Meaningful ELPAC-like Tasks for the Designated ELD Classroom
We Are From
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What’s in it for you?

Participants will:

● Become familiar with examples of ELPAC-like tasks created by our teachers

● Learn how these tasks fit into a larger unit of ELD instruction

● Experience an instructional sequence for each ELD level as if they were students

Ultimately, obtain materials to use in their own classrooms
Structure of Designated ELD in FUHSD

ELD 1 - Emerging
ELD 2 - Expanding
ELD 3 - Bridging

Each course comprises 4 major units
- Narrative
- Argumentative
- Primary Research/Expository
- Formal Speech
<table>
<thead>
<tr>
<th>Domain</th>
<th>No. of Task Types (9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>Speaking</td>
<td>5</td>
</tr>
<tr>
<td>Listening</td>
<td>4</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
</tr>
</tbody>
</table>
ELD 1
Context of Instructional Sequence

Unit Title: What are the Elements of a Literary Narrative?

Unit Summative Task: Write an original narrative using the appropriate language and literary elements

Academic Language Focus: Sequence connectors; Literary terms (e.g., setting, resolution)
Instructional Sequence – ELD 1 (p. 1)

1. View videos to understand literary elements
2. Write paragraph to identify elements in videos
3. Read literary texts
4. Answer questions about reading
5. **SUM. TASK** Write an original literary text
While watching the short video, fill out Part A of the *Literature Elements* handout. (p. 2)

**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 ____________________________________.
Check with a Partner

● Now turn to an elbow partner and discuss the answers that you wrote down for Part A.

● Take turns going over your answers with a partner.
Then, continue to Part B of the assignment. (p. 3)

**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.
Instructional Sequence – ELD 1

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
Connecting the Instruction with ELPAC

- Which step(s) in the instructional sequence most resembles the ELPAC task itself? (p. 1)
- Where in the instructional sequence prepared the students to complete the ELPAC task effectively?

Read a Literary Passage

Grades 1–12: The student reads a literary passage and answers multiple-choice questions concerning comprehension, language use, and word choice.
ELD 2
Context of Instructional Sequence

**Unit Title:** Conducting Research on Our Impact on the Environment

**Unit Summative Task:** Research paper on impacts on the environment based on questionnaire

**Academic Language Focus:** Academic language to describe data in graphs and charts
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
5. **SUM. TASK**
   Research paper about environment w/ graph representations & narrative descriptions of data
Let’s Practice Listening (pgs. 6, 7)

- Listen to the teacher carefully.
- Write down all the important information you can understand.
- Draw
Let’s Practice Listening (pgs. 6, 7)

- Listen to the teacher carefully.
- Write down all the important information you can understand.
- Draw
- Look on page 8. Compare your drawing with the actual pie chart. What similarities/differences do you see?
Highlight the Academic Language (p. 8)

- Look at the teacher’s script.

- Highlight 5-8 academic words and/or phrases that you think are important for students in describing charts/graphs **in general**.
Academic Language We Identified

- Look at the academic language handout on p. 9.
- We came up with these frames and word bank!
• Person A describes the chart using frames. (p. 9, 10)

• Person B gives feedback. What did Person A do well. What’s one thing s/he could do to improve the description.
Claim:
According to the line graph about “U.S. Bottled-Water Consumption,” the gallons of water consumed per person in the U.S. decreased between 1996 and 1999.

- The claim that ______________ is supported by the evidence because the graph shows that ______________.
- The claim that ______________ is refuted by the evidence because the graph shows that ______________.
Claim:
According to the graph about global surface temperature, the temperature increased continually between 1980 and 2018.

• The claim that ______________ is supported by the evidence because the graph shows that ______________.
• The claim that ______________ is refuted by the evidence because the graph shows that ______________.
Connecting the Instruction with ELPAC

- Which step(s) in the instructional sequence most resembles the ELPAC task itself? *(p. 5)*
- Where in the instructional sequence prepared the students to complete the ELPAC task effectively?

**Present and Discuss Information**

Grades 6–12:
The student views a graph, chart, or image that provides information. The student is prompted to read the information and respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the students to state whether or not a claim is supported based on the information in the graph or chart.
# Context of Instructional Sequence

Listening Tasks fit into larger units thematically

<table>
<thead>
<tr>
<th>Larger Unit</th>
<th>Listening Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 0 - Introduction to Listening</td>
<td>The World’s Happiest Nation</td>
</tr>
<tr>
<td>Unit 1 - Personal Narrative</td>
<td>An Immigrant’s Journey</td>
</tr>
<tr>
<td>Unit 2 - Technology</td>
<td>Can VR Increase Empathy?</td>
</tr>
<tr>
<td>Unit 3 - Art</td>
<td>Cezanne, The Scream, Fearless Girl</td>
</tr>
<tr>
<td>Unit 4 - Human Behavior</td>
<td>Power Corrupts</td>
</tr>
</tbody>
</table>
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
Description of the Task

- Listening Tasks from NPR, Listenwise, etc
- 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
Description of the Task

- Listening Tasks from NPR, Listenwise, etc
- 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**
**Pre-selecting Vocabulary (p. 14)**

<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>
## Chunking the Oral Text (p. 14)

<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>
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</tbody>
</table>
You Try it!

Use your handout on page 14 to follow along with the activity for “The World’s Happiest Nation”
## 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>Second/Third</th>
<th>In the final part</th>
<th>In the end</th>
<th>Finally</th>
<th>At last</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning</td>
<td>the author goes on with</td>
<td>we are told about</td>
<td>the author</td>
<td>the writer</td>
<td>the poet</td>
</tr>
<tr>
<td>In the first part</td>
<td>the reporter</td>
<td>we read/hear about</td>
<td>the critic</td>
<td>concludes that</td>
<td>finds the answer to</td>
</tr>
<tr>
<td>In the introduction</td>
<td>explains/mentions</td>
<td>the belief that</td>
<td>explores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the reader</td>
<td>is informed</td>
<td>the theory</td>
<td>the opinion/the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the next part</td>
<td>the statistics that</td>
<td>examines that argument that</td>
<td>the problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the main part</td>
<td>the idea that</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Moreover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to that</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Further on</td>
<td></td>
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<tr>
<td>Next</td>
<td></td>
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</tbody>
</table>

| To sum up his/her thoughts | | | | | |
| the scientist | | | | | |
| hints | | | | | |
Write your Summary (p. 15, 16)

Use at least 3 connecter words/phrases!
Share your summary

Listen for successful use of connecter words
Connecting the Instruction with ELPAC

- Which step(s) in the instructional sequence most resembles the ELPAC task itself? (p. 13)

- What in the instructional sequence prepared the students to complete the ELPAC task effectively?

<table>
<thead>
<tr>
<th>Summarize an Academic Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3–12:</td>
</tr>
<tr>
<td>The student listens to a recording of an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points using the illustration(s) and key terms, if provided.</td>
</tr>
</tbody>
</table>
Participant Reflection

1. In what ways did these activities help students learn in a meaningful way as well as prepare for the ELPAC?

1. In what ways could you see yourself using one or more of these activities in your own classroom or school?
Thank you!!
If you’d like to contact us...

Email Welton at welton_kwong@fuhsd.org

Materials available on CABE conference site.