¡Buenos días!

Please:

1. make a badge and a table tent with your preferred name
2. log on as a guest to the Pt. Loma Nazarene University wireless internet system
3. open up today’s PPT by downloading a copy from the Project CORE website:
   
   http://tinyurl.com/ProjectCore
All-Some-Me

If you missed last session, use an index card to write:

FIRST NAME & LAST NAME

☐ something in common with everybody in the room

☐ something in common with many people in the room

☐ something unique to you
AGENDA

- Welcome; Community Building
- Repasar instituto #1 y #2
- Exploración de los estándares ELD
- ELD Lesson Plan Samples; Deconstruction
- Revisar lecciones - add ELD and/or SLD
- **Evaluación**
- Closure

Integrate ELD English/Spanish literacy standards & Universal Design for Learning practices into lessons; Revise draft lessons
The Parking Lot
Community Building:

Repaso de institutos #1 y 2
Mapping Our Project CORE Path

Institute #1
- (Common Core) California State Standards: English Language Arts/Literacy (adopted August 2010)
- Other State Standards (adopted various dates)
- Common Core en Español: Lectoescritura y Matemáticas (desarrollados y publicados en 2012)

Institute #2
- (Common Core) California State Standards: Mathematics (adopted August 2010)

Institute #3
- California State Standards: English Language Development (adopted November 2012)
- Estándares estatales de California para el desarrollo del español (serán publicados en 2015)
Reloj de citas

Una dinámica para promover colaboración
En preparación para la dinámica: Reloj de citas

- Explica las conexiones entre Common Core y los estándares de California - los fundadores, cómo comenzó, las diferencias, lo común, etc.
- ¿Por qué es importante tener una versión de los estándares Common Core en Español?
- ¿Por qué se le aumentó a los estándares en español? De un ejemplo.
- Comparte algunos de tus logros, retos y preguntas en crear lecciones.
Reloj de citas

1. En una tarjeta, dibuja un reloj, como esta muestra.
2. Haz una cita para la 1, las 4, las 7 y las 10.
3. Cuando termines de hacer tus citas, regresa a tu asiento.
Explica las conexiones entre Common Core y los estándares de California - los fundadores, cómo comenzó, las diferencias, lo común, etc.
¿Por qué es importante tener una versión de los estándares Common Core en Español?
¿Cómo lo explicarías a los políticos, a maestros monolingües, a los padres de tu comunidad, o a unos amigos que no sean maestros?
¿Por qué se le aumentó a los estándares en español? ¿Cuál es el significado del aumento? De un ejemplo.
● Comparte algunos de tus logros, retos y preguntas en crear lecciones.
Scaffolding and Differentiation: Language Learners
Learning Intentions

- Examine purpose and structure of the California ELD Standards
- Explore integrated ELD lessons via the California ELA/ELD framework
- Deconstruct a model integrated Spanish Lang. Development Lesson
- Revise previous lesson(s) based on California ELD standards
Criterios para evaluar el éxito del aprendizaje

1. Puedo describir el propósito y estructura de los estándares ELD
2. Puedo identificar las estrategias eficaces en las lecciones ejemplares del Framework
3. Puedo deconstruir los elementos esenciales de una lección SLD integrada
4. Puedo revisar una lección basado en los estándares de desarrollo lingüístico
Exploración de los estándares ELD de California
Proficiency Level Descriptors (PLDs)
California ELD Standards

Electronic version - type in browser or click button:
http://tinyurl.com/findELD

Please read pages 8-10

Other ELD Details per the CDE website:
http://tinyurl.com/CAtoolsELD
<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Purposes, Development, and Structure of the California ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2</td>
<td>Proficiency Level Descriptors for the California ELD Standards</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>The Standards: Kindergarten Through Grade 12</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Theoretical Foundations and the Research Base of the CA ELD Standards</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Learning About How English Works</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Foundational Literacy Skills for English Learners</td>
</tr>
</tbody>
</table>

Please read pages 14-15
Proficiency Level Descriptors (PLDS)

- **Describe** student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do

- **Provide** three proficiency levels: Emerging, Expanding, and Bridging – at early and exit stages

- **Guide** targeted instruction in ELD, as well as differentiated instruction in academic content areas
Graphic Organizer Input Chart
Nonlinguistic Representations

“The more we use both systems of representation--linguistic and nonlinguistic--the better we are able to think about and recall knowledge.”

