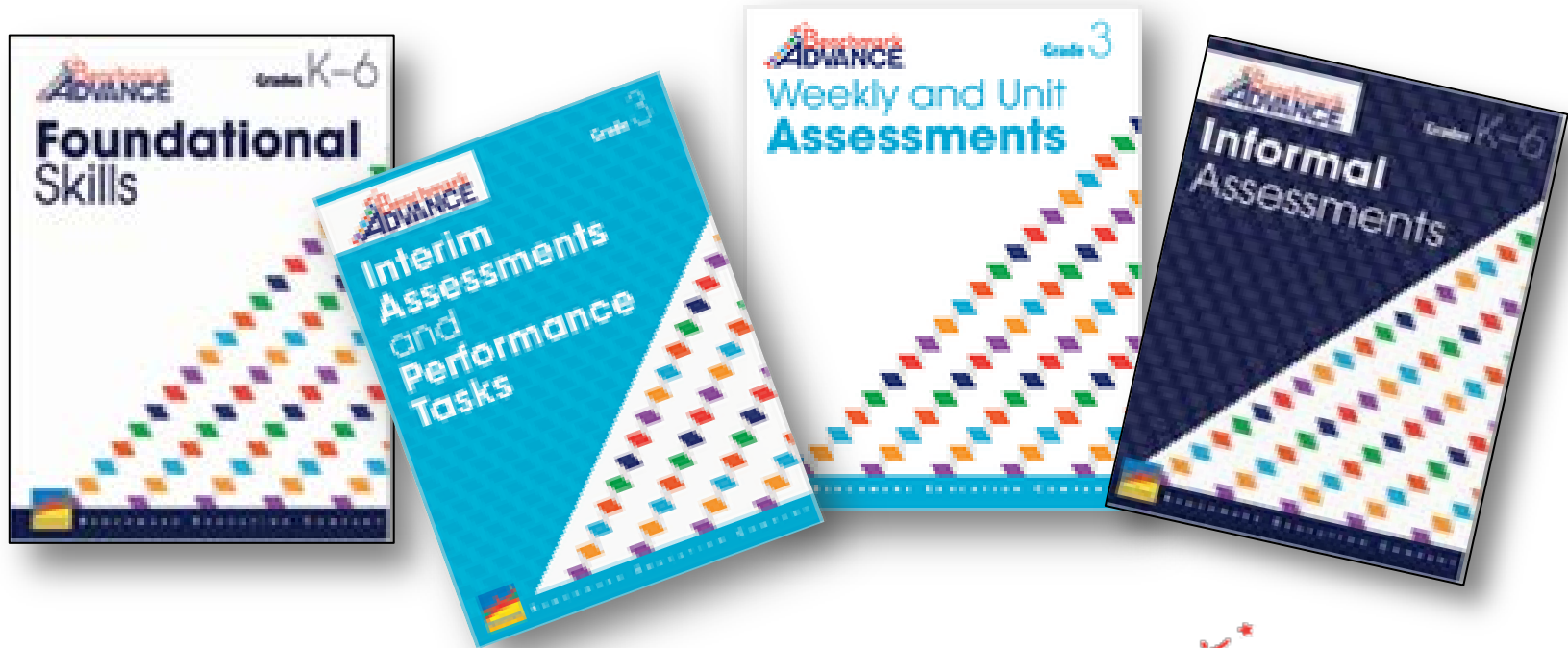


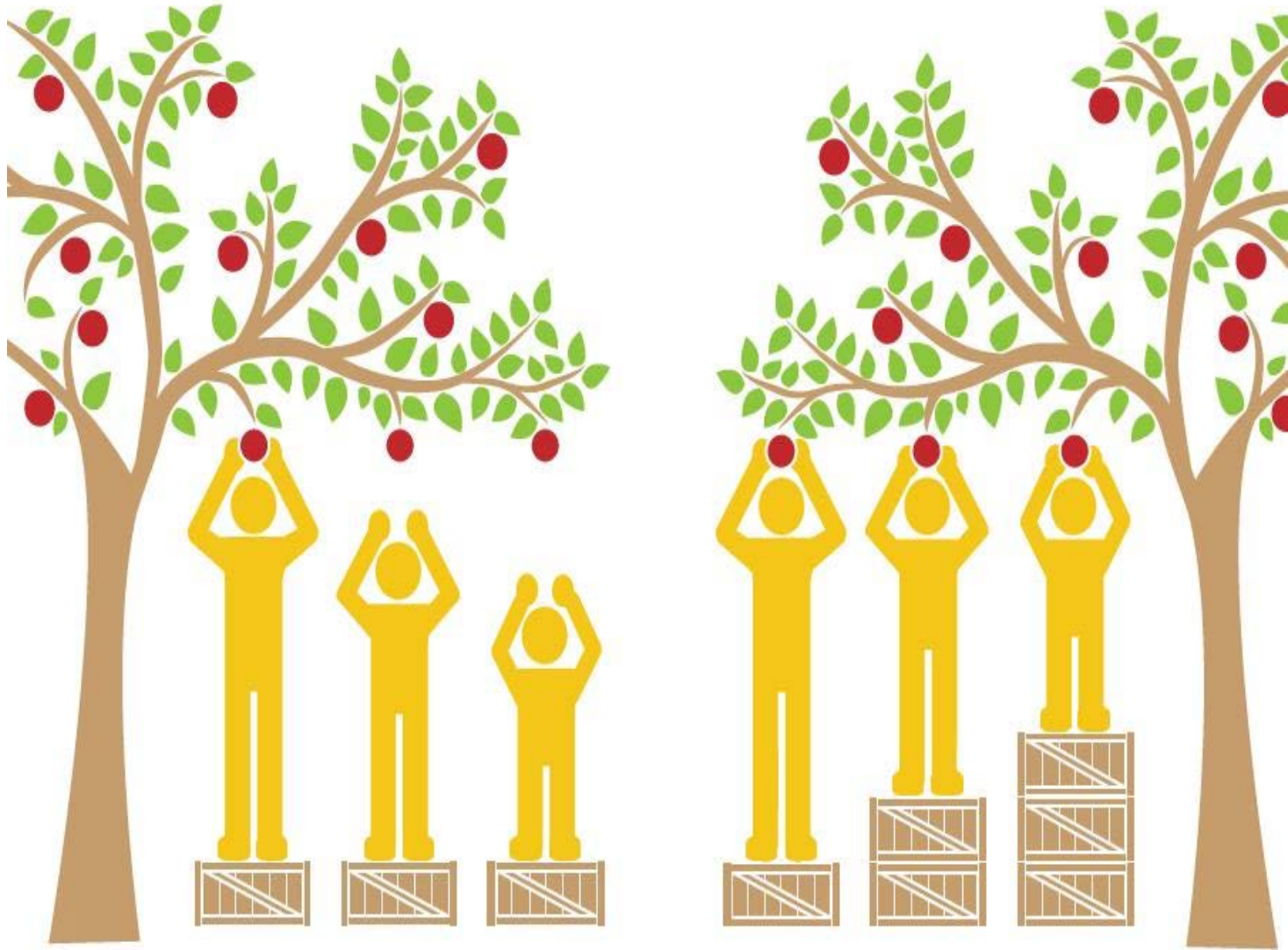
英語語言藝術核心教學 的關鍵轉變

- 定期練習複雜課文及其學術語言
- 閱讀，寫作和口語作業基礎是來自課文的證據，包括文學和信息的證據
- 通過內容豐富的信息課文來建立知識



Benchmark Advance Assessments 標準進度測試





Equality

doesn't mean



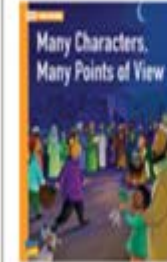

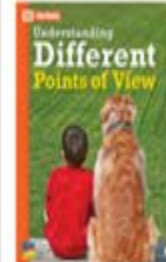

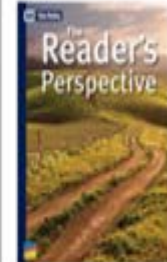
Equity

通過成績調整：每年都有相同的大主題

平衡信息課文和文學課文，共同構建內容知識

Content Knowledge Alignment
 Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Government and Citizenship							
2	Character							
3	Life Science							
4	Point of View							

 Writers Tell Many Stories	 Stories Have a Narrator	 Many Characters, Many Points of View	 Comparing Points of View	 Understanding Different Points of View	 Analyzing Author's Point of View	 The Reader's Perspective
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6

9	Economics							
10	Physical Science							

課文註釋


Short Read 1

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Alexander Graham Bell: "It Talks!"

by Kathy Furgang

★ Telephones have connected people to one another since the late 1800s. Alexander Graham Bell invented this important communication tool. Bell was born in Scotland in 1847. His mother was deaf; this made Bell want to learn all about sound. He learned how it travels as vibrations for sound waves. He wanted to find new ways for people to communicate.



Alexander Graham Bell

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This biography is mostly about how AGB made the telephones. He tested the telephone until it talked. He was shocked.

How did he do that?

Notes

★ Bell began to experiment with electric wires. He wanted spoken words to travel a long way from person to person. After many tries, Bell finally succeeded. On March 10, 1876, a call reached his assistant in the next room: "Mr. Watson, come here. I want to see you." These were the famous words of the first phone call ever made. Bell had achieved his goal.

5 Bell brought his telephone to the 1876 World's Fair in Philadelphia, Pennsylvania. He called it an "electrical speech machine." People were amazed at Bell's work. The leader of Brazil, Emperor Pedro II, was at the fair. When he heard sound through the telephone wire, he dropped the phone. "It talks!" he cried out.

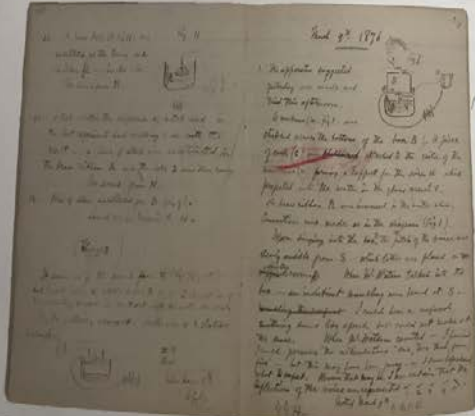
6 Bell's invention was revolutionary. In 1877, he established the Bell Telephone Company. Three years later there were more than 130,000 phones in American homes. Bell's invention paved the way for how we communicate today.

How many tries?

Did the fair have a lot of people?

It worked!

Wow! 3 yrs = 130,000



Bell got a patent to protect his invention.

3 週單元教學序列

Extended Read
2:
Practice/Apply

Week 3



Extended Read 1:
Guide Practice/Apply

Week 2



Mentor Reads:
Model and Guide

Week 1

Topic 2

Little Red Riding Hood

Once upon a time, there was a lively girl called Little Red Riding Hood. One morning, she was going to visit her grandma with a basket of food.

"Be careful, and don't talk to strangers," warned her mother.

"I promise," she said.

Topic 3

The Ant and the Grasshopper

Once upon a time, there lived an ant and a grasshopper. Each summer morning, the industrious ant woke up early to gather food for the winter ahead. The idle grasshopper, however, slept until noon and played until the sun went down.

複雜課文障礙
的解鎖

仔細閱讀複雜的課文

編寫迷你課文程的模式

第一天：分析寫作提示

第二天：重讀以查找課文證據

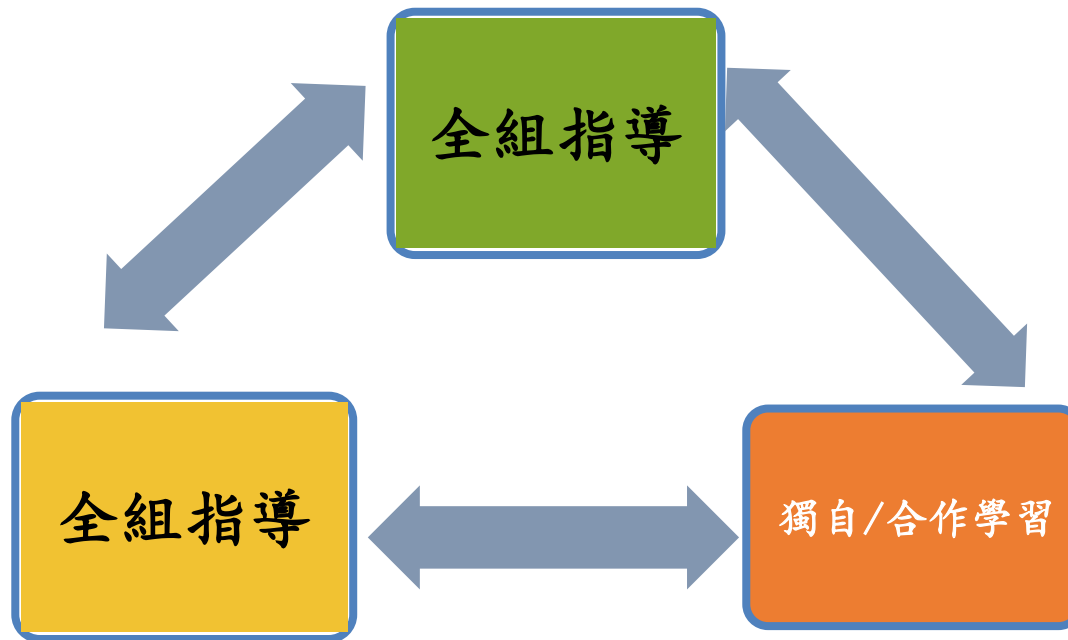
第三天：計劃

第四天：初稿和語言課

第五天：修改/編輯和語言課程

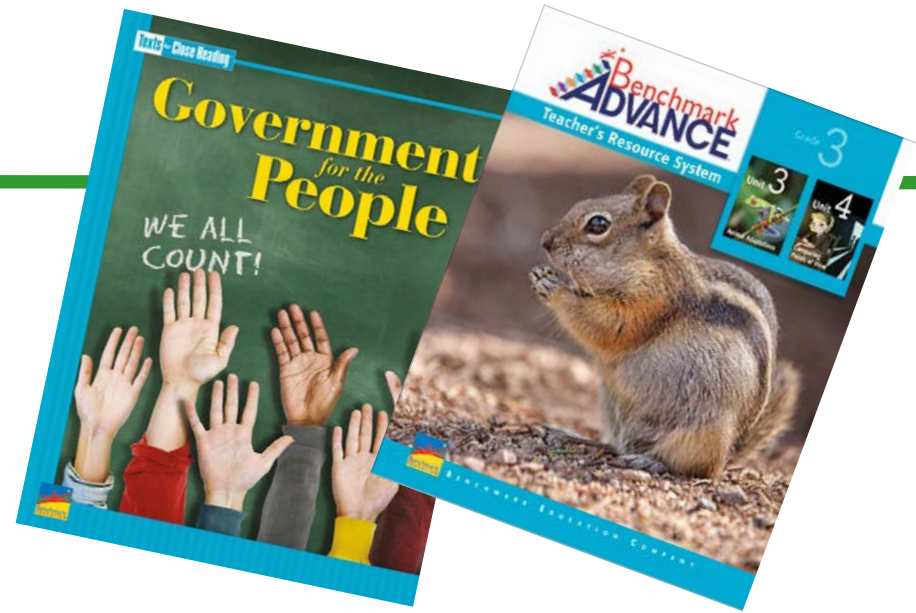
3. Read and Analyze a Narrative Prompt W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	6. Reread to Find Text Evidence W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.1h	9. Plan a Journal Entry W.4.3, W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	12. Draft a Journal Entry W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	15. Revise and Edit W.4.3d, W.4.4, W.4.5, W.4.10, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, LA.2a
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不同結構的學習，但所有學習都獲得連接起來



促進轉移知識和技能，加深學習

指定的 ELD



- 根據學生的英語水平，為學生提供每日小組課
- 連接全班，核心英語語言藝術指導
- 對於較低熟練程度的學生，會經常更頻繁地發生

綜合 ELD



支持所有英語學習者EL英語語言發展ELD閱讀/語言藝術課程。這些課程包括：

- 具有互動性和吸引力，智力豐富且具有挑戰性
- 經過適當設計，可幫助學習者變得更加獨立
- 同時開發內容知識和學術英語
- 重視並以主要語言和文化為基礎



BMA 中的第二層

MONDAY	
8:00	Opening
8:10	Read Aloud/Shared Reading
8:30	Rotation 1
8:50	Reading Lesson (Mini Lesson)
9:10	Rotation 2
9:30	Recess
9:45	Writing (Mini Lesson)
10:00	Rotation 3
10:20	Social Studies/Science
11:00	Lunch
11:40	Math
1:00	Recess
1:10	Designated ELD
1:40	Phonics (Mini Lesson)
2:00	Pack-up
2:12	Dismissal

Monday

Rotation 1

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Independent Reading	Computers	Independent Reading	Computers	Teacher Time

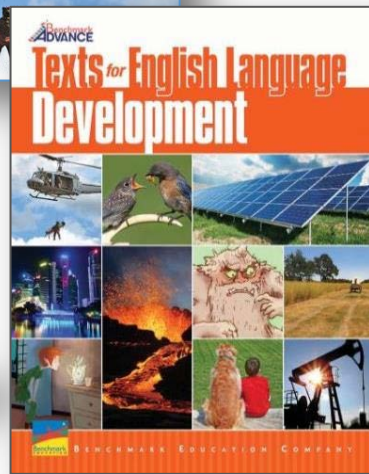
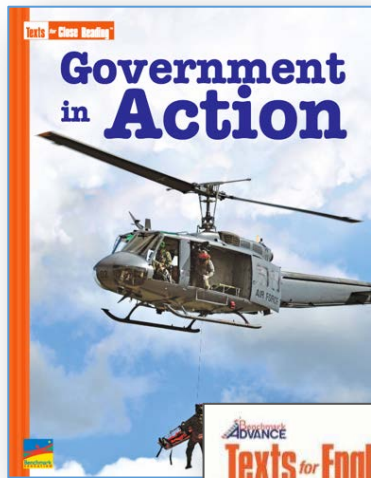
Rotation 2

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Computers	Independent Reading	Writing	Teacher Time	Independent Reading

Rotation 3

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Writing	Writing	Computers	Independent Reading	Computers

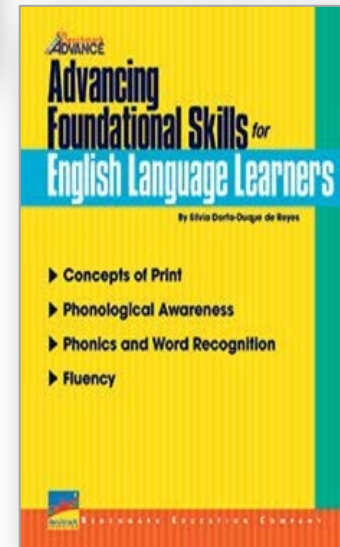
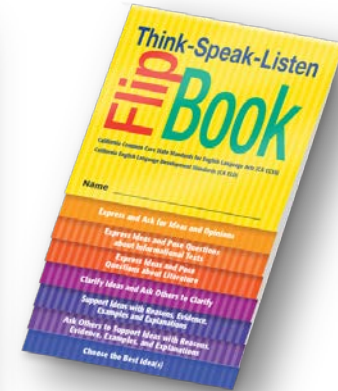
ELD 指定的資源



學生資源



教師資源



閱讀水平是什麼？

Conversion Guide to Benchmark Education's Precise, Consistently Leveled Texts					
DEVELOPMENTAL CATEGORY	GRADE LEVEL	LETTER LEVEL	NUMBER LEVEL	LEVEL SM RANGE	ANALOGUE LEVEL
EMERGENT	K	A	1	BR* to 420L	1.1 to 2.9
		B	2		
		C	3, 4		
EMERGENT/EARLY	K-1	D	5, 6	420L to 820L	2.9 to 5.3
		E	7, 8		
EARLY	1	F	9, 10	820L to 1010L	5.3 to 6.8
		G	11, 12		
		H	13, 14		
		I	15, 16		
EARLY/FLUENT	1-2	J	18	1010L to 1185L	6.8 to 8.8
	2	K	20		
FLUENT	2-3	L	24	1185L to 1335L	8.8 to 10.4
		M	28		
	3	N	30		
		O	34		
	4	P	38		
		Q	40		
	4-5	R	40		
		S	44		
	5	T	44		
		U	50		
5-6	V	60			
	W	60			
6	X	60			
	Y	70			
ADVANCED FLUENT	6-7	Y	70	1335L to 1650L	10.4 to 12.0
	8-9	Z	80		
	9+	Z+	90		

閱讀水平是什麼？閱讀水平(A-Z)是讓老師，學生和家長知道，根據年級的期望，學生的閱讀水平。重要是這些級別還支持教師教授連續閱讀行為，按最簡單(A級)到最複雜課文(Z級)的要求。

Benchmark EDUCATION

Digital Learning Portal
Interactive Resources & Instruction for the EdLinc Program

E-Planner
Plan & Manage Student Groups

Video
Multimedia for Various User Types

Weekly Presentations
Collated Resources for Work-Group Instruction

E-Books
Work-Group and Small-Group Use

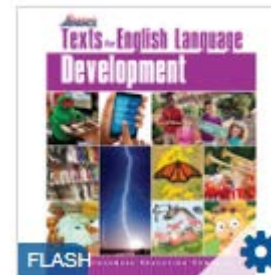
Home to School
Take-Home Letter and Activities

Online Assessments
Notifying Environment for Students Reporting Platform for Teachers

Toll-Free 1-877-236-3445
www.benchmarkeducation.com
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小組指導的資源

- 評估
- 指定的ELD
- 分層課文有教師指南
- K-2年級語音學的語境
- K-2年級推進語音技能
- 干預套件
- 讀者劇院
- 諮詢項目 (GATE)



Text-Dependent Comprehension Strategies

- Identify main topic and recall key details.
- Identify and describe a sequence of events.
- Define the role of the author and the illustrator of a text.
- Answer text evidence questions.

Extend Language Knowledge

- Print many uppercase and lowercase letters.

Vocabulary Strategies

- Identify real-life connections between words and their uses.

