Meaningful ELPAC-like Tasks for the Designated ELD Classroom

Participant Workbook
View videos to understand literary elements
Write paragraph to identify elements in videos
Read literary texts
Answer questions about reading
SUM. TASK
Write an original literary text
Instructional Sequence – ELD 1
A. **Directions:** While watching the video, fill in the blanks below.

**Name of Story:** __________________________________________

1. The story _______________ is about ________________________
   ____________________________________________________________________.

2. The story takes place ____________________________

3. The main characters are ________________________, who is/are ____________________
   and ________________________, who is/are ________________________

4. The conflict of the story is when ____________________________
   ____________________________________________________________________.

5. The resolution of the story is when ____________________________
   ____________________________________________________________________.
Paragraph Frame:

The story/video “Title” is about Plot Summary. The story takes place Setting. [The main characters are Character #1, who is/are Character Traits, and Character #2, who is/are Character Traits. The conflict of the story is when Conflict. The resolution of the story is when Resolution.

B. Referring to the Paragraph Frame above, copy the paragraph template and complete it with the answers from Part A, in the space below.
“How Ananse Gave Wisdom to the World” Reading Guide

1. The story begins with the phrase “long ago.” What kind of literary information does this phrase give to the reader?
   a. Character
   b. Plot
   c. Setting
   d. Resolution

2. The author wrote “That night, he (Ananse) sneaked out of the house.” What does the word “sneak” tell you about what Ananse was thinking or feeling? (The word “sneak” tells the reader that…)

3. Why was climbing the tree difficult for Ananse? (_____because____)

4. On page 96, Ananse “scratched his head.” What does this tell you about what Ananse was thinking or feeling?

5. What solution did Nikuma give his father? (past tense of “give” = “gave”)

6. Who was wiser, Nikuma or Ananse? Why? (_____because____)

7. What was something important for the reader to learn from this story? (It was important for the reader to learn that_____)

8. What verb tense did the author use in this story? (past tense of “use” = “used”) Give three examples of verbs from the story.

9. If you could give this story a different title, what would it be? Why? (If I could give this story a different title, I would call it ____ because _____)

10. Which adjectives would not describe Ananse? Why? (Ananse was not____ because____)
   a. generous
   b. secretive
   c. kind
   d. wise
Instructional Sequence – ELD 2

1. Listen to description of charts/graphs
2. Become familiar with academic language or charts/graphs
3. Describe verbally and in writing charts/graphs using academic language
4. Support or refute claims based on graphs/charts

SUM. TASK
Research paper about environment w/graph representations & narrative descriptions of data
LISTENING ACTIVITY: CHARTS AND GRAPHS

PART 1
Directions: Complete each section in complete sentences.

1. What do you think a chart or graph looks like? Do they have words or colors? Do they have a specific shape?

2. Where are graphs and charts used? How are they useful? What kinds of information do they generally provide?

3. What do you think is the purpose of a chart or graph? Why would we want to see or make a chart or graph?

4. Listen to the description of a chart or graph. Write down the key information you hear, like numbers, categories, percentages. You can organize your notes into a bulleted list below:

5. Based on your notes above, draw the graph or chart to the best of your ability below. You may use different colored markers or pens to help you distinguish each section.
PART 2
Directions: Look at the slide of the chart or graph that your teacher described. Compare it to your own drawing, and answer the following questions. Be ready to share your thinking with a partner, and later with the class.

6. What similarities do you see between your drawing and the actual chart or graph?

7. What differences do you see between your drawing and the actual chart or graph?
The title of this pie chart is called “Total U.S. Greenhouse Gas Emissions by Economic Sector in 2014.” This chart does not have a specific source, so we do not know how reliable it is. Additionally, this chart shows the amount of greenhouse gas emissions, measured as carbon dioxide also known as CO2, in metric tons for several large economic sectors in the U.S. There are 5 sectors or categories: 1) Agriculture, 2) Electricity, 3) Transportation, 4) Industry, and 5) Commercial and Residential. Electricity represents 30% of the total carbon dioxide emissions, which is the largest amount out of all the sectors. The Agricultural sector only represents 9% of the total carbon dioxide emissions. The Transportation sector represents 26% of the carbon dioxide emissions, which is 17% more than the Agricultural sector. The amount of carbon dioxide emissions in the Industry sector is 5% less than the Transportation sector comprising only 21% of the total carbon dioxide emitted. Finally, only 12% of all carbon dioxide emissions is produced by the Commercial and Residential sector. These totals add up to 98%. The 2%, likely from other sources of emission, are not shown on this pie chart.

Carbon dioxide: n. the gas produced when animals breathe out, when carbon is burned in air, or when animal or vegetable substances decay.

Agriculture: n. the practice or science of farming.

Electricity: n. the power that is carried by wires, cables, etc., and is used to provide light or heat, to make machines work etc.

Transportation: n. a system or method for carrying passengers or goods from one place to another.

Industry: n. the large-scale production of goods or of substances, such as coal and steel.

