

The EL Collaborative

January 23, 2018

bit.ly/ELC1617



Sonoma County
Office of Education

Jenn Guerrero
EL Program Coordinator, SCOE

WELCOME

* BACK *

what's
your
style?



North: Acting

“Let’s do it,” likes to
plunge in, likes to
try new things

West: Paying attention to detail

Likes to know the
who, what, when,
where, why before
acting



East: Speculating

Likes to look at the
big picture and
the possibilities
before acting

South: Caring

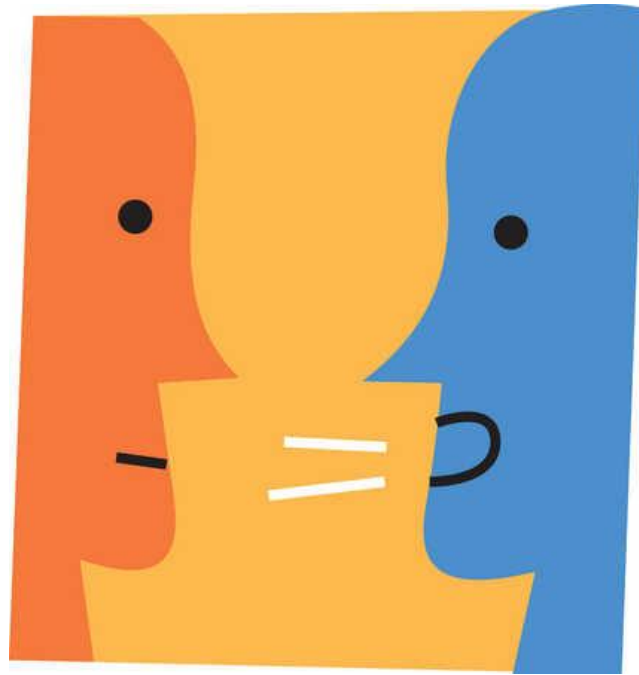
Likes to know that
everyone’s feelings have
been taken into
consideration and their
voices have been heard
before acting

One strength?



One limitation?





What do you want another "style" to know about you?

What questions do you have for another "style"?

Agenda



- Compass Points
- Focus on Instruction: Circle of Viewpoints
- Colleague Share: Lucy Bollinger, Sonoma Valley USD

BREAK

- Tracing an ELD Standards Strand
- Resources Exploration
- Miscellaneous Goodies
- Closure



Group Notes

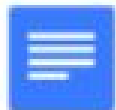
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2017-2018



Group Notes 17-18



EL Collaborative Notes- 11/14/17

EL Collaborative Notes- 1/23/18



Focus on Instruction:

Circle of Viewpoints

A routine for exploring diverse perspectives

VISIBLE
THINKING



Cultivate students' thinking skills and dispositions while deepening content learning.

Curiosity

+

Concern for truth and understanding

Intentionally Sparse

1. Listen to the story
2. With a small group, determine a topic you will be addressing
3. Brainstorm a list of different perspectives on this topic
4. Use these sentence starters for each of the different perspectives
 - **I am thinking of ...** (the topic)... **From the point of view of ...** (the viewpoint chosen)
 - **I think ...** (describe the topic from your viewpoint. **Be actors- take on the character of your viewpoint**)
 - **A question I have from this viewpoint is ...** (ask a question from this viewpoint)

Safety

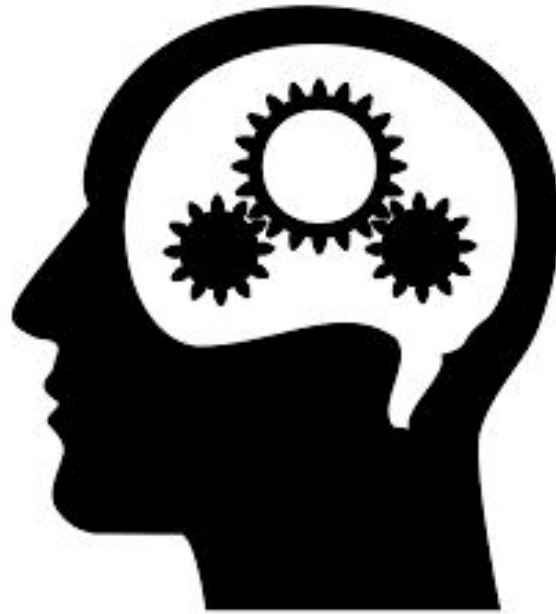


- **I am thinking of ... safety.. from the point of view of a pitbull owner**
- **I think** that pitbulls are a gentle, loving breed. There are only BAD DOG OWNERS and no bad dogs.
- **A question I have from this viewpoint is**
How can we help the community to see pitbulls for who they truly are- kind, docile animals who deserve love and respect?