### Proficiency Level Descriptors

<table>
<thead>
<tr>
<th>Student Capacities</th>
<th>ELD Proficiency Level Continuum</th>
<th>Lifelong Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Native Language</strong></td>
<td>Emerging</td>
<td>Expanding</td>
</tr>
<tr>
<td>English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</td>
<td>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</td>
<td>As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>High-Level Thinking with Linguistic Support</strong></th>
<th><strong>General Extent of Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support, depending on the linguistic and cognitive demand of the task.</td>
<td><strong>Substantial</strong> Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics. <strong>Moderate</strong> Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics. <strong>Light</strong> Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.</td>
</tr>
</tbody>
</table>
Three Modes of Communication

1. **Collaborative** – Engagement in dialogue with others

2. **Interpretive** – Comprehension and analysis of written and spoken texts

3. **Productive** – Creation of oral presentations and written texts

Activity: Nonlinguistic Representation
## Proficiency Level Descriptors

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>Emerging</th>
<th>ELD Proficiency Level Continuum</th>
<th>Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative</strong></td>
<td>At the <em>early stages</em> of the Emerging level, students are able to perform the following tasks:</td>
<td>Upon <em>exit</em> from the Emerging level, students are able to perform the following tasks:</td>
<td>At the <em>early stages</em> of the Expanding level, students are able to perform the following tasks:</td>
</tr>
<tr>
<td></td>
<td>Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases.</td>
<td>Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences.</td>
<td>Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences.</td>
</tr>
<tr>
<td></td>
<td>Use basic social conventions to participate in conversations.</td>
<td>Participate in simple, face-to-face conversations with peers and others.</td>
<td>Initiate simple conversations on social and academic topics.</td>
</tr>
<tr>
<td></td>
<td>Comprehend frequently occurring words and basic phrases in immediate physical surroundings.</td>
<td>Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversation.</td>
<td>Comprehend information on familiar topics and on some unfamiliar topics in contextualized settings.</td>
</tr>
<tr>
<td></td>
<td>Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures.</td>
<td>Read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures.</td>
<td>Read independently a variety of grade-appropriate text with simple sentences.</td>
</tr>
<tr>
<td></td>
<td>Comprehend familiar words, phrases, and questions drawn from content areas.</td>
<td>Demonstrate understanding of words and phrases from previously learned content material.</td>
<td>Read more complex text supported by graphics or pictures.</td>
</tr>
<tr>
<td><strong>Interpretive</strong></td>
<td>Produce learned words and phrases and use gestures to communicate basic information.</td>
<td>Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects.</td>
<td>Produce sustained informational exchanges with others on an expanding variety of topics.</td>
</tr>
<tr>
<td></td>
<td>Express ideas using visuals such as drawings, charts, or graphic organizers.</td>
<td>Express ideas using information and short responses within structured contexts.</td>
<td>Express ideas in highly structured and scaffolded academic interactions.</td>
</tr>
<tr>
<td></td>
<td>Write or use familiar words and phrases related to everyday and academic topics.</td>
<td>Write or use learned vocabulary drawn from academic content areas.</td>
<td>Write or use expanded vocabulary to provide information and extended responses in contextualized settings.</td>
</tr>
</tbody>
</table>
Mapping New and Old PLDs

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

- Emerging
- Expanding
- Bridging
Knowledge of Language

- **Metalinguistic Awareness** - the extent of language awareness and self-monitoring students have at a level