Commercial: adj. related to business and the buying and selling of goods and services.

Residential: adj. private homes.
ACADEMIC LANGUAGE TO DESCRIBE DATA IN CHARTS AND GRAPHS

STEPS FOR READING CHARTS AND GRAPHS

STEP 1
Identify title and source information (you’ll need this information for the first sentence of your graph/chart summary!).

STEP 2
Identify the labels (horizontal and vertical for bar and line graphs) OR identify categories for pie charts.

STEP 3
Examine the scales and percentages.

STEP 4
Begin explaining your observations:
• Identify the “highest” point, the “lowest” point, and a third point of interest to you.
• Compare two or more data points.
• Review other interesting information.

SENTENCE FRAMES FOR BAR AND LINE GRAPHS

• The title of this graph is “______.” This graph is from ________.
• The horizontal label of this graph is ________. The vertical label is ________.
• The scale for horizontal label ranges from ________ to ________ with increments of ________. The scale for vertical label ranges from ________ to ________ with increments of ________.
• There were more than ________ times the number of ________ compared with/than ________.
• Between ________ and ________, the number of ________ increased/decreased by ________.

SENTENCE FRAMES FOR PIE CHARTS

• The title of this pie chart is called “______.” This pie chart is from ________.
• There are ________ [#] categories for this pie chart.
• ________ percent of ________ is/are ________.
• Only ________ percent of ________ [verb] ________.
• Another ________ percent of ________ [verb] ________.
• The [number/percent] of ________ is greater/less than the [number/percent] of ________ by ________.

ADDITIONAL HELPFUL TERMS AND PHRASES

• Greatest
• Least
• Fewest
• Most
• Highest
• More than
• Between
• Compared with ________, ________
• Decreased by/Increased by
• As ________ increased, ________ also increased/________, however, decreased.
• Remains steady / constant
• While ________, ________ (for contrasting two things)
Emissions by Economic Sector

- 23% · Industrial
- 10% · Electricity IN STATE
- 6% · Electricity IMPORTS
- 8% · Agriculture
- 7% · Residential
- 5% · Commercial
- <1% · Not Specified
- 41% · Transportation

429.4 MMTCO₂e
2016 TOTAL CA EMISSIONS
History of global surface temperature since 1880
Students listen to recording with various scaffolds in place:

1. Vocabulary bank
2. Chunking of recording for note-taking
3. Multiple Listens
4. Written Summary
5. Oral Summary

**Instructional Sequence - ELD 3**

- **Units 0, 1, 2, 3**
  - Listen to and summarize text related to unit theme
  - Gradual removal of scaffolds unit by unit

- **Unit 4**
  - Listen and summarize text related to the unit
  - No scaffold
## Listening Lesson - “The World’s Happiest Nation”

<table>
<thead>
<tr>
<th>Vocabulary to Help with Your Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>entitled (adj)</td>
</tr>
<tr>
<td>blunt (adj)</td>
</tr>
<tr>
<td>economy (n)</td>
</tr>
<tr>
<td>determinant (n)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>1-2 Sentence Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td></td>
</tr>
<tr>
<td>The U.S.</td>
<td></td>
</tr>
</tbody>
</table>
Listening Lesson - “The World’s Happiest Nation”

Write a Summary of the story, using at least 3 connector words. Summary should be 4-5 sentences.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Final Task – Summarize the story out loud to a partner, using at least 3 connector words.
## Connecter Words

Use combinations of these words in a summary to signal to your reader what part of the story or article you are referring to, who is speaking, or what they are doing.

<table>
<thead>
<tr>
<th>First</th>
<th>argues</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning</td>
<td>the author writes that/states that</td>
</tr>
<tr>
<td>In the first part</td>
<td>the reporter points out that</td>
</tr>
<tr>
<td>In the introduction</td>
<td>explains/mentions</td>
</tr>
<tr>
<td></td>
<td>the reader is informed</td>
</tr>
</tbody>
</table>

| In the next part       | the reader is informed about |
|                        | the theory |
| Second/Third           | the author goes on with |
| Then/Afterwards        | we are told about |
| Moreover               | we read/hear about |
| In addition to that    | the critic |
| Further on             | explores |
| Next                   | discusses |
|                        | the problem |
| In the end             | the author emphasizes |
| Finally                | the writer concludes that |
| At last                | the poet finds the answer to |
| In the final part      | the journalist adds/stresses |
| As a conclusion        | the reporter pretends that if |
| To sum up his/her thoughts | the scientist hints |

**Example (From “An Immigrant’s Journey):**

**At the beginning**, the author introduces Victor, a father who left his life in Bolivia behind to find a better life for his family in the US. Listeners then meet Rena, Victor’s wife, who helps him describe the challenging situation that they face when they first arrived. **In the next part**, Victor discusses the problem he had finding work, and how he solved this problem by reading in the local library.

**Finally, listeners meet Alvaro**, their son, who explains how his experience has been better because of the hard work his parents did for him, and how he considers himself a multicultural citizen of the US.