

Welcome to the Webinar Series to Support Multilingual and English Learners

Stand-by mode – All participants
are muted

Start time: 4:00 PM PT

As we wait for the webinar to begin, please feel free to introduce yourselves using the chat feature.

We appreciate you remaining muted, and with video off, for the duration of the webinar.



CCNETWORK
Comprehensive Center Network



REGION 15
Arizona | Nevada
California | Utah

Webinar Series to Support Young Multilingual and English Learners

A collaborative effort by the Region 15
Comprehensive Center, the California
Teachers Association, and the
California Department of Education

Stand-by mode: All participants phones are muted
Start time: 4:00 PM PT

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.



CCNETWORK
Comprehensive Center Network



REGION 15

Arizona
California

Nevada
Utah

Lesson Planning for English Learners in Distance Learning Environments: Secondary Educators

May 13, 2020

Veronica Aguila
Martha Castellón Palacios
Nicholas Catechis
Ulises Tellechea

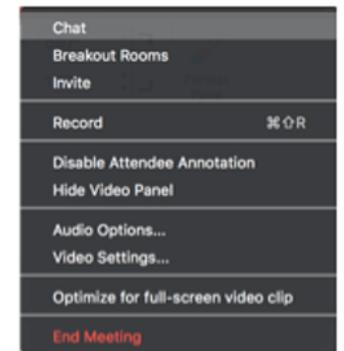
Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Using Zoom

You are in a muted, listen-only mode to ensure a high-quality audio experience. Please post all questions and comments in the chat area.

To access the chat area, click the **CHAT** icon at the bottom of the conference.

If you enter full-screen mode, you can access the chat area under the **MORE** icon.



Region 15 Comprehensive Center – Serving California, Arizona, Nevada, and Utah

- » Supported through a federal grant from the U.S. Department of Education
- » Provides for the establishment of 19 Regional Centers throughout the United States and its territories and one National Center

Intent:

- » Regional Centers provide high-quality, intensive capacity-building services to state clients so that:
 - > Recipients can identify, implement, and sustain effective evidence-based programs, practices, and interventions that support improved educator and student outcomes.



Lesson Planning for English Learners in Distance Learning Environments: Secondary Educators

May 13, 2020

CCNETWORK 
Comprehensive Center Network

REGION 15
Arizona
California
Nevada
Utah



Dr. Veronica Aguila
Director, English Learners
Support Division



Norma Sanchez
CTA, Manager of Instruction
and Professional Development



Martha Castellón Palacios
Senior Program Associate



Nicholas Catechis
Senior Program Associate



Ulises Tellechea
ELD Teacher/Instructional Coach,
Live Oak Unified School District



English Language Development (ELD) During COVID-19 School Closure

- English learners must continue to receive designated and integrated English Language Development (ELD) as part of their educational curriculum.
- Local Education Agencies (LEAs) have the flexibility to determine how services will be provided to English learners.
- The LEA can determine where, when, and what the students receive in order to continue to make progress toward English language proficiency and meet grade level academic achievement.
- Although there are no minimum number of minutes required, ELD is a required course of study for English learners.



