

Learning without barriers: Supporting English learners during distance learning



Webinar
May 21, 2020

Welcome! We will begin shortly.

If you can see the
slide and hear the
music, you are all set.

All attendees are muted upon entry.
Please use the chat feature for comments
and use the Q&A feature for questions during the webinar.

Getting started



Frederick Brown
Moderator

Chief Learning
Officer/Deputy

Learning Forward



Please introduce yourselves

- Your name
- Where you come from
- Your role in education



Supporting English learners during distance learning



What we'll talk about today

- Examine needs and opportunities for supporting ELLs during distance learning
- Hear from expert educators and national leaders about how to embed language supports in online learning for all students
- Discuss how to maintain continuity of support for long-term impact
- Learn about strategies that make learning more accessible to all students

1. Nearly **5 million English language (EL) learners** enrolled in U.S. public schools **in fall 2015**. This represented 9.5% of U.S. public school enrollees, up from 8.1% in 2000.*
2. California has the highest number and share of English learners.
3. Spanish is the most common language spoken at home for EL students, but not in all states.
4. Cities are more likely than rural areas to have students who are English language learners.
5. Most English learners are in elementary school grades.
6. Most U.S. public school students with limited English proficiency are U.S. citizens.

*Source: Data on this slide are from [National Center for Education Statistics](#) and [Pew Research Center](#).

Panel discussion



Crystal Gonzales

Executive Director
English Learners
Success Forum



Renae Skarin

Director of Curriculum
Review Process
English Learners
Success Forum



Kia McDaniel

Coordinating Supervisor
of Specialty Programs
Prince George's County
(MD) Public Schools

Panel discussion



Mayra Hayes

Director of English
Language Learners
Guilford County (NC)
Schools



**Soledad Lardies-
Dunst**

English Learners (EL)
Coordinator
Guilford County (NC)
Schools



**Carla Flores-
Ballesteros**

Principal
Allen Jay Elementary
Guilford County (NC)
Schools



Crystal Gonzales
Executive Director
English Learners
Success Forum
@CrysGonzales7



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TAKE THE PULSE



Renae Skarin
Director of Curriculum
Review Process
English Learners
Success Forum
@renae_skarin

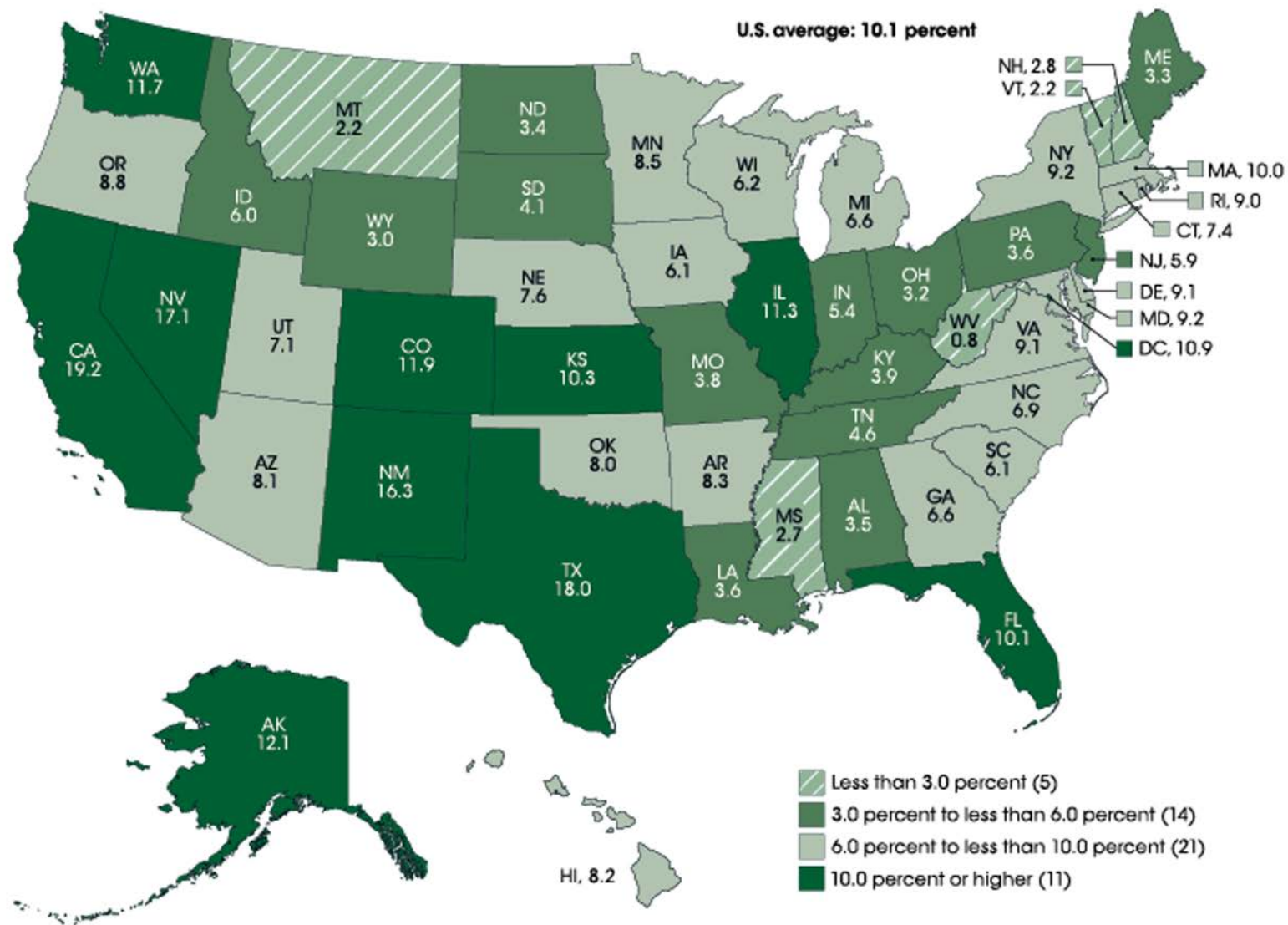
Learning Without Barriers:

Supporting English Learners During Distance Learning

English Learners Success Forum
May 21, 2020



Figure 1. Percentage of public school students who were English language learners, by state: Fall 2017



English Learners are the fastest-growing student group in U.S. schools



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NOTE: Categorizations are based on unrounded percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2017–18. See *Digest of Education Statistics 2019*, [table 204.20](#).

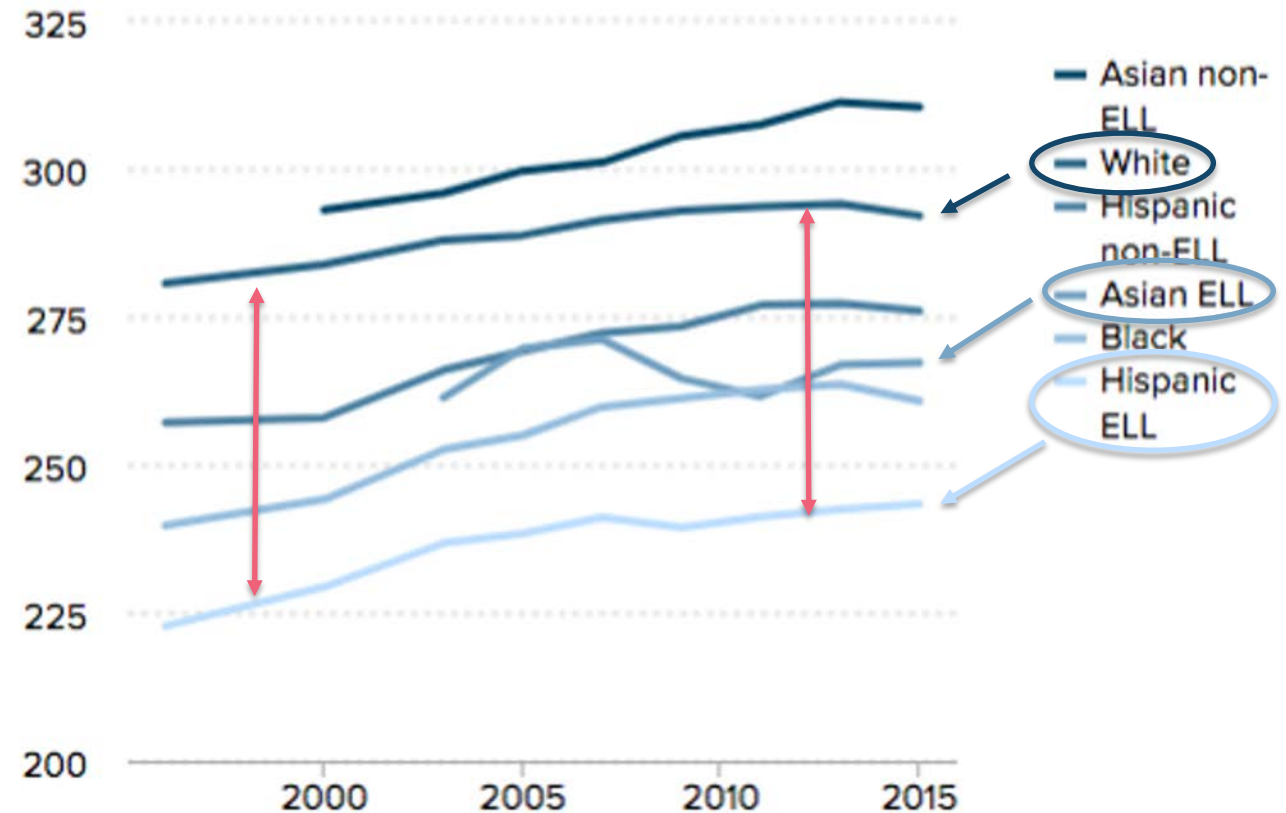
Our concern: The growing EL demographic & the stagnant gaps between ELs & non-ELs

