ELPAC 2.0

High-Leverage Strategies for English Learner Success

Kris Nicholls, Ph.D.
Director, CABE Professional Development Services

Rubi Flores, M.A.
PD Specialist, CABE Professional Development Services
What do we know about the ELPAC?

<table>
<thead>
<tr>
<th>What I know...</th>
<th>What I want to know...</th>
<th>What I learned...</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td>• You can fill this in as we go today, or at the conclusion of the institute!</td>
</tr>
</tbody>
</table>

Then
## K-W-L Revisited

**What have you learned about the ELPAC?**

<table>
<thead>
<tr>
<th>What I know...</th>
<th>What I want to know...</th>
<th>What I learned...</th>
</tr>
</thead>
<tbody>
<tr>
<td>You completed this section earlier...</td>
<td>You completed this section earlier...</td>
<td></td>
</tr>
</tbody>
</table>
“Jigsaw” (modified)

• Each person will review the ELPAC tasks and ELPAC practice test items for one of the domains (listening, speaking, reading, writing).

• Decide among yourselves who will review each domain.

• If there are more than 4 people at your table, then there will be more than one person reviewing each domain.
“Concept Development” Word Sort

• With a partner, arrange all the words how you think they are connected based on your current understanding of academic language development.
• No right/wrong way to arrange the words
• Don’t try to make one long sentence
• Each group will have its own unique way of arranging the words.

academic  register  listening  speaking  lexical
discipline  grammatical  language
• Share your thoughts with your partner on how the words are connected.
• Be sure to use each word!
• Be sure both partners share!
“Plickers” to Check for Understanding

www.plickers.com
Using Your “Plickers” Cards

• There are *Plickers* cards on your table.
• Each person should have one card.
• Notice the orientation of the question responses on the card.
• As I call out each question, hold your card up with the answer you selected at the top.
“Stand Up, Hand Up, Pair Up”

• Stand up and put one hand up
• Find someone from a different table with his/her hand up
• “High Five” and share your reflections with your partner
• Sentence frames are in your journal on page 7
“Quick-Write”

• What skills will students need to be successful on this task?

• How might you be able to support them in developing those skills in your classroom?
“Talking Chips”

• Each person gets a “Talking Chip.”

• To share, place your “Talking Chip” in the middle of the table.

• After you’re done sharing, the next person who wants to share places her/his “Talking Chip” in the middle of the table and then begins sharing.

• When everyone has used their “Talking Chip,” pick up your “Talking Chips” and start again, if time allows.
## “Say, Mean, Matter” (modified)

<table>
<thead>
<tr>
<th>Important Notes</th>
<th>What Does It Say?</th>
<th>What Does It Mean?</th>
<th>Why Does It Matter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find important keywords or a sentence from the notes that you took while listening to the presentation.</td>
<td>• What is the speaker saying? Put it in words a student at the grade level you teach would understand.</td>
<td>• What does the speaker mean by saying this? • What does it mean that the speaker said this?</td>
<td>• Why does this matter? • Why is this significant? • Why is it significant that this was said?</td>
</tr>
</tbody>
</table>

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“Say, Mean, Matter”

• Use the notes that you took in your journal as you listened to the audio recording to complete column 1 on page 8.

• Find important keywords or a sentence from your notes.

• Complete the rest of the columns using the notes you took.
“Timed Pair-Share”

• Get with your elbow partner.

• Take turns sharing what you wrote in your “Say, Mean, Matter” chart.

• Each partner has 1 minute to share.
3 Minutes: Write about how might you be able to use notetaking and “Say, Mean, Matter” to help your students to be successful on this (and other) tasks both on the ELPAC and during classroom instruction across the content area(s) you teach?

2 Minutes: Share what you wrote with your partner.

1 Minute: Go back to your writing for 1 minute and add to or revise your initial thoughts.
How might you be able to use notetaking and “Say, Mean, Matter” to help your students be successful on this (and other) tasks both on the ELPAC and during classroom instruction across the content area(s) you teach?

• Notetaking will help my students _____________ by _______ and ______.

• “Say, Mean, Matter” will help my students ______________ by _______ and ______.
2 Minutes:

Share what you wrote with your partner.

