Deconstructing the ELPAC Task Types in the Written Language Domain

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Essential Understandings

1. To deconstruct the ELPAC task types in the Written language domain (Reading and Writing)
2. To identify test-taking strategies that your students will need to know to be successful on the ELPAC
3. To identify everyday strategies to implement in your designated and integrated lessons
4. To utilize data analysis tools to create systematic ELD groups
Read an Informational Passage
Grades 3–5 P. 21
Grades 6–8 P. 20

Read the text. Answer Numbers 16 through 20.

Today, voting for government officials is a special right shared by United States citizens who are eighteen years old and older. Each person can vote only once in an election, and voting is done in secret. That means voters do not have to tell anyone who they voted for. Although some practices remain the same, some voting practices have changed over time.

A long time ago, in order to vote, you had to be male and own land. This meant that only a small group of men could vote. Over time, the right to vote was extended to more and more people. This happened because of the hard work of people like Martin Luther King, Jr. and Susan B. Anthony. With more people voting, new practices were needed.

Years ago voting looked very different than it does today. For many years, voting was not done in secret. Voters had meetings at public buildings. They would raise their hands or voices to show who they wanted to vote for. In some cases, voters would line up on different sides of a room to show who they were voting for.

Today, voters go to polling sites where they can vote. In some states, voters mark their choices on paper slips, called ballots. Some people even send in their ballots by mail. In other places, paper ballots have been replaced with voting machines. As new technologies are created, voting will probably continue to change.

16 What is the main idea of the text?
   A United States citizens who are adults can vote.
   B Voting practices have changed over time.
   C More people are voting than ever before.
   D Technology will allow people to vote in different ways.
What if....?

What if we gave kids topics to discuss, debate, and/or negotiate that mattered? Topics that made them better people and better citizens in the future? After all, our future is in their hands.

Newsela
https://newsela.com

- Read aloud feature
- Differentiated by lexile level
- Pushes out to students

U.S. History

Before sanctuary cities, how black Americans protected fugitive slaves

By Barbara Kranzmuir, The Conversation, adapted by Newsela staff
03/14/2018

Image 1. Thomas Rains and Anthony Burns, shown here, were two men who had escaped slavery and moved to Boston, Massachusetts. Under the Fugitive Slave Law of 1850, they were captured and brought back into slavery in the South. Many people in Boston tried to resist the law. Some were eventually able to buy Burns’ freedom. Image from the New York Public Library.
Say Something Protocol

1. Pair up for partner discussion.
2. “Read silently to the designated “stopping point.”
3. When each partner has finished reading up to the “stopping point’, stop and “Say Something.” to one another. “Say something” might be a question, a brief summary statement, a key point, an interesting idea or a person connection.
4. Continue the process of “Say Something” for the entire reading selection.
5. As partners, find one main point in the reading that you want to highlight to the group. Be prepared to share.
6. When everyone is done reading, each team will their special learning with the group.

For this activity, use the informational passage entitled, “Before sanctuary cities, how black Americans protected fugitive slaves.”

Provide Support with Discussion Sentence Starters

Provide support for Academic Language by including Discussion Sentence Starters

<table>
<thead>
<tr>
<th>Partners to share their ideas</th>
<th>Reporting a Group’s idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This point is significant because...</td>
<td>• Our shared learning was...</td>
</tr>
<tr>
<td>• One connection I made...</td>
<td>• Our group discussed...</td>
</tr>
<tr>
<td>• From my point of view....</td>
<td>• We determined/concluded that...</td>
</tr>
<tr>
<td>• I agree/disagree with this point___________ because...</td>
<td>• We came to a consensus on...</td>
</tr>
<tr>
<td>• I have a question about...</td>
<td>• Our group sees it differently...</td>
</tr>
</tbody>
</table>
Time to Reflect

❖ How did this activity connect to the ELPAC?
❖ How might you modify this activity to make it more ELPAC-like?
❖ What strategies have you implemented in the classroom that could support these tasks?

Reading Test Taking Strategies
**Step 1:**
Skim over the passage to look at length and number of questions

**Step 2:**
Analyze the title, subtitle, graphics, and headings
Step 3:
Analyze each question. Determine the focus and purpose for the reading.

Step 4:
Read the text with a focus. Underline textual evidence that answer the questions.
Step 5:
Determine the text type (informational passage, student essay, literary passage)
Read & annotate the passage

Step 6 (after reading):
Eliminate two wrong answers before choosing your answer

2 What is the main idea of the text?
A. The Liberty Bell is an important landmark.
B. George Washington helped make the Liberty Bell.
C. The Liberty Bell traveled by train.
D. The Liberty Bell can get a lot of people’s attention.
Step 7:
Read the first and last sentence to determine purpose.
You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box. Please write neatly.

**Think about a time when you read something interesting. What did you read? Why did you read it? Why was it interesting to you?**

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>- The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples.</td>
</tr>
<tr>
<td></td>
<td>- The response is readily coherent.</td>
</tr>
<tr>
<td></td>
<td>- Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.</td>
</tr>
<tr>
<td></td>
<td>- Minor errors in spelling and punctuation may be present, but they do not impede meaning.</td>
</tr>
<tr>
<td></td>
<td>- The response includes a paragraph of at least three sentences.</td>
</tr>
</tbody>
</table>

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**Video: The Writing Recipe: Essay Structure for ELLs**

Introduction

Reason #1

Reason #2

Reason #3

Conclusion

Create a template for the smart board and exemplars for the table.

