



Academic Support for All English Learners

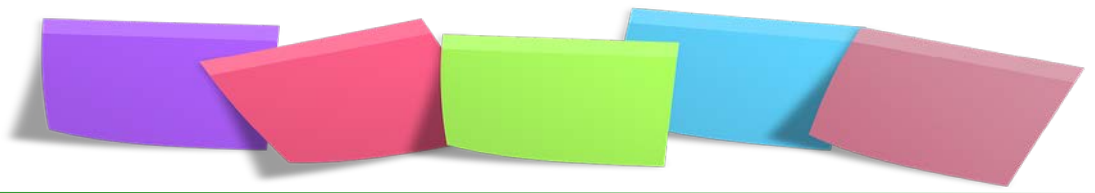


Today's Agenda

- ❖ SCUSD Vision for ELD

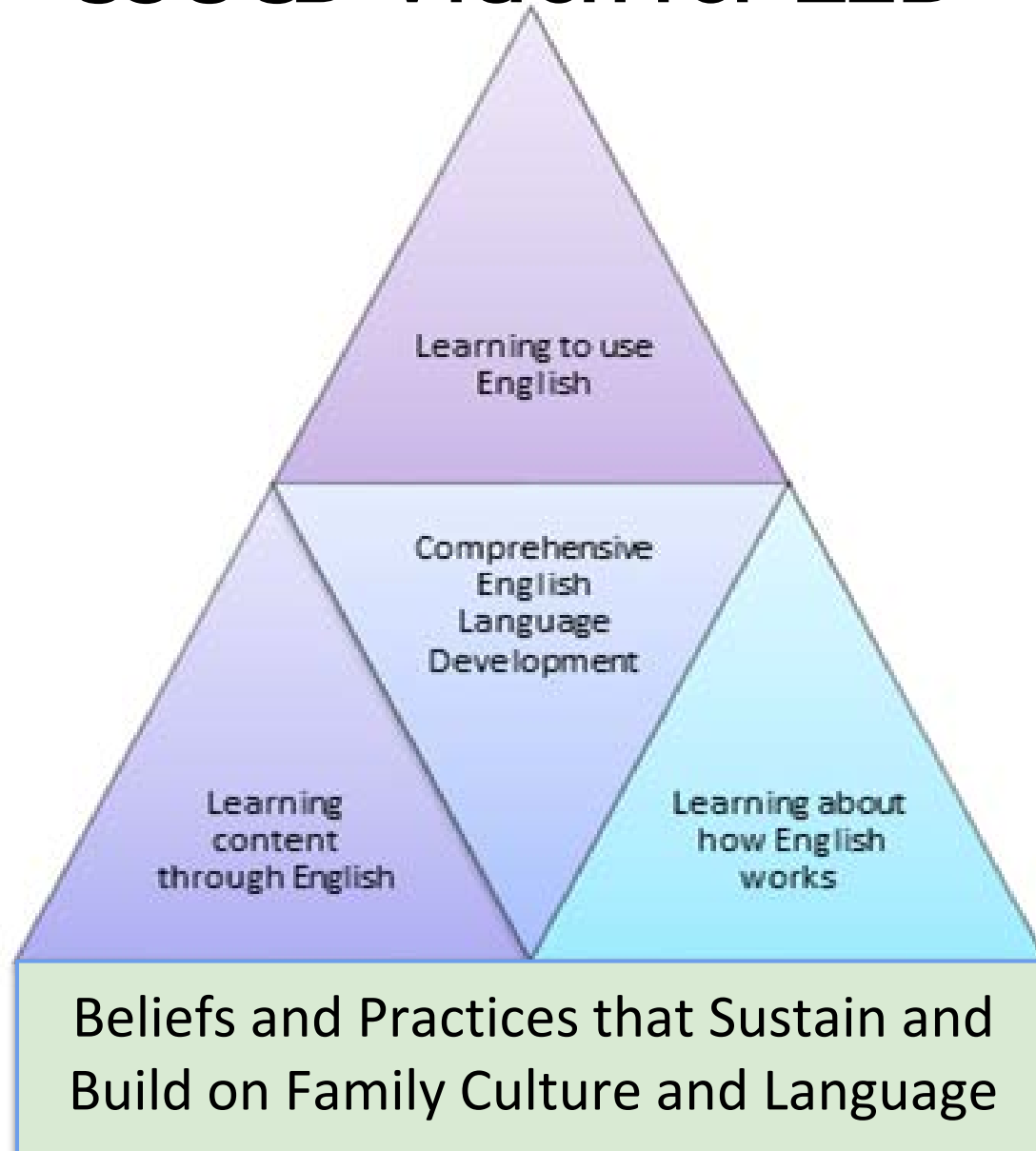
- ❖ MTSS: A Framework for Serving Students
 - Tiers I, II, and III