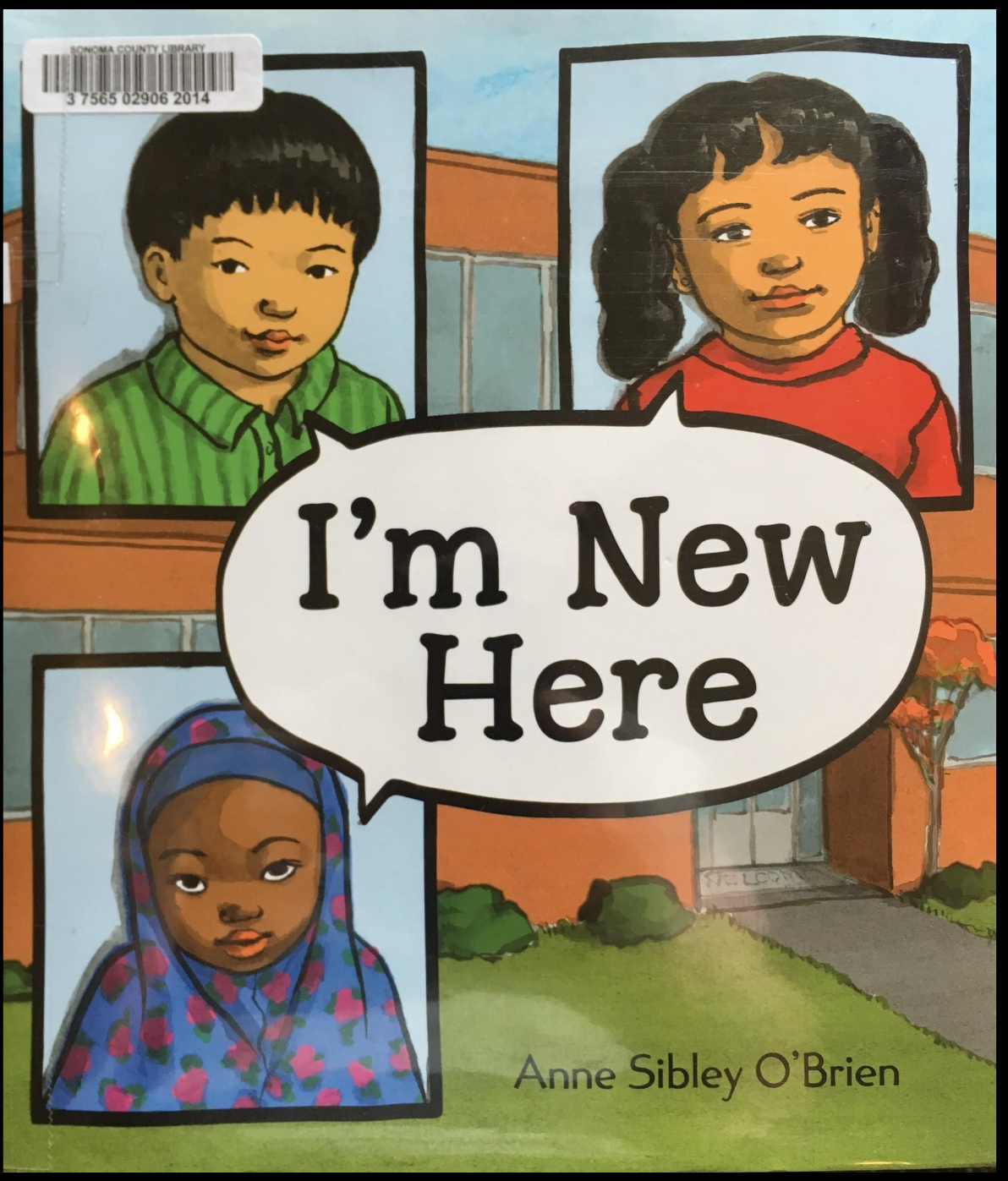
- **I am thinking of ... safety.. from the point of view of a mother with small children**
- **I think** that pitbulls pose a threat to not only my children, but the community at large. There should be a ban on these vicious animals!
- **A question I have from this viewpoint is**
How can we help the community to understand the potential harm these canines can potentially inflict?