Vocabulary List

- camp
- dance
- egg
- paint
- play
- read
- rice
- sing
- swim

Apply Phonics Skills

- Initial r

What Makes This Text Complex?	
Purpose and Level of Reading	The purpose of the text is to name different activities that kids do at day camp and to answer a question about the activities. (pp. 3-6)
Structure	The text has a simple, repetitive structure. Each page has two lines of text. Only the first line and activity change on each page. (p. 3)
Language Conventionalities and Clarity	Vocabulary is simple and meaning is conveyed through clear support with pictures. (p. 3, 6)
Knowledge Demands	Though some readers may not know how to use the text, no background knowledge is required to understand the text. (pp. 3, 6)



第2層小組資源

Our Government
ELLEN BARI

Text Evidence Questions

Ways to Use This Card
The reproducible questions on this card provide opportunities for students to read, analyze, and answer questions by finding the evidence. These questions reflect the stem types students will encounter on new standardized reading assessments.

Guided Practice Build on the scaffolded close reading lessons in the teacher's guide, and work with students in small groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Independent or Partner Practice Copy, cut out, and distribute the teacher's guide, and work with students in small groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Annotate the Text	Have students use self-stick notes to mark text evidence and make other notations.
Annotate the E-Book	Have students use the highlighting and sticky note tools to respond to the questions.
Write Answers and Evidence	Have students prepare written responses to questions or respond using a graphic organizer.
Respond Orally	Meet with students individually or in a small group and ask them to explain their answers and the evidence they used.

Our Government

ELA Strategies and Skills

Self-Dependent Comprehension Strategies

- Annotate main ideas and key details.
- Use text features.
- Summarize key details.
- Use text and graphic features.
- Check information.
- Compare and contrast information.

Related Language Knowledge

- Use prefixes.
- Practice domain-specific vocabulary.

Writing

- Analyze Writing by Source: Expository
- Research and Writing

What Makes This Text Complex?

Purpose and Level of Reading

Language Conventions and Clarity

Knowledge Demands

LEVELS 11-28 G-M
Fable

The Boy Who Cried Wolf

Teacher's Guide

Objectives

FLUENCY
Students will:

- Build fluency through echo-reading, choral-reading, and repeated reading
- Read with appropriate pauses
- Read italicized words.

COMPREHENSION
Students will:

- Analyze character/story elements
- Compare and contrast
- Draw conclusions
- Identify cause and effect
- Identify sequence or steps in a process
- Make judgments

GENRE
Students will:

- Identify and analyze features of fables

VOCABULARY AND WORD STUDY
Students will:

- Build vocabulary: *predicted, responsibility, trusted*
- Match synonyms
- Develop knowledge of idioms

CHARACTER EDUCATION
Students will learn about:

- Trustworthiness
- Respect

Summary
Bert and his mother are honored when Mayor McNayor makes Bert the village shepherd. At first, Bert has fun caring for the sheep—even though one of them tells terrible jokes. But then Bert gets lonely and decides to cry out, “Wolf!” so the Villagers will visit him. The Villagers come running but are angry when they find out Bert lied. Bert cries “Wolf!” when he gets lonely again. Then, when Wiley the wolf really does steal the sheep and Bert yells “Wolf!” a third time, the Villagers don’t believe him. Nobody comes to help. Bert learns an important lesson about trustworthiness and responsibility. And luckily, Wiley can’t bear the sheep’s bad jokes, so the sheep escape.

Characters	Levels
Sheldon	G
Sherman	G
Mrs. Varga	H
Villagers	I
Mayor McNayor	J
Sheena	K
Wiley	L
Narrator	L
Bert	M

Reader's Theater for Fluency and Comprehension

Reader's Theater

The Boy Who Cried Wolf

An Aesop's Fable

by Katherine Scrapper • illustrated by Gustavo Mazali



SCUSD 中的第三層

SCUSD 中的第三層

- 仍然是特定於學校站點
- 服務範圍可以從
 - 資源老師抽取學生去學習
 - 補習
 - SST學生研究組
- MTSS 工作組每週召開一次會議，以製定全學區範圍強化干預的系統
- Benchmark Advance 不包含第三級層資源



標準範圍— 家長資源

家長可以從學生的 “Clever聰明” 帳戶
登錄 Benchmark Universe



反思和思考

- 你今天晚上學到了什麼？
- 考慮到所學到的知識，您如何使用這些信息？

感謝您的參與。
感謝您的反饋!

座談會#: DELAC

ELD PL 反饋

Kev Pab Kawm Ntawv rau Cov Menyuam Kawm Lus Askiv

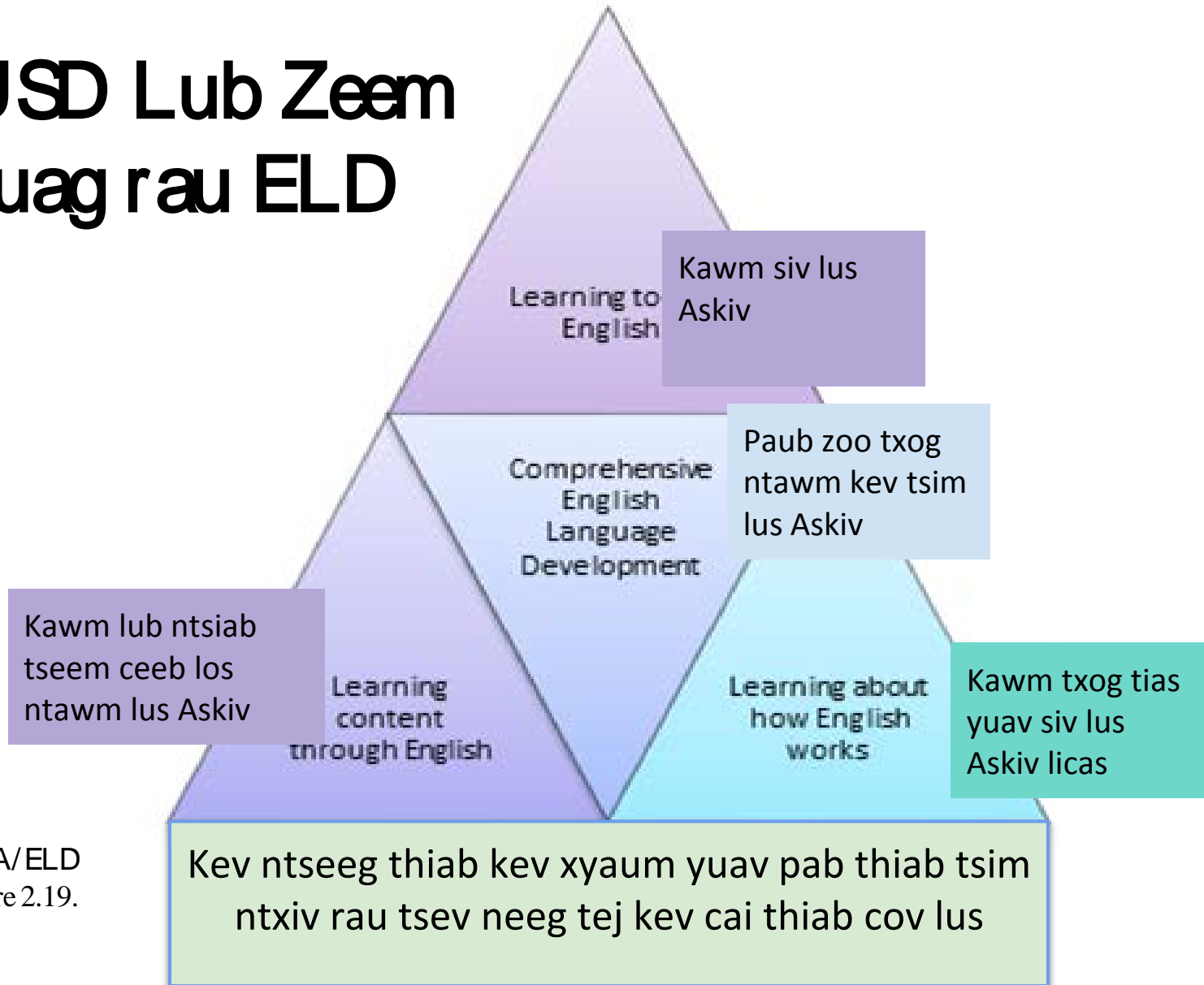


ENGLISH LANGUAGE LEARNERS

Cov Txheej Txheem Hnub No

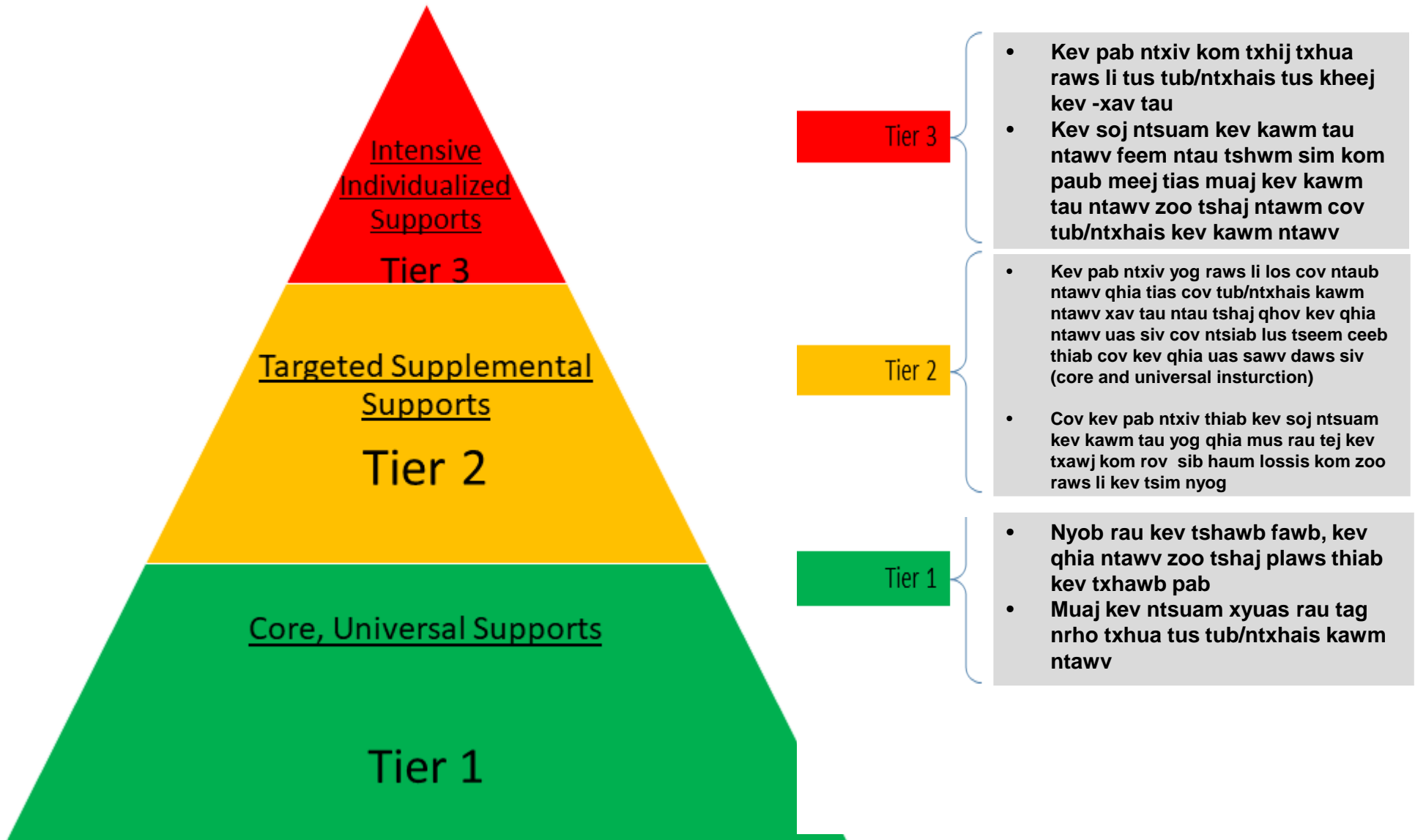
- ❖ SCUSD Lub Zeem Muag rau ELD
- ❖ Cov EL Data
- ❖ MTSS: Tus Qauv Kev Pab rau Cov Tub/Ntxhais Kawm Ntawv
 - Tiers I, II, thiab III
- ❖ Siv tus qauv tshiab Benchmark Advance English/Language Arts los Txhawb rau Tiers I thiab II

SCUSD Lub Zeem Muag rau ELD



From the CA ELA/ELD Framework; Figure 2.19.

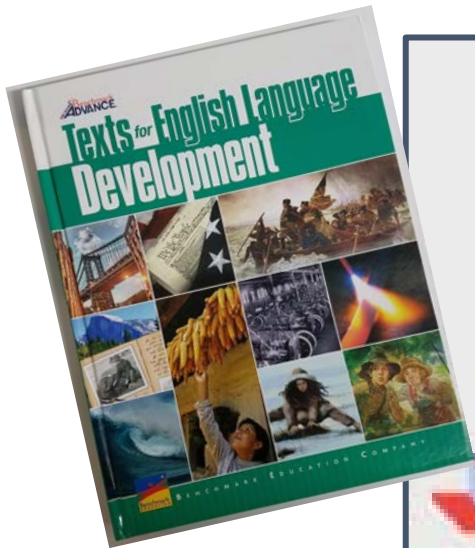
Multi Tiered System Of Support(MTSS)





Tier I
Kev Qhia Ntawv
uas Siv Cov Ntsiab
Lus Tseem Ceeb
nyob rau
Benchmark
Advance

Lub Program Askiv Tshiab K-6 English Language Arts



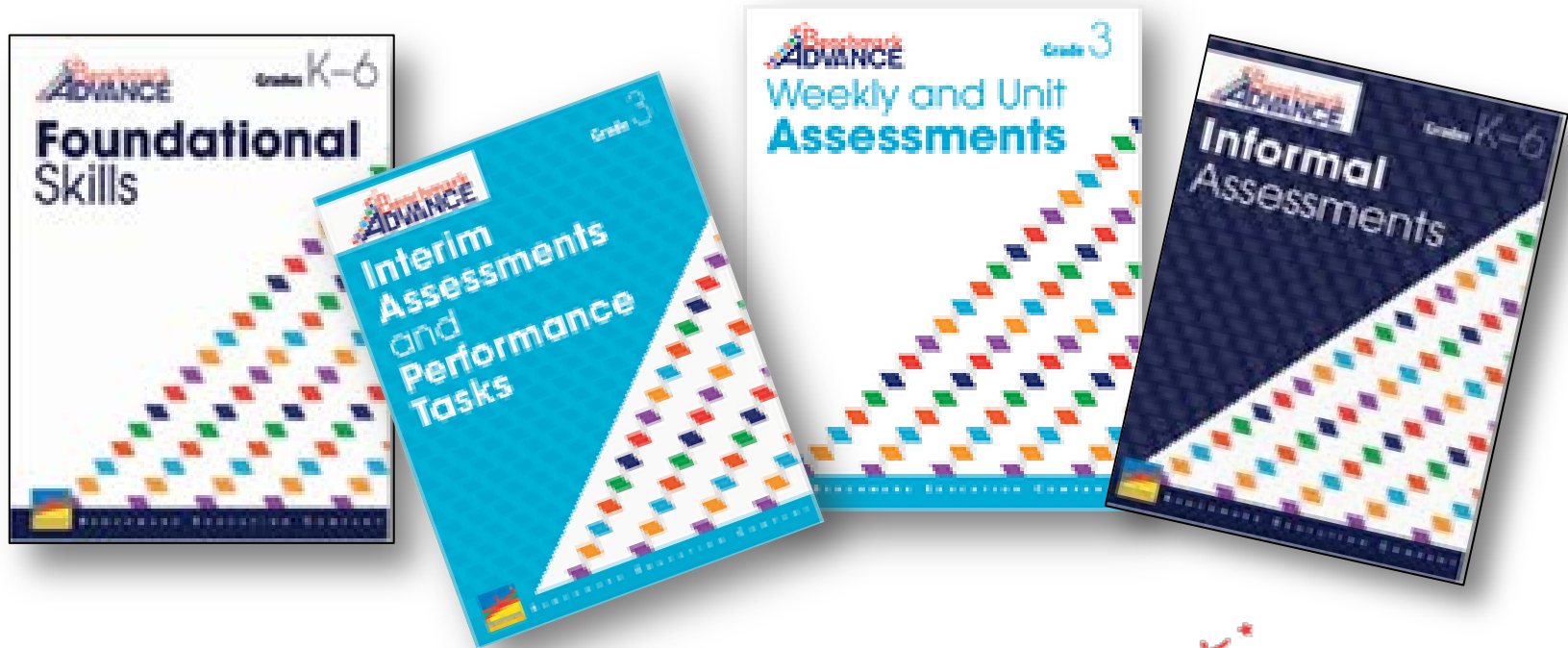
Hloov Kev Qhia Ntawv nyob rau English Language Arts

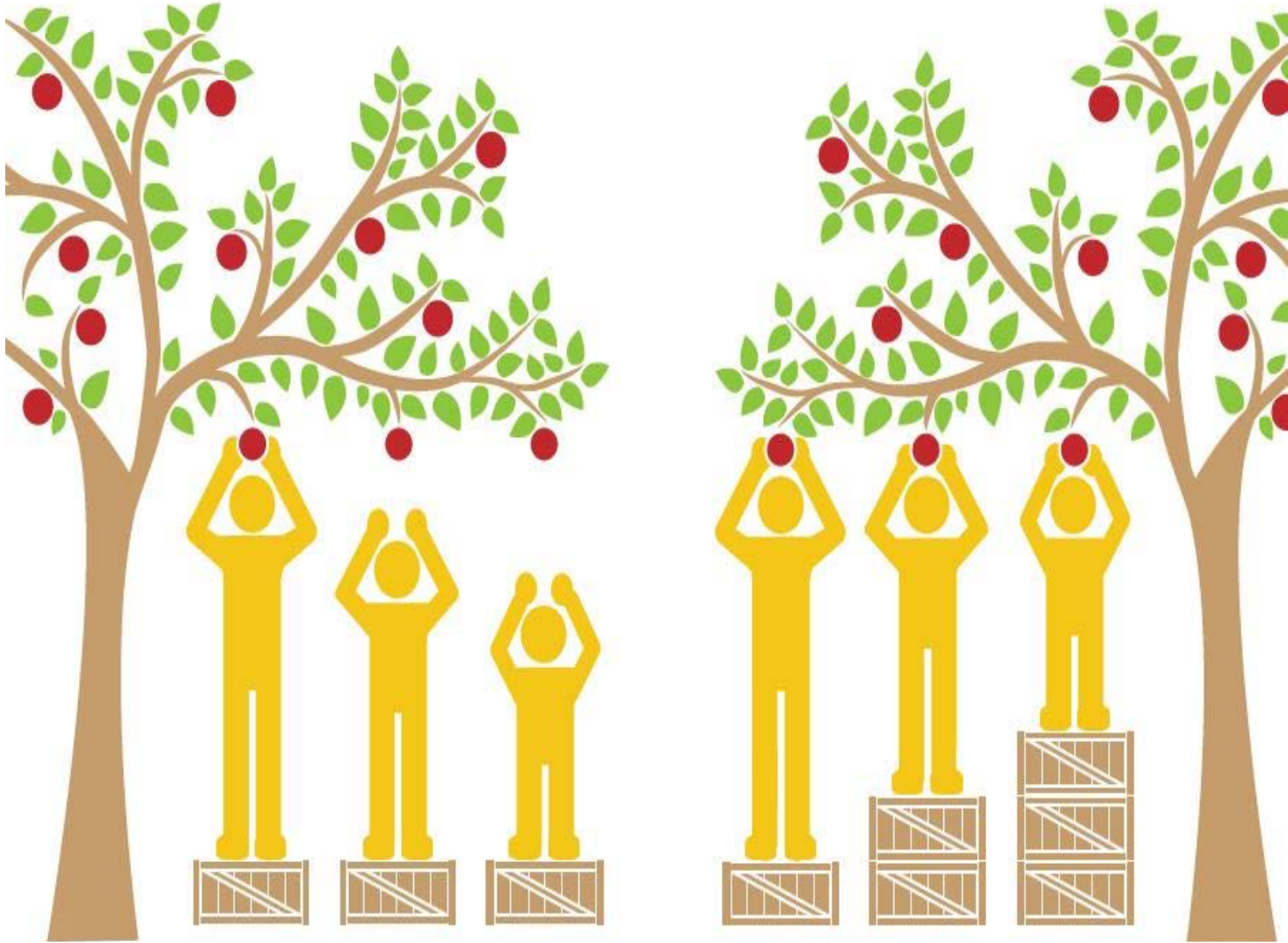
Kev Qhia Ntawv uas Siv Cov Ntsiab Lus Tseem Ceeb (Core Instruction)

- Xyaum nyeem tej phau ntawv uas nyuab thiab lawv cov lus tas mus li
- Cov kev nyeem ntawv, sau ntawv, thiab hais lus yog nyob ntawm tej pov thawj hauv cov phau ntawv, nrog rau cov ntawv nyeem thiab cov ntawv xwm txheej
- Tsim kev txawj ntse los ntawm cov ntsiab lus tseem ceeb hauv cov ntawv xwm txheej



Benchmark Advance





Kev vaj huam sib luag

tsis txhais tau tias

tau sib luag zos

Kev sau me ntsis piav txog saib yog nyeem txog dab tsi


Short Read 1

Remember to annotate as you read.

Alexander Graham Bell: "It Talks!"

by Kathy Furgang

1 ★ Telephones have connected people to one another since the late 1800s. Alexander Graham Bell invented this important communication tool. Bell was born in Scotland in 1847. His mother was deaf; this made Bell want to learn all about sound. He learned how it travels as vibrations for sound waves. He wanted to find new ways for people to communicate.



Alexander Graham Bell

2 As an adult, Bell taught at several schools for deaf students in Boston. His wife was also deaf. All the while, he kept learning more about how sound works. He also studied the human voice.

3 ★ Bell dreamed that people would one day "talk with electricity." At the time, people could only send telegraphs. These were coded messages sent over wires using a system of clicks and blips. The messages were then written down and delivered by hand.

Notes:

He was scotish

deaf & hear

Vibrashon = sound waves

AGB invented the telephone in the late 1800s.

Mom deaf deaf teacher Sign language.

This biography is mostly about how AGB made the telephones. He tested the telephone until it talked. He was shocked.

How did he do that?

Notes

How many tries?

1 ★ Bell began to experiment with electric wires. He wanted spoken words to travel a long way from person to person. After many tries, Bell finally succeeded. On March 10, 1876, a call reached his assistant in the next room: "Mr. Watson, come here. I want to see you." These were the famous words of the first phone call ever made. Bell had achieved his goal.