Think of sentences instead of paragraphs.

From Prompt to Topic Sentence

Think about a time you read something interesting. What did you read? Why did you read it? Why was it interesting to you? *Esperanza’s Rising*. 

A

I

I

A

I

I
A time I read something really interesting, I read Esperanza’s Rising.

Reason #1

Reason #2

Reason #3

Your turn. Write 3 reasons you found the story interesting.

Conclusion
A time I read something interesting, I read *Esperanza’s Rising*. It is a tale set against the backdrop of the Mexican Revolution. Pancho Villa even makes an appearance and buys one of Esperanza’s father’s sombreros. Esperanza’s family immigrates to the US and works in the field like many of our families.

**Conclusion**

*Esperanza’s Rising* was absolutely one of the most fascinating books I have ever dug into!
A time I read something interesting, I read *Esperanza’s Rising.*

It is a tale set against the backdrop of the Mexican Revolution.

Pancho Villa even makes an appearance and buys one of Esperanza’s father’s sombreros.

Esperanza’s family immigrates to the US and works in the field like my family.

*Esperanza’s Rising* was really one the most fascinating books I have ever dug into!

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**Writing Recipe Adapted for One Paragraph- Review**

- Think of sentences when they mention paragraphs
- Model on board and have exemplars on desks
- Black is used for **Intro** and **Conclusion** to show the relationship between the two
- **Red**, **blue** and **green** are used for body paragraphs
- Prompt is put on another page for editing into a topic sentence.
- Topic sentence is manipulated to create a conclusion.
Writing
Test Taking
Strategies

ABCD
Paragraph/Essay Prompt Analysis
Step 1: **Attack the prompt:**
Read the prompt.
Convert the questions to sentences.
Rewrite the prompt in your own words.

Step 2: **Brainstorm possible answers:** Brainstorm possible writing topics and ideas
Step 3:
Create topic sentence and outline: Write a statement about the prompt. Add an argument or your viewpoint or opinion. Ask “why” and “how” of your thesis.

Step 3 (continued):
Create topic sentence and paragraph outline:
Beginning:_________________
Middle:_________________
End:_________________
Did you use descriptions, details and examples?
Step 4: **Detect errors:** Reread your paper after you are finished and fix spelling, grammar, and punctuation mistakes.

**Attack the prompt**

**Brainstorm possible answers**

**Create a thesis and outline**

**Detect Errors**
Data Analysis Tools to Create Systematic ELD Groups

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>well developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).</strong></td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</strong></td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the mid- to low range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</strong></td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>minimally developed</strong> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.</strong></td>
</tr>
</tbody>
</table>
### ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

<table>
<thead>
<tr>
<th>ELPAC</th>
<th>ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Emerging</td>
</tr>
<tr>
<td>Level 2</td>
<td>Expanding - low</td>
</tr>
<tr>
<td></td>
<td>Expanding - mid</td>
</tr>
<tr>
<td>Level 3</td>
<td>Expanding - upper</td>
</tr>
<tr>
<td></td>
<td>Bridge - low</td>
</tr>
<tr>
<td>Level 4</td>
<td>Bridge - upper</td>
</tr>
</tbody>
</table>

### Summative ELPAC Overall Scale Score Ranges 2018

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1150–1373</td>
<td>1374–1421</td>
<td>1422–1473</td>
<td>1474–1700</td>
</tr>
<tr>
<td>1</td>
<td>1150–1410</td>
<td>1411–1454</td>
<td>1455–1506</td>
<td>1507–1700</td>
</tr>
<tr>
<td>2</td>
<td>1150–1423</td>
<td>1424–1470</td>
<td>1471–1531</td>
<td>1532–1700</td>
</tr>
<tr>
<td>3</td>
<td>1150–1447</td>
<td>1448–1487</td>
<td>1488–1534</td>
<td>1535–1800</td>
</tr>
<tr>
<td>4</td>
<td>1150–1458</td>
<td>1459–1498</td>
<td>1499–1548</td>
<td>1549–1800</td>
</tr>
<tr>
<td>5</td>
<td>1150–1466</td>
<td>1467–1513</td>
<td>1514–1559</td>
<td>1560–1800</td>
</tr>
<tr>
<td>6</td>
<td>1150–1474</td>
<td>1475–1516</td>
<td>1517–1566</td>
<td>1567–1900</td>
</tr>
<tr>
<td>7</td>
<td>1150–1480</td>
<td>1481–1526</td>
<td>1527–1575</td>
<td>1576–1900</td>
</tr>
<tr>
<td>8</td>
<td>1150–1485</td>
<td>1486–1533</td>
<td>1534–1589</td>
<td>1590–1900</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>1150–1492</td>
<td>1493–1544</td>
<td>1545–1605</td>
<td>1606–1950</td>
</tr>
</tbody>
</table>
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1. To **deconstruct the ELPAC task types** in the Written language domain (Reading and Writing)
2. To identify **test-taking strategies** that your students will need to know to be successful on the ELPAC
3. To identify **everyday strategies** to implement in your **designated** and **integrated lessons**
4. To utilize **data analysis tools** to create **systematic ELD groups**