 - Using the new middle school and high school materials in English/Language Arts to support Tiers I and II

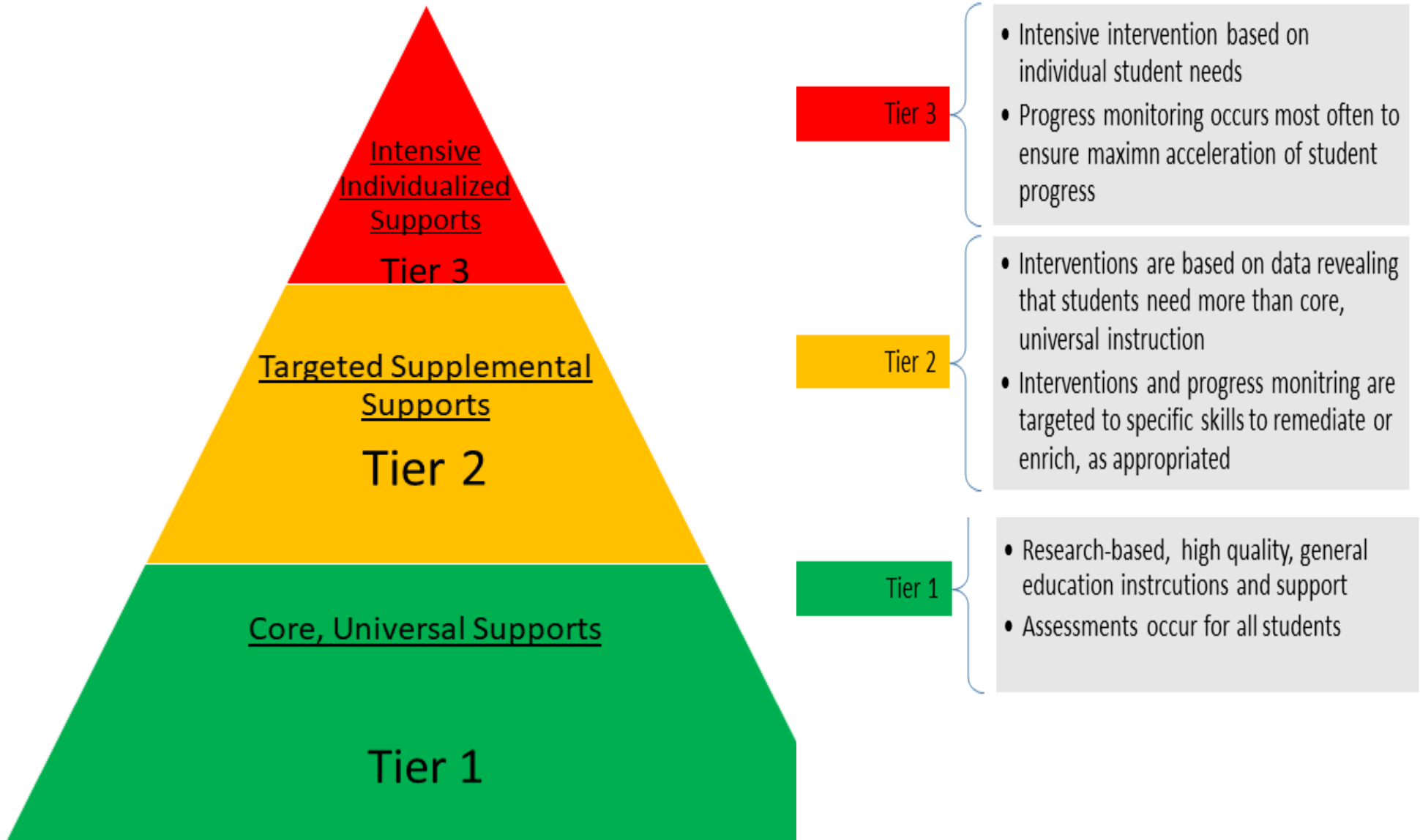


**What questions/
concerns do you have
about your child's
English/ Language Arts
class?**

SCUSD Vision for ELD



From the CA
ELA/ELD
Framework; Figure
2.19.