2 Bell brought his telephone to the 1876 World's Fair in Philadelphia, Pennsylvania. He called it an "electrical speech machine." People were amazed at Bell's work. The leader of Brazil, Emperor Pedro II, was at the fair. When he heard sound through the telephone wire, he dropped the phone. "It talks!" he cried out.

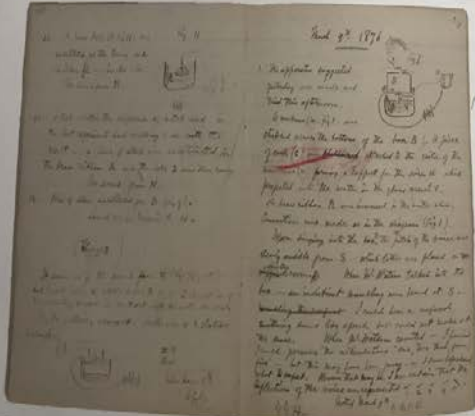
3 Bell's invention was revolutionary. In 1877, he established the Bell Telephone Company. Three years later there were more than 130,000 phones in American homes. Bell's invention paved the way for how we communicate today.

Notes:

Did the fair have a lot of people?

It worked!

Wow! 3 yrs = 130,000



Bell got a patent to protect his invention.

3-Lub Vasthiv Kev Kawm Sib Law Liag

Extended Read
 2:
 Practice/Apply

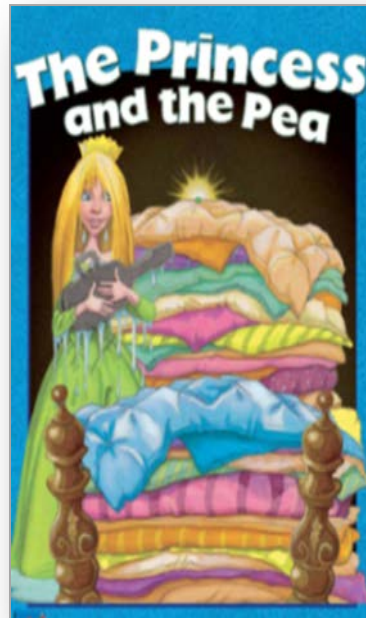
Week 3



Tshem tawm tej kev uas
 thaiv cov kev nyem cov
 ntawv uas nyuab

Extended Read 1:
 Guide Practice/Apply

Week 2



Ua tib zoo nyem kom tshuaj ntsuam tej ntawv
 nyem uas nyuab

Mentor Reads:
 Model and Guide

Week 1

Little Red Riding Hood

Once upon a time, there was a lively girl called Little Red Riding Hood. One morning, she was going to visit her grandma with a basket of goodies. "Be careful, and don't talk to strangers," warned her mother. "I promise," she said.



The Ant and the Grasshopper

Once upon a time, there lived an ant and a grasshopper. Each summer morning, the industrious ant woke up early to gather food for the winter ahead. The idle grasshopper, however, slept until noon and played until the sun went down.



Tus Qauv Qhia Txog Kev Sau Ntawv

Hnub Ib: Tshuaj ntsuam qhov ntsiab lus uas sau txog

Hnub Ob: Nyeem dua kom nrhiav tau pov thawj hauv phau ntawv

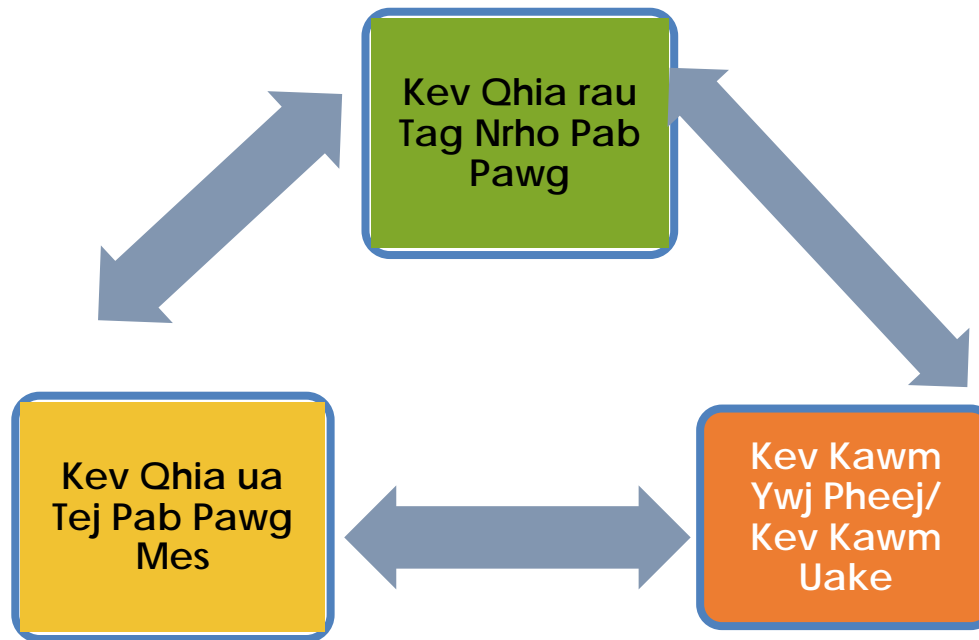
Hnub Peb: Npaj seb yuav sau licas

Hnub Plaub: Sau Thawj daim Draft & Language Lesson

Hnub Tsib: Muab kho dua kom raug/ntxiv rau & Language Lesson

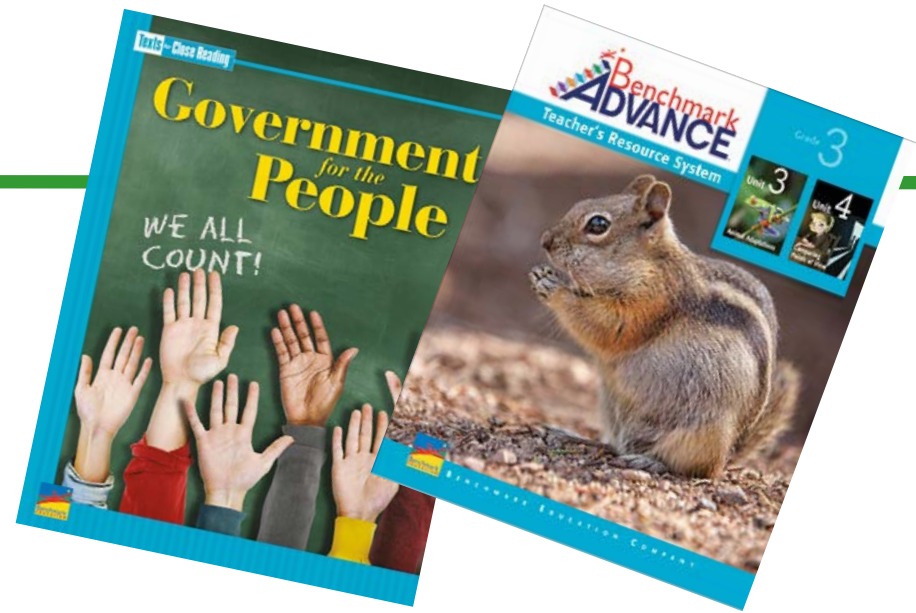
<p>3. Read and Analyze a Narrative Prompt W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d</p>	<p>6. Reread to Find Text Evidence W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.1h</p>	<p>9. Plan a Journal Entry W.4.3, W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d</p>	<p>12. Draft a Journal Entry W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d</p>	<p>15. Revise and Edit W.4.3d, W.4.4, W.4.5, W.4.10, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.2a</p>
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Cov Kev Qhia Sib Txawv rau Kev Kawm, tiamsis TAG NRHO SIB TXUAS



Txhawb nqa kev hloov mus rau kev kawm thiab kev txawj ntse kom kev kawm loj hlob

Cov uas raug tso tias yog ELD



- Cov kev kawm txhua hnuv rau cov tub/ntxhais kawm ntawv uas muab tso ua tej pab pawg me raws li lawv theem kev paub lus Askiv
- Muab koom uake nrog tag nrho cov kawm rau hauv chav, kev qhia cov ntsiab tseem ceeb rau English Language Arts
- Feem ntau nws tshwm sim ntau dua rau cov tub/ntxhais kawm ntawv uas nyob rau cov theem kev paub lus Askiv qis dua

Muab ELD lostso uake



ELD Cov kev kawm uas txhawb pab rau txhua tus ELs
nyob rau kev Nyeem Ntawv / Kawm Ntawv Askiv (Language Arts).
Cov kev kawm no:

- Muaj kev sib txuas lus thiab **kev koomtes, kev txawj ntse plus mias** thiab kom muaj kev kawm
- Tsim kom zoo los pab tau rau cov tub/ ntxhais kawm ntawv kom **lawv ua tau ntawm lawv tus kheej ntau dua**
- Tsim kom muaj **laj lim tswv yim zoo thiab muaj kev kawm lus Askiv rau tib lub sijhawm**
- Muaj nqis thiab **kawm ntxiv rau lawv thawj hom lus** thiab tej kev cai



**Tier II
hauv
BMA**

MONDAY	
8:00	Opening
8:10	Read Aloud/Shared Reading
8:30	Rotation 1
8:50	Reading Lesson (Mini Lesson)
9:10	Rotation 2
9:30	Recess
9:45	Writing (Mini Lesson)
10:00	Rotation 3
10:20	Social Studies/Science
11:00	Lunch
11:40	Math
1:00	Recess
1:10	Designated ELD
1:40	Phonics (Mini Lesson)
2:00	Pack-up
2:12	Dismissal

Monday

Rotation 1

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Independent Reading	Computers	Independent Reading	Computers	Teacher Time

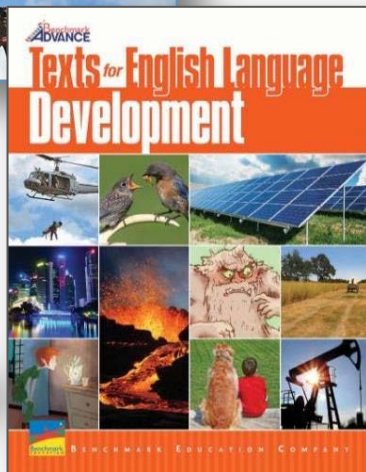
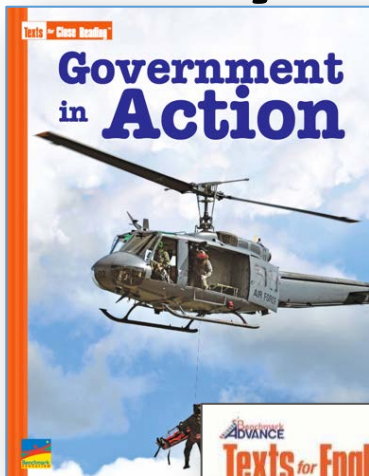
Rotation 2

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Computers	Independent Reading	Writing	Teacher Time	Independent Reading

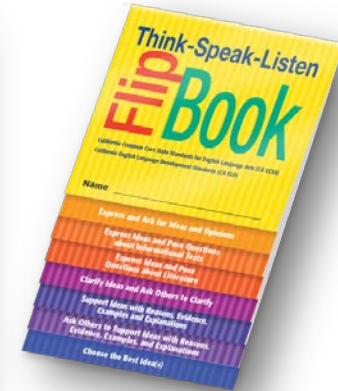
Rotation 3

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Writing	Writing	Computers	Independent Reading	Computers

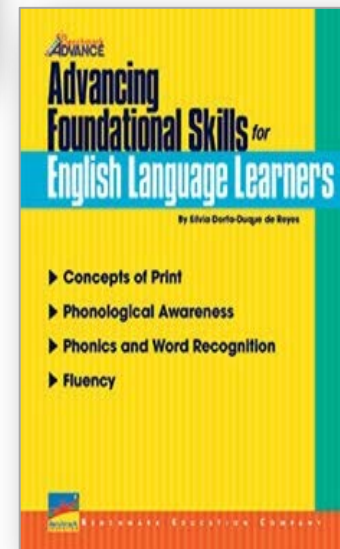
Cov kev pabcuam rau cov uas nyob rau ELD



Xibfwb cov kev pabcuam




Tub/ntxhais kawm ntawv cov kev pabcuam



Cov theem rau kev nyeem ntawv yog licas?

Kev nyeem ntawv cov theem (A-Z) qhia rau cov xibfwb, cov tub/ntxhais kawm ntawv thiab cov niamtxiv tias tus tub/ntxhais kawm ntawv tab tom nyeem txog raws li nws qib theem kawm uas tsim nyog lawm. Tseem ceeb tshaj mas, cov theem nyeem ntawv no kuj pab tau cov xibfwb kev qhia ntawv txuas ntxiv ntawm cov cwj pwm uas yuav tsum nyeem cov ntawv nyeem uas yooj yim tshaj (Level A) mus kom txog rau cov ntawv nyeem uas nyuaj tshaj plaws (Level Z).

Conversion Guide to Benchmark Education's Precise, Consistently Leveled Texts					
DEVELOPMENTAL CATEGORY	GRADE LEVEL	LETTER LEVEL	NUMBER LEVEL	LEVEL* RANGE	ANALOG LEVEL
EMERGENT	K	A	1	BR* to 420L	1.1 to 2.9
		B	2		
		C	3, 4		
EMERGENT/EARLY	K-1	D	5, 6	BR* to 420L	1.1 to 2.9
		E	7, 8		
EARLY	1	F	9, 10	420L to 820L	2.9 to 5.3
		G	11, 12		
		H	13, 14		
		I	15, 16		
		J	18		
EARLY/FLUENT	1-2	K	20	420L to 820L	2.9 to 5.3
	2	L	24		
		M	28		
FLUENT	3	N	30	740L to 1010L	4.5 to 6.8
		O	34		
		P	38		
	4	Q	40		
		R	40		
	4-5	S	44		
	5	T	44		
U		50			
6	5-6	V	60	925L to 1185L	6.0 to 8.8
	6	W	60		
		X	60		
ADVANCED FLUENT	6-7	Y	70	1050L to 1335L	7.2 to 10.6
	8-9	Z	80		
	9+	Z+	90		



Digital Learning Portal
Interactive Resources & Instruction for the ELAR Program

E-Planner
Plan & Manage Student Groups







Video
Multimedia for Individualized Learning


Weekly Presentations
Collated Resources for Whole-Group Instruction

E-Books
Whole-Group and Small-Group Use

Home to School
Take Home Letter and Activities

Online Assessments
Validating Environment for Students Reporting Platform for Teachers

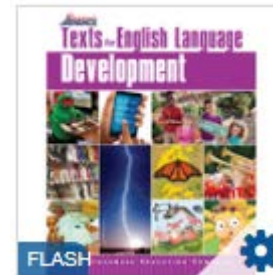









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Cov Kev Pabcuam rau Cov Kev Qhia Ua Tej Pab Pawg Me

- Assessments
- Designated ELD
- Leveled Text with Teachers Guide
- K-2 Phonics in Context
- K-2 Advancing Phonics Skills
- Intervention Kit
- Reader's Theater
- Inquiry Projects (GATE)



Text-Dependent Comprehension Strategies

- Identify main topic and retell key details.
- Identify and describe a sequence of events.
- Define the role of the author and the illustrator of a text.
- Answer text evidence questions.

Extend Language Knowledge

- Print many uppercase and lowercase letters.

Vocabulary Strategies

- Identify real-life connections between words and their uses.

Vocabulary List

- camp
- dance
- eat
- paint
- play
- read
- ride
- sing
- swim

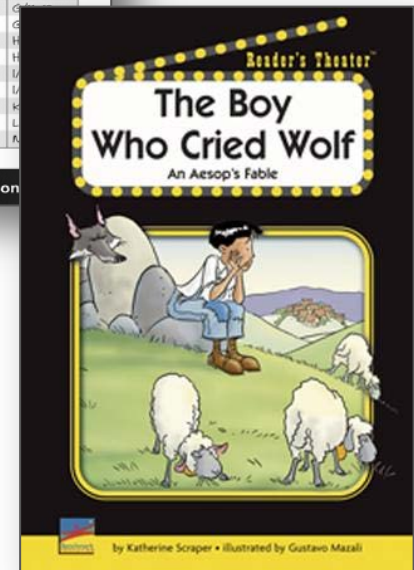
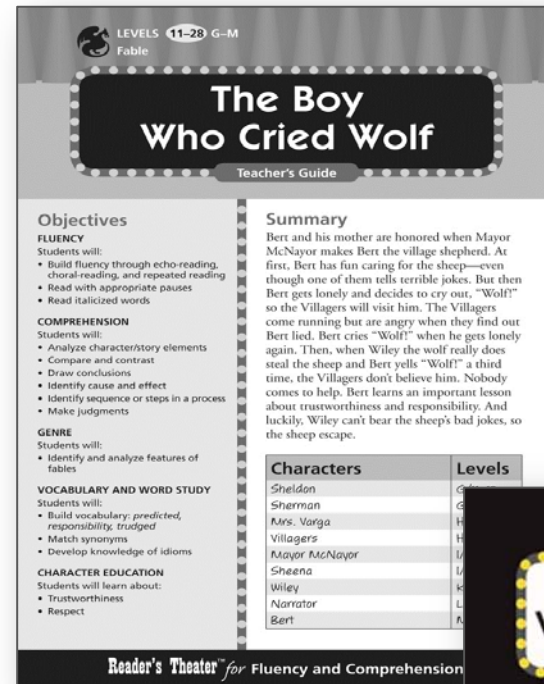
Apply Phonics Skills

- Initial r

What Makes This Text Complex?	
1 Purpose and Level of Reading	The purpose of the text is to name different activities that kids do at day camp and to answer a question about the activities frequently. (pp. 3-6)
2 Structure	The text has a simple, repetitive structure. Each page has two lines of text. Only the one word and activity change on each page. (p. 3)
3 Language Conventionalities and Clarity	Vocabulary is simple and meaning is conveyed through clear support with pictures. (p. 3, 6)
4 Knowledge Demands	Though some readers may not know how to be time or design, no background is required to understand the text in the text.



Tier 2 Cov Kev Pabcuam rau Cov ua Tej Pab Pawg Me





**Tier III
hauv SCUSD**

Tier III hauv SCUSD

- Yam kev pab ntawm lub tsev kawm ntawv ntawd
- Cov kev pab muaj los ntawm
 - Tus xibfwb resource teacher los koj tawm mus pab qhia
 - Pab qhia ntxiv
 - SST
- Pawg MTSS Work Group ntsib txhua lub vasthiv los tsim kom tau ib qho kev pab ntxiv kom zoo muaj txhij txhua thoob plaws hauv koog tsev kawm ntawv
- Qhov kev ntsuam xyuas Benchmark Advance tsis muaj cov kev pabcuam Tier III



Benchmark Universe- Yog niamtxiv qhov kev pab

Cov niamtxiv mus nkag tau rau qhov Benchmark Universe los ntawm lawv tus tub/ntxhais kawm ntawv tus account “Clever”.



Rov Tham txog thiab Yuav Ua Licas

- Koj kawm tau dabtsi nyob rau hmo no?
- Xav txog ntawm yam uas koj tau kawm, koj yuav muab qhov uas koj kawm tau no siv licas?



**Ua Tsaug rau Koj Txoj Kev
Koomtes. Koj tej tswv yim
muaj txiaj ntsig!
Rooj Sablaj #: DELAC**

[ELD PL Feedback](#)



Академическая помощь всем учащимся English Learners

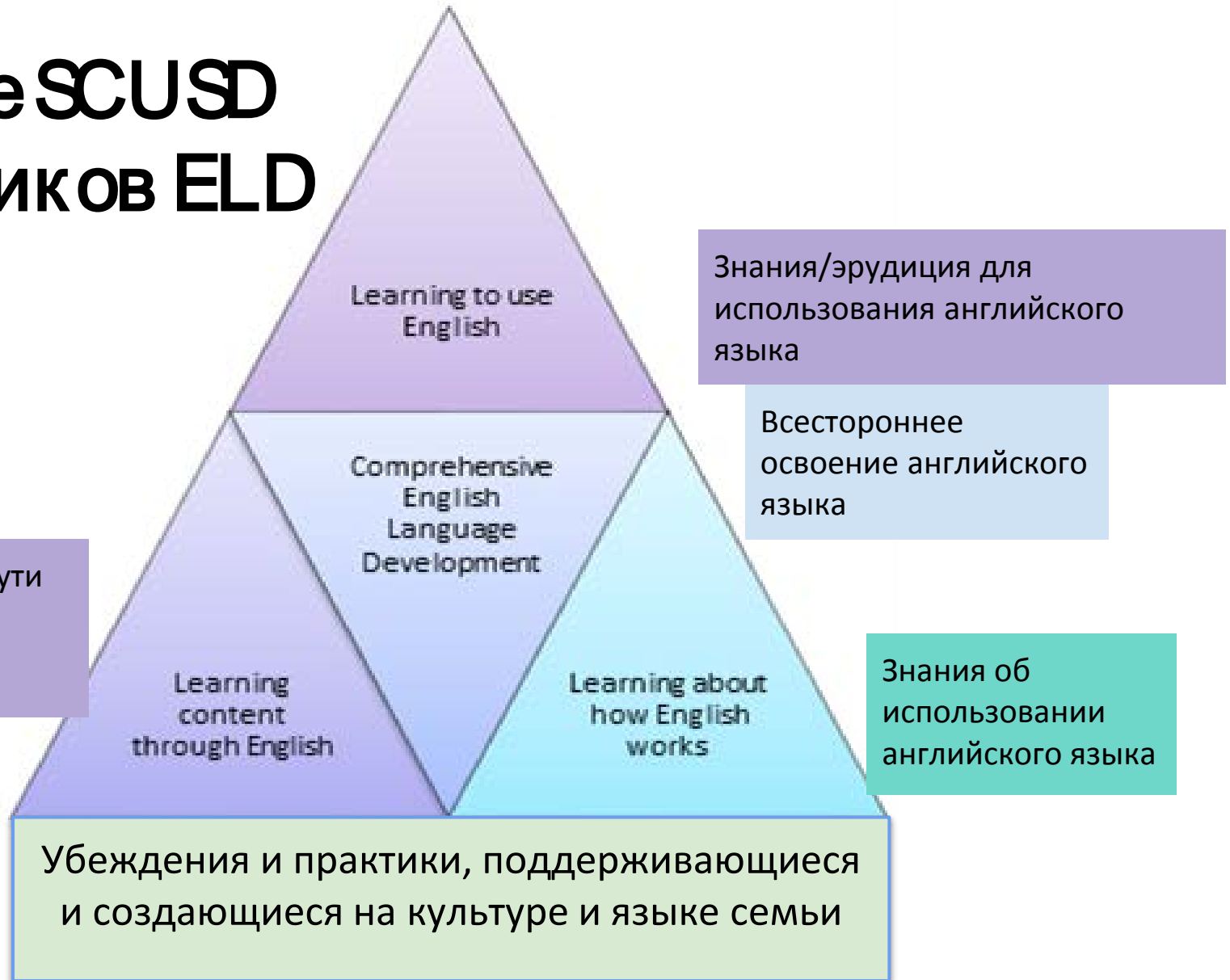


ENGLISH LANGUAGE LEARNERS

Повестка дня на сегодня

- ❖ Видение SCUSD для ELD
- ❖ Данные по ученикам EL
- ❖ MTSS: структура помощи ученикам
 - ступень - Tiers I, II, и III
- ❖ Использование новых усовершенствованных аттестаций - Benchmark Advance по учебному курсу английского языка - English/ Language Arts для помощи по Tiers I и II

Видение SCUSD для учеников ELD



Из CA ELA/ELD Framework; Figure 2.19.