The achievement gap has narrowed between minority and white students.....

...but there is one exception:

Hispanic and **Asian English learners** are making **no progress** in academic achievement relative to white students.

Eighth-grade mathematics mean scores, by race/ethnicity and English language–learner status, 1996–2015, uncorrected for social class differences

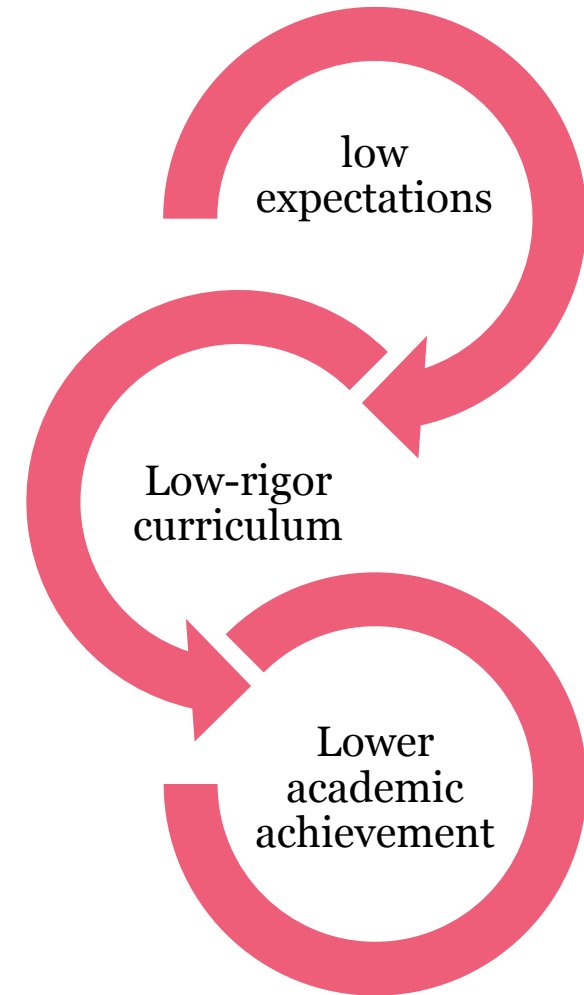


Our beliefs about what EL students can do *matter*

The latest research suggests that **low expectations of ELs' ability** to participate in high-level critical thinking activities can lead them to **provide these students less rigorous instruction**.

This less rigorous curriculum inhibits their academic growth and **drives down achievement results**, constituting a “rigor gap”.

This becomes a **negative feedback loop**, in which students are given less rigorous materials as the solution to poor achievement, which low-rigor materials helped to cause.



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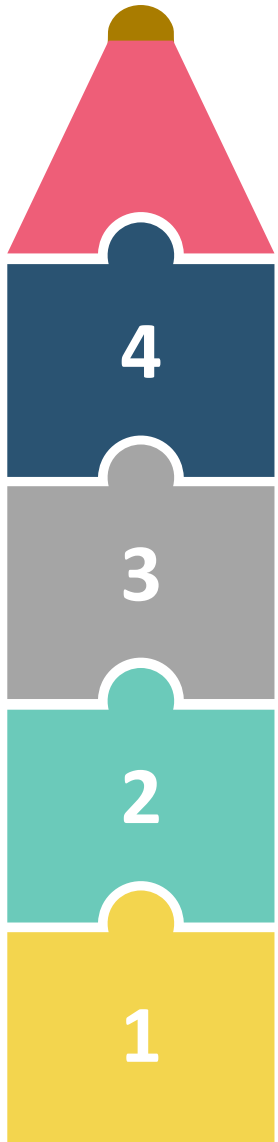
Source: Audrey Figueroa Murphy & Bruce Torff (2019), “Teachers’ Beliefs About Rigor of Curriculum for English Language Learners”, *The Educational Forum*, 83:1, 90-101.

Equitable access to content in distance learning

- Continue to provide ALL students access and opportunity to *make sense* of content and *communicate their thinking*
- Stay the course with high-quality curriculum that allows for consistent and coherent content
- Leverage the linguistic and cultural assets of students and families



US DOE's New Guidance on ELs during Covid-19



Specific to instruction:



4: If a school district is providing remote learning to students, it must provide language support to English learners in content classes. In situations with both a content teacher and an EL teacher, the EL teacher should continue to collaborate with the content teacher.



3: Many accommodations may be effectively provided online. These may include, for example, extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary, or other technological solutions.



2: If the district's platform does not provide the EL supports it typically provides to its students, groups of educators could work together to craft relevant tools and resources for EL students. If remote education is continuing, ELs must receive appropriate language services and supports to the greatest extent possible.



1: ELs with disabilities must have equal access to the same learning opportunities.



The English Learners Success Forum...

- Is a community of 40+ field-leading academics, PhD-level scholars, district leaders, and experienced classroom educators dedicated to improving the quality and supply of curricular materials for English learners.
- Collaborates with researchers, district leaders, teachers, and content creators to address the linguistic and cultural needs of ELs.
- Provides guidance and examples to those developing and selecting content.

23 years

Avg. Experience
of our Experts

21 years

Avg. Experience
Teaching ELs

50%

Work directly with
Districts

Contributors

National EL experts including: Aida Walqui, Harold Asturias, Lily Wong-Fillmore, Judit Moschkovich, George Bunch, Maria Santos

K-12 orgs including: Student Achievement Partners, Council of the Great City Schools, EdReports

Classroom teachers & school leaders: 10+ years average experience



ELSF Remote Learning Resources

5 Things Educators Can do to Support Instruction for English Learners During COVID-19



 <p>Establish two-way lines of communication with students and their families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Translation technology and/or interpretation services for families should be in place. See guidance from the USDQE English Learner Toolkit.</p>	 <p>Closely collaborate with your school's EL/ESL/bilingual coordinators to ensure the transition to remote learning includes ELs. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc), and provide necessary guidance, instructions, and support to students and their families in their home language. Explore innovative ways to engage ELs in coherent subject area content in a remote learning environment.</p>	 <p>Provide daily opportunities for your students to speak and be formatively assessed on a regular basis throughout the remote-learning curriculum. Students and parents might be concerned that students are not being given regular interaction opportunities and feedback on their language. Interaction with more fluent others and opportunities to build on each other's ideas is one of the most powerful ways to learn (See Rich, Talk = Rich Learning). These opportunities may be provided over the phone with the educator, remote interactions with classmates, or other means.</p>	 <p>Engage parents as allies to ensure their children read, speak, write, and listen in some form every day. Encourage this practice in their home language as well as English.</p> <ul style="list-style-type: none"> Strategically select texts that ELs can read (consider the students' strengths as a reader) Assign interesting podcasts, news clips, videos, for students to listen to and take bulleted notes on. They can then share them with family, classmates, or teachers over the phone or online. Assign writing assignments that are clear and provide criteria for success and models 	 <p>Emphasize student agency, curiosity, and exploration. Tap into the lived experiences, funds of knowledge, and assets of families to harness these powerful sources of learning. Provide access to quality multilingual learning resources so that parents can supplement learning at home. These can be online or electronic, print, or video formats. (See NABE- and IESOL-recommended resources).</p>
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5 Things Districts Can do to Support Instruction for English Learners During COVID-19