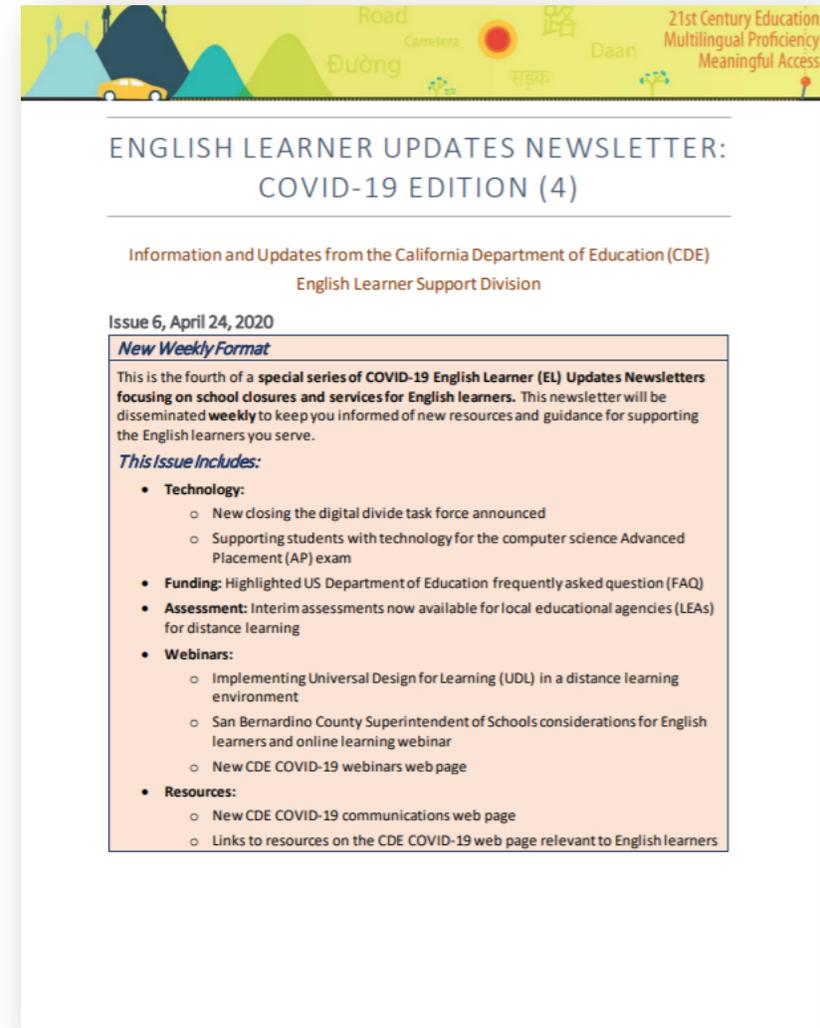
Grading and Graduation

- The decision of whether or not to require graded work from students is a local one.
- LEAs should weigh their policies with the lens of equity and, with the primary goal of first, **doing no harm to students**.
- CDE College Admissions, Grading, and Graduation Requirements web page:
<https://www.cde.ca.gov/ls/he/hn/collegereqsinformation.asp>



English Learner Updates Newsletter

- Weekly newsletter from the CDE ELSD for local educational agencies
- Issue 6 includes a link to the San Bernardino County Superintendent of Schools (SBCSS) webinar on supporting English learners in online learning
- Newsletter available at <https://www.cde.ca.gov/500211>
- SBCSS webinar recording at <https://bit.ly/SBCSSwebinar>



Session Objectives

- To provide secondary teachers with lesson-planning considerations when teaching English Learners in a distance learning environment
- To provide ideas for supporting the development of students' oral language in a distance learning environment



How do we plan effective instruction for Multilingual and English Learners?

What do we know from the
literature?

Recommendations from the Research: Pre-COVID-19

- Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support
- Provide English Learners with Structured Opportunities for Oral Interaction
- Maintain a Focus on Oral and Written Language Development Across Content Areas



**How do you structure
the aforementioned
practices in a distance
learning environment?**

Persuasion Across Time and Space

- » Developed for Understanding Language
- » Meant to exemplify how instruction tied to the Common Core State Standards could be made accessible to English Learners
- » Developed for middle grades
- » Consists of five lessons that build on each other
- » Today we will look at some activities from the first lesson that have been adapted to a distance learning environment



Using a Quick Write in a Distance Learning Environment



About this Session



Everywhere you look, you see advertisements. When you walk down the street, ride the bus, use your phone, and go online—you are surrounded by messages that try to influence what you think, what you feel, and what you buy. To begin our work of looking at why and how advertisers persuade readers, let's begin with what you already know about advertisements and persuasion.

In this session, you will begin to think about how advertisers persuade people to feel or act a certain way by:

- » writing about your favorite advertisement;
- » reading about different advertisements your classmates like; and
- » identifying what makes them persuasive or effective.



Directions for Quick Write (1)



Complete Steps 1 and 2 only.

You will complete Step 3 when your teacher tells you to respond to your classmates.

Step 1: Find your name and your group in the table below.

Step 2: Read the following prompt and respond to it by your name in the table:

What is your favorite advertisement? What makes it particularly effective or persuasive?

Language to Choose

As you write your responses, here are phrases you may choose to get started:

- » My favorite advertisement is... because...
- » One advertisement I think is effective is... because...
- » I think a persuasive advertisement is.... because...



Directions for Quick Write (2)



Step 3: After everyone in your group has filled in their responses, when your teacher tells you to, read your classmates' responses and add:

- » One comment about another student's response
- » One question about another student's response

Make sure to sign your work using your initials



What is Your Favorite Advertisement?

What Makes It Particularly Effective or Persuasive?



Group X - You can use this group's responses as an example.

Student	Response	Comments and Questions
Ana Rodriguez	One advertisement I think is effective is the Gatorade commercial, because when the athlete drinks the Gatorade, you can see it glowing all through his body. It makes me think that if I drink Gatorade, I will also be filled with energy.	LC - I also like this commercial because I like to see how the Gatorade lights up in the bloodstream. MS - Would you buy Gatorade based on watching this commercial? Do you think it really gives you energy?



Which Recommendation Do You Think Most Closely Aligns With This Activity? (1)

1. Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support
2. Provide English Learners with Structured Opportunities for Oral Interaction
3. Maintain a Focus on Oral and Written Language Development Across Content Areas



Which Recommendation Do You Think Most Closely Aligns With This Activity? (2)

1. Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support
2. Provide English Learners with Structured Opportunities for Oral Interaction
- 3. Maintain a Focus on Oral and Written Language Development Across Content Areas**



Using Multimodal Texts in a Distance Learning Environment



Session 4: Analyzing Moving Images and Sound



About this session

Advertisements on television and online use moving images with audio (music, words and sound effects). Advertisers create images for a product to target a particular audience then use the image as the main idea or feeling they want to associate with the product. The images are effective when they catch the interest of the audience. Let's take a closer look at a video advertisement for how it attracts attention, develops interest, and persuades the audience.