Potential topics
& perspectives

SONOMA COUNTY LIBRARY
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I'm New Here

Anne Sibley O'Brien

1. Listen to the story
2. With a small group, determine a topic you will be addressing
3. Brainstorm a list of different perspectives on this topic
4. Use these sentence starters for each of the different perspectives
 - **I am thinking of ...** (the topic)... **From the point of view of ...** (the viewpoint chosen)
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 - **A question I have from this viewpoint is ...** (ask a question from this viewpoint)



What **new ideas** do you have about the topic that you didn't have before?

What **new questions** about the topic do you have now?

Consider...



- How would you have modified this for ELs?
- What scaffolds would you have built in?
- How might you use this in your setting?
- What might you have done differently?
- Or... ?!

Potential Topics

- Bilingualism
- Immigration
- Newcomers in schools
- Home Language
- Language acquisition
- Acceptance
- Assimilation

Potential Perspectives

- Peers of the newcomer students
- Parents of the newcomer students
- Parents of the other students
- Politicians
- Lawmakers
- Various member of the community

WRITING DOMAIN

Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12



Task Types and Descriptions

LABEL A PICTURE—WORD WITH SCAFFOLDING

Grades K–1:

The student writes labels for objects displayed in a picture.

WRITE A STORY TOGETHER WITH SCAFFOLDING

Grades K–2:

The student collaborates with the Test Examiner to jointly compose a short literary text.

DESCRIBE A PICTURE

Grades 1–2:

The student looks at a picture and writes a brief description about what is happening.

WRITE AN INFORMATIONAL TEXT TOGETHER

Grades 1–2:

The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.

WRITE ABOUT AN EXPERIENCE

Grades 3–12:

The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.

Grades 3–12:
The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students will do next.

WRITE ABOUT ACADEMIC INFORMATION

Grades 3–12:

The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.

JUSTIFY AN OPINION

Grades 3–12:

The student is asked to write an essay providing his/her position and appropriate supporting reasons about a school related topic.



Lucy Bollinger

English Learner Coordinator

BREAK TIME



The background of the slide features a light blue line-art illustration of the California State Seal. The seal depicts a Native American woman, Minerva, seated and holding a spear. She is wearing a feathered headdress and a patterned tunic. The seal is surrounded by a circular border containing the text 'EUREKA' at the top, 'CALIFORNIA' on the right, and '1850' at the bottom. The background also includes faint illustrations of sailing ships and a harbor scene.

California
English Language
Development Standards
(Electronic Edition)

Kindergarten Through Grade 12

Tracing an ELD Standards Strand



Read through the progression of the strand.

Talk with your colleagues

- What did you notice?
- What do you wonder?



Parts

Headings

Strands

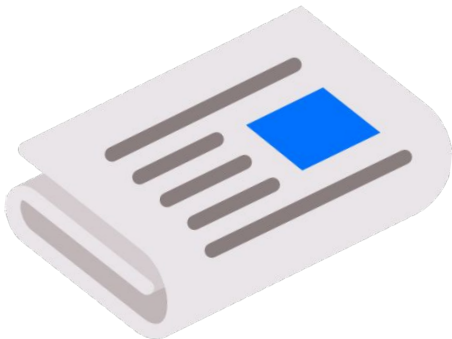
Three Parts

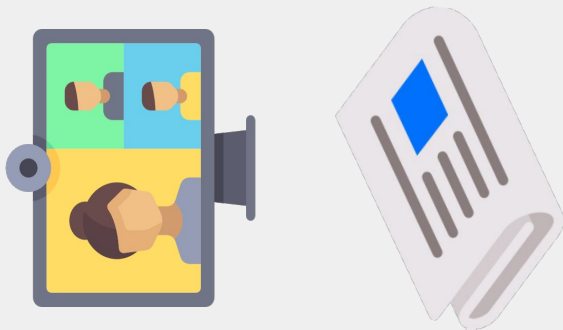
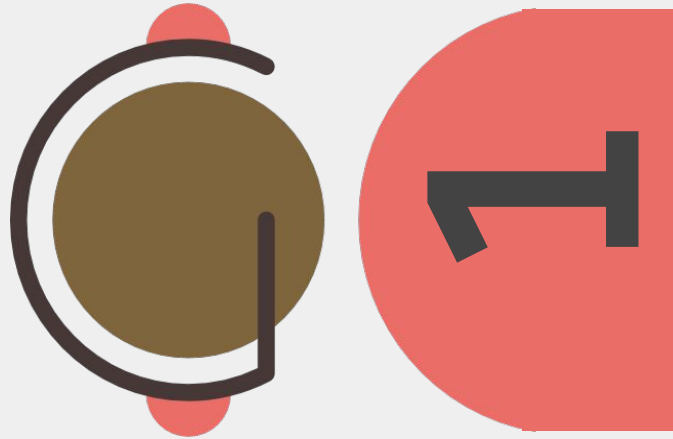
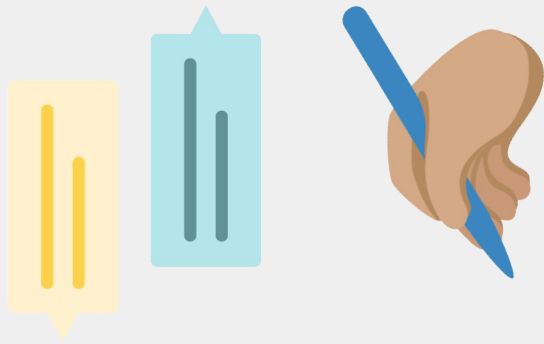
Part I: Interacting in Meaningful Ways

