

**Culturally and Linguistically Diverse Education**

**Guidance for Elementary Dedicated ELD Block during Remote Learning**

## Area of Focus During Remote Learning:

Due to the nature of online learning, it is imperative that students have oral language opportunities daily. These opportunities need to be provided by the teacher and/or paraeducator so that students can take their oral production and apply it in writing as well.

## Required Components:

### Oral language minimum: 10 minutes per day *(Note: this oral time is dedicated to eventual writing product expectation for student--note: not all of this oral production has to be in real-time with the teacher. It can be done asynchronously via podcast, recording, casting, etc.)*

### **Example**: After teacher modeling, students produce short answers on Flipgrid, then provide oral feedback to each other on FlipGrid. Or students clarify understanding and brainstorm ideas in Google Meet or SeeSaw, then students produce a short personal narrative piece or mini-speech in FlipGrid or SeeSaw.

Oral and Written Practice can be:

* Peer-to-peer
* Individual
* Small group
* Whole group

### Writing minimum: 5 minutes per day

### **Example:** response to learning to summarize in a few sentences (student reflection journal, exit ticket, note-catcher, diagram, response to text questions) or write out scripts for longer oral output (elevator speeches, oral narratives)

### Suggested Lesson Flow

#### Direct Instruction

Description: Target language is identified and explicitly taught and modeled. Teachers use class Google Meet time and explicit instruction videos to directly teach and model language.

Projected time: 5-10 minutes

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| --- | --- |
| **Strategies/Focus**Think AloudsLanguage ModelText-analysisModeling | **Resources**Curriculum videosScreencastsYouTubeWhite board (digital or actual)Pear Deck (interactive presentations) |

### Oral Language Production

Description:

Students have opportunities to orally practice language and produce the target language. This language production can be used as a formative assessment or check for understanding. Students use target vocabulary, target functions, and target forms of language.

Projected time: 10 minutes

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| **Strategies**Students create videos or podcastsPartner discourse using Talking CardsPrompts with responsesGive one get one with *breakouts*Numbered heads together | **Resources**Discussion in Google Meet GroupsFlipgridVoiceThreadVoice recordings in Google Docs |

### Written Language Practice

Description:

Students have opportunities to practice language and produce the target language through writing. This language production can be used as a formative assessment or check for understanding.

Projected time: 5 minutes

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| **Strategies**Students outline and write scripts to create videos or podcastsStudents write notes in a classroom catcher, individual catcher, etc. | **Resources**JamboardAnswer-gardenGoogle Docs |

## Providing Feedback/Closure

Description:

Teacher can address patterns observed during language production and provide feedback to groups and closure. Feedback can be given synchronously during whole group closure or asynchronously via Google Classroom.

Projected time: 2-5 minutes

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| **Strategies**Review target languageWhole group re-teachingRecasting rephrasingQuestioningWhite board feedback or suggested language use | **Resources**Google ClassroomFlipGridSeeSawWhite board |

### Independent Reading Practice

Description: Students have opportunities to independently read at the appropriate level of text. This can include reading for a specific content area of focus or study, or other areas of reading interest.

Projected time: 15 minutes

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| **Strategies**Literature circles *(upper elementary)*Book studies *(upper elementary)*Reading Competitions* Home reading logs with response

DEAR: Drop Everything And Read *(specific timeframes throughout the week)* | **Resources**MyonWondersMaravillasBooks at homeLearning AllyNewsela |

## Assessments

Assess students weekly with suggested assessments in scope and sequence with support of the following:

* [WIDA Speaking Rubric](https://drive.google.com/file/d/1AfxjQLG-iHEcMJQacbG57E8hk1f3cc1i/view?usp=sharing)
* [WIDA Writing Rubric](https://drive.google.com/file/d/1MlhNUKnh93UalbsT-rOn4-o5C7VwLvTS/view?usp=sharing)