 <p>Ensure two-way systems are in place for parents and educators to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their learning needs are being met. Translation technology and/or interpretation services should be in place. See guidance from the USDQE English Learner Toolkit.</p>	 <p>Provide access to quality multilingual learning resources so that parents can supplement learning at home. These can be online or electronic, print, or video formats. (See NABE- and IESOL-recommended resources). The home language is a powerful asset for learning valuable content. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc).</p>	 <p>Guide and monitor implementation of remote learning to ensure equitable access for ELs for coherent instruction and learning. Collect information on common barriers to accessing curriculum for students and move quickly to respond to needs. Provide oral and written step-by-step instructions in the home language for any technology platforms. (See this guidance for designing online lessons)</p>	 <p>Collaborate with the vendors of your current instructional materials to ensure continuity and coherence of grade-level learning for ELs and create a plan that provides specific recommended adaptations to current curricular tools for remote-learning modalities, or prepare to use other instructional materials more appropriate for these modalities.</p>	 <p>Provide innovative educator support solutions and Job-embedded professional learning programming that promote coherent use of instructional materials and are inclusive of EL learning needs. In the short term, these may be email, conference calls, or other communications to prepare for the immediate transition to remote learning, with district EL staff given a voice to ensure equity.</p>
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Using Multilingual Resources to Support English Learners' Remote Learning

REMOTE LEARNING

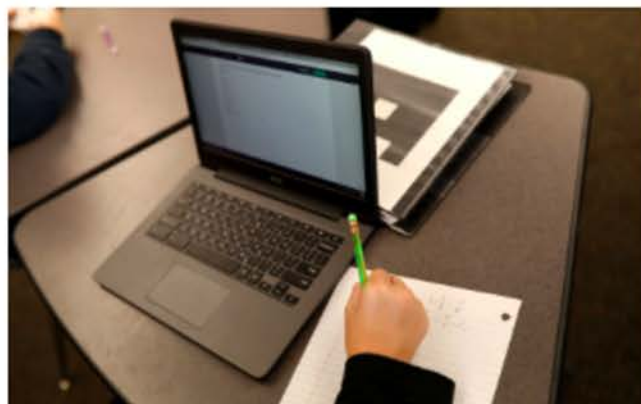
Emerging Challenges in Supporting Remote Learning for English Learners

Right now, many schools are deep into remote learning strategies. However, many educators and leaders are struggling to keep English dominant students academically active, not to mention the millions of students who speak a language other than English as their dominant language. The digital divide coupled with language barriers to accessing learning resources leave many at an extreme disadvantage during the Coronavirus pandemic. To better understand the diversity of ELs and the barriers to learning they may face, please read these [vignettes](#) provided by Colorín Colorado.



OUR BLOG

Voices From the Field



MAY 13, 2020

Scaffolding Instruction for English Learners in a Remote Environment



MAY 6, 2020

Back to School for ELs after COVID -19



APRIL 29, 2020

Why is this a particularly urgent time for supporting ELs?

DO's and Don'ts of ELA Instruction

Based on the research and ELSF guidelines, we suggest the following:



DO

Continue to formatively assess and provide students with the necessary just-in-time scaffolds (such as amplifications that use visuals, multimedia, or the strategic chunking of material) in order to access complex on grade-level text. Do you need additional ideas on how to accomplish this? For more support with scaffolding in a remote environment see this [resource](#).



DON'T

put the technology before the task. Continue to design tasks that help students simultaneously learn the language and content, then, consider the various tech options to help your ELs learn the objectives you designed. Avoid overdesign by adding too many tech features or too many scaffolds that confuse students.



DO

Provide multilingual resources for parents to partner and extend the learning opportunities to the entire family. Encourage family interviews, journaling and family discussions around compelling topics or concerns. More ideas from ELSF can be found [here](#).



DON'T

forget to engage parents, caregivers and families in quality interactions that foster intergenerational lifelong learning. "This is an opportunity to expand your children's home language skills... and enhance their connection to family members." - [Lily Wong Fillmore](#)

Do's and Don'ts of Math Instruction

Based on the research and ELSF guidelines, we suggest the following:



DO

Find math activities connected to grade-level concepts that families can do together with items in the home (measuring cups, receipts, recipes). Encourage students to read, write, listen, and speak the language of mathematics with the teacher, one another, and family members. If possible, provide core content resources in students' home language as applicable.



DON'T

assign independent work without providing ELs with the tools, resources and [scaffolds](#) that are needed to access content. Dedicated instructional time that includes mini-lessons and meaningful discussion and feedback is still needed in an online environment to facilitate content and language learning.



DO

Design math discussions for student-led small groups using platforms such as Zoom, Google Meet or a discussion board; a low-text option may include setting up a conference call number to speak with students about how they went about finding the solution to an equation. *Do you agree with the strategy or explanation? How would you explain your strategy to others?*



DON'T

forget all the meaning-making resources and realia that you use in the regular classroom. Students need the repetition of discussion and the use of manipulatives as much (or more!) in this remote setting. Tools such as [Virtual Manipulatives](#), [Desmos](#), and [GeoGebra](#) provide ELs with additional practice opportunities.

At minimum, English Learners should be empowered to:

Understand
grade-level content



Develop and Use
appropriate language for
academic purposes



Believe
they can do it



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Kia McDaniel

Coordinating
Supervisor of
Specialty Programs

Prince George's County
(MD) Public Schools

kia.mcdaniel@pgcps.org

School Health / Coronavirus Information / Drive-up WiFi



Drive-up WiFi



Translate our site

español

français

Việt Nam

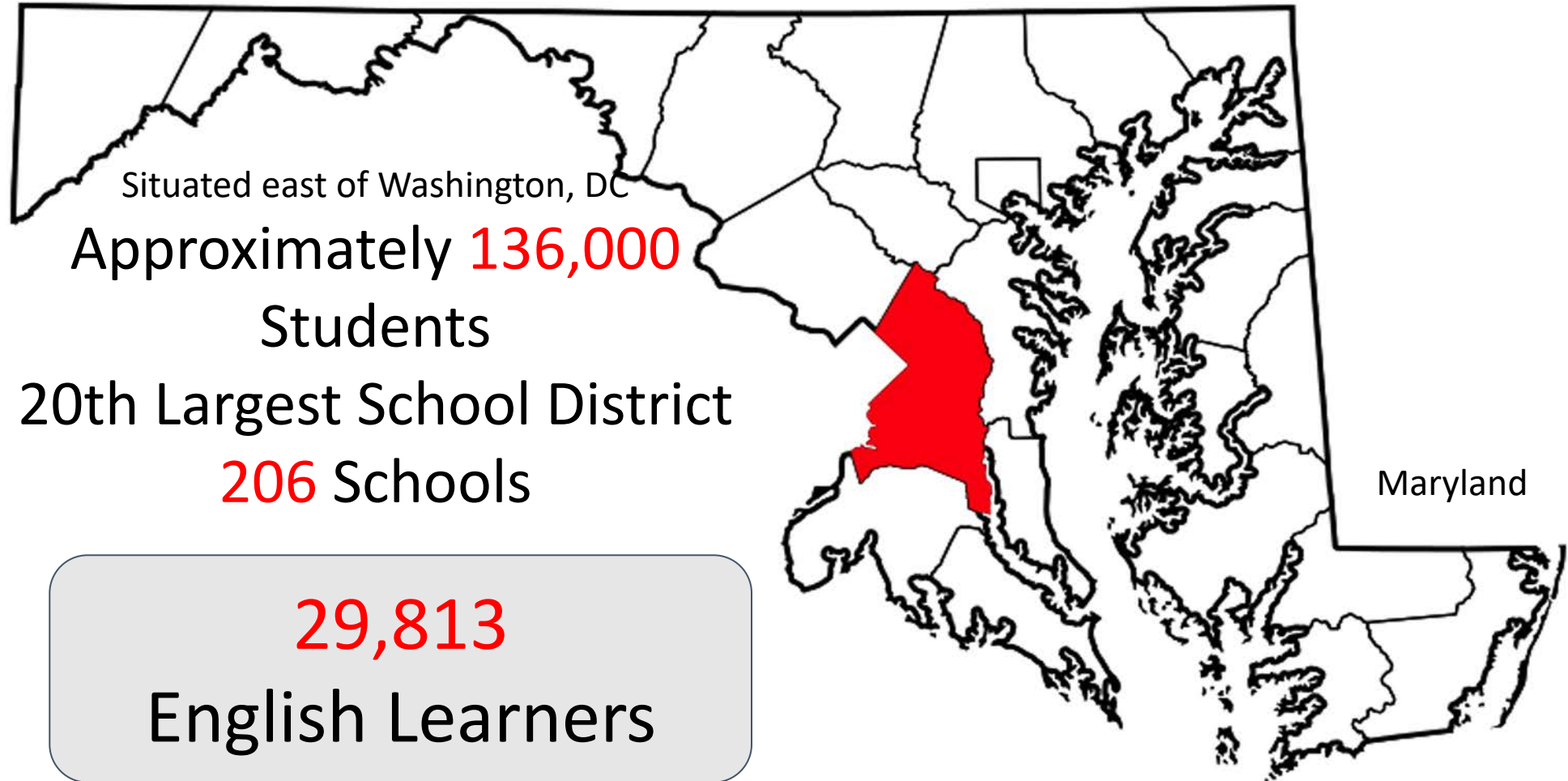
中文

العربية

Close



Prince George's County Public Schools



Connecting with Families

- Survey on access to technology
- Guidance on how to set routines and expectations
- Distance Learning website
- Language access services are available in multiple languages to ensure inclusivity in individual family meetings and virtual school community meetings

Hardware and Access

- Drive-Up Wifi
- Internet Essentials from Comcast
- Distribution of Chromebooks



Instruction

- Learning packets distributed at learning sites (Core Content and ESOL)
- Weekly Instructional Focus with differentiation for ELs
- Co-Teaching and Co-Planning
- Lessons on PGTv
- Online instruction with ESOL Teacher
- Online instruction with Content Teachers
- Office hours



Mayra Hayes

Director of English Language Learners

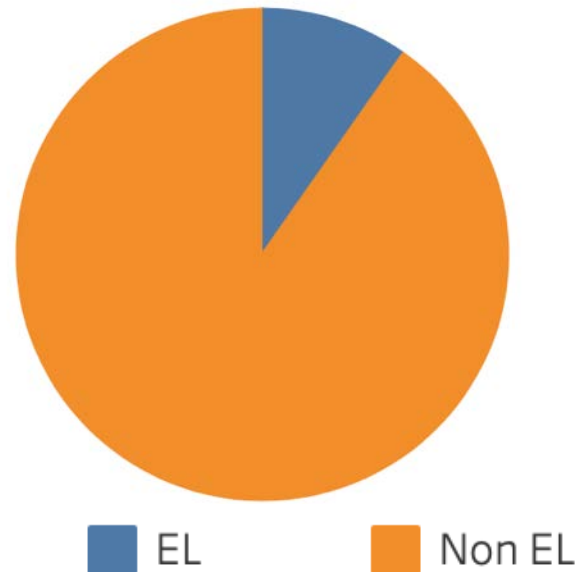
Guilford County (NC) Schools

hayesm2@gcsnc.com



In Guildford County Schools, at least 115 different languages are spoken as a first language.

Number of EL and Non-EL students



Soledad Lardies-Dunst

English Learners (EL) Coordinator

Guilford County (NC) Schools

@DunstLardies



Continuing the Council of Great City Schools Learning, Language, and Literacy (3Ls) Framework Implementation for Distance Learning

English Learners Department
Dr. Mayra Hayes, Director

SHARON L. CONTRERAS, PH.D. | SUPERINTENDENT

Where It All Began



Where It All Began

Long-Term English Learners (LTELs)

- Why so many?
- How do we prevent?

ELs Facing L2 Stall

Enduring Academic Literacy

Dr. Lily Wong Fillmore



Learning, Language, and Literacy

“Thinking differently about how English Learners learn”

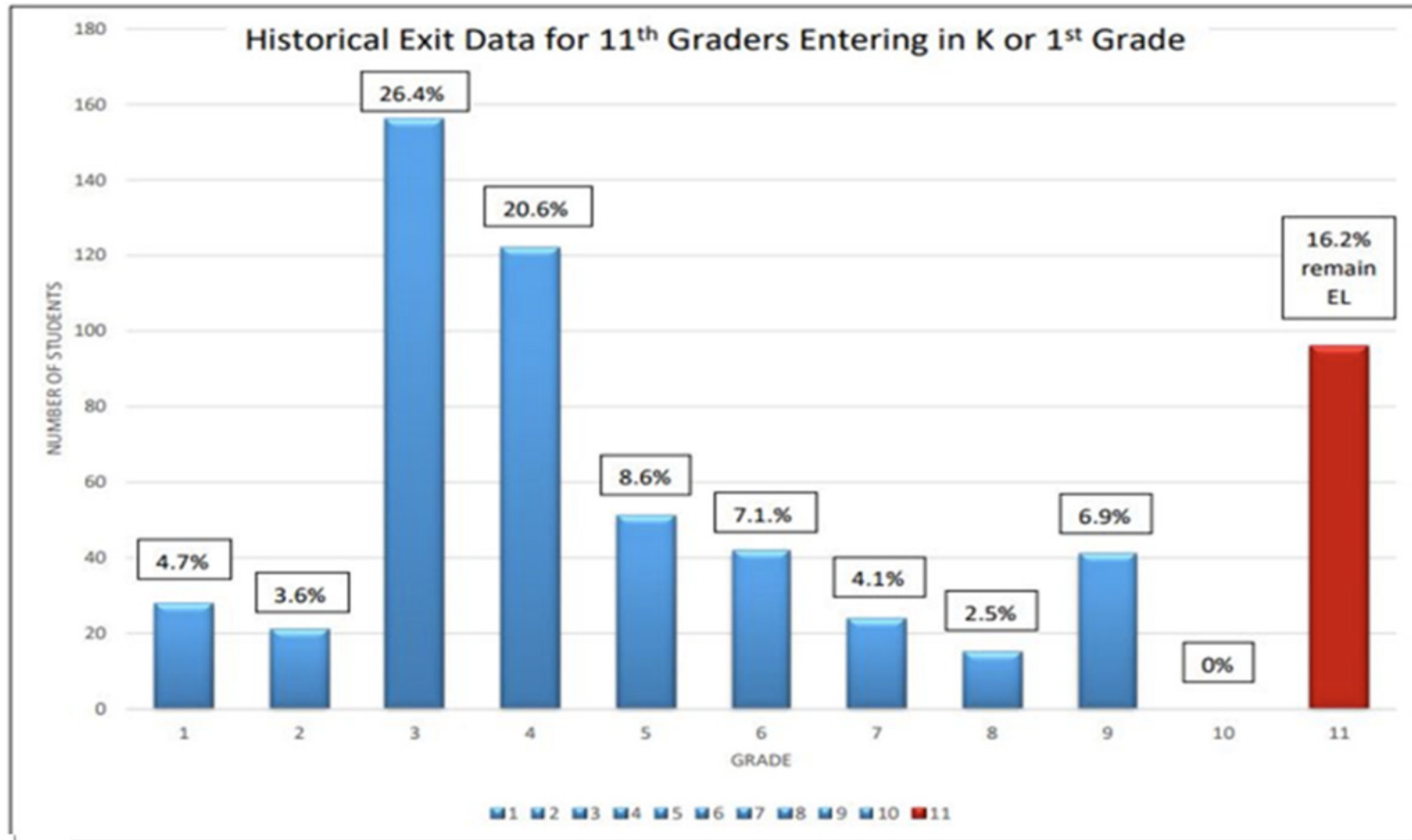
Maryann Cucchiara

What is the 3Ls Framework?