Tier 1 & 2 within Core Instruction

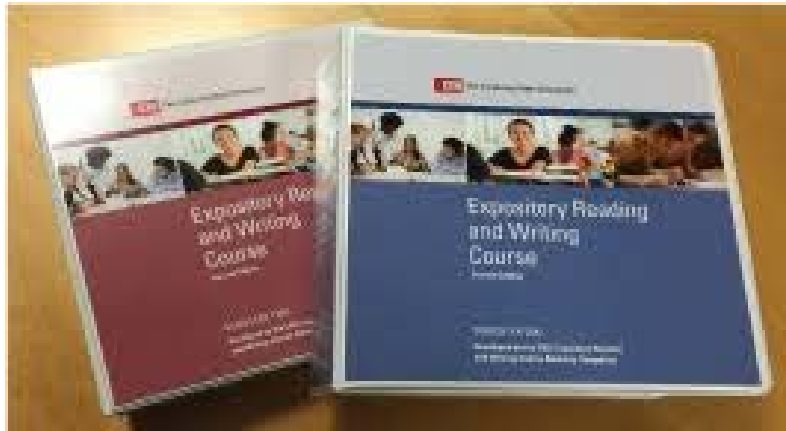
What is Tier I for ELA?

- All students receive high-quality, differentiated, culturally responsive, academic instruction in their English/ Language Arts class in a whole class setting.
- Teachers use differentiated instruction, like flexible and fluid grouping, to ensure positive outcomes for all students.
- Small group instruction for struggling students, on grade-level students, and advanced learners is based on the whole group lesson.

What is Tier II for ELA?

- **Designed for students not making adequate progress in Tier I.**
- **Instruction typically occurs in small groups.**
- **Interventions build from Tier I instruction and are designed to match the needs of students based on observation, student work and assessments.**

Grade 7-12 English/ Language Arts Materials



CORE: MyPerspectives

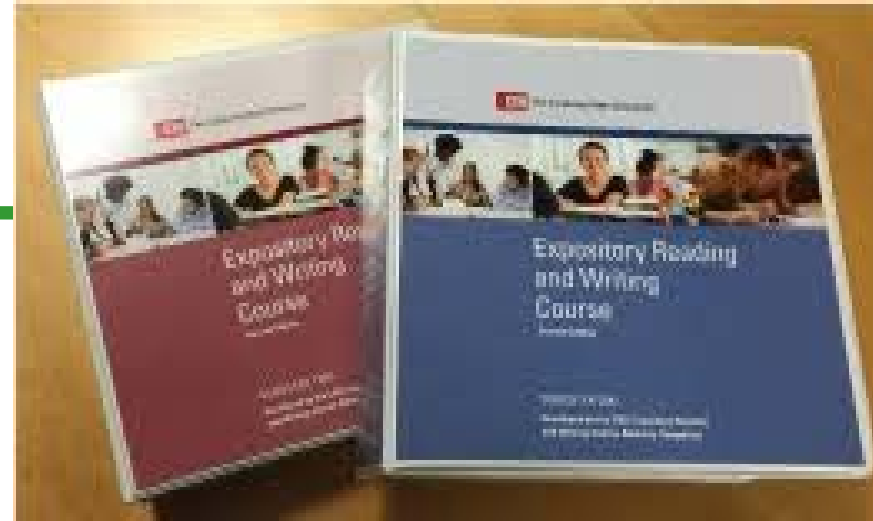
Adopted in 2018 for grade 7-12
English/ Language Arts classes

Teacher-led, student-centered
instruction that cycles through
whole class, small group, and
independent learning in each
unit

5-6 units focused on an
Essential Question:

- 9th Grade Unit 1: What does it mean to be “American”?





Supplemental: ERWC (Expository Reading and Writing Class)

Adopted in 2010 for Grade 12 English classes

Modules based on essential questions available for grades 7-12

Developed by CSUS to prepare students for college writing

- Grant: new modules have integrated and designated ELD (English Language Development standards) activities



ELD: Inside/ Edge

Adopted in 2018 for grade 7-12 English Language Development classes



Teacher-led, student-centered instruction that cycles through whole class, small group, and independent learning