Part II: Learning About How English Works

Part III: Using Foundational Literacy Skills

PART 1 Interacting in Meaningful Ways





Participate in
meaningful
interactions in
various contexts
and disciplines.

PART 2

Learning About How English Works

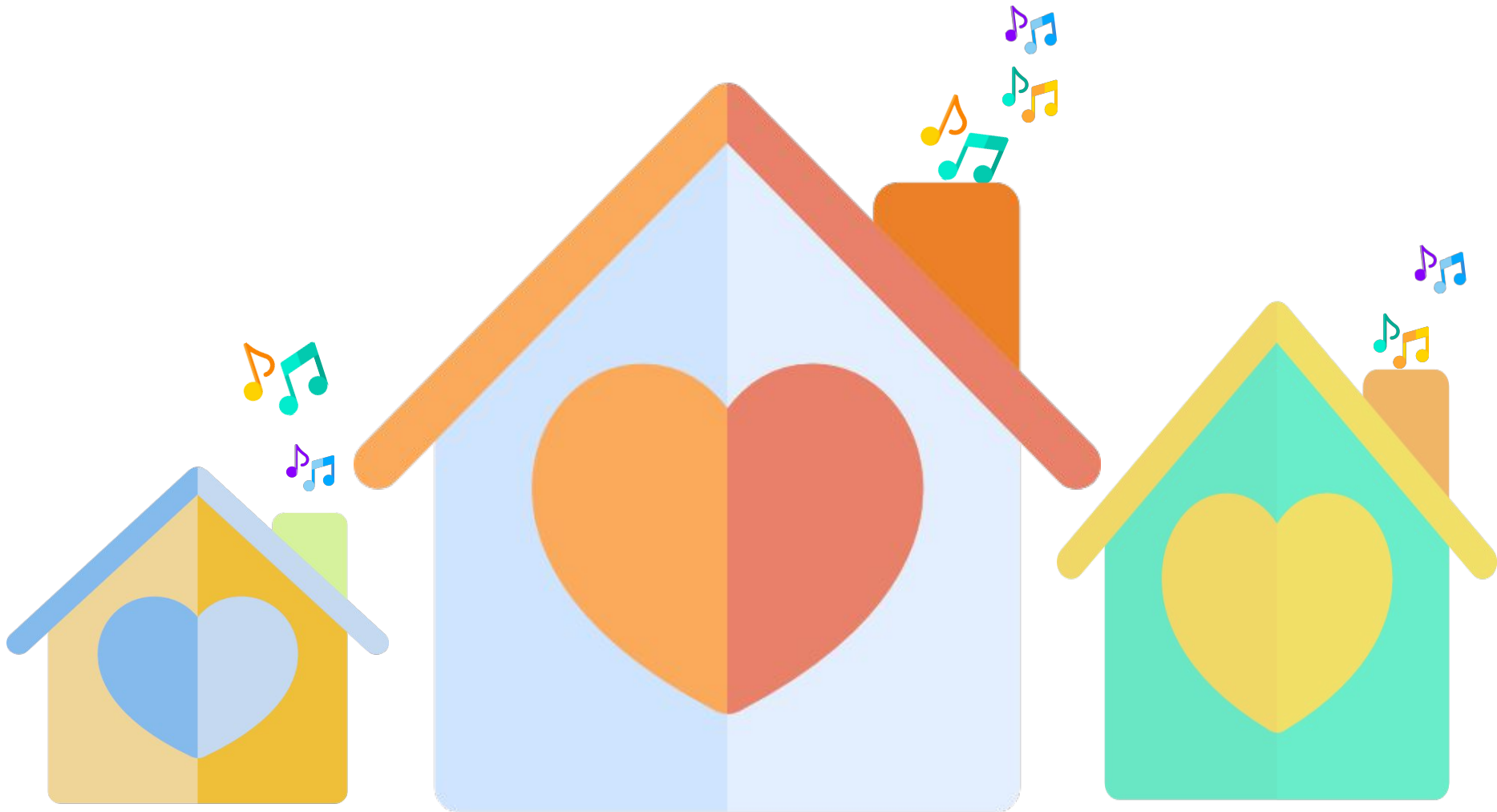