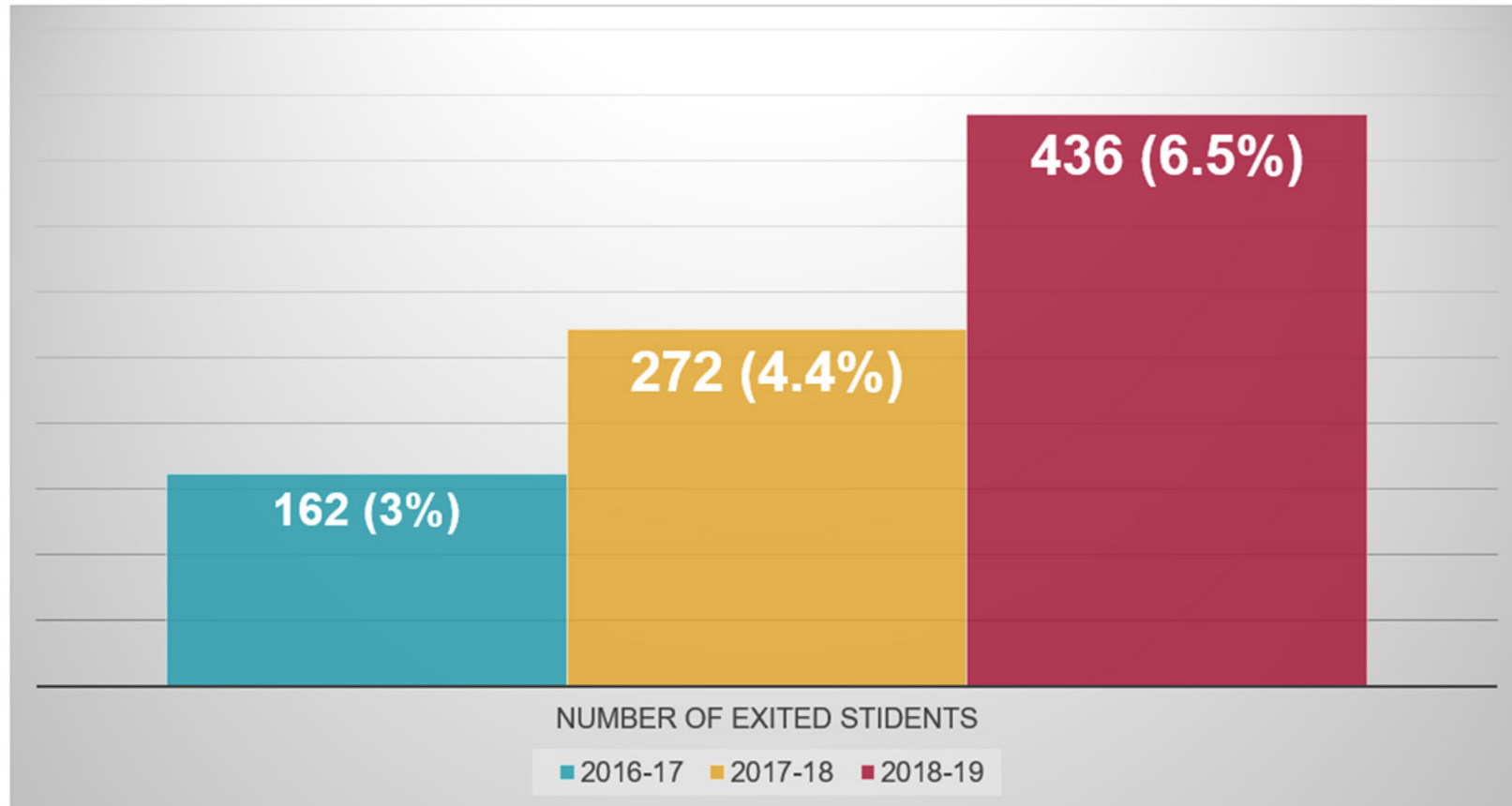
- ELs are provided access to grade-level content.
- ELs develop language and literacy through the framework elements.
- Strategies and scaffolds are embedded in the flow of the lesson.
- Lessons are presented in thematic units.
- Emphasis on academic vocabulary: Tier 1 words are used as a springboard for learning Tier 2 and Tier 3 words.



A Cohort of Students Enrolled in 2017-2018 Identified EL in K or 1st Grade



6 NUMBER OF EXITED STUDENTS



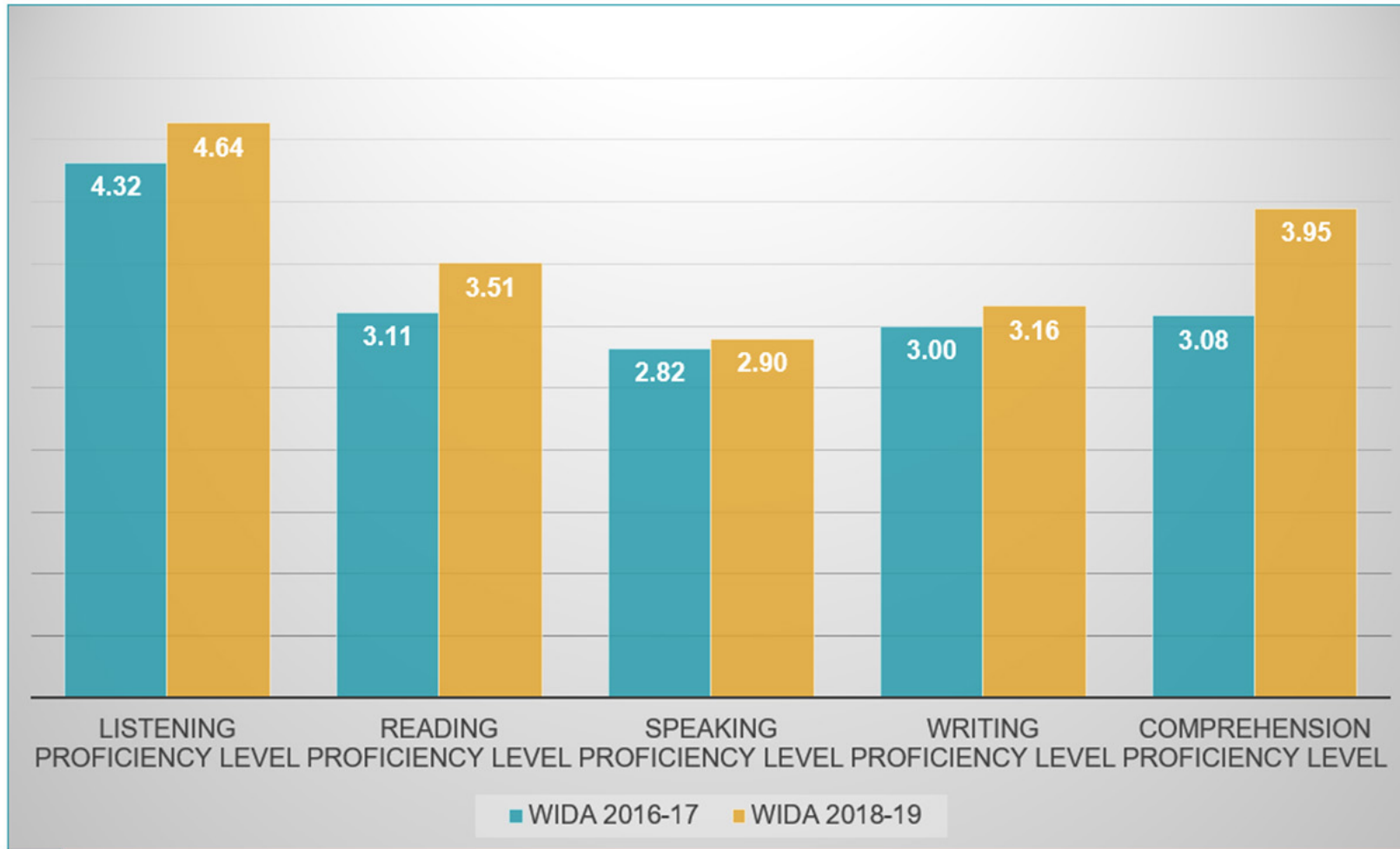
2016-17 – First year of assessment after the WIDA ACCESS restandardization.