Grade-level ELA and ELD standards are taught and tested

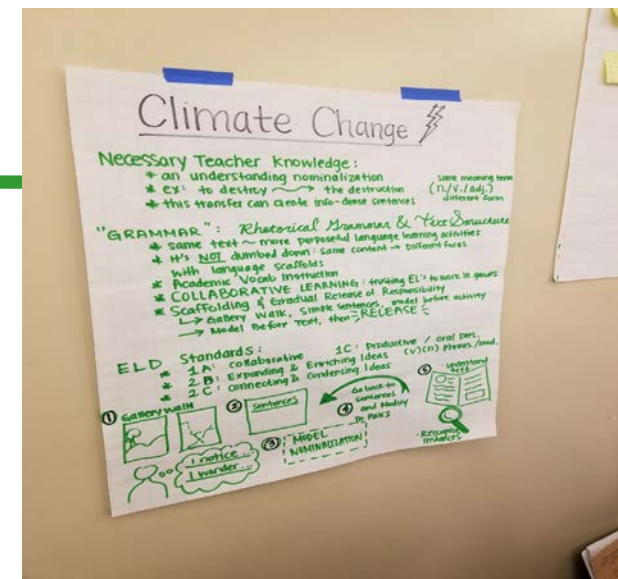
Integrated English Language Development (ELD)



ELD Lessons support all ELs in ELA:

- Interactive and **engaging**, intellectually rich and challenging
- Appropriately designed to help learners become **more independent**
- Develop content knowledge and **academic English simultaneously**

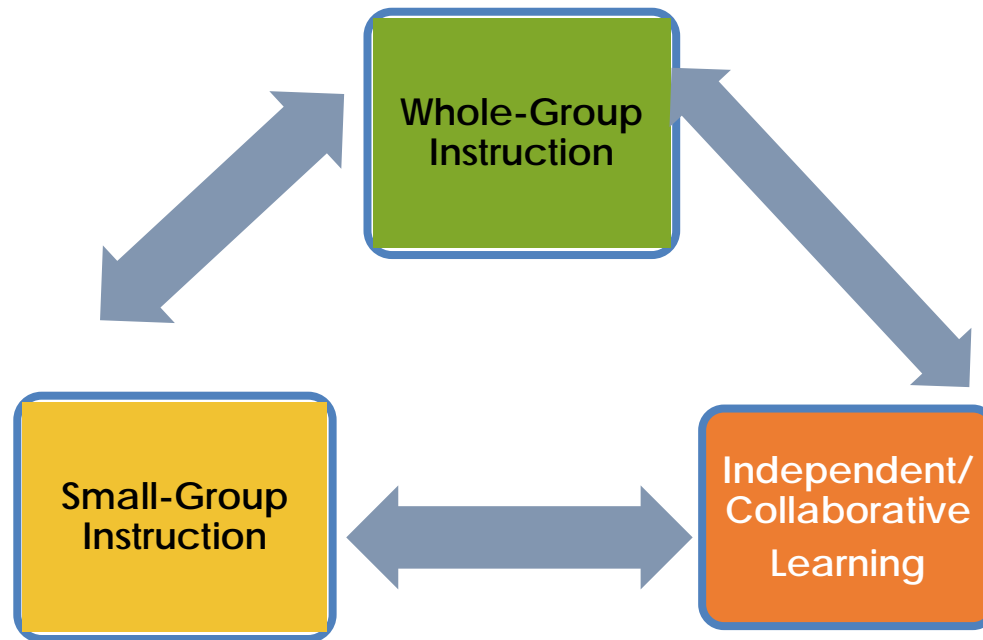
Designated English Language Development (ELD)



Designated ELD is provided based on needs of students:

- Lessons are created to meet the needs of students at all English proficiency levels;
- Always connected to the whole class English/ Language Arts instruction;
- Often provided and reinforced during small group and individual instruction.

Different Structures for Learning, but All CONNECTED



Promotes transfer of knowledge and skills and deepens learning

Text Complexity Rubric: *Dark They Were, and Golden-Eyed*

Quantitative Measures

Lexile: 490L Text Length: 4,701 words

Qualitative Measures (1= least complex, 5= most complex)

Content Knowledge Demands

1 2 3 4 5

Explores sophisticated themes including cultural adaptation, fear of changing identity, and colonization. Story was written in 1949 and has references to atom bomb, Rockefeller, Ford

Text and Sentence Structure

1 2 3 4 5

Story is mostly chronological, but plot elements are not revealed immediately. Plot events are intertwined with internal reflection of main character. Use of dialogue makes story easy to follow

Language Conventions and Vocabulary

1 2 3 4 5

Language does not sound contemporary. Mostly short sentences with simple construction. Some more complex sentences with descriptive or figurative phrases.

Ideas and Meaning

1 2 3 4 5

Multiple levels of meaning are complex and subtle (plot events as well as commentary on culture, colonization, and changing identity). Meaning is revealed as story develops.