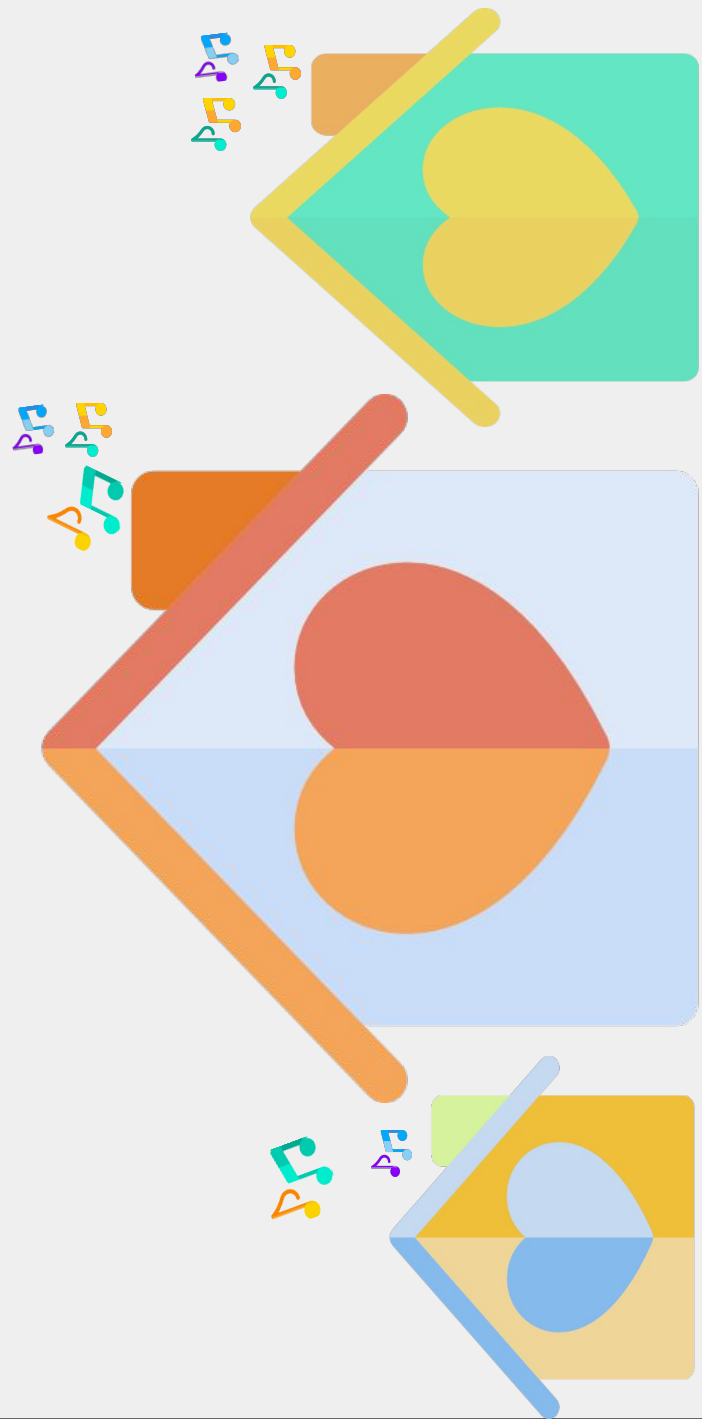


Build awareness
of how the
English language
is **structured**
and **organized.**

PART 3

Using Foundational Literacy Skills





Awareness of native
language/literacy
for **potential transfer**
to English
language/literacy.

Color. Coded.