2017-18 – First year of 3Ls PD for EL staff with partial implementation.

2018-19 – First year of full implementation of 3Ls.



WIDA ACCESS OVERALL PROFICIENCY LEVELS



2016-17 – First year of assessment after the WIDA ACCESS restandardization.

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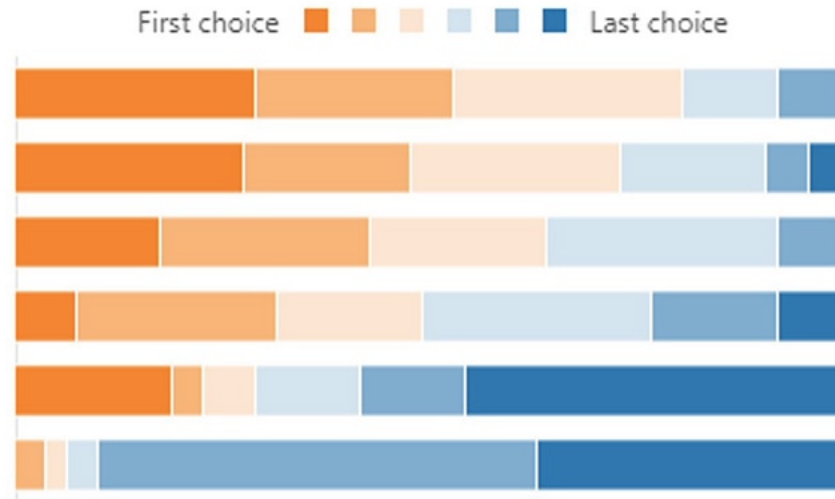


Teachers' Survey: Sources of Support

Rank the helpfulness of the following types of support with the most helpful at the top of the list.

Rank Options

- 1 EL Department Newsletter
- 2 EL coaching visits
- 3 Emails from EL staff
- 4 Feedback from EL staff observat...
- 5 CGCS Canvas course
- 6 EL blog





EL Coordinators Support

How are EL Coordinators Supporting the Implementation of the 3Ls Framework through Distance Learning?

- **3Ls Implementation Online**
 - Supporting live conferencing
 - Supporting with creating schedules
 - Facilitating weekly professional development meetings
 - Providing feedback in groups and individually
 - Creating how-to videos for implementing 3Ls online
 - Creating model lesson plans for teachers to follow
 - Sharing a
- **Technology support**
 - Canvas platform training and modeling
 - How-to videos for creating and using online tools (Canvas platform)
 - Restructured central office roles





**Carla Flores-
Ballesteros**

Principal
Allen Jay Elementary



Joni Saffari

Teacher
English as a New
Language



Zsaquia Green

4th Grade
English Language
Arts (ELA) Teacher



Crystal Adkins-Pennix

4th Grade
Science Teacher
Implementing the 3 Ls
Framework



Co-Teaching Allen Jay Elementary



3Ls Framework

ESL

ELA

Science




Designed by TheTemplateMart.com

Co-Teaching

- Scheduling
- Planning
- Delivering
- Assessing



Framed Motivation – 3rd grade



**Huda Ahmed,
A Good Citizen**

Essential Question:
How can we be good citizens?

Social Studies 3.C & G.2

Photo taken on August 14, 2019 by: K.C.
Alfred/San Diego Union-Tribune/TNS

FRAMED MOTIVATION

A good citizen takes part in their community by helping others. They can help their community in many ways, such as: **by encouraging people to vote, by speaking out about things that need to change, or by helping through giving time, food or other items to people in the community.**

Turn and talk to someone:

Why is it important to be a good citizen in your community?

It is important to be a good citizen because _____.



This Photo by Unknown Author is licensed under CC BY ND

Framed motivation – 5th grade



Flipgrid

My Activity **My Grids** MixTapes #GridPals Disco Library Shorts

My Grids < AJE 5th Grade < Underground Railroad - Tuesday

Topic Details

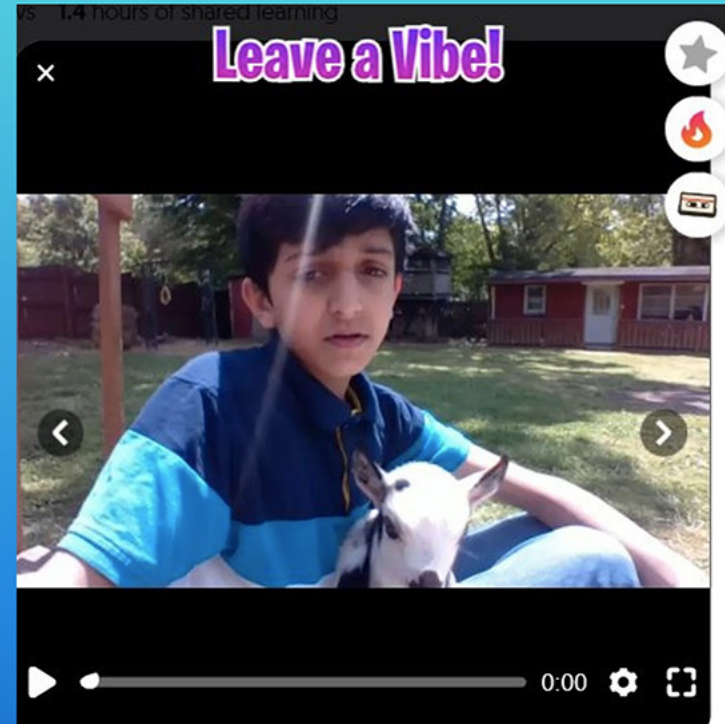


Underground Railroad - Tuesday

Apr 15, 2020 Flip Code: [e0cc62cd](#) Add Topic Guests

The Underground Railroad was _____
It was important because _____

0 views



vs 1.4 hours of shared learning

Leave a Vibe!

0:00

Word Play




4th Grade ELA Word Play Example : Ms. Piacentini

1. Using the online [thesaurus](#) find 2 harder synonyms for each word! Color and make a fun paint chip if you want to!

Light	Hard	Clear

2. After write 1 sentence using a new word you learned!




Isaias
Apr 20, 2020

⋮

LIGHT	HARD	CLEAR
Glowing	Dense	Transparent
Luminous	Impenetrable	pellucid

A jellyfish is pellucid.

← Reply



Gabrielle Piacentini
Apr 20, 2020

⋮

Wonderful job Isaias! You found great synonyms.


Word Play

4th Grade Science Word Play Example Mrs. Adkins-Pennix

In science, I like to use the Word Play framework to teach students unknown words and phrases related to the unit.



<p>#1. Sometimes the <u>environment</u> changes dramatically due to a natural disaster.</p> <p>According to the sentence, what is another word for environment?</p> <p>A. Setting B. Level C. Move D. Top</p>	<p>#2. Many different animals have <u>adaptations</u> that protect them from predators.</p> <p>According to the sentence, what is another word for adaptation?</p> <p>A. Frequency B. Sameness C. Echo's D. Changes</p>	<p>#3. All animals or plants that are the same kind belong to the same <u>species</u>.</p> <p>According to the sentence, what is another word for species?</p> <p>A. Presence B. Group C. Individual D. Man</p>
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 Lauren S
Apr 27, 2020

Another word for environment is SETTING.
Another word for adaptations is CHANGE.
Another word for species is a GROUP.

← Reply 👍 (1 like)

 Jordy
Apr 27, 2020

1. a. setting 2. d. changes 3. b. group

 Thai
Apr 28, 2020

1. A. Setting
2. D. Changes
3. B. Group

Reading Closely- 1st Grade

The Rough Face Girl

Once long ago, there was a village by the shores of Lake Ontario.

Off from the other wigwams of this village stood one huge wigwam. Painted on its sides were pictures of the sun, moon, stars, plants, trees, and animals. And inside this wigwam there was said to live a very great, rich, powerful, and supposedly handsome Invisible Being. However, no one could see him, except his sister, who lived there too.