DIFFERENTIATED INSTRUCTION

EL BELOW LEVEL

Content Knowledge Demands If students are only slightly familiar with the history of European settlement of the New World, **then** explain that regions and land features were often named using Native American words. Explain briefly the human/American names referenced in paragraph 48. Discuss with students places they know of that carry the names of famous people.

OL ON LEVEL

Text Structure If students have difficulty identifying the story's point of view, **then** explain that "Dark They Were, and Golden-Eyed" is an example of limited third-person narration, where someone outside the story provides all of the information, focusing on the thoughts and actions of one character. Ask, *What character is the focus of the story? (Mr. Bittering) How does the narrator's focus affect the tone of the story?*

AL ABOVE LEVEL

Ideas and Meaning If students investigate subtle, complex themes characters, **then** have them observe in which Bradbury presents the gradual changes that the Bittering family undergoes. Ask, *How do Harry Bittering's reactions to what is happening change as the story goes on? (At first, he is very concerned. Eventually, what happens seems natural to him and he forgets about it.)*

MONITOR AND ADJUST If students fail to provide examples of language that define Woodson's voice, **then** reread aloud passages you find most specific to Woodson's voice. Call on volunteers to summarize the events as though they were there. Point out the differences in language between Woodson and the volunteer.

EXIT TICKET

TEKS 9.F

To assess students' mastery, administer the **Exit Ticket: First-Person Point of View and Voice**.

RETEACH AND PRACTICE If students need more practice, see **First-Person Point of View and Voice (RP)**.

DIFFERENTIATED INSTRUCTION

EL ENGLISH LEARNERS **ELPS 2.E.3**

Linguistic Support Have students use linguistic support to enhance and confirm their understanding of increasingly complex and elaborated spoken language. Focus on the words *heart*, *scarce*, *devastation*, and *detonation*.

Beginning Display and pronounce the words. Have students listen to the radio play a few times. Ask students to guess the meanings of the words. Then,

use a dictionary to find the definitions and read them to students.

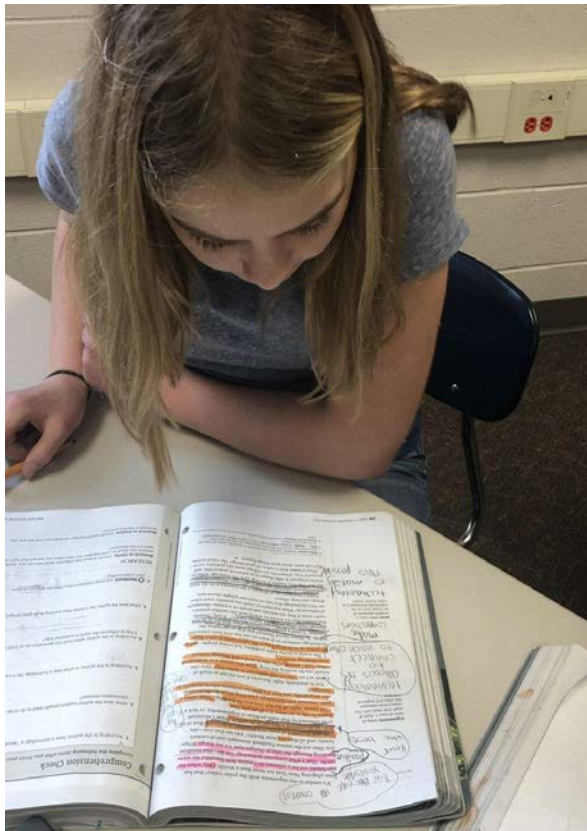
Intermediate Display and pronounce the words. Have students listen to the radio play a few times. Ask students to guess the meanings of the words. Then, have small groups use dictionaries to find and discuss the definitions.

Advanced Display and pronounce the words. Have students listen to the radio play. Ask students to

guess the meanings of the words. Then, have pairs use dictionaries to find the definitions and discuss them.