Интенсивная индивидуальная поддержка -

Intensive Individualized Supports

Tier 3

Tier 3

- Интенсивная экстренная помощь на основе индивидуальных потребностей ученика
- Контроль прогресса - для гарантии максимального ускорения ученических достижений

Целенаправленная дополнительная поддержка -

Targeted Supplemental Supports

Tier 2

Tier 2

- Интенсивная экстренная помощь на основе данных о необходимости базисной универсальной поддержке ученику
- Интенсивная экстренная помощь и контроль за прогрессом учеников направлен за особыми навыками для соответствующих улучшений и обогащений

Базисная, универсальная поддержка -

Core, Universal Supports

Tier 1

Tier 1

- Высококачественные основные образовательные инструкции и поддержка на основе исследований
- Аттестации для всех учащихся



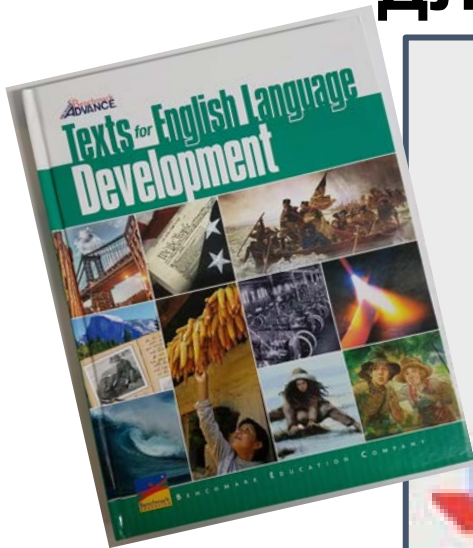
Tier I

Основные инструкции

В

Benchmark Advance

Новая программа по английскому языку для учащихся с К по 6-е классы

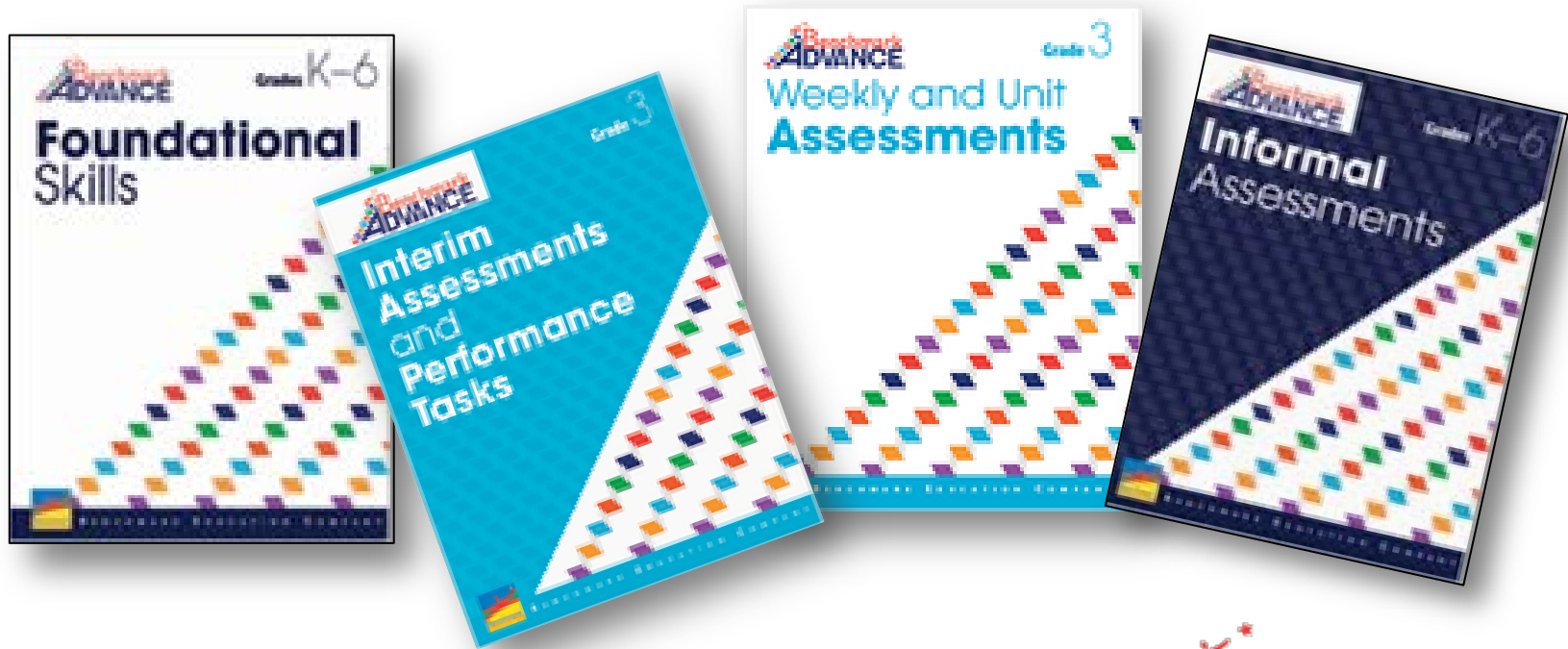


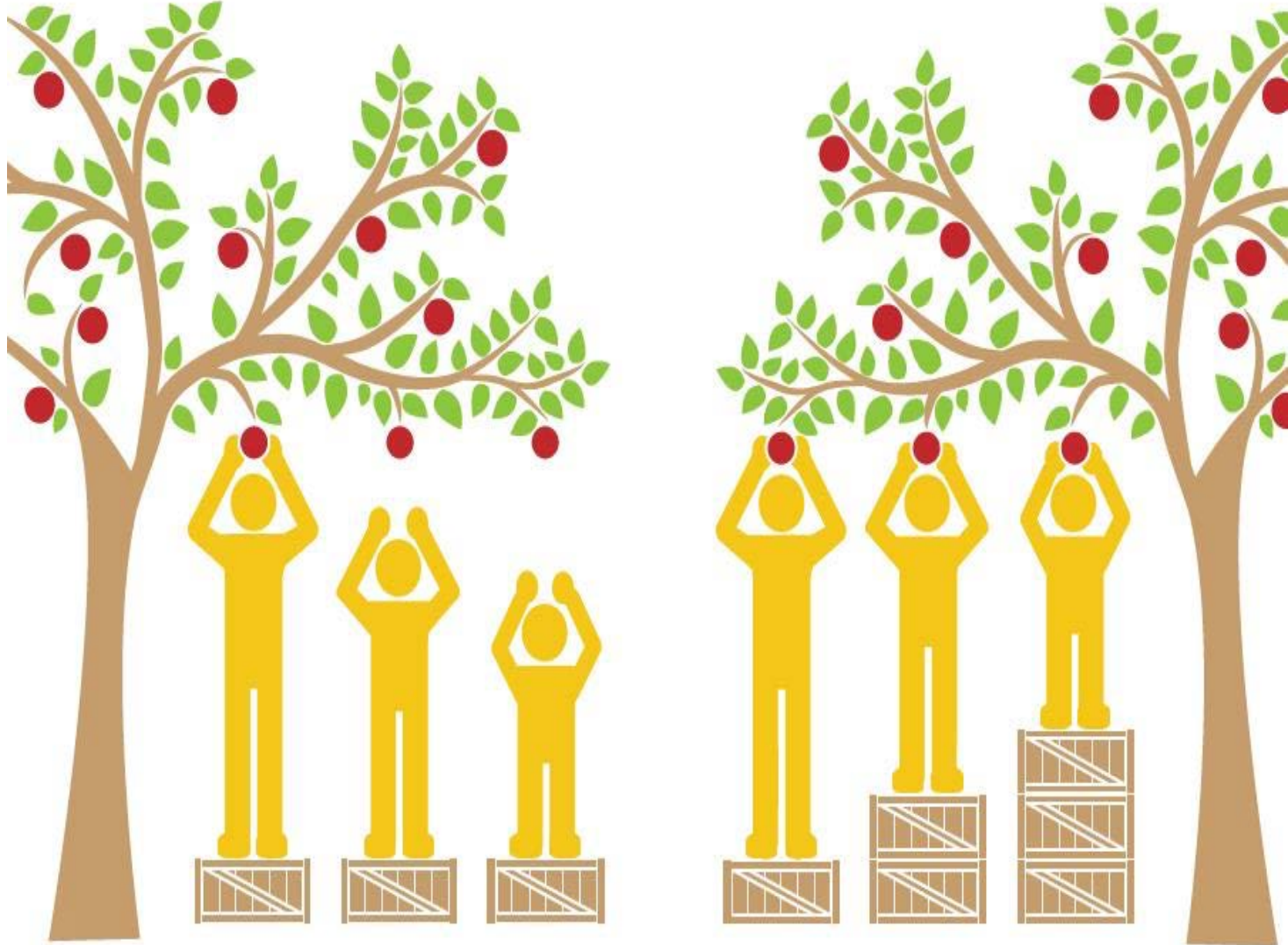
Ключевые перемещения в инструкциях по основному учебному курсу английского языка

- Регулярная практика со сложными текстами и академический язык этих текстов
- Задания по чтению, письму и разговорной речи, основанные на доказательствах/примерах из литературных и информационных текстов
- Приобретение знаний из обильного содержания информационных текстов



Ат т ест ации - Benchmark Advance





Equality

doesn't mean

Equity



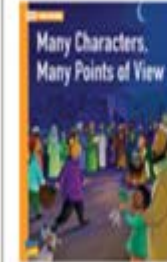

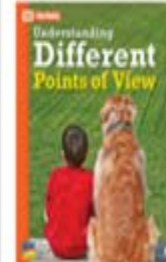

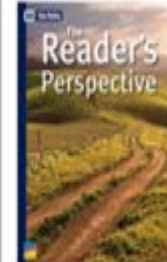
Равенство не означает справедливость

Адаптация текстов по уровням классов: аналогичные ежегодные большие темы

Баланс
информационных и
литературных текстов -
для построения знаний
по основному
содержанию.

Content Knowledge Alignment
Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Government and Citizenship							
2	Character							
3	Life Science							
4	Point of View							

 Нулевой класс	 1 класс	 2 класс	 3 класс	 4 класс	 5 класс	 6 класс
--	--	--	--	--	--	--

9	Economics							
10	Physical Science							

Аннотация текста


Short Read 1

Remember to annotate as you read.

Alexander Graham Bell: "It Talks!"

by Kathy Furgang

★ Telephones have connected people to one another since the late 1800s. Alexander Graham Bell invented this important communication tool. Bell was born in Scotland in 1847. His mother was deaf; this made Bell want to learn all about sound. He learned how it travels as vibrations for sound waves. He wanted to find new ways for people to communicate.



Alexander Graham Bell

He was scotish
deaf & hear
Vibrashon = sound waves
AGB invented the telephone in the late 1800s.
Mam deaf
deaf teacher
Sign language.

1 As an adult, Bell taught at several schools for deaf students in Boston. His wife was also deaf. All the while, he kept learning more about how sound works. He also studied the human voice.

2 ★ Bell dreamed that people would one day "talk with electricity." At the time, people could only send telegraphs. These were coded messages sent over wires using a system of clicks and blips. The messages were then written down and delivered by hand.

This biography is mostly about how AGB made the telephones. He tested the telephone until it talked. He was shocked.

How did he do that?

Notes

How many tries?

Did the fair have a lot of people?

It worked!

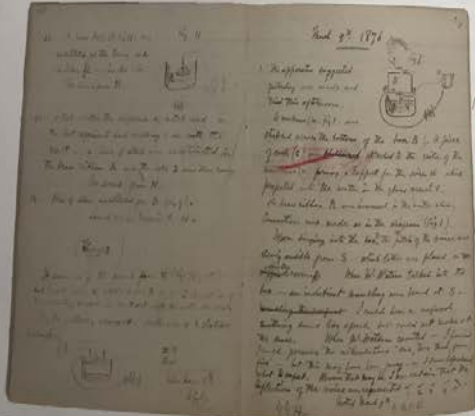
Wow! 3 yrs = 130,000

Bell got a patent to protect his invention.

★ Bell began to experiment with electric wires. He wanted spoken words to travel a long way from person to person. After many tries, Bell finally succeeded. On March 10, 1876, a call reached his assistant in the next room: "Mr. Watson, come here. I want to see you." These were the famous words of the first phone call ever made. Bell had achieved his goal.

5 Bell brought his telephone to the 1876 World's Fair in Philadelphia, Pennsylvania. He called it an "electrical speech machine." People were amazed at Bell's work. The leader of Brazil, Emperor Pedro II, was at the fair. When he heard sound through the telephone wire, he dropped the phone. "It talks!" he cried out.

6 Bell's invention was revolutionary. In 1877, he established the Bell Telephone Company. Three years later there were more than 130,000 phones in American homes. Bell's invention paved the way for how we communicate today.



Feb 9th 1876

The applicant suggested...

3-х недельная последовательность инструкционного юнита

Extended Read
2:
Practice/Apply

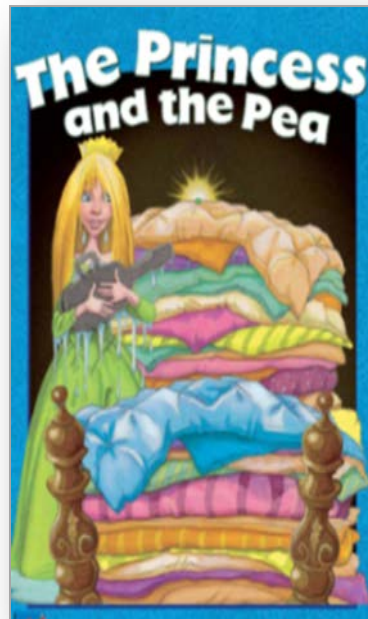
Week 3



Аннулирование барьеров к сложным текстам

Extended Read 1:
Guide Practice/Apply

Week 2



Внимательное чтение для анализа сложного текста

Mentor Reads:
Model and Guide

Week 1

Little Red Riding Hood

Once upon a time, there was a lively girl called Little Red Riding Hood. One morning, she was going to visit her grandma with a basket of goodies. "Be careful, and warned her mother. "I promise," she said.



The Ant and the Grasshopper

Once upon a time, there lived an ant and a grasshopper. Each summer morning, the industrious ant woke up early to gather food for the winter ahead. The idle grasshopper, however, slept until noon and played until the sun went down.





Написание образца мини – уроков - Writing Mini-Lessons Pattern

- День 1:** Анализ письменной подсказки
- День 2:** Перечитать текст для нахождения подтверждений
- День 3:** План
- День 4:** Первый черновик и урок по языку
- День 5:** Обзор/добавления и урок по языку

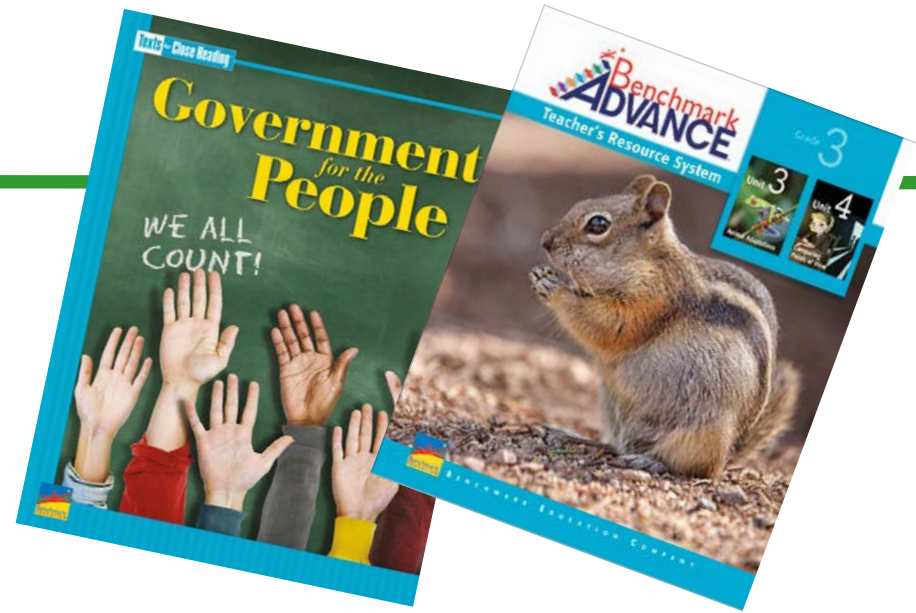
3. Read and Analyze a Narrative Prompt W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	6. Reread to Find Text Evidence W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.1h	9. Plan a Journal Entry W.4.3, W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	12. Draft a Journal Entry W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	15. Revise and Edit W.4.3d, W.4.4, W.4.5, W.4.10, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.2a
---	--	---	---	---

Различные структуры для обучения, но все они ВЗАИМОСВЯЗАНЫ



Помогает трансформировать знания/навыки и углубляет изучение

Дизайн ELD



- Ежедневные уроки для малых групп учеников на основе их уровня знаний английского языка
- Связанные со всем классом инструкции по общему курсу английского языка
- Наиболее часто – для учеников с низким уровнем знаний английского языка

Интегрированные ELD

Уроки ELD, помогающие всем ученикам EL во время чтения/ английского языка.

Эти уроки:

- интегрированы, **вовлекают всех учащихся, интеллектуально обогащены** и сложны
- разработаны соответствующим образом для помощи ученикам стать **более самостоятельными/ независимыми**
- развивают **знание/ понимание содержания** и академического английского языка одновременно
- ценность и **развитие на основе родного языка** и культуры





Tier II B BMA



MONDAY	
8:00	Opening
8:10	Read Aloud/Shared Reading
8:30	Rotation 1
8:50	Reading Lesson (Mini Lesson)
9:10	Rotation 2
9:30	Recess
9:45	Writing (Mini Lesson)
10:00	Rotation 3
10:20	Social Studies/Science
11:00	Lunch
11:40	Math
1:00	Recess
1:10	Designated ELD
1:40	Phonics (Mini Lesson)
2:00	Pack-up
2:12	Dismissal

Monday

Rotation 1

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Independent Reading	Computers	Independent Reading	Computers	Teacher Time

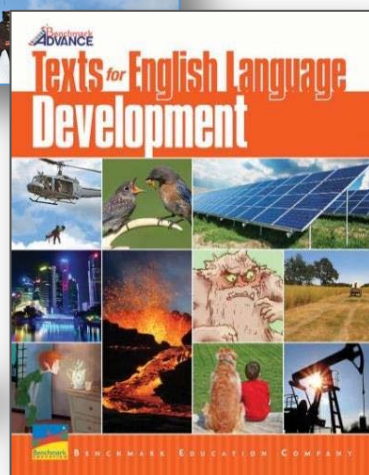
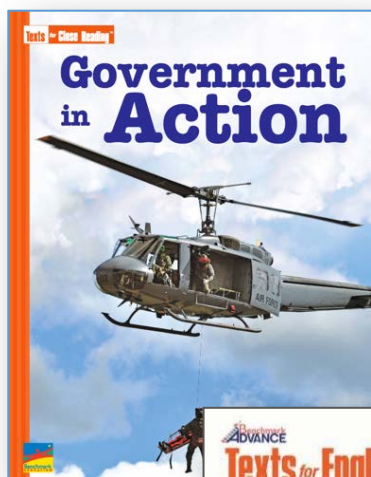
Rotation 2

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Computers	Independent Reading	Writing	Teacher Time	Independent Reading

Rotation 3

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Writing	Writing	Computers	Independent Reading	Computers

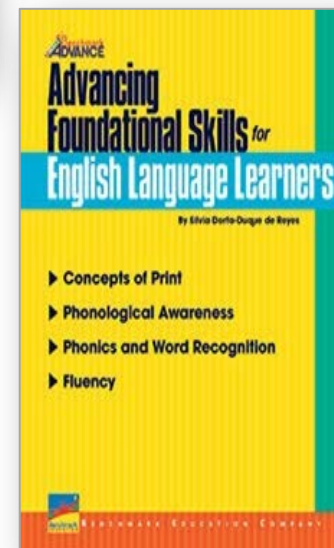
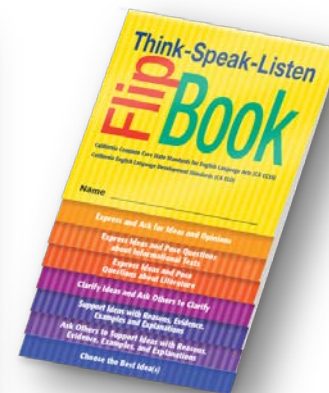
Ресурсы, предназначенные для ELD



Ресурсы для учеников



Ресурсы для учителей



Что такое уровни чтения?

Уровни чтения (A-Z) показывают учителям, родителями и учащимся уровень чтения ученика в соответствии со стандартами на уровне класса, в котором он обучается. Важно знать, что эти уровни также помогают преподавателям в продолжении обучения учащихся привычкам и навыкам чтения, требуемым при чтении лёгких текстов (уровень A) и далее - трудных текстов (уровень Z).