Many women wanted to marry this invisible being, but his sister said, "Only the one who can see him can marry him."

Talk to someone - Who did the sister of the Invisible Being say could marry him?



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Reading Closely-1st Grade

And there, standing by the water's edge, was the sister of the Invisible Being, waiting.

And when she looked at the Rough-Face Girl she saw at once that, though her skin was scarred, her hair burnt, her clothes strange, she had a beautiful, kind heart.

Tell me, have you seen my brother the Invisible Being?"

And the Rough-Face Girl said, "Yes."

Talk to someone - What have you learned about the Rough-Face Girl?

And there, standing by the water's edge, was the sister of the Invisible Being, waiting.

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And the Rough-Face Girl said, "Yes."

Talk to someone - What have you learned about the Rough-Face Girl?

Talk to someone - What do you think the author wants us to learn from this fairy tale?

I think he wants us to learn _____

Talk to someone - What do you think the author wants us to learn from this fairy tale?

I think he wants us to learn _____
that kindness is beautiful and important.



WEEKLY READING WEEK SET #3

THE TOWN MOUSE AND THE COUNTRY MOUSE - AESOP'S FABLES
 READ THE STORY 2 TIMES AND MARK ANY IMPORTANT INFORMATION IN YOUR READING.

Town Mouse never visited a mouse who lived in the country. For lunch, Country Mouse served wheat stalks, nuts, and acorns, with a dash of cold water to drink. Town Mouse ate very politely, sipping a little of the cold water and then by her manner she ate the simple food out of politeness.

When the meal they had a long talk, or rather Town Mouse talked about her life in the city while Country Mouse listened. They then went to bed in a cozy nest in the hedgehog and slept in quiet and comfort until early next morning. In her sleep Country Mouse dreamt she was a town mouse with all the luxuries and delights of city life. She had her cousin had described for her. So, the next day when Town Mouse asked Country Mouse to go home with her to the city she gladly said yes.

When they reached the mansion in which Town Mouse lived, they found on the table in the dining room the remains of a very fine banquet. There were sweetmeats and jellies, pastries, delicious cheeses, salted, the most tempting foods that a mouse can imagine. But just as Country Mouse was about to nibble a dainty bit of pastry she heard a cat mew loudly and scratch at the door. In great fear, the mouse scurried to a hiding place, where she lay quite still for a long time, hardly daring to breathe. When at last they returned back to the feast, the door opened suddenly and in came the servants to clear the table followed by the house dog.

Country Mouse slipped in Town Mouse's den only long enough to pick up her carpet bag and run home.

"You may have banquets and dishes that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and security that go with it."

WHAT IS IT THIS?

WHAT CONNECTION CAN YOU MAKE WITH THIS STORY? (TEXT, SELF, WORLD)

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?
2. What is the main idea of this story?
3. Why did the author write this story?

Wednesday

Tasks

1. Reread the text.
2. Complete questions 1-3 in complete sentences.
3. What connection can you make?

Language Frames

Restate the question...example- The moral of the story is...

The connection I made is...

ANSWER THE FOLLOWING QUESTIONS. MAKE SURE TO USE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER.

1. What is the moral or lesson of this story?
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Language Frames

Restate the question...example- The moral of the story is...

The connection I made is...

Reading Closely-4th Grade

WEEKLY READING WEEK SET #3



SUMMARIZE - RETELL THE MOST IMPORTANT PARTS OF THE STORY BY INCLUDING THE BEGINNING, MIDDLE, & END.

B _____


M _____

E _____

PREDICTIONS- WAS YOUR PREDICTION CORRECT THAT YOU MADE AT THE BEGINNING? WHAT HELPED YOU MAKE YOUR PREDICTION?

WRITING CORE SKILL: WRITE WHAT THE DIFFERENCES ARE BETWEEN THE LIVES OF THE TWO MICE.

Tell me
EVERYTHING



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THURSDAY

Tasks

1. Summarize the text by telling the beginning, middle, and end.
2. Tell me if your prediction was correct.

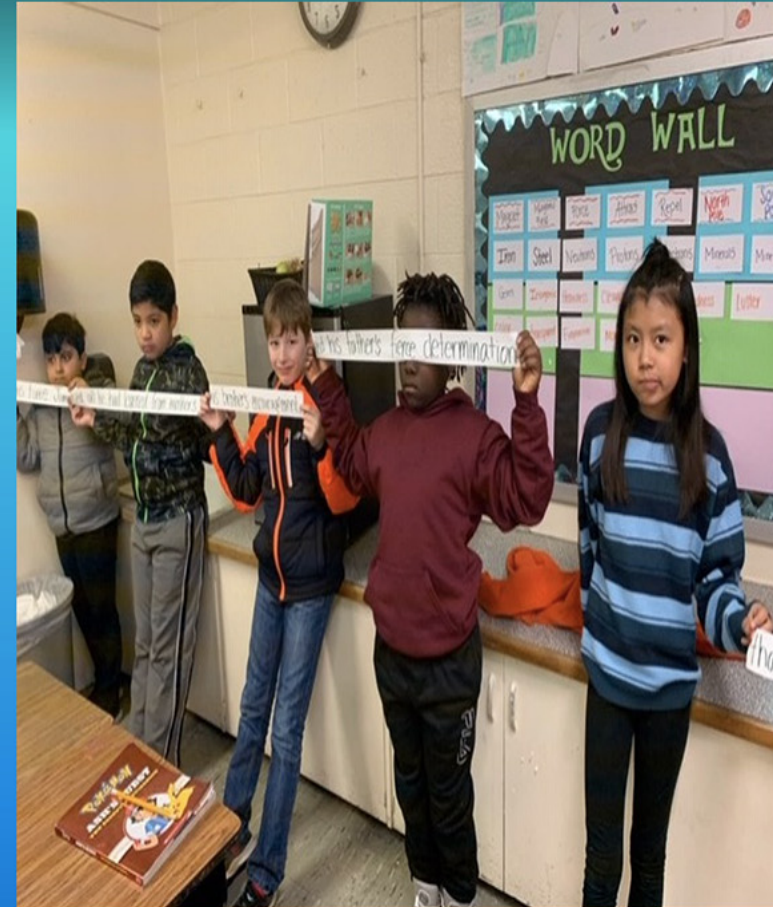
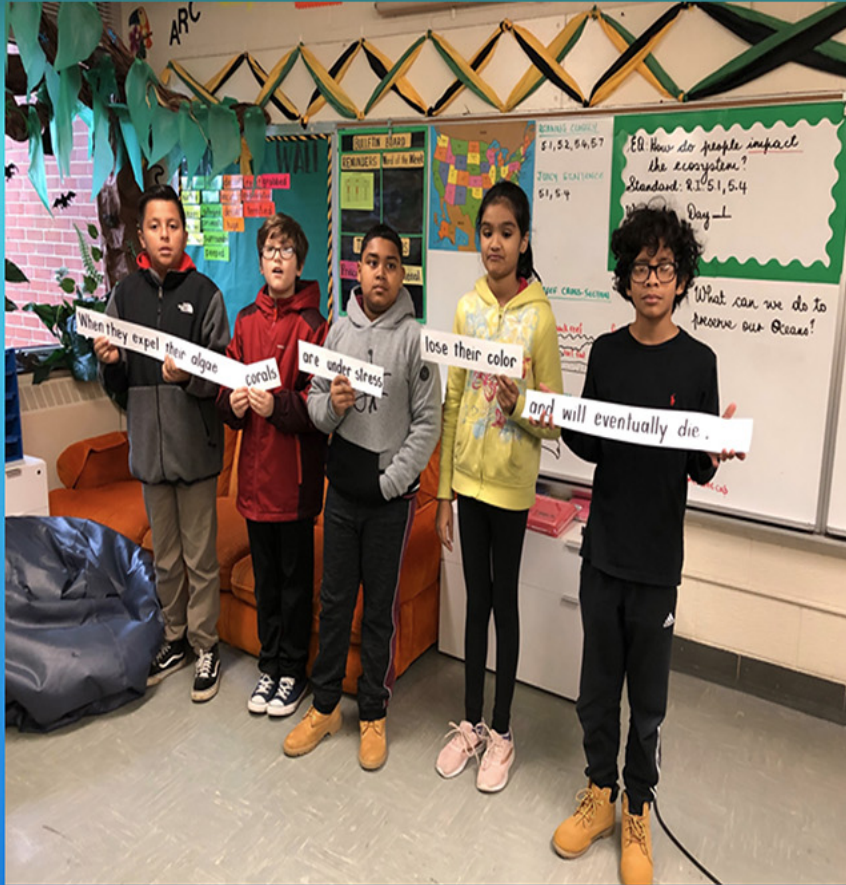
LANGUAGE FRAMES-

In the beginning _____.