• I think that notetaking will help my students because ______ and ______.

• In my opinion, “Say, Mean, Matter” will help my students ______________ by ______ and ______.

• In addition, ______________ will help my students with their attentive listening skills.
Go back to your writing and add to or revise your initial thoughts.
“Passport Pair-Share”

- **Partner A** shares his/her thoughts on a topic for a specified amount of time with **Partner B**.
- **Partner B** then summarizes/retells what **Partner A** just shared for a specified amount of time.
- **Partner B** then shares his/her thoughts on a topic for a specified amount of time with **Partner A**.
- **Partner A** then summarizes/retells what **Partner B** just shared for a specified amount of time.
- Students must be active listeners to be able to retell/summarize what their partner is sharing.
- English Learners benefit from practicing summarizing/retelling with a partner using content area-specific academic language.
“Passport Pair-Share”

• Partner A shares his/her thoughts on a topic for a specified amount of time with Partner B.

• “‘Register’ is an important aspect of academic language. To begin with, register is __________.”
“Passport Pair-Share”

30 seconds

Partner B then summarizes/retells what Partner A just shared for a specified amount of time.

“What I think I heard you say about the definition of register and its many aspects included _____, _____, and _____.”
“Passport Pair-Share”

1 minute

• Partner B then shares his/her thoughts on a topic for a specified amount of time with Partner A.

• “I agree/disagree that ‘Register’ is an important aspect of academic language. Register can be defined as ____, and includes ____, ____, and ____.”
“Passport Pair-Share”

- Partner A then summarizes/retells what Partner B just shared for a specified amount of time.
- “What I think I heard you say about the definition of register and its many aspects included _____, ______, and _____.”
“Round Robin” Table Share

- Person 1 shares only one sentence from her/his reflection.
- The rest of the table takes turns sharing only one sentence from their reflection.
- When everyone has shared one sentence, repeat the same process, sharing a different sentence each round until time is up.
“All-Write Consensus” (modified)

• The person who traveled the furthest to the conference will state their answer to the question.

• The person to the right will agree, disagree, or add to the first person’s idea.
  • If the person agrees, s/he will have to restate what the first person said.
  • If the person disagrees, s/he will have to explain why s/he disagrees and negotiate a compromise with the first person.
  • If the person wants to agree but add more to the idea, s/he will restate the idea and add her/his thoughts.
“All-Write Consensus” (modified)

• Process will continue until the last person gets to agree, disagree, or add to the conversation

• Everyone on the team will write down the final statement or idea that the team created through the conversation.
Listen once to the text

Listen a second time and jot down keywords and phrases

Listen a third time and add details and facts

Share/talk your notes to a partner

Together, use your notes to reconstruct the text

Share what you wrote out loud and compare it to the original text

RL.10, RI.10, SL.1, SL.2, W.8, SL.6, L.6, ELD.PI.1,2,4,5,6,9,10, 11
First time: Listen to the entire passage
  - No notes, just listen

Second time: Listen for key words and phrases
  - Note them in your journal

Third time: Listen for details and facts
  - Note them in your journal
“Text Reconstruction”

• **Then,** share your notes with your elbow partner.

• **Once you are done,** together reconstruct the text that you have now heard three different times.
  
  • Each should write the reconstructed text on her/his own graphic organizer.
List 3 ideas about how “Text Reconstruction” might help your students be successful on this (and other) tasks on the ELPAC and during classroom instruction across the content area(s) you teach.

Enter one idea in each box.

Walk around the room and “give” one of your ideas to another person and “get” one idea from that person.

Write down each new idea in one of the “Give One, Get One” boxes.
“Concept Development” Word Sort Revisited

• With a partner, arrange all the words to show how you think these words are connected based on your new understanding of academic language development.
“Think/Pair-Share”

- Share your thoughts with your partner on how you now believe that each of the words are connected.
- Be sure to use each word!
Now choose 3 – 5 transition words to use as you retell what you just shared.

- consequently
- besides
- further
- In my opinion,
- I feel
- equally important
- I think
- Based on what I know
- I firmly believe
Reflect and Connect

• How was this experience with the word sort different to the first time?
• What effect did the transition words have on your retell the second time?