In this session, you will analyze a visual text by:

- » examining the message, tone and mood of a silent video;
- » identifying message, tone, and mood of a video with audio; and
- » analyzing how audio is connected to an advertisement's message.



Directions for Analyzing Moving Images and Sound (1)



Step 1: Watch the video without sound. As you watch, you will be looking for emotions and problems in the video. Record your responses in the table below.



Language to Choose

» As you write your responses, here are phrases you may choose to get started:

- > This video advertisement makes me feel... because...
- > The problem in the video is...

Viewing 1: Without Sound		
What are positive and negative emotions that the video advertisement aims to provoke or cause the viewer to feel?	Positive	Negative
What is a problem in the video that needs a solution?		



Directions for Analyzing Moving Images and Sound (2)



Step 2: Watch the video a second time, with sound. As you watch, you will listen for a “Call to Action” (what are you supposed to do?). What does the advertiser want you to do, think, or feel? Record your responses in the table below.



Language to Choose

- » As you write your responses, here are phrases you may choose to get started:
 - > The “call to action” in this video is...
 - > The person who made this video wants people to...

Viewing 2: With Sound	
Is there a “call to action” in this video? That is, what are people supposed to do as a result of watching the video?	
What might the advertiser or the person who made the video want people to think and do? Give some examples.	



Which Recommendation Do You Think Most Closely Aligns With This Activity? (3)

1. Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support
2. Provide English Learners with Structured Opportunities for Oral Interaction
3. Maintain a Focus on Oral and Written Language Development Across Content Areas



Which Recommendation Do You Think Most Closely Aligns With This Activity? (4)

- 1. Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support**
2. Provide English Learners with Structured Opportunities for Oral Interaction
3. Maintain a Focus on Oral and Written Language Development Across Content Areas



Extending Students' Understanding in a Distance Learning Environment

CCNETWORK
Comprehensive Center Network



REGION 15

Arizona
California

Nevada
Utah



Advertisement Analysis



As we have seen up to now, advertisements come in different forms, such as print and video, and may include words and/or moving images. Now you will have the chance to closely analyze an advertisement. You will take apart an advertisement of your choice to see how it's different parts work and combine to produce an effective persuasive appeal.

In this session, you will think about everything you have learned during this lesson and all the activities you have completed to inspect an advertisement that you select. These ideas include:

- » Use of images, words, and/or audio
- » Messages and actions to take
- » Intensity of the advertisement: Is it a soft sell or hard sell?



Directions



Step 1: Go online and find an example of an advertisement you especially like or dislike.

Step 2: Make sure the advertisement includes text.

Step 3: Read and inspect the advertisement using this form.

Language to Choose

Use this document as an example of how to complete Session 7: Inspecting an Advertisement.

All of the questions refer to the advertisement here.

As you look at the example answers here, pay close attention to the language used so you can know how to answer the questions about the advertisement you chose.



Advertising Analysis Example (1)

- » Go online and find an example of an advertisement you especially like or dislike.
- » Make sure the advertisement includes text.
- » Analyze the advertisement using this form.
- » Think about everything you have learned during this lesson and all the activities you have completed as you answer the questions.
- » Please enter your name & class/section:
 - > *Lupito Cardenas – Period 5*
- » Why did you choose this advertisement?
 - > *I chose his advertisement because it is famous and historic.*



Advertising Analysis Example (2)

- » **Do you think it is: 1) effective and persuasive or 2) ineffective and unpersuasive? Why?**
 - > *I think it is effective and persuasive because it is easy to understand, and the picture shows a woman that looks like she can do anything.*
- » **What is the message of the advertisement?**
 - > *The message of this advertisement is that women can do anything.*
- » **What type of sell is the advertiser making? What language alerts you to this type of sell?**
 - > *I think the advertiser is making a hard sell because the language is direct and simple.*
- » **What does the advertisement want the responder to think, feel, or do?**
 - > *I think the advertisement wants the responder to feel proud and inspired like the woman in the picture.*



Which Recommendation Do You Think Most Closely Aligns With This Activity? (5)

1. Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support
2. Provide English Learners with Structured Opportunities for Oral Interaction
3. Maintain a Focus on Oral and Written Language Development Across Content Areas



Which Recommendation Do You Think Most Closely Aligns With This Activity? (6)

- 1. Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support**
2. Provide English Learners with Structured Opportunities for Oral Interaction
- 3. Maintain a Focus on Oral and Written Language Development Across Content Areas**





Guest Teacher Contributions

Ulises Tellechea

- Live Oak Unified School District
- Live Oak Middle School
- ELD Teacher and Instructional Coach



Provides Structured Opportunities for Student Interaction

What makes you, you? What is unique about you? What are you proud of?
Please answer in complete sentences.



[Redacted] Mar 26

What makes me me is what I do and