- **Accuracy of Production** – the extent of accuracy in production (comprehensibility and frequency of errors in language production) ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English
<table>
<thead>
<tr>
<th>Knowledge of Language</th>
<th>ELD Proficiency Level Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
</tr>
<tr>
<td><strong>At the early stages</strong> of the Emerging level, students are able to perform the following tasks:**</td>
<td><strong>At the early stages</strong> of the Expanding level, students are able to perform the following tasks:**</td>
</tr>
<tr>
<td><strong>Upon exit from the Emerging level, students are able to perform the following tasks:</strong></td>
<td><strong>Upon exit from the Expanding level, students are able to perform the following tasks:</strong></td>
</tr>
<tr>
<td><strong>Metalinguistic Awareness</strong></td>
<td><strong>Accuracy of Production</strong></td>
</tr>
<tr>
<td>- Apply to their learning of English an emerging awareness of:</td>
<td>- Be comprehensible when using memorized or copied words or phrases.</td>
</tr>
<tr>
<td>- differences and similarities between their native language and English;</td>
<td>- Produce English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.</td>
</tr>
<tr>
<td>- ways in which different kinds of language are appropriate for different tasks, purposes, and audiences;</td>
<td>- Produce English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning.</td>
</tr>
<tr>
<td>- how to intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English.</td>
<td>- Produce English but may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning.</td>
</tr>
<tr>
<td>- Apply to their learning of English an awareness of:</td>
<td>- Be comprehensible when using simple and some expanded sentences and discourse or texts.</td>
</tr>
<tr>
<td>- differences and similarities between their native language and English;</td>
<td>- Produce English but may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</td>
</tr>
<tr>
<td>- ways in which different kinds of language are appropriate for different tasks, purposes, and audiences;</td>
<td>- Produce English but may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</td>
</tr>
<tr>
<td>- how to intentionally and purposefully use mostly everyday and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics.</td>
<td>- Be comprehensible when using expanded sentences, discourse, or texts.</td>
</tr>
<tr>
<td>- How to extend discourse in limited ways in a range of conversations;</td>
<td>- Produce English but may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</td>
</tr>
<tr>
<td>- how to recognize language differences and engage in some self-monitoring.</td>
<td>- Be comprehensible when using expanded sentences, discourse, or texts.</td>
</tr>
</tbody>
</table>

**Proficiency Level Descriptors**
Mix up your 5 nonlinguistic representations

Meet with your 1 o’clock appointment

Ask your partner to identify the 3 modes of communication and the 2 dimensions of knowledge of language
Analyzing Language Proficiency via the PLDs
Prepare to Apply the Proficiency Level Descriptors

- Refer to pages just reviewed in the Tab labeled “Proficiency Level Descriptors”
- Identify a partner
- Prepare for notes while viewing an English learner
- You will take notes to make an initial determination of his proficiency level re:
  - Collaborative
  - Productive
  - Metalinguistic Awareness
  - Accuracy of Production
Determine Proficiency Levels

Click [here](#) to find the document for analyzing Marcos’ language

<table>
<thead>
<tr>
<th></th>
<th>Collaborative</th>
<th>Productive</th>
<th>Accuracy of Production</th>
<th>Metalinguistic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the Purple, Green and Orange Rows of the PLDs

### Proficiency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>Emerging</th>
<th>English Language Development: Proficiency Level Continuum</th>
<th>Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At the early stages of the Emerging level, students are able to:</td>
<td>At all levels from the Emerging level, students are able to:</td>
<td>At all levels from the Expanding level, students are able to:</td>
</tr>
<tr>
<td>Collaboration</td>
<td>safety needs, ideas, and respond to questions on social and academic topics with gestures and sounds</td>
<td>safety needs, ideas, and respond to questions on social and academic topics with gestures and sounds</td>
<td>safety needs, ideas, and respond to questions on social and academic topics with gestures and sounds</td>
</tr>
<tr>
<td></td>
<td>use basic social conventions to participate in conversations</td>
<td>use basic social conventions to participate in conversations</td>
<td>use basic social conventions to participate in conversations</td>
</tr>
<tr>
<td></td>
<td>needs, ideas, and opinions; respond to questions using short sentences;</td>
<td>needs, ideas, and opinions; respond to questions using short sentences;</td>
<td>needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse</td>
</tr>
<tr>
<td></td>
<td>include simple conversations on social and academic topics</td>
<td>include simple conversations on social and academic topics</td>
<td>participate actively in collaborative conversations in all content areas with evidence to reflect current as appropriate</td>
</tr>
</tbody>
</table>