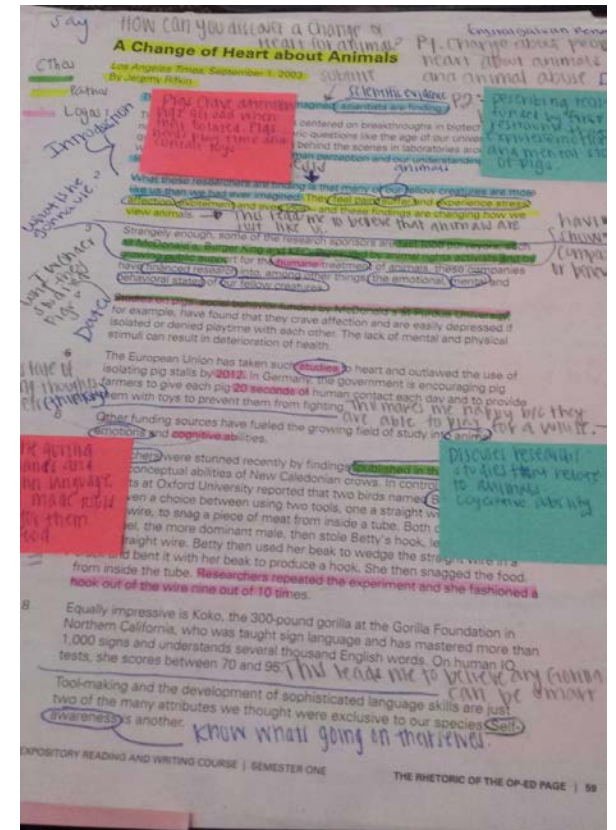
Advanced High Have students listen to the radio play. Challenge individuals to listen for the four words and write each one. Then, have them use dictionaries to check the spellings and definitions of the words. Have pairs discuss their findings.

Alignment through the Grades: All Materials Support English Learners



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


Text annotation is an
active learning strategy
that supports
understanding.



Alignment through the Grades: Focus on Language

All of the materials
 pre-teach and
 reinforce
 academic
 vocabulary.

1 MAKING MEANING




THE FALL OF THE HOUSE OF USHER

Comparing Texts

In this lesson, you will read and compare two stories: "The Fall of the House of Usher," by Edgar Allan Poe, and "House Taken Over," by Julio Cortázar. First, you will complete the first-read and close-read activities for Poe's story. Then, you will compare that story to the story Cortázar wrote a little more than a century later.

About the Author



Edgar Allan Poe (1809–1849) is regarded as the first American literary critic and the inventor of the detective story. Despite his literary success, Poe's life was almost as dark and dismal as the fiction he wrote. Shortly after his birth, his father deserted the family, and his mother died. He was raised by a wealthy yet miserly merchant and lived most of his adult life in extreme poverty. Poe died at the age of 40. The circumstances of his death remain a mystery.

The Fall of the House of Usher

Concept Vocabulary

You will encounter the following words as you read "The Fall of the House of Usher." Before reading, note how familiar you are with each word. Rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
annihilate	
antiquity	
fissure	
dissolution	
rending	
tumultuous	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

Tool Kit
First-Read Guide and Model Annotation

STANDARDS
Reading Literature
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

12 UNIT 1 • INSIDE THE NIGHTMARE

Assessments

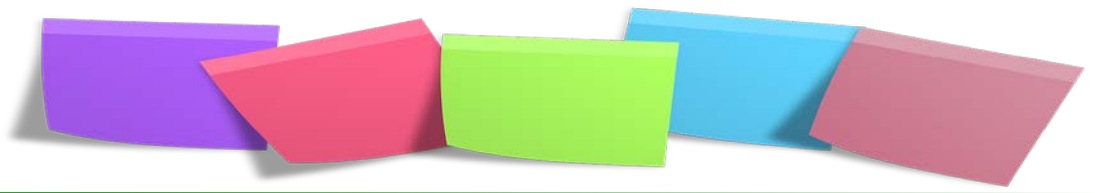
- **Inside/ Edge (ELD):**
 - Diagnostic assessment for correct book level
 - Reading selection, unit, and end of quarter/ semester tests
 - Reading gains tests
- **MyPerspectives (ELA Grades 7-12):**
 - Beginning/ Mid-Year/ End of Year tests
 - Reading selection and unit tests
 - Performance-based assessments (essays, presentations, projects)
- **ERWC (ELA Grade 12):**
 - Essays aligned to Sacramento City College and Cal State University, Sacramento writing rubrics



Tier III in SCUSD

Tier III in SCUSD

- Still site-specific
- Services can range from
 - pull out/ push in with resource teacher
 - tutoring
 - SST
- MTSS Work Group meets weekly to develop a district-wide system of intensive intervention
- Grade 7-12 materials do not contain Tier III resources



**What do you wish
teachers knew or
understood about
your child?**

Parent Resources

Infinite Campus: request login information at your schools' front office

Home Connection Letter: by Unit in MyPerspectives (Spanish) and National Geographic Inside/ Edge (in top five languages)

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](#)