**Resources**

**Primary (K-2)**

* [Kinder Scope and Sequence with suggested weekly assessments](https://docs.google.com/spreadsheets/d/1OcwKXiBOvObvqmTW5QjEJpAiNfFX-sCbv6ommr4eNXY/edit#gid=0)
* [Kinder Can Do Name Chart](https://drive.google.com/drive/u/0/folders/1vxrvmsyAFlb5fNVFf6TGlp12r7zdZ2fn)
* [1st Grade Scope and Sequence with suggested weekly assessments](https://docs.google.com/spreadsheets/d/15_X2rQ8A4tBAOoBMTkSvuNXpwlualsfl8chbVk9I61o/edit#gid=0)
* [Grade 1 Can Do Name Chart](https://drive.google.com/drive/u/0/folders/1vxrvmsyAFlb5fNVFf6TGlp12r7zdZ2fn)
* [2nd Grade Scope and Sequence with suggested weekly assessments](https://docs.google.com/spreadsheets/d/1OcwKXiBOvObvqmTW5QjEJpAiNfFX-sCbv6ommr4eNXY/edit#gid=869694114)
* [Grades 2-3 Can Do Name Chart](https://drive.google.com/drive/u/0/folders/1vxrvmsyAFlb5fNVFf6TGlp12r7zdZ2fn)

**Grades 3-5**

[Grade 3 Scope and Sequence with assessments](https://docs.google.com/document/d/1IuWGpdWY5kiVH3OWWNLp3PKPvAbyyKPS/edit)

[Grades 2-3 Can Do Name Chart](https://drive.google.com/drive/u/0/folders/1vxrvmsyAFlb5fNVFf6TGlp12r7zdZ2fn)

[Grade 4 Scope and Sequence with assessments](https://docs.google.com/document/d/1iayr3TiEBlLERv32rWjJszR-hQJOg_PY/edit?dls=true)

[Grade 5 Scope and Sequence with assessments](https://docs.google.com/document/d/1fpW2SOdGpUlZYH-tHoyQQ82Om90WDv1b/edit)

[Grades 4-5 Can Do Name Chart](https://drive.google.com/drive/u/0/folders/1vxrvmsyAFlb5fNVFf6TGlp12r7zdZ2fn)

**ALD Block Resources:**

[Grade 3 Scope and Sequence with assessments](https://docs.google.com/document/d/1Kg0ut8q35QaNmNQJMovr_MF_MWCMSyRVODOoitMv9M4/edit)

[Grade 4 Scope and Sequence with assessments](https://docs.google.com/document/d/1ar3XLs_rMTJvykF5Ic8XlUiEjz3Cv-muDyoU4vZpiCg/edit)

[Grade 5 Scope and Sequence with assessments](https://docs.google.com/document/d/1DwNtRwVYDbsGhZi8OoYj91PyFndT4WmpFLzGtdEipn8/edit)

## Things to consider:

* Use of paraeducators to support students in oral/written practice time either synchronously or asynchronously.
* Can paras be used to regroup or breakout students with additional needs?
* What will end assessment look like vs. formative assessment?
* What will reteaching look like and can I work with other ELD levels in my building to meet specific students’ needs?

## Classroom Look-Fors

[ELD Observation Tool for in-person learning](https://drive.google.com/file/d/1EmN2xnFpdkmNJCTbwfdB_1eWn4VvZKfI/view?usp=sharing) | [ELD Observation Tool for Online](https://drive.google.com/file/d/1v_Rms9UgtO294ccEx_nKmf8bOHPb1B02/view?usp=sharing)

Remote Learning Support Links

* [**EdTech Remote Learning Support**](https://sites.google.com/adams14schools.org/adams14schools/remote-learning-edtech#h.p_AsACFolweWxm)
* [Lesson Plan Checklist for SIOP](https://drive.google.com/open?id=1DDlLIU5mpySk7oA1fCg1tuyCN7rmvkTr)
* [ELD Self-Reflection with Online Considerations](https://drive.google.com/open?id=1EmN2xnFpdkmNJCTbwfdB_1eWn4VvZKfI)
* How to use [Google Meet](https://www.youtube.com/watch?v=J_ywOjB1c4Q)
* [How to use FlipGrid](https://info.flipgrid.com/)
* How to insert [audio comments into Google Docs](https://www.youtube.com/watch?v=iXVOWgomUM0)
* How to screenshot and crop (Anticipatory Set how to put in template) [MAC](https://support.apple.com/en-us/HT201361) | [PC](https://lifehacker.com/how-to-take-a-screenshot-or-picture-of-whats-on-your-co-5825771)
* How to record and publish video
* How to screencast [MAC](https://support.apple.com/en-us/HT208721) |  [PC](https://www.howtogeek.com/183231/how-to-record-your-desktop-and-create-a-screencast-on-windows/)
* How to assign work digitally via [Google Classroom](https://support.google.com/edu/classroom/answer/6020265?co=GENIE.Platform%3DDesktop&hl=en)