### Proficiency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>Metalinguistic Awareness</th>
<th>English Language Development: Proficiency Level Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emerging</td>
</tr>
<tr>
<td></td>
<td>All stages of the Emerging level, students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awareness of Production</th>
<th>All stages of the Emerging level, students are able to:</th>
<th>All levels from the Emerging level, students are able to:</th>
<th>All levels from the Expanding level, students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### October 19, 2012

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With your partner, determine the student’s proficiency level in the following categories:

- Collaborative
- Productive
- Accuracy of Production
- Metalinguistic Awareness
## Determine Proficiency Levels

Click [here](#) to find the document for analyzing Marcos’ language

<table>
<thead>
<tr>
<th>Collaborative</th>
<th>Productive</th>
<th>Accuracy of Production</th>
<th>Metalinguistic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcos</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table discussion:

Discuss Marcos’ proficiency levels for each category, citing evidence from the PLDs.
Assisting Marcos

Target a Knowledge of Language descriptor from pp 12-13 that Marcos needs to develop next.

Select a Part II standard that could teach him to develop that proficiency.

Link to Grade 8 ELD Standards (p.110+) or use the printed volume handed to you for grades 6-12
ELD Lesson Plan Samples
ELD Rubric from the California ELA/ELD Framework
Understanding the California ELD Rubric from Figure 2.21

- Read the **rubric** individually.
- Mark any terms/concepts that need clarification or elaboration.
- Discuss any terms that you have identified with your tablemates.
Deconstructing ELD Lessons from the California ELA/ELD Framework
Choose a Vignette Grade Level

<table>
<thead>
<tr>
<th>K</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Click here for a listing
ELD Vignettes: Primary Elementary

**GRADE K**
- Vignette 3.3 (integrated ELD) [3.75 pp]

**GRADE 1**
- Vignette 3.5 (integrated ELD) [4.5 pp]

**GRADE 2**
- Vignette 4.1 (integrated ELD) [3.75 pp]
ELD Vignettes: Upper Elementary

**GRADE 3**
- Vignette 4.3 (integrated ELD) [3.75 pp]

**GRADE 4**
- Vignette 5.1 (integrated ELD) [4.25 pp]

**GRADE 5**
- Vignette 5.3 (integrated ELD) [4.25 pp]
ELD Vignettes: Middle School

GRADE 6
● Vignette 6.1 (integrated ELD) [5.75 pp]

GRADE 7
● No Integrated ELD Vignette Provided

GRADE 8
● Vignette 6.5 (integrated ELD) [6.5 pp]
ELD Vignettes: High School

**GRADE 10**
- Vignette 7.1 (integrated ELD) [9.5 pp]

**GRADE 11**
- Vignette 7.3 (integrated ELD) [8.75 pp]
Highlight examples in the vignette which exemplify the use of Part I and Part II of the ELD Standards
Vignette - Task 2

- Reread the vignette.
- Use the ELD rubric to rate the elements in the vignette.
Deconstructing Other ELD Lessons
Sample Math Lesson: Original Task

Click to access the previous

the 1st grade mathematics task.
Sample Math Lesson: Instructions

Click to access the original

1st Grade

mathematics full lesson.
Sample Math Lesson: Augmented to Scaffold/Differentiate for ELs

Click to access the REVISED DRAFT 1st Grade mathematics lesson for a bilingual school.
Revisar lecciones -
Add ELD and/or SLD
Model Lesson via SDSU Template

Click to access

Jorge’s Model SDSU lesson.
Selecting Text(s) for Standards

- Identify a text that matches the goals of the standards. For example:

  El niño que gritó lobo
Selecting ELD Standards for Integrating into Lessons

Use:

➢ Formative assessment (monitoring language the students need to learn)
➢ Experience (observations)
➢ Other assessments (i.e., CELDT data)
➢ Scope and sequence (predetermined by grade level team, school, district, curricular material)
➢ Content standards, esp. lang. arts
Selecting ELD Standards for Integrating into Lessons

- Skim through the “Texts and Discourse” column using the language arts standards.