In the middle _____.

At the end _____.

Juicy Sentence Work



Juicy Sentence Work

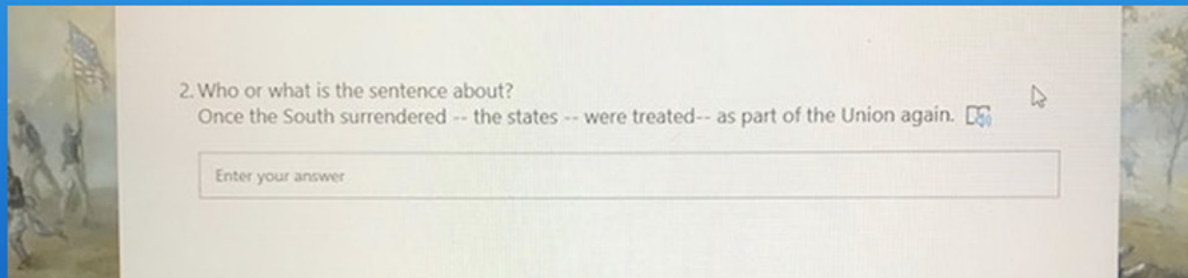
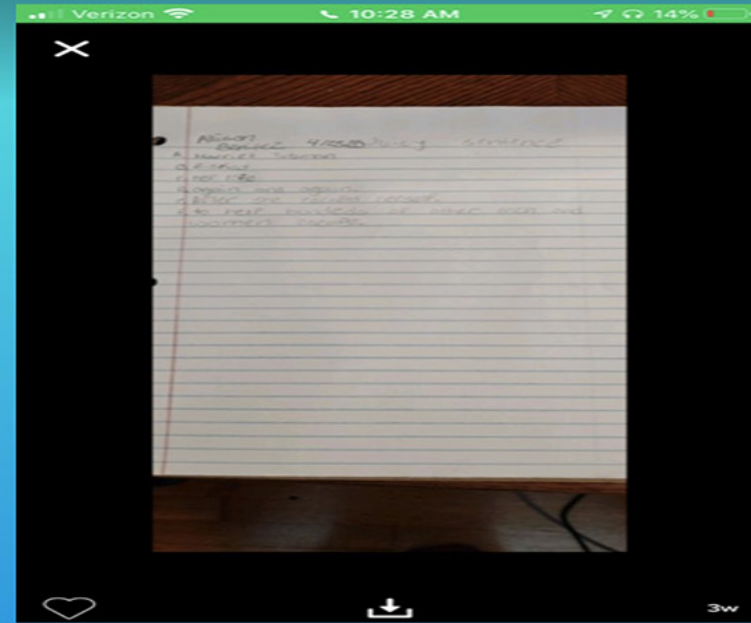
Juicy Sentence

1. Read the juicy sentence.
2. Write the answers to the questions using chunks from the sentence.
 - a. Who or what is the sentence about?
 - b. What happened to the states?
 - c. How were the states treated?
 - d. When were the states treated as part of the Union?

Once the South surrendered, the states were treated as part of the Union again. |

3. Rewrite the sentence using a synonym for **surrendered**.

❖ Read your answers with someone. Share your work with your teachers on ClassDojo.



Differentiated Task



INVENT YOUR OWN FORM OF TRANSPORTATION



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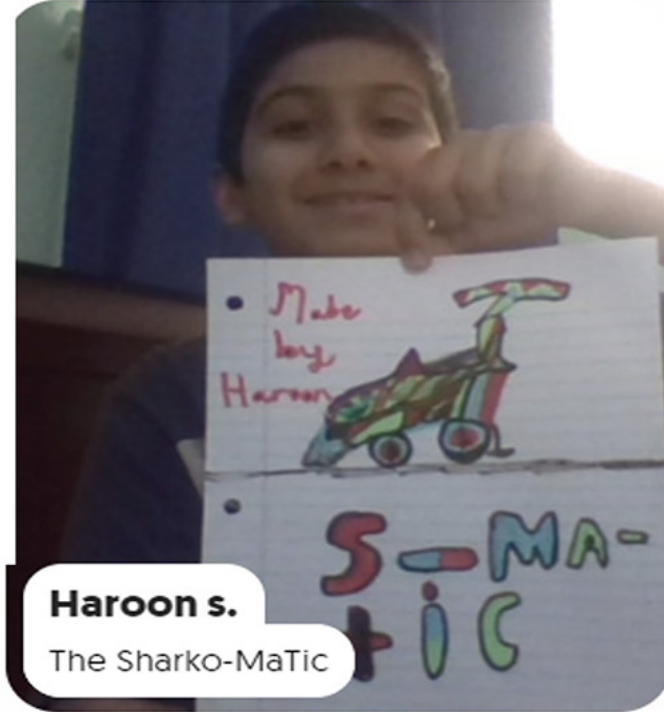


Jordy

Friday

my new way of transportation is a atv but it has tires that float on water and can fly.

this will benefit people because then they wont need a plane or a jetski.



Haroon s.


The Sharko-MaTic

Differentiated Task using Nearpod

Me and my family are
Muslim from Pakistan

Me and my Family
do namaz namaz
is preying to god
and thanking him
for everything

UR language
is Urdu here
are some
words in Urdu
Salam = hello
allafice = by



**Write about you and your family
using the five themes of geography.
Write at least one sentence for each
theme. Take a picture of your writing
and upload it on Nearpod or Dojo
Portfolio.**

Me and my family can eat
meat from other places they
have to be halal the we can
eat the food

Me and my. Family do
Rosa which is fasting
and eat food and prey to
god

Discussions and Questions



Mark your calendars

Thursday
May 28
3 pm ET

All means *all*:
Equity challenges
and opportunities
during the
COVID-19 crisis

Thursday
June 4
3 pm ET

**Learning with
coaches:**
Supporting
educators for a
NEW school year

**We're planning
a great lineup
for June**

Keep checking
the Learning
Forward website
for additional
webinars

Special offer for today's webinar attendees

- Get 15 months of membership for the price of 12 if you join or renew by May 31, 2020

- Use coupon code **ACCESS**

The screenshot shows the Learning Forward website with the following content:

- Navigation:** English Learners / EL Staff, Membership - Learning Forward, Become a member today! (with a green arrow), Log In, Career Center.
- Logo:** 50 YEARS learningforward THE PROFESSIONAL LEARNING ASSOCIATION.
- Menu:** ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, Q.
- Section Header:** Learning Forward Membership
- Build capacity for yourself and your teams.**
Learning Forward is the only professional association devoted exclusively to supporting those who work in educator professional development. Members stay up to date on the latest knowledge and trends with our cutting edge publications, exclusive learning opportunities and discounts, and expanded learning networks.
- Why join?**
 - ✓ Access hundreds of professional learning resources
 - ✓ Network with prominent learning experts
 - ✓ Receive help with addressing the biggest problems of practice
- Get started.**
Become a member (button)
- Membership Options:**
 - District Membership:** Starts at \$1,600 per year. Includes *The Learning Professional* journal - print copy (Value: \$89) and digital copies for...
 - Comprehensive Membership:** \$159 per year (BEST VALUE). Includes *The Learning Professional* journal - print copy (Value: \$89) and digital copy.
- Journal Cover:** THE LEARNING PROFESSIONAL THE LEARNING FORWARD JOURNAL. WHAT NOW? LEARNING TOGETHER WHEN YOU'RE APART, COACHING TODAY, TOMORROW, AND POST-COVID, BUILD TEACHERS' RESILIENCE TO BOUNCE BACK AFTER CRISIS, 3 STRATEGIES TO PLAN FOR AN UNCERTAIN FUTURE. June 2020, Vol. 41, No. 3.