Parts

Headings

Strands

Part 1: Interacting in Meaningful Ways

A. Collaborative

B. Interpretive

C. Productive

Part 2: Understanding How English Works

A. Structuring Cohesive Texts

B. Expanding and Enriching ideas

C. Connecting and Condensing ideas



Parts

Headings

Strands

Part 1

A. Collaborative

1. Exchanging information and ideas
2. Interacting via written English
3. Offering opinions
4. Adapting language choices

B. Interpretive

5. Listening actively
6. Reading/viewing closely
7. Evaluating language choices
8. Analyzing language choices

C. Productive

9. Presenting
10. Composing/Writing
11. Supporting opinions
12. Selecting language resources

Part 2

A. Structuring Cohesive Texts

1. Understanding text structure
2. Understanding cohesion

B. Expanding and Enriching ideas

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

C. Connecting/ Condensing ideas

6. Connecting ideas
7. Condensing ideas

A. Collaborative

1. Exchanging information and ideas
2. Interacting via written English
3. Offering opinions
4. Adapting language choices

B. Interpretive

5. Listening actively
6. Reading/viewing closely
7. Evaluating language choices
8. Analyzing language choices



C. Productive

9. Presenting
10. Composing/Writing
11. Supporting opinions
12. Selecting language resources

A. Structuring Cohesive Texts

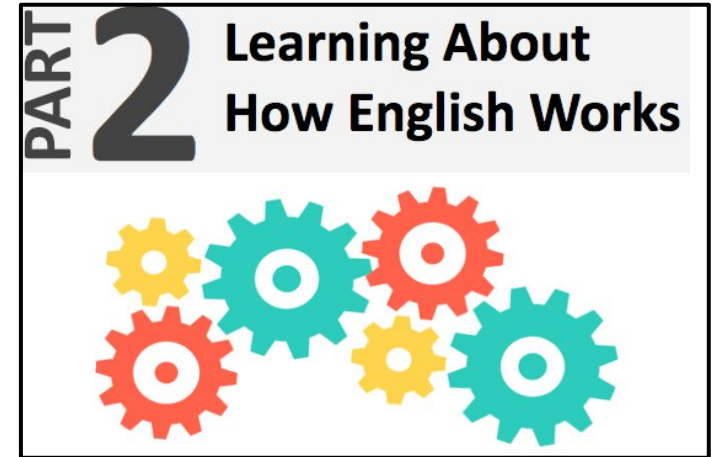
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7. Condensing ideas



Proficiency Levels



ELD Proficiency Levels

Em = Emerging

SUBSTANTIAL SUPPORT

Ex = Expanding

MODERATE SUPPORT

Br = Bridging

LIGHT SUPPORT

Part One: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics



Read through the progression of the strand.

Talk with your colleagues

- What did you notice?
- What do you wonder?

As an Educator...

Who might you do this activity with?

What might you do after this activity?

How might you change this activity?

RESOURCE ALERT!





Sanger Learns



Updates...



**KEEP
CALM
AND
WAIT
PATIENTLY**

**When are you administering
the ELPAC SA?**

bit.ly/ELPACDATES



Professional Learning Opportunities



SPANISH IMMERSION INSTITUTE!

Two week class:

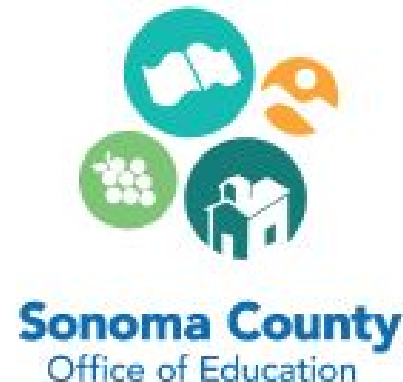
Monday-Friday June 4-8, 2018

Monday-Friday June 11-15, 2018

9am-2pm

Online Registration <http://srjcce.augusoft.net>

Phone Registration 707-527-4372





EL Parent Leadership Conference

Friday, February 9th, 8:30-2:30

Understanding and Supporting Trauma Recovery

Adrian Elizondo, MFT, Lead Clinician, El Puente Program from Life Works

Valerie Pacheco, PCC, TBS Program Director, Life Works

Using the Home Language for Academic Success

James Garcia, 6th grade teacher, Jack London Elementary School

[REGISTER ASAP!!!](#)

(This conference is always filled to capacity)

EL Collaborative 2017-2018



- Tuesday, March 13
- Tuesday, May 8

THANK

YOU

SO VERY,

VERY

MUCH!