Conversion Guide to Benchmark Education's Precise, Consistently Leveled Texts					
DEVELOPMENTAL CATEGORY	GRADE LEVEL	LETTER LEVEL	NUMBER LEVEL	LEVEL SM RANGE	ANALOGUE LEVEL
EMERGENT	K	A	1		
		B	2		
		C	3, 4		
EMERGENT/EARLY	K-1	D	5, 6	BR* to 420L	1.1 to 2.9
		E	7, 8		
EARLY	1	F	9, 10		
		G	11, 12		
		H	13, 14		
		I	15, 16		
		J	18		
EARLY/FLUENT	1-2	K	20	420L to 820L	2.9 to 5.3
	2	L	24		
		M	28		
	3	N	30		
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FLUENT	4	P	38	740L to 1010L	4.5 to 6.8
		Q	40		
	R	40			
	4-5	S	44		
		T	44		
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ADVANCED FLUENT	5-6	V	60	925L to 1185L	6.0 to 8.8
	6	W	60		
		X	60		
ADVANCED FLUENT	6-7	Y	70	1050L to 1335L	7.2 to 10.6
	8-9	Z	80		
	9+	Z+	90		



Digital Learning Portal

Interactive Resources & Instructions for the eSOL Program

E-Planner

Plan & Manage Student Groups



Video

Multi-media to Reinforce Unit Objectives



Weekly Presentations

Collated Resources for Work-Group Instruction



E-Books

Work-Group and Small-Group Use



Home to School

Take Home Letter and Activities



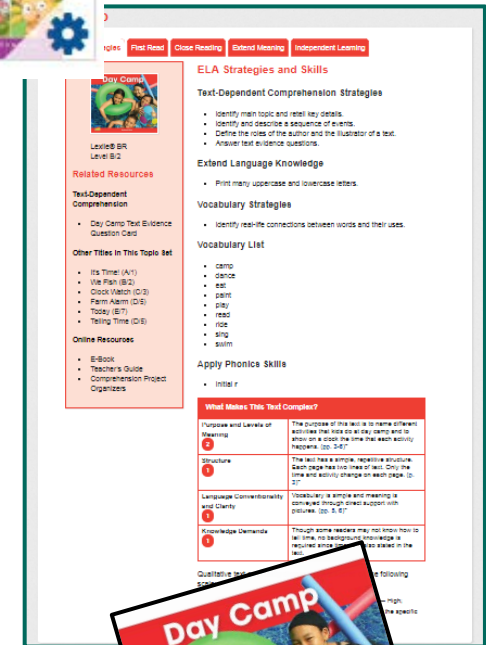
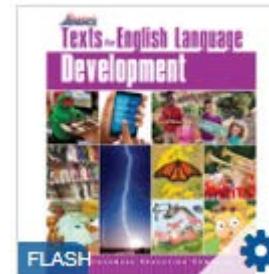
Online Assessments

Validating Environment for Students Reporting Platform for Teachers



Ресурсы для инструкций в малых группах учеников

- Аттестации
- Назначенные ELD
- Тексты с указанием уровней и с руководством для учителей
- К-2 фонетика в контексте
- К-2 усовершенствованные фонетические навыки
- Экстренная помощь Kit
- Театр Чтения - Reader's Theater
- Исследовательские проекты - Projects (GATE)



Function and Level of Reading	What Makes This Text Complex?
1	The purpose of the text is to name different activities that kids do at day camp and to answer a question about the activities. (pp. 3-6)
2	The text has a simple, repetitive structure. Each page has two lines of text. On the one line and activity change on each page. (p. 3)
3	Vocabulary is simple and meaning is conveyed through clear support with pictures. (p. 3, 6)
4	Though some readers may not know how to use the text, the background knowledge is required knowledge that is used in the text.



Tier 2 ресурсы для малых групп учащихся

Our Government
ELLEN BARI

Text Evidence Questions

Ways to Use This Card
The reproducible questions on this card provide opportunities for students to read, analyze, and answer questions by reading the evidence. These questions reflect the stem types students will encounter on new standardized reading assessments.

Guided Practice Build on the scaffolded close reading lessons in the teacher's guide, and work with students in small groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Independent or Partner Practice Copy Cut out, and distribute the teacher's guide, and work with students to work groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Annotate the Text	Have students use self-stick notes to mark text evidence and make other notations.
Annotate the E-Book	Have students use the highlighting and sticky note tools to respond to the questions.
Write Answers and Evidence	Have students prepare written responses to questions or respond using a graphic organizer.
Respond Orally	Meet with students individually or in a small group and ask them to explain their answers and the evidence they used.

Our Government

ELA Strategies and Skills

Self-Dependent Comprehension Strategies

- Use text features.
- Use text and graphic features.
- Check information.
- Compare and contrast information.

Related Language Knowledge

- Use prefixes.
- Practice domain-specific vocabulary.

Vocabulary List

- Congress**
- democracy**
- executive branch**
- government**
- legislative branch**
- judicial branch**
- justice**
- legislative branch**
- Congress**
- General academic word
- Domain-specific word

Writing

- Analytic Writing to Inquire: Explanatory
- Research and Writing

Other Resources

- E-Book
- Teacher's Guide

What Makes This Text Complex?

The text explains government to a general audience, but it is written in a formal style with multiple steps. The author uses multiple steps to explain the structure of our government including words from social studies and other content in public safety. pp. 14, 17.

Language Conventions and Clarity

The text includes a variety of sentence structures and uses a formal style. The text is written in a formal style and includes a variety of sentence structures and uses a formal style.

Knowledge Demands

Students need to be familiar with the general role of government and its structure in order to understand the specific structure of American government.

LEVELS 11-28 G-M
Fable

The Boy Who Cried Wolf

Teacher's Guide

Objectives

FLUENCY
Students will:

- Build fluency through echo-reading, choral-reading, and repeated reading
- Read with appropriate pauses
- Read italicized words.

COMPREHENSION
Students will:

- Analyze character/story elements
- Compare and contrast
- Draw conclusions
- Identify cause and effect
- Identify sequence or steps in a process
- Make judgments

GENRE
Students will:

- Identify and analyze features of fables

VOCABULARY AND WORD STUDY
Students will:

- Build vocabulary: *predicted, responsibility, trusted*
- Match synonyms
- Develop knowledge of idioms

CHARACTER EDUCATION
Students will learn about:

- Trustworthiness
- Respect

Summary
Bert and his mother are honored when Mayor McNayor makes Bert the village shepherd. At first, Bert has fun caring for the sheep—even though one of them tells terrible jokes. But then Bert gets lonely and decides to cry out, “Wolf!” so the Villagers will visit him. The Villagers come running but are angry when they find out Bert lied. Bert cries “Wolf!” when he gets lonely again. Then, when Wiley the wolf really does steal the sheep and Bert yells “Wolf!” a third time, the Villagers don’t believe him. Nobody comes to help. Bert learns an important lesson about trustworthiness and responsibility. And luckily, Wiley can’t bear the sheep’s bad jokes, so the sheep escape.

Characters	Levels
Sheldon	G
Sherman	G
Mrs. Varga	H
Villagers	I
Mayor McNayor	J
Sheena	K
Wiley	L
Narrator	L
Bert	M

Reader's Theater™ for Fluency and Comprehension

Reader's Theater™

The Boy Who Cried Wolf

An Aesop's Fable

by Katherine Scrapper • illustrated by Gustavo Mazali



Tier III B SCUSD

Tier III в SCUSD

- Специфические для разных школ
- Помощь может варьироваться от
 - Отдельных занятий с resource teacher
 - Занятий с репетитором
 - SST
- Группа - MTSS Work Group встречается еженедельно для разработки системы интенсивной помощи ученикам по всему школьному округу
- Benchmark Advance не содержит ресурсов Tier III



Benchmark Universe- ресурсы для родителей

Родители могут помочь Benchmark Universe из
“Clever” account своего ученика.





Отражение и процесс

- Что нового вы узнали сегодня вечером?
- Как вы сможете в дальнейшем использовать полученную сегодня информацию?



**Благодарим за участие в
собрании.**

**Ваши рекомендации очень
важны для нас #: DELAC**

[ELD PL рекомендации](#)

Apoyo Académico para Todos los Aprendices del Inglés



ENGLISH LANGUAGE LEARNERS

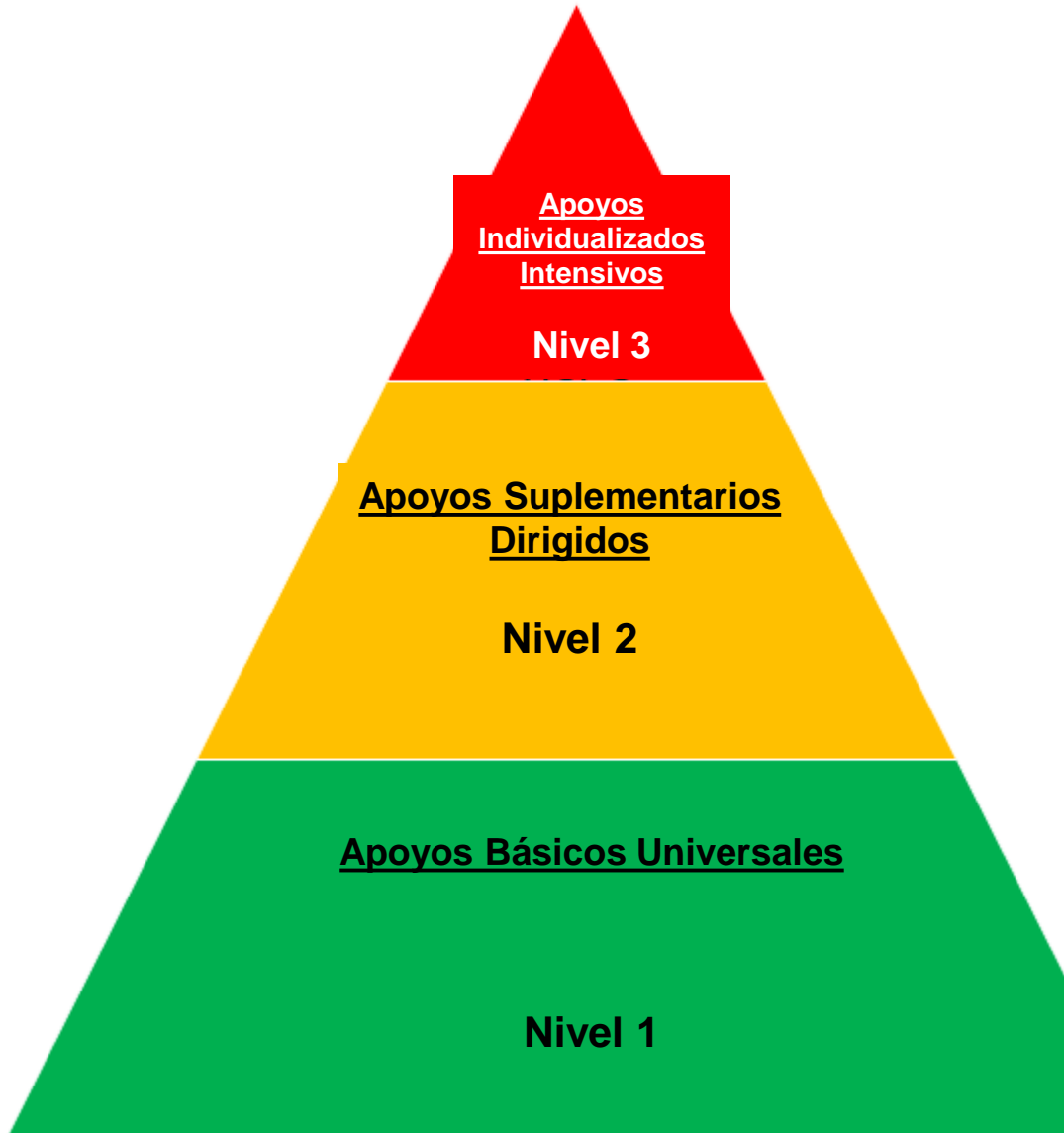
Agenda de Hoy

- ❖ Visión de SCUSD para ELD
- ❖ Datos de EL
- ❖ MTSS: Un Marco para Servir a los Estudiantes
 - Niveles I, II, y III
- ❖ Utilizando el nuevo currículo Benchmark Advance de Lengua y Literatura/ Inglés para Apoyar a los Niveles I y II

Visión de SCUSD para ELD



From the CA ELA/ELD Framework; Figure 2.19.

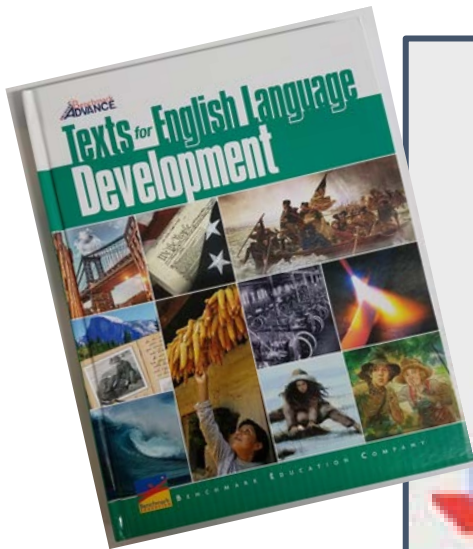


- Nivel 3**
- Intervención intensiva basada en las necesidades individuales del estudiante.
 - El monitoreo del progreso ocurre más a menudo para garantizar la aceleración máxima del progreso del estudiante.
- Nivel 2**
- Las intervenciones están basadas en los datos que revelan que los estudiantes necesitan más que la instrucción básica universal.
 - Las intervenciones y el monitoreo del progreso son dirigidos a las destrezas específicas para remediar o enriquecer, según lo sea adecuado.
- Nivel 1**
- Apoyo e instrucción de educación general de alta calidad, basada en estudios.
 - Las evaluaciones ocurren para todos los estudiantes.



Nivel I Instrucción Básica en Benchmark Advance

Nuevo Programa de Lengua y Literatura en Inglés de K-6

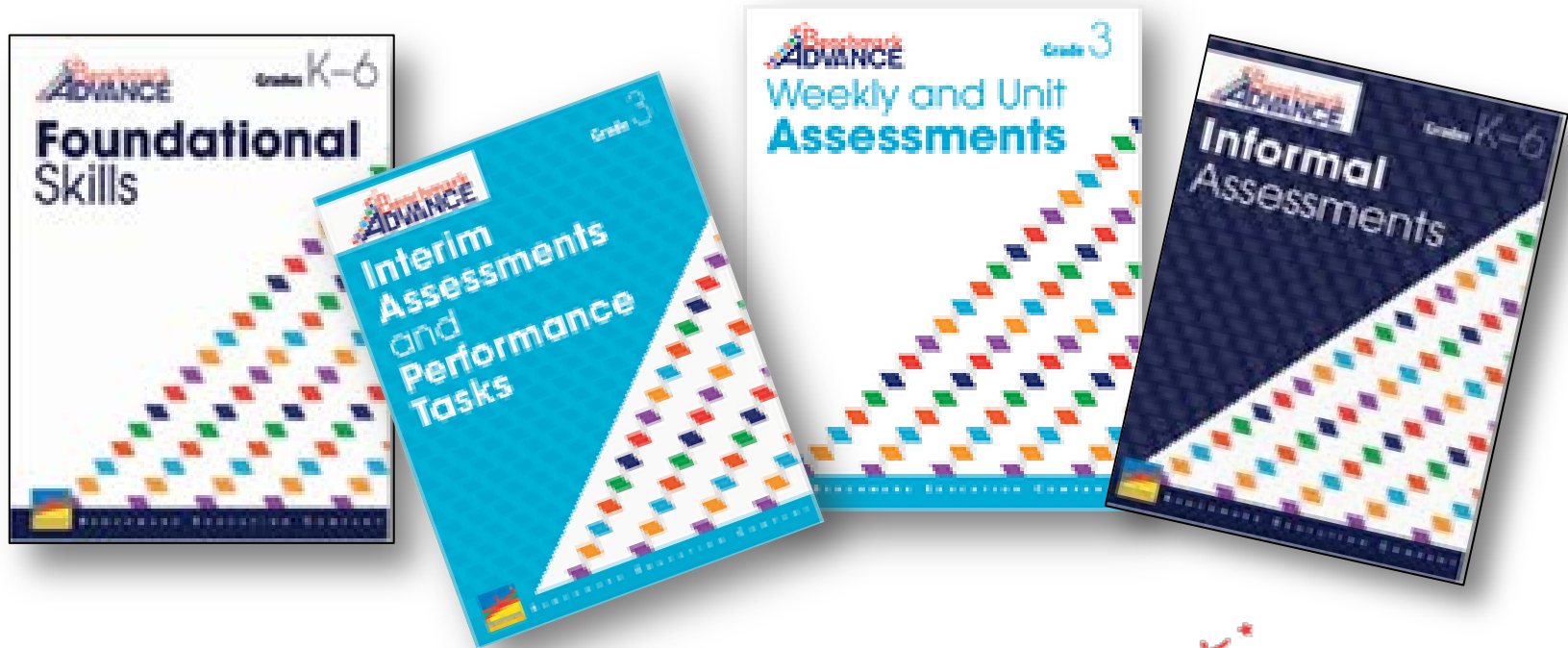


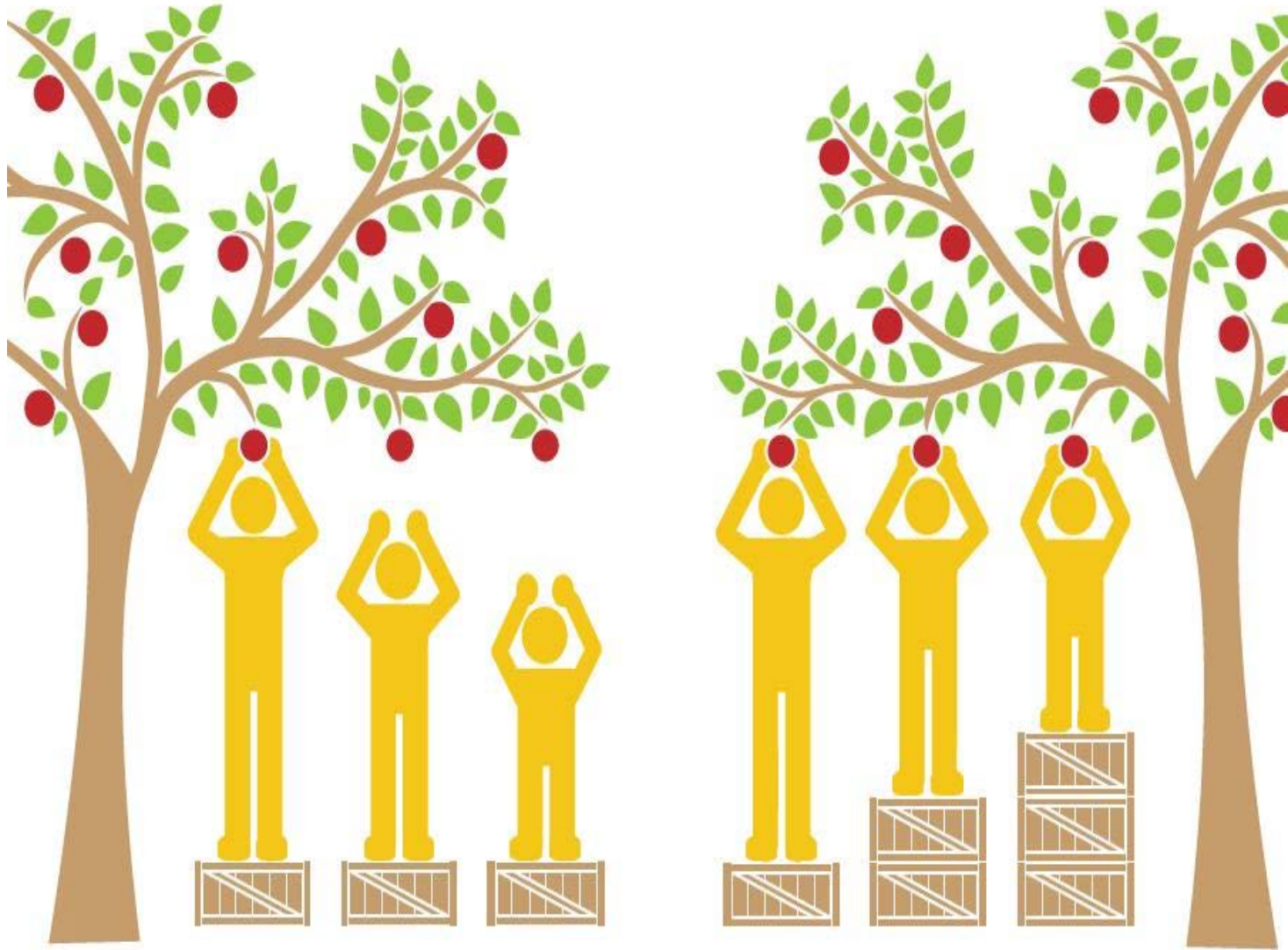
Cambios Importantes en la Instrucción Básica de Lengua y Literatura en Inglés

- Práctica regular con textos complejos y su lenguaje académico.
- Tareas de lectura, escritura y expresión oral basadas en evidencia del texto, tanto literario como informativo.
- Edificando el conocimiento a través de textos informativos ricos en contenido.



Evaluaciones de *Benchmark Advance*





Igualdad

no significa



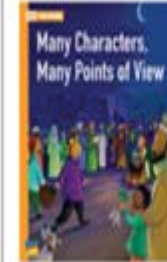

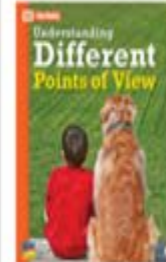

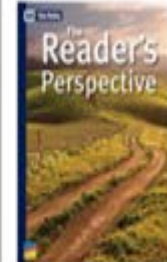
Equidad

Alineación a través de los grados: Los mismos temas importantes cada año

Un balance de textos informativos y literarios trabajan juntos para edificar el conocimiento del contenido.

Content Knowledge Alignment
 Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Government and Citizenship							
2	Character							
3	Life Science							
4	Point of View							

 Kindergarten	 1^{er} Grado	 2^o Grado	 3^{er} Grado	 4^o Grado	 5^o Grado	 6^o Grado
---	---	--	---	--	--	--

9	Economics							
10	Physical Science							

Notas del Texto


Short Read 1

Remember to annotate as you read.