See top left corner of pages 38, 39, 40 in the ELD standards.
Selecting ELD Standards for Integrating into Lessons

- Examine Part I Standards by heading
  - 1. Exchange information
  - 2. Interacting via written English
  - 3. Offering opinions
  - 4. Adapting language choices
  - 5. Listening actively
  - 6. Reading/viewing closely
  - 7. Evaluating language choices
Selecting ELD Standards for Integrating into Lessons

- Browse Part I Standards by heading
  - 8. Analyzing language choices
  - 9. Presenting
  - 10. Composing/Writing
  - 11. Supporting opinions
  - 12. Selecting language resources
Selecting Standards for Text Reading

- Examine PLD for the goal:
  - Collaborative
  - Interpretative: Listen actively to spoken English in a range of social and academic contexts
  - Productive
Estudia cada nivel del estándar:

- **Emergente: Escuchar activamente**
  5. “Demuestran que escuchan atentamente lecciones, presentaciones orales, al formular y responder preguntas con sí, no y palabras interrogativas (ej.: ¿quién?, ¿qué?, ¿dónde?, ¿cómo?, ¿cómo?, y ¿por qué?) usando marcos de oraciones orales, con sugerencias y apoyo sustancial.”

- **Ampliación: Escuchar activamente**
  {...en la lección}

- **Transición: Escuchar activamente**
  {...en la lección}
Selecting Text(s) for Standards

- Read, reread, deeply read, your text
- Annotate and analyze the text
  - As a reader
    - Important points
    - Comprehension challenges
  - As a teacher
    - Important points
    - Comprehension challenges
Develop tasks, questions and prompts for this text based on your standard. For example:

○ “¿Qué sucedió en esta fábula?”
○ “Las personas dejaron de salir corriendo para para ayudar al niño, ¿por qué?”
○ “¿Qué puede pasar cuando mientes?”
Lesson Plan Revision
Draft Your Lesson Plan

1. Open one of your draft lessons (that used the SDSU template).
2. Add ELD standards and language strategies.
3. Work with a peer for support as needed, or raise your hand for help.
4. Place your name and draft lesson hyperlink HERE.
Open the SDSU Lesson Template

Click to access the SDSU lesson template.
Steps for SDSU’s Lesson Template

Click to access

the SDSU lesson template INSTRUCTIONS.
Literacy Standards Online

- California English Language Arts Standards (Common Core)
- Estándares estatales comunes para la artes de lenguaje en español y para la lectoescritura en historia y estudios sociales, ciencias y materias técnicas
Other Standards Online

- California Mathematics Standards (CCSS)
- Estándares estatales comunes de matemáticas
- All Other California State Standards
Ideas for Teaching

- Examine the standards for potential ideas
- Review the DOK (Depth of Knowledge) chart
- Exchange ideas with others who are teaching in your same grade level/subject.
- Research lessons and videos about teaching the topic or standards you are focused on:
  - http://www.teachertube.com/
  - Digital Content Portal
  - YouTube

Check in

If you hear your name, your lesson hyperlink is missing.

By 3:30 pm, please place a copy of the draft of your lesson [HERE] with your full name.
Puedo describir el propósito y estructura de los estándares ELD

Check your graphic organizer input chart, remember what you read on pages 8-10 of the ELD standards on-line, recall how you analyzed Marco’s performance: HOW WOULD YOU EXPLAIN THE VALUE AND DESIGN OF THE ELD STANDARDS?
Success Criteria #2

- Puedo identificar las estrategias eficaces en las lecciones ejemplares del Framework

➢ Check your annotations from reading the lesson vignettes from the Framework: HOW WELL DID YOU RECOGNIZE ELD STRATEGIES AND STANDARDS?
Success Criteria #3

- Puedo deconstruir los elementos esenciales de una lección SLD integrada

➢ Check the PPT slides about selecting ELD/SLD standards & the model lesson Jorge wrote using the SDSU template: HOW WELL CAN IDENTIFY ESSENTIAL ELEMENTS OF ELD/SLD LESSONS?
Puedo revisar una lección basado en los estándares de desarrollo lingüístico

➢ Check your draft lesson worked on today: HOW WELL DID YOU INTEGRATE ELD STANDARDS AND STRATEGIES?
Evaluación
Closure
Please complete
the following sentence:

*Based on today’s learning, I plan to ....*

Please write neatly because someone else will be reading what you write.

When you are done, please look up.
SDSU Announcements