Alexander Graham Bell: "It Talks!"

by Kathy Furgang

★ Telephones have connected people to one another since the late 1800s. Alexander Graham Bell invented this important communication tool. Bell was born in Scotland in 1847. His mother was deaf; this made Bell want to learn all about sound. He learned how it travels as vibrations for sound waves. He wanted to find new ways for people to communicate.



Alexander Graham Bell

He was scottish
deaf & hear
Vibrashon = sound waves
AGB invented the telephone in the late 1800s.
Mom deaf
deaf teacher
Sign language.

2 As an adult, Bell taught at several schools for deaf students in Boston. His wife was also deaf. All the while, he kept learning more about how sound works. He also studied the human voice.

3 ★ Bell dreamed that people would one day "talk with electricity." At the time, people could only send telegraphs. These were coded messages sent over wires using a system of clicks and blips. The messages were then written down and delivered by hand.

This biography is mostly about how AGB made the telephones. He tested the telephone until it talked. He was shocked.

How did he do that?

Notes

How many tries?

Did the fair have a lot of people?

It worked!

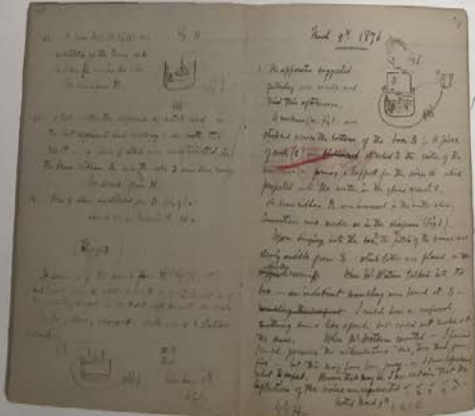
one year later

wow! 3 yrs = 130,000

★ Bell began to experiment with electric wires. He wanted spoken words to travel a long way from person to person. After many tries, Bell finally succeeded. On March 10, 1876, a call reached his assistant in the next room: "Mr. Watson, come here. I want to see you." These were the famous words of the first phone call ever made. Bell had achieved his goal.

5 Bell brought his telephone to the 1876 World's Fair in Philadelphia, Pennsylvania. He called it an "electrical speech machine." People were amazed at Bell's work. The leader of Brazil, Emperor Pedro II, was at the fair. When he heard sound through the telephone wire, he dropped the phone. "It talks!" he cried out.

6 Bell's invention was revolutionary. In 1877, he established the Bell Telephone Company. Three years later there were more than 130,000 phones in American homes. Bell's invention paved the way for how we communicate today.



Bell got a patent to protect his invention.

Secuencia de Instrucción de una Unidad de 3 Semanas

Extended Read
2:
Practice/Apply

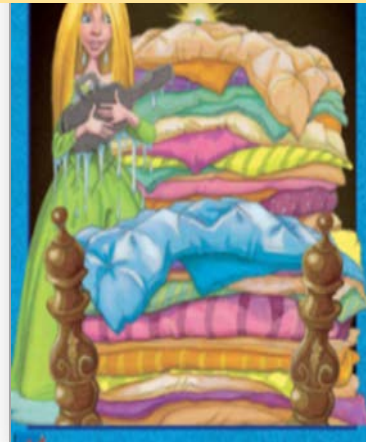
Semana 3



Desbloquear Barreras
al Texto Complejo

Extended Read 1:
Guide Practice/Apply

Semana 2



Leer Detenidamente y Analizar Texto Complejo

Mentor Reads:
Model and Guide

Semana 1



Patrón de Escritura de Mini Lecciones

Día Uno: Analizar el tema par redactar

Día Dos: Leer otra vez para encontrar evidencia del texto

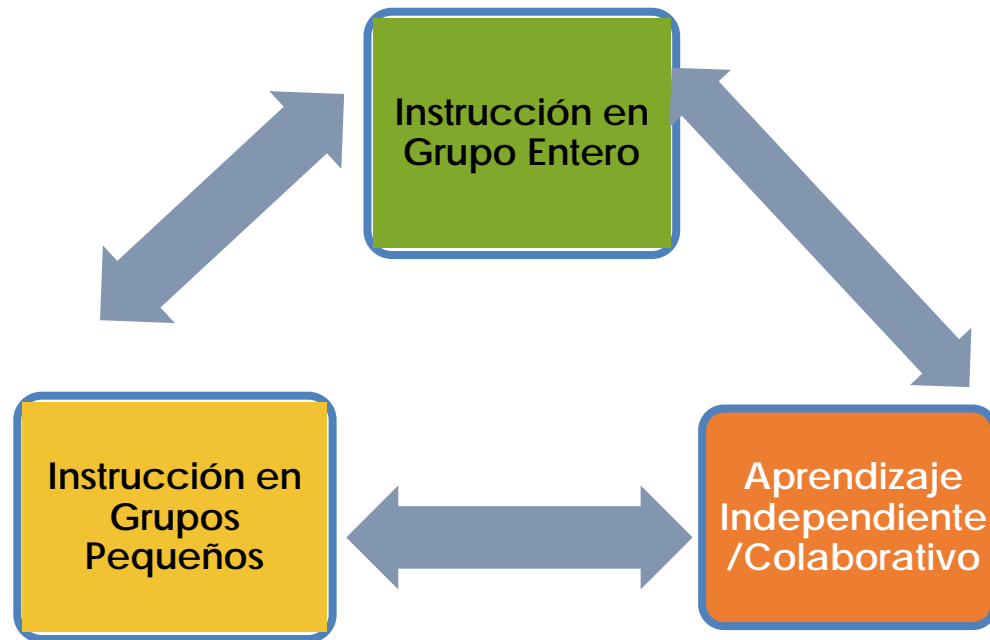
Día Tres: Planificar

Día Cuatro: Primer borrador y lección del lenguaje

Día Cinco: Revisar/editar y lección del lenguaje

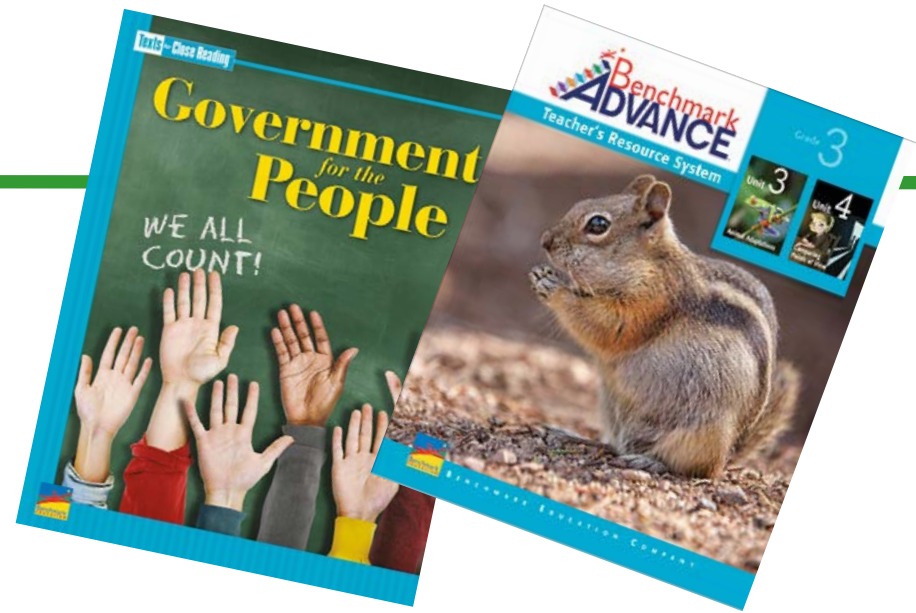
<p>3. Read and Analyze a Narrative Prompt W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d</p>	<p>6. Reread to Find Text Evidence W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.1h</p>	<p>9. Plan a Journal Entry W.4.3, W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d</p>	<p>12. Draft a Journal Entry W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d</p>	<p>15. Revise and Edit W.4.3d, W.4.4, W.4.5, W.4.10, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.2a</p>
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Diferentes Estructuras para el Aprendizaje, Pero Todas Están CONECTADAS



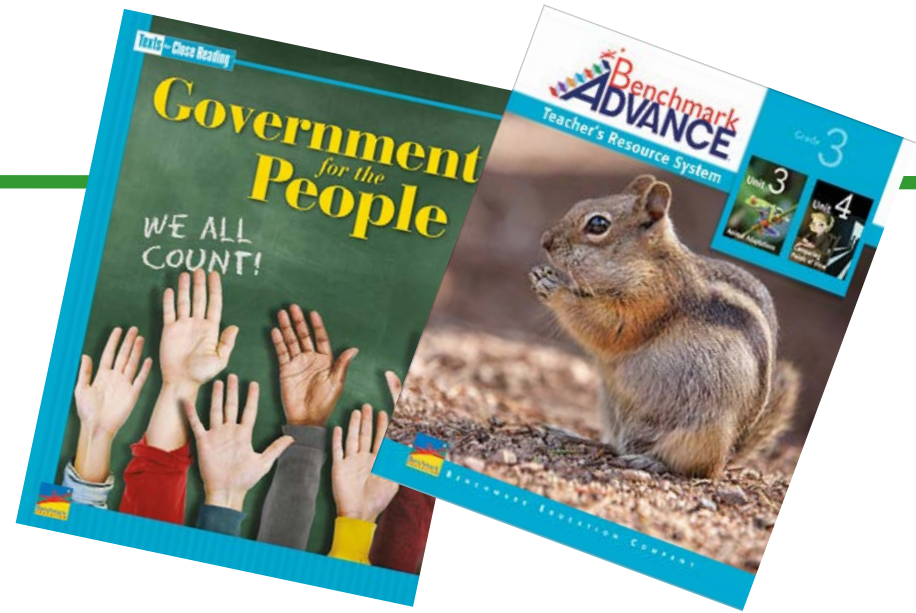
Promueve la transferencia del conocimiento y las destrezas y profundiza el aprendizaje

ELD Designado



- Lecciones diarias en grupos pequeños para los estudiantes basadas en sus niveles del dominio del inglés.
- Conectado a toda la clase, instrucción básica de lengua y literatura en inglés.
- A menudo ocurre con más frecuencia para estudiantes con niveles más bajos de competencia.

ELD Integrado



Lecciones de ELD que apoyan a todos los estudiantes EL durante la Lectura/ Lengua y Literatura. Estas lecciones:

- Son interactivas e **interesantes, intelectualmente profundas** y desafiantes.
- Están diseñadas adecuadamente para ayudar a los alumnos a ser **más independientes**.
- Desarrollan el **conocimiento del contenido e inglés académico simultáneamente**.
- Valoran y **edifican el idioma principal** y la cultura.



Nivel II en BMA

MONDAY	
8:00	Opening
8:10	Read Aloud/Shared Reading
8:30	Rotation 1
8:50	Reading Lesson (Mini Lesson)
9:10	Rotation 2
9:30	Recess
9:45	Writing (Mini Lesson)
10:00	Rotation 3
10:20	Social Studies/Science
11:00	Lunch
11:40	Math
1:00	Recess
1:10	Designated ELD
1:40	Phonics (Mini Lesson)
2:00	Pack-up
2:12	Dismissal

Monday

Rotation 1

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Independent Reading	Computers	Independent Reading	Computers	Teacher Time

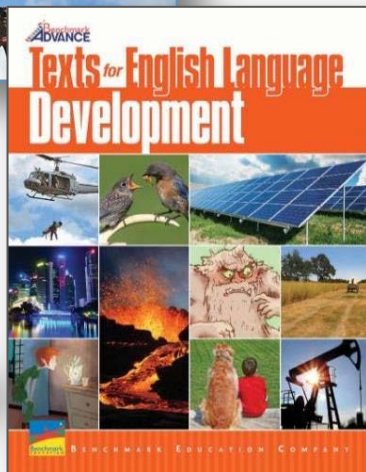
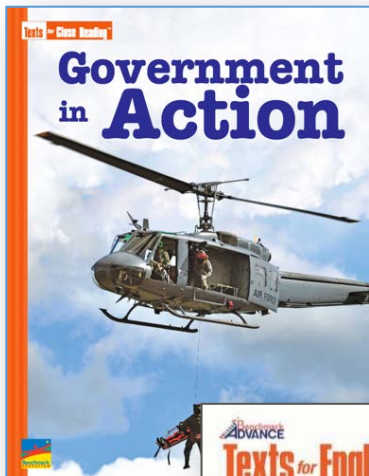
Rotation 2

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Computers	Independent Reading	Writing	Teacher Time	Independent Reading

Rotation 3

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Writing	Writing	Computers	Independent Reading	Computers

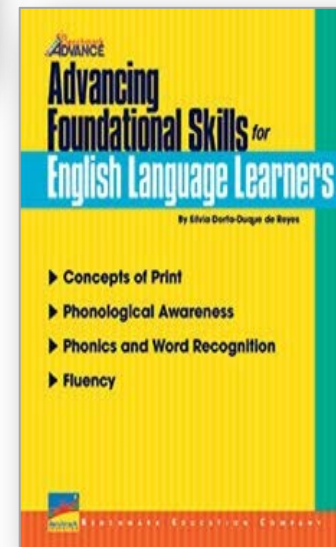
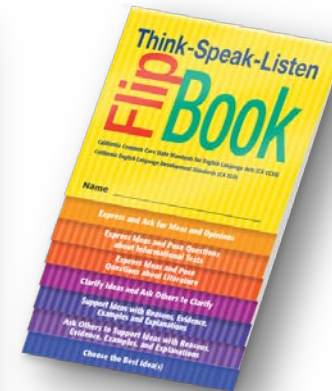
Recursos de ELD Designado



Recursos para los Estudiantes




Recursos para los Maestros



¿Qué Son los Niveles de Lectura?

Los niveles de lectura (A-Z) muestran a los maestros, estudiantes y padres en qué nivel está leyendo el estudiante de acuerdo a las expectativas del nivel de grado. Es importante notar que estos niveles también ayudan a los maestros a enseñar la continuidad de los comportamientos de la lectura exigidos por los textos desde los más fáciles (Nivel A) hasta los textos más complejos (Nivel Z).

Conversion Guide to Benchmark Education's Precise, Consistently Leveled Texts					
DEVELOPMENTAL CATEGORY	GRADE LEVEL	LETTER LEVEL	NUMBER LEVEL	LEVEL* IN RANGE	ANALOGUE LEVEL
EMERGENT	K	A	1	BR* to 420L	1.1 to 2.9
		B	2		
		C	3, 4		
EMERGENT/EARLY	K-1	D	5, 6	420L to 820L	2.9 to 5.3
		E	7, 8		
EARLY	1	F	9, 10	820L to 1010L	5.3 to 6.8
		G	11, 12		
		H	13, 14		
		I	15, 16		
		J	18		
EARLY/FLUENT	1-2	K	20	1010L to 1185L	6.8 to 8.8
	2	L	24		
		M	28		
	2-3	N	30		
FLUENT	3	O	34	1185L to 1335L	8.8 to 10.6
		P	38		
		Q	40		
	4	R	40		
		S	44		
	4-5	T	44		
	5	U	50		
5-6	V	60			
6	W	60			
	X	60			
	Y	70			
ADVANCED FLUENT	6-7	Y	70	1335L to 1535L	10.6 to 12.4
	8-9	Z	80		
	9+	Z+	90		



Digital Learning Portal
Interactive Resources & Instruction for the ELIAS Program

E-Planner
Plan & Manage Student Groups

Video
Multimedia to Enhance Unit Study

Weekly Presentations
Collected Resources for Whole-Group Instruction

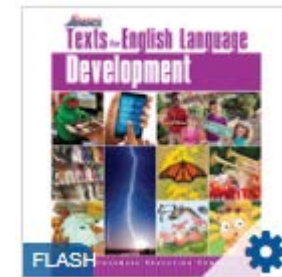
E-Books
Whole-Group and Small-Group Use

Home to School
Take-Home Letter and Activities

Online Assessments
Validating Environment for Student Progress Platform for Teachers

Recursos para la Instrucción en Grupos Pequeños

- Evaluaciones
- ELD Designado
- Textos Nivelados con Guía de los Maestros
- Fonética en Contexto de K-2
- Avanzando las Destrezas de Fonética de K-2
- Kit de Intervención
- Teatro de Lectores
- Proyectos de Investigación (GATE)



ELA Strategies First Read Close Reading Extend Meaning Independent Learning

Day Camp
Level: BR
Level: B2

Related Resources

Text-Dependent Comprehension

- Day Camp Text Evidence Question Card

Other Titles in This Topic Set

- It's Time (A1)
- Via Plan (B2)
- Clock Watch (D-2)
- Farm Alarm (D-6)
- Today (B1)
- Telling Time (D-6)

Online Resources

- E-Book
- Teacher's Guide
- Comprehension Project Organizer

ELA Strategies and Skills

Text-Dependent Comprehension Strategies

- Identify main topic and retell key details.
- Identify and describe a sequence of events.
- Define the topic of the author and the subject of a text.
- Answer text evidence questions.

Extend Language Knowledge

- Print many uppercase and lowercase letters.

Vocabulary Strategies

- Identify real-life connections between words and their uses.

Vocabulary List

- camp
- dance
- eat
- shirt
- play
- read
- ride
- sing
- swim

Apply Phonics Skills

- Initial r

What Makes This Text Complex?

1 Purpose and Level of Reading	The purpose of the text is to name different activities that kids do at day camp and to show on a map the location of each activity happens (pp. 3-6).
2 Structure	The text has a simple, repetitive structure. Each page has two lines of text. Only the line and activity change on each page (p. 3).
3 Language Conventions and Clarity	Vocabulary is simple and meaning is conveyed through direct support with pictures (pp. 3-6).
4 Knowledge Demands	Though some readers may not know how to do some of the background knowledge is required since times are also stated in the text.

Many dimensions are scored on the following:

Score Level: **1** - Middle High **2** - High



Recursos para Grupos Pequeños del Nivel 2

Our Government
ELLEN BARI

Text Evidence Questions

Ways to Use This Card
The reproducible questions on this card provide opportunities for students to read, analyze, and answer questions by finding the evidence. These questions reflect the stem types students will encounter on new standardized reading assessments.

Guided Practice Build on the scaffolded close reading lessons in the teacher's guide, and work with students in small groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Independent or Partner Practice Copy, cut out, and distribute the teacher's guide, and work with students to work groups to answer the questions, providing support as needed to help them reread and identify text evidence.

Annotate the Text	Have students use self-stick notes to mark text evidence and make other notations.
Annotate the E-Book	Have students use the highlighting and sticky note tools to respond to the questions.
Write Answers and Evidence	Have students prepare written responses to questions or respond using a graphic organizer.
Respond Orally	Meet with students individually or in a small group and ask them to explain their answers and the evidence they used.

Our Government

ELA Strategies and Skills

Self-Dependent Comprehension Strategies

- Use text features.
- Use text and graphic features.
- Check information.
- Compare and contrast information.

Related Language Knowledge

- Use prefixes.
- Practice domain-specific vocabulary.

Writing

- Analyze writing by source: Expository
- Research and Writing

What Makes This Text Complex?

Purpose and Level of Reading

Language Conventions and Clarity

Knowledge Demands

LEVELS 11-28 G-M
Fable

The Boy Who Cried Wolf

Teacher's Guide

Objectives

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Students will:

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VOCABULARY AND WORD STUDY
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Students will learn about:

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Summary
Bert and his mother are honored when Mayor McNayor makes Bert the village shepherd. At first, Bert has fun caring for the sheep—even though one of them tells terrible jokes. But then Bert gets lonely and decides to cry out, “Wolf!” so the Villagers will visit him. The Villagers come running but are angry when they find out Bert lied. Bert cries “Wolf!” when he gets lonely again. Then, when Wiley the wolf really does steal the sheep and Bert yells “Wolf!” a third time, the Villagers don’t believe him. Nobody comes to help. Bert learns an important lesson about trustworthiness and responsibility. And luckily, Wiley can’t bear the sheep’s bad jokes, so the sheep escape.

Characters	Levels
Sheldon	G
Sherman	G
Mrs. Varga	H
Villagers	I
Mayor McNayor	J
Sheena	K
Wiley	L
Narrator	L
Bert	M

Reader's Theater™ for Fluency and Comprehension

Reader's Theater™

The Boy Who Cried Wolf

An Aesop's Fable

by Katherine Scrapper • illustrated by Gustavo Mazali



Nivel III en SCUSD

Nivel III en SCUSD

- Todavía son específicos para cada escuela
- Los servicios pueden variar de
 - Sacarle del aula con el maestro de recursos didácticos
 - Tutoría
 - SST
- El grupo de trabajo de MTSS se reúne semanalmente para crear un sistema de intervención intensiva en todo el distrito.
- Benchmark Advance no contiene recursos del Nivel III.



Benchmark Universe- Un Recurso Para los Padres

Los padres pueden tener acceso a Benchmark Universe por medio de la cuenta de “Clever” de sus estudiantes.



Reflexión y Proceso

- ¿Qué aprendió esta noche?
- Considerando lo que usted ha aprendido, ¿cómo podría utilizar esta información?

Gracias por su participación.

**¡Agradecemos sus
comentarios!**

Sesión #: DELAC

[ELD PL Feedback](#)

LỚP HỌC CHO
01 SINH VIÊN HỌC ANH

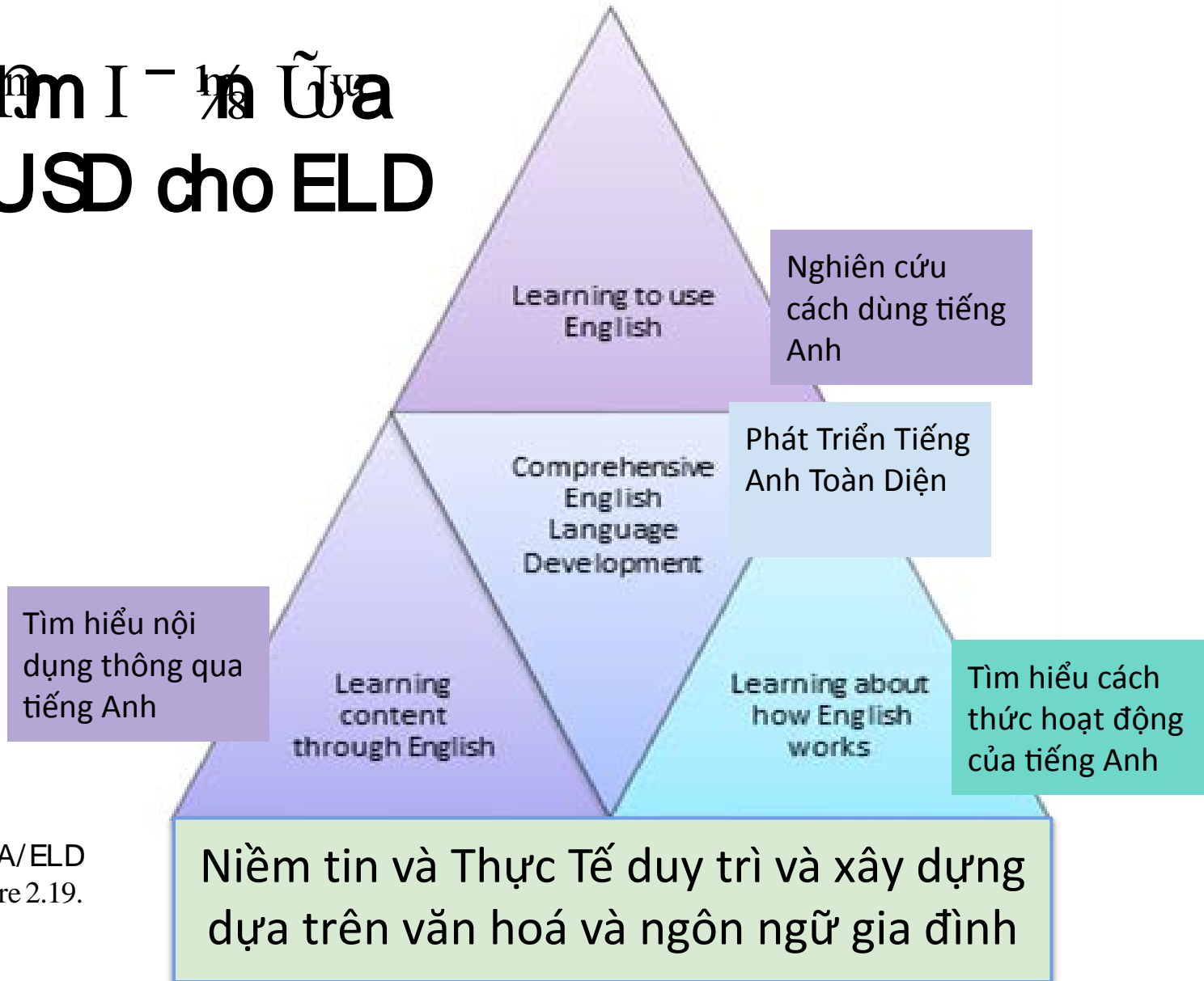


ENGLISH LANGUAGE LEARNERS

CÁC Ý NGHĨA Hôm Nay

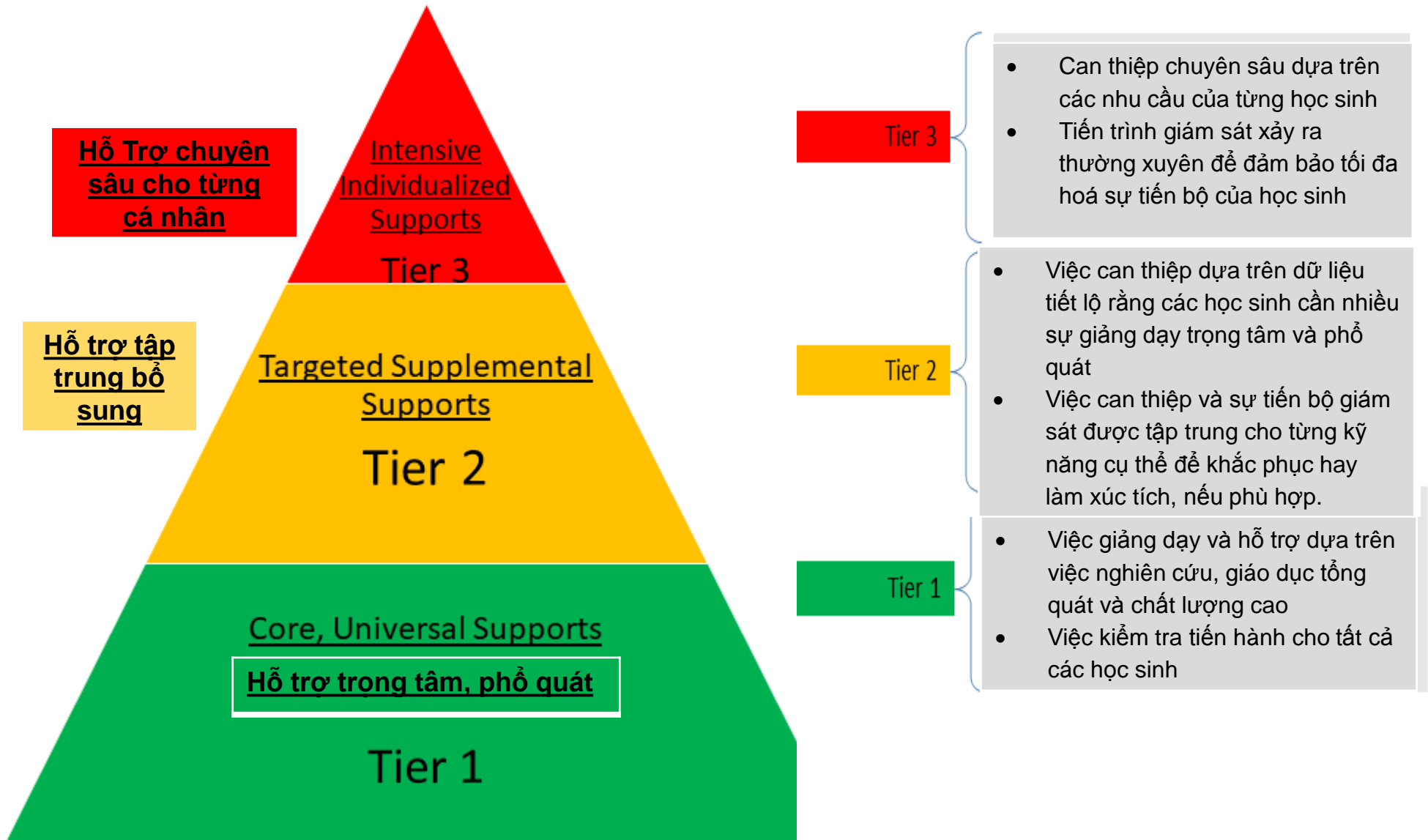
- ❖ Tâm nhìn của SCUSD cho ELD
- ❖ Dữ Liệu EL
- ❖ MTSS: Một Mô Hình Phục Vụ Học Sinh
 - Tiers I, II, và III
- ❖ Sử Dụng giáo trình Tiếng Anh/Ngôn Ngữ Nâng Cao Điểm Chuẩn mới để hỗ trợ Tiers I và II

Élm I - 18 Úa SCUSD cho ELD



From the CA ELA/ELD Framework; Figure 2.19.

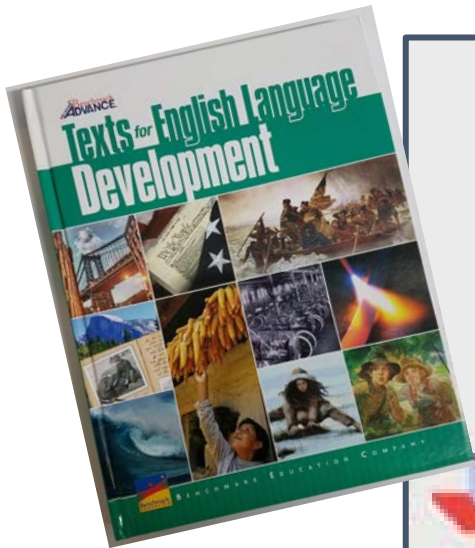
Hệ Thống Hỗ Trợ Nhiều Bậc (MTSS)



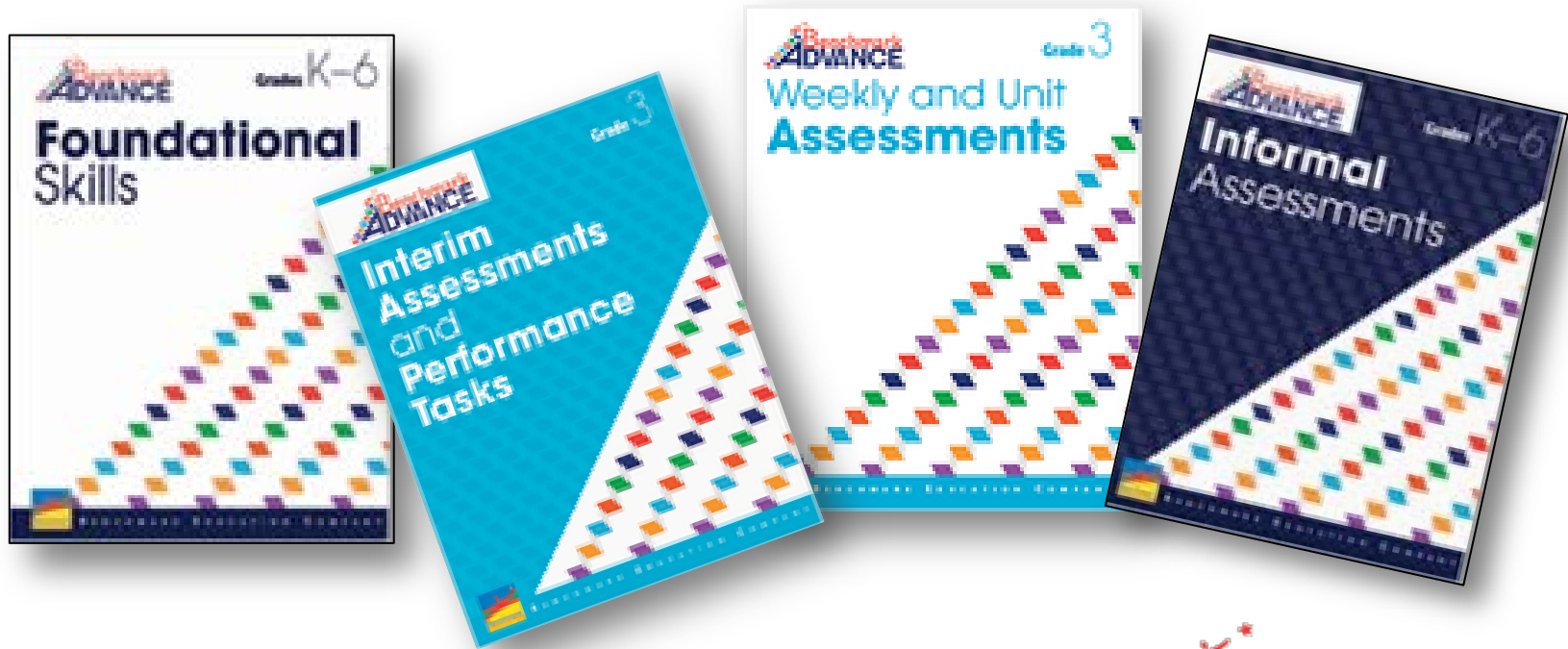


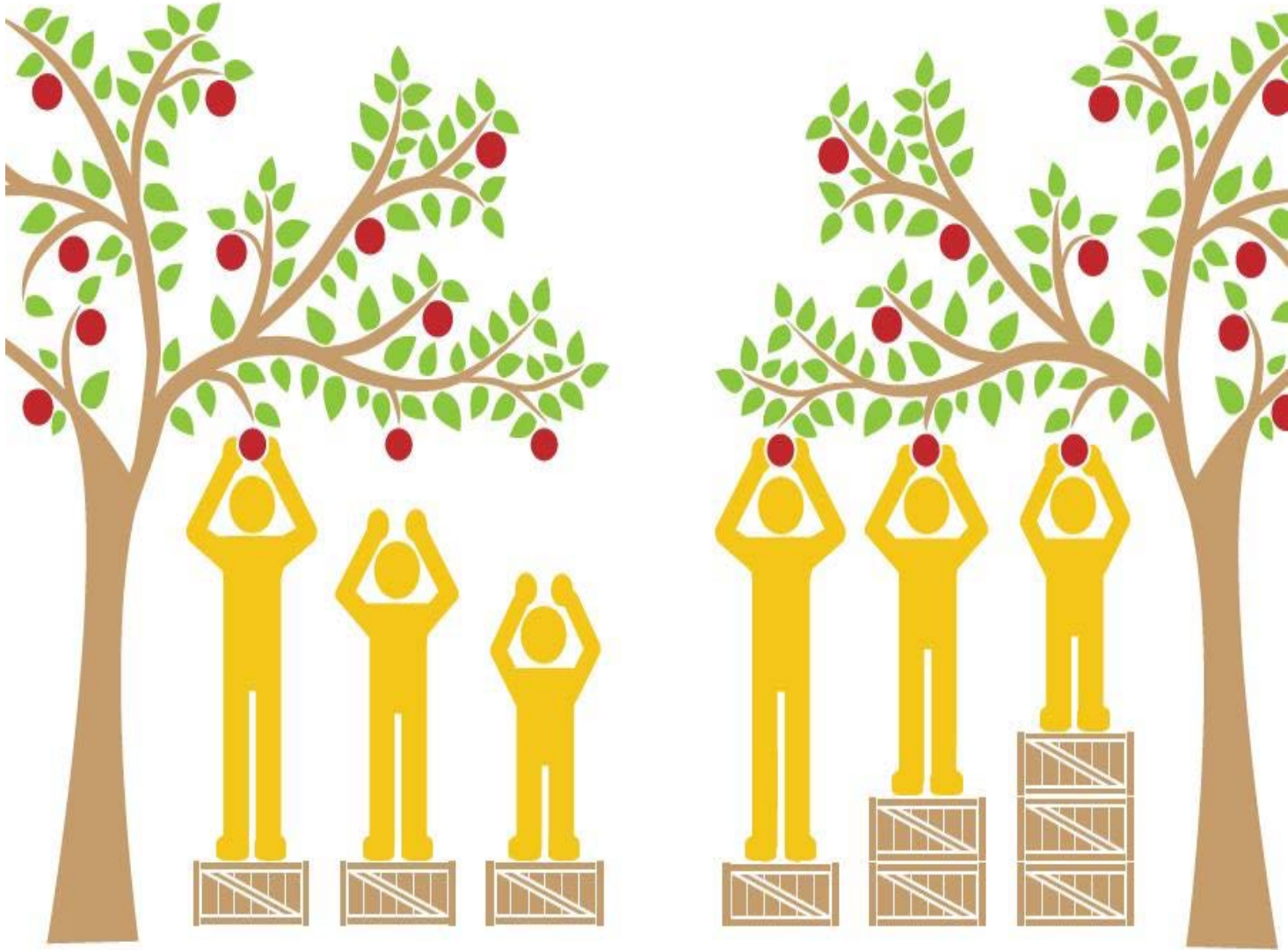
Tier I
L ó X ñ g 6 l ñ
É y Ò ñ g T ã m
trong ١/٢
N ã ng Cao
9 1/2 ã m 0 - v l ñ

Chương Trình Tiếng Anh K-6 Mới



Kiểm Tra *Nâng Cao Điểm Chuẩn*







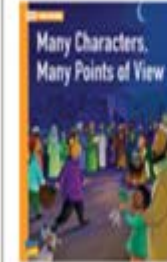

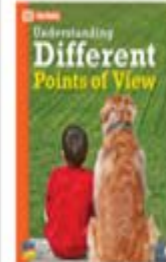

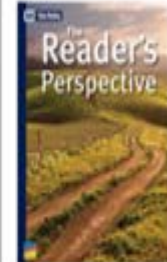
Bình Đẳng không có nghĩa là **Công Bằng**

Hiệu Chỉnh theo Trình Độ Lớp: Các Đề Tài Lớn Tương Tự mỗi năm

Cân bằng nội dung tin tức & bài văn để phối hợp với nhau nhằm xây dựng nội dung kiến thức.

Content Knowledge Alignment
 Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Government and Citizenship							
2	Character							
3	Life Science							
4	Point of View							

 Mẫu giáo	 Lớp 1	 Lớp 2	 Lớp 3	 Lớp 4	 Lớp 5	 Lớp 6
---	--	--	--	--	--	--

9	Economics							
10	Physical Science							

Chú Thích văn Bản


Short Read 1

Remember to annotate as you read.

Alexander Graham Bell: "It Talks!"

by Kathy Furgang

★ Telephones have connected people to one another since the late 1800s. Alexander Graham Bell invented this important communication tool. Bell was born in Scotland in 1847. His mother was deaf; this made Bell want to learn all about sound. He learned how it travels as vibrations for sound waves. He wanted to find new ways for people to communicate.



Alexander Graham Bell

★ As an adult, Bell taught at several schools for deaf students in Boston. His wife was also deaf. All the while, he kept learning more about how sound works. He also studied the human voice.

★ Bell dreamed that people would one day "talk with electricity." At the time, people could only send telegraphs. These were coded messages sent over wires using a system of clicks and blips. The messages were then written down and delivered by hand.

This biography is mostly about how A.G.B. made the telephones. He tested the telephone until it talked. He was shocked.

He was scotish
deaf & hear
Vibrashon = sound waves
A.G.B invented the telephone in the late 1800s.
Mam deaf deaf teacher Sign langwidy.

How did he do that?

How many tries?

Did the fair have a lot of people?

It worked!

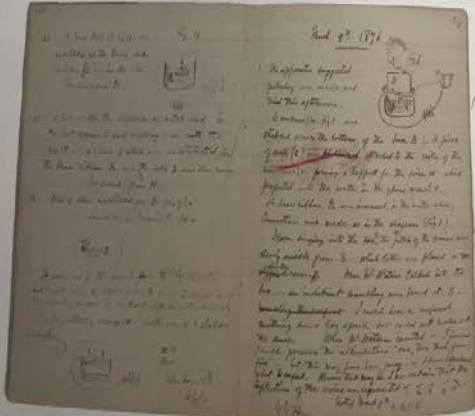
Wow! 3 yrs = 130,000

Bell got a patent to protect his invention.

★ Bell began to experiment with electric wires. He wanted spoken words to travel a long way from person to person. After many tries, Bell finally succeeded. On March 10, 1876, a call reached his assistant in the next room: "Mr. Watson, come here. I want to see you." These were the famous words of the first phone call ever made. Bell had achieved his goal.

★ Bell brought his telephone to the 1876 World's Fair in Philadelphia, Pennsylvania. He called it an "electrical speech machine." People were amazed at Bell's work. The leader of Brazil, Emperor Pedro II, was at the fair. When he heard sound through the telephone wire, he dropped the phone. "It talks!" he cried out.

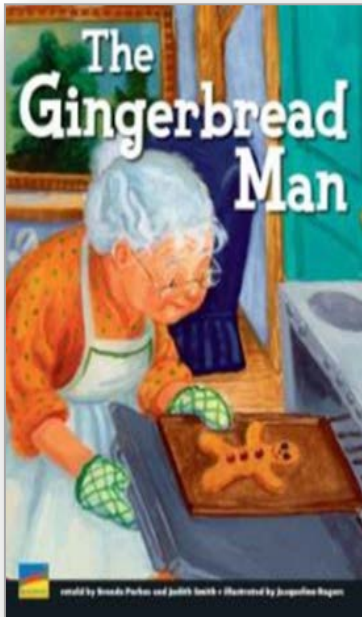
★ Bell's invention was revolutionary. In 1877, he established the Bell Telephone Company. Three years later there were more than 130,000 phones in American homes. Bell's invention paved the way for how we communicate today.



Bell got a patent to protect his invention.

Trình Tự Giảng Dạy Bài Học 3-Tuần

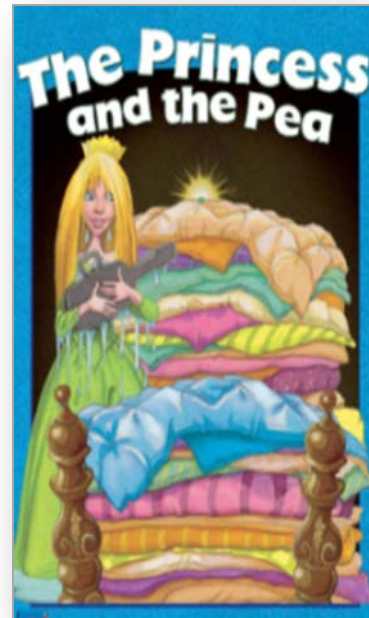
Extended Read
 2:
 Practice/Apply
 Tuần thứ 3



Xoá bỏ Rào Cản các
 nội dung phức tạp

Extended Read 1:
 Guide Practice/Apply

Tuần thứ 2



Đọc thật kỹ để phân tích các nội dung phức tạp

Mentor Reads:
 Model and Guide

Tuần thứ 1

Little Red Riding Hood

Once upon a time, there was a lively girl called Little Red Riding Hood. One morning, she was going to visit her grandma with a basket of food. "Be careful, and don't talk to strangers," warned her mother. "I promise," she said.



The Ant and the Grasshopper

Once upon a time, there lived an ant and a grasshopper. Each summer morning, the industrious ant woke up early to gather food for the winter ahead. The idle grasshopper, however, slept until noon and played until the sun went down.

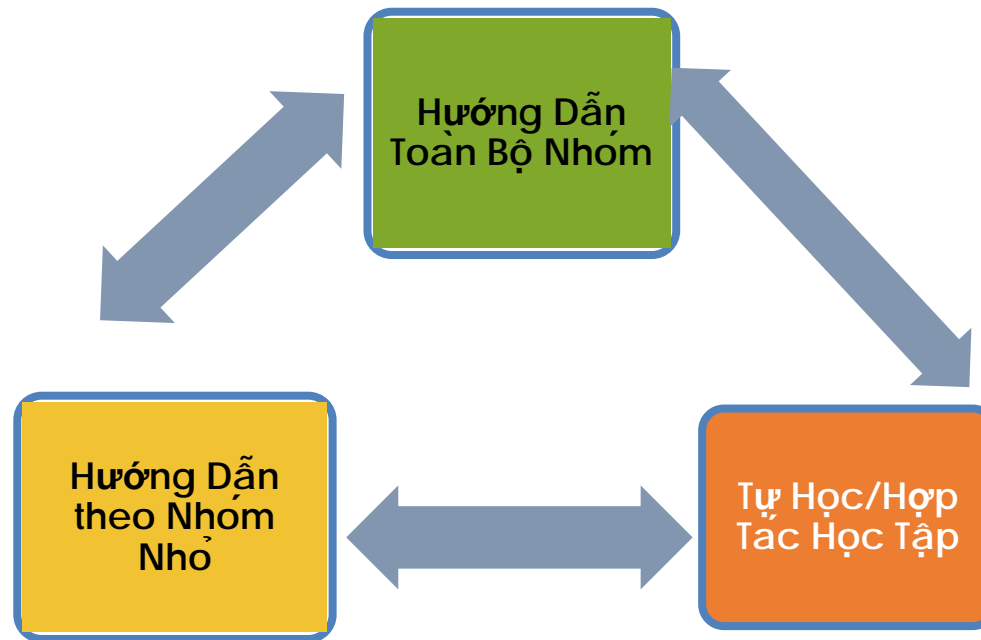


Viết Theo Mô Hình các Bài Học nhỏ

- Ngày thứ nhất:** Phân tích bài viết
- Ngày thứ Hai:** Đọc lại để tìm hiểu chứng cứ của nội dung
- Ngày thứ Ba:** Lập kế hoạch
- Ngày thứ Tư:** Bản nháp đầu & bài học ngôn ngữ
- Ngày thứ Năm:** Xem lại/sửa đổi & bài học ngôn ngữ

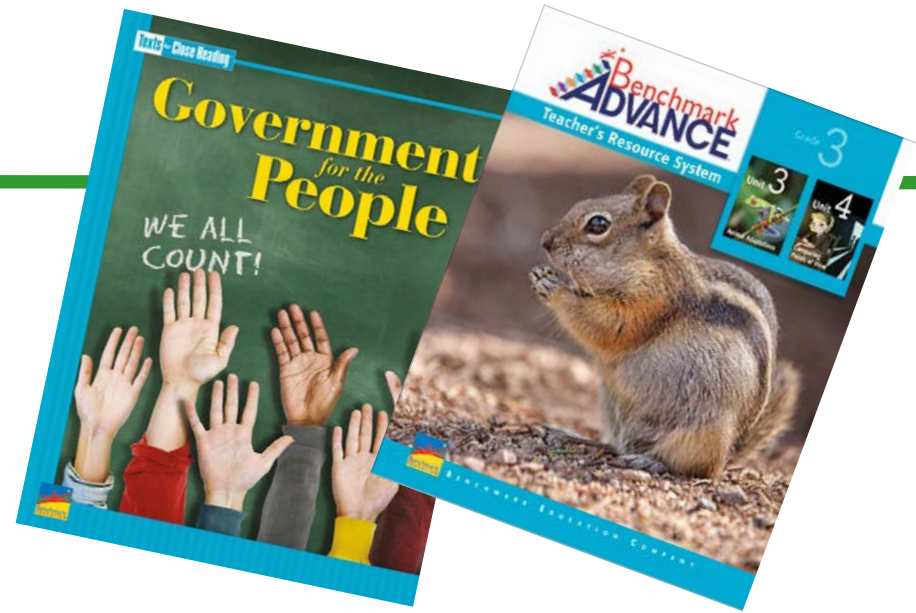
3. Read and Analyze a Narrative Prompt W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	6. Reread to Find Text Evidence W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.1h	9. Plan a Journal Entry W.4.3, W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	12. Draft a Journal Entry W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	15. Revise and Edit W.4.3d, W.4.4, W.4.5, W.4.10, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.2a
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Cấu Trúc Học Tập Khác, nhưng tất cả có KẾT NỐI



Khuyến khích trao đổi kiến thức và các kỹ năng và hiểu thấu đáo

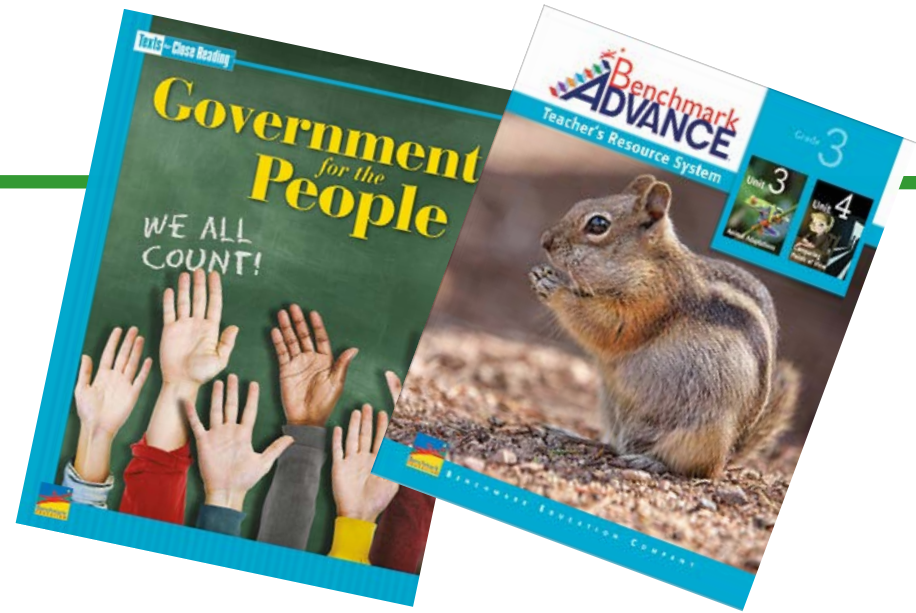
Chỉ Định ELD



- Các bài học cho các học sinh theo nhóm nhỏ hằng ngày dựa trên mức độ thông thạo tiếng Anh
- Kết nối tới toàn bộ lớp, giảng dạy tiếng Anh trọng yếu
- Xảy ra thường xuyên cho các học sinh có mức độ thông thạo kém

Chỉ Định ELD

Các bài học ELD hỗ trợ học sinh EL trong lúc Đọc/Ngôn Ngữ. Bài học này:



- có sự tương tác và **hấp dẫn, giàu trí thông minh** và thử thách
- được thiết kế phù hợp để giúp học sinh **độc lập hơn**
- Phát triển nội dung **kiến thức đồng thời với việc học tiếng Anh**
- có giá trị và **xây dựng dựa trên tiếng mẹ đẻ** và văn hoá



**Tier II
trong
BMA**

MONDAY	
8:00	Opening
8:10	Read Aloud/Shared Reading
8:30	Rotation 1
8:50	Reading Lesson (Mini Lesson)
9:10	Rotation 2
9:30	Recess
9:45	Writing (Mini Lesson)
10:00	Rotation 3
10:20	Social Studies/Science
11:00	Lunch
11:40	Math
1:00	Recess
1:10	Designated ELD
1:40	Phonics (Mini Lesson)
2:00	Pack-up
2:12	Dismissal

Monday

Rotation 1

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Independent Reading	Computers	Independent Reading	Computers	Teacher Time

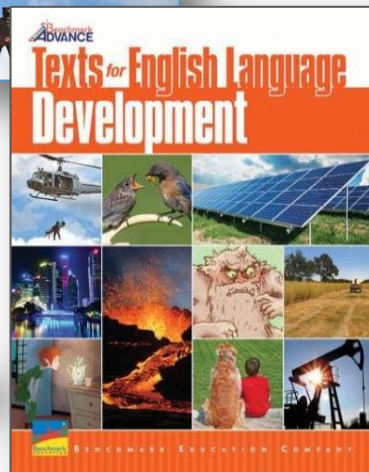
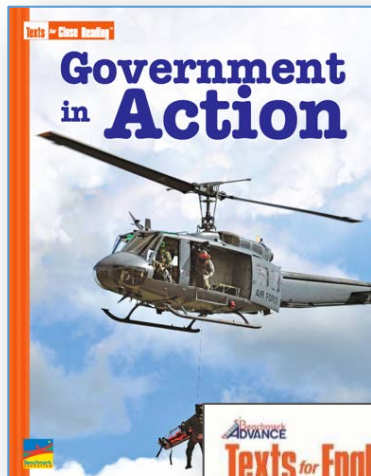
Rotation 2

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Computers	Independent Reading	Writing	Teacher Time	Independent Reading

Rotation 3

A	B	C	D	E
Noelynn Ayanna Kenzie Amora	Adrian Frankie Eddie	Max Kellan Dominic Cesar Devunn	Vincent Alex Lucy Ryan	Che Soren Hank Ella
Writing	Writing	Computers	Independent Reading	Computers

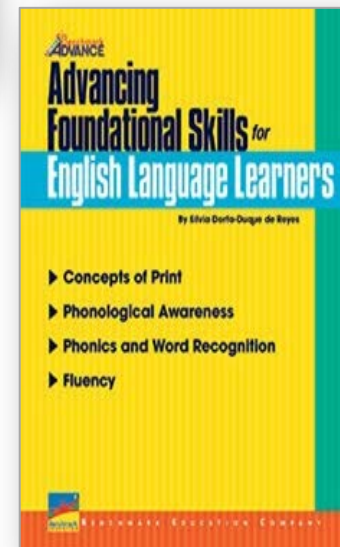
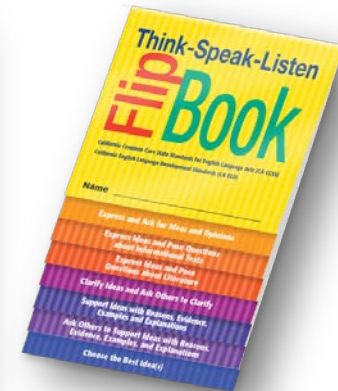
Các Nguồn ELD được Chỉ Định



Nguồn dành cho Học Sinh




Nguồn dành cho giáo viên



Trình Độ Đọc là gì?


Trình Độ Đọc (A-Z) chỉ ra cho giáo viên, học sinh và phụ huynh biết nơi học sinh đang đọc theo đúng trình độ lớp được mong đợi. Thật quan trọng là các trình độ này cũng hỗ trợ cho các giáo viên trong việc giảng dạy liên tục ý thức đọc từ các văn bản dễ nhất (trình độ A) tới các văn bản phức tạp nhất (trình độ Z).

Conversion Guide to Benchmark Education's Precise, Consistently Leveled Texts					
DEVELOPMENTAL CATEGORY	GRADE LEVEL	LETTER LEVEL	NUMBER LEVEL	LEVEL SM RANGE	ANALOGUE LEVEL
EMERGENT	K	A	1	BR SM to 420L	1.1 to 2.9
		B	2		
		C	3, 4		
EMERGENT/EARLY	K-1	D	5, 6	420L to 820L	2.9 to 5.3
		E	7, 8		
EARLY	1	F	9, 10	820L to 1010L	5.3 to 6.8
		G	11, 12		
		H	13, 14		
		I	15, 16		
		J	18		
EARLY/FLUENT	1-2	K	20	1010L to 1185L	6.8 to 8.8
	2	L	24		
	2-3	M	28		
FLUENT	3	N	30	1185L to 1335L	8.8 to 10.6
		O	34		
		P	38		
	4	Q	40		
		R	40		
	4-5	S	44		
	5	T	44		
		U	50		
5-6	V	60			
6	W	60			
	X	60			
ADVANCED FLUENT	6-7	Y	70	1335L to 1650L	10.6 to 12.4
	8-9	Z	80		
	9+	Z+	90		




Digital Learning Portal
Instructional Resources & Inspiration for the EdEd Program


E-Planner
Plan & Manage Student Groups




Video
Multimedia to Enhance Unit Eng.




Weekly Presentations
Collated Resources for Work-Group Instruction




E-Books
Work-Group and Small-Group Use



Home to School
Take Home Letter and Activities



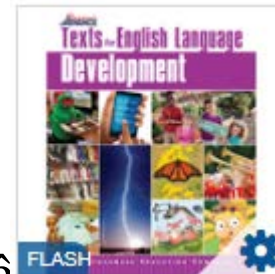
Online Assessments
Validating Environment for Student Reporting Platform for Teachers



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English Language Development Standards

- **Ngôn ngữ**
- **ELD A-1-1**
- **Văn bản theo chủ đề**
- **Âm K-2 theo Dung**
- **Âm Nâng Cao K-2**
- **Công cụ Can**
- **Những câu chuyện**
- **English Language Assessment (GATE)**



ELA Strategies and Skills

Text-Dependent Comprehension Strategies

- Identify main topic and retell key details.
- Identify and describe a sequence of events.
- Define the role of the author and the illustrator of a text.
- Answer text evidence questions.

Extend Language Knowledge

- Print many uppercase and lowercase letters.

Vocabulary Strategies

- Identify real-life connections between words and their uses.

Vocabulary List

- camp
- snack
- egg
- paint
- play
- ride
- sing
- swim

Apply Phonics Skills

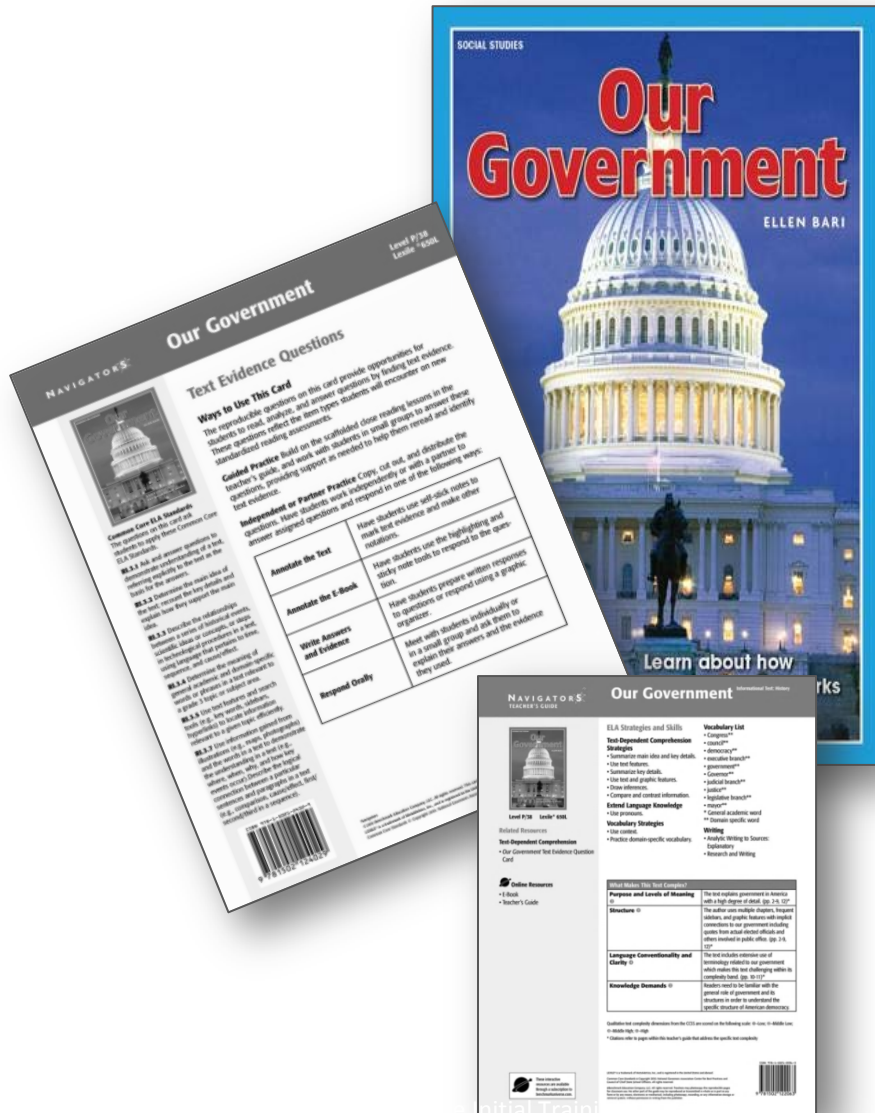
- Initial r

What Makes This Text Complex?

Purpose and Level of Reading	The purpose of this text is to name different activities that kids do at day camp and to answer a question about the activities.
Structure	The text has a simple, repetitive structure. Each page has two lines of text. On the first line and activity change on each page.
Language Conventionalities and Clarity	Vocabulary is simple and meaning is conveyed through clear support pictures.
Knowledge Demands	Though some readers may not know how to use the background knowledge required to understand the text.



Nguồn Nhóm Nhỏ Tier 2



Our Government
ELLEN BARI

Text Evidence Questions

Ways to Use This Card
The reproducible questions on this card provide opportunities for students to read, analyze, and answer questions by finding the evidence. These questions reflect the stem types students will encounter on new standardized reading assessments.

Guided Practice Build on the scaffolded close reading lessons in the teacher's guide, and work with students in small groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Independent or Partner Practice Copy, cut out, and distribute the teacher's guide, and work with students in small groups to answer these questions, providing support as needed to help them reread and identify text evidence.

Annotate the Text	Have students use the highlighting and mark text tools to respond to the questions.
Annotate the E-Book	Have students use the highlighting and mark text tools to respond to the questions.
Write Answers and Evidence	Have students prepare written responses to questions or respond using a graphic organizer.
Respond Orally	Meet with students individually or in a small group and ask them to explain their answers and the evidence they used.

Our Government
NAVIGATORS
LEVEL 4/5
LEVEL 4/5

ELA Strategies and Skills

Self-Dependent Comprehension Strategies

- Use text features.
- Use text and graphic features.
- Check information.
- Compare and contrast information.

Related Language Knowledge

- Use prefixes.
- Practice domain-specific vocabulary.

Writing

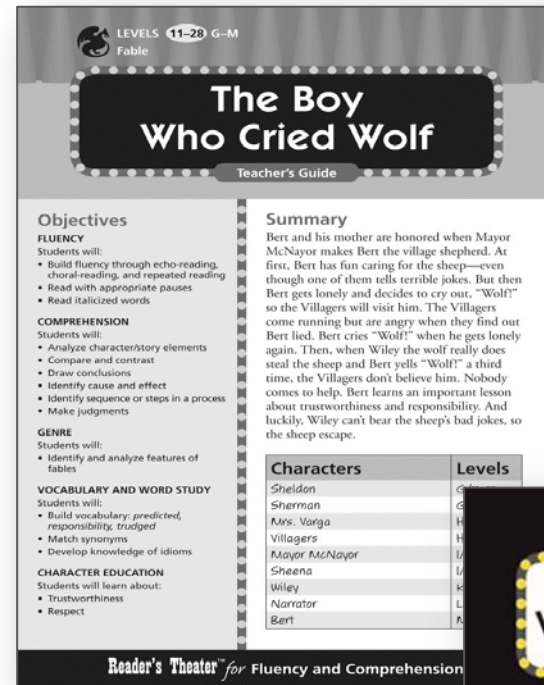
- Analyze writing to identify:
 - Expository
 - Research and Writing

Word Meanings and Text Contexts

Purpose and Level of Reading

Language Conventions and Clarity

Knowledge Demands



LEVELS 11-28 G-M
Fable

The Boy Who Cried Wolf

Teacher's Guide

Objectives

FLUENCY
Students will:

- Build fluency through echo-reading, choral-reading, and repeated reading
- Read with appropriate pauses
- Read italicized words.

COMPREHENSION
Students will:

- Analyze character/story elements
- Compare and contrast
- Draw conclusions
- Identify cause and effect
- Identify sequence or steps in a process
- Make judgments

GENRE
Students will:

- Identify and analyze features of fables

VOCABULARY AND WORD STUDY
Students will:

- Build vocabulary: *predicted, responsibility, trusted*
- Match synonyms
- Develop knowledge of idioms

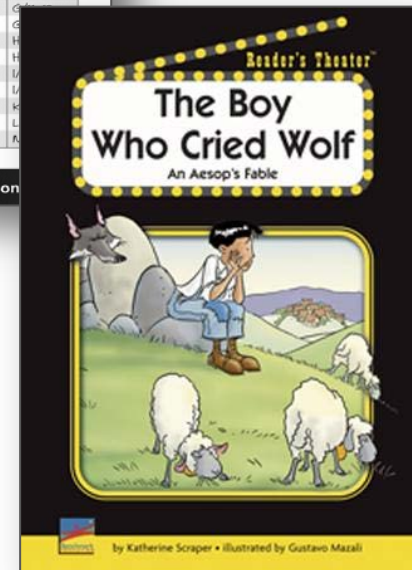
CHARACTER EDUCATION
Students will learn about:

- Trustworthiness
- Respect

Summary
Bert and his mother are honored when Mayor McNayor makes Bert the village shepherd. At first, Bert has fun caring for the sheep—even though one of them tells terrible jokes. But then Bert gets lonely and decides to cry out, “Wolf!” so the Villagers will visit him. The Villagers come running but are angry when they find out Bert lied. Bert cries “Wolf!” when he gets lonely again. Then, when Wiley the wolf really does steal the sheep and Bert yells “Wolf!” a third time, the Villagers don’t believe him. Nobody comes to help. Bert learns an important lesson about trustworthiness and responsibility. And luckily, Wiley can’t bear the sheep’s bad jokes, so the sheep escape.

Characters	Levels
Sheldon	G
Sherman	G
Mrs. Varga	H
Villagers	I
Mayor McNayor	J
Sheena	K
Wiley	L
Narrator	M
Bert	M

Reader's Theater for Fluency and Comprehension



Reader's Theater

The Boy Who Cried Wolf

An Aesop's Fable

by Katherine Scrapper • illustrated by Gustavo Mazali



**Tier III
trong
SCUSD**

Tier III trong SCUSD

- Ím Áyó Xg ũō áu
- 0 1c Ugh ũō áu 0p 0p 0m
 - Mang 0c sinh ra 0c 0i w/0 viēn 0c 0y0 (resource teacher)
 - Dly 0m
 - SST
- c 0m Công í 0c MTSS w/0 Hg 0m 0m vâh 0t 0y 0h H 0c 0c 0ng 0m 0c khu trong 0c can 0 0p chuyên sâu
- Nâng Cao 9 0m 0 0m không v0m I w0m Tier III



Benchmark Universal - nguồn dành cho phụ huynh

Các phụ huynh có thể tiếp cận Benchmark Universal từ tài khoản “Clever” của con họ.



Phản Ảnh và Cách Xử Lý

- Quý vị tìm hiểu được gì ở buổi chiều hôm nay?
- Xem xét những gì quý vị đã tìm hiểu, quý vị có thể sử dụng các tin tức này như thế nào?

0 1m on βυ 1n/8 1/8 1/8 t tham Uó
Tin óc ń 1n - Si ũa βυ 1n/8 1/8
wó Xc w1nh w1/8 cao!
Session #: DELAC

[ELD PL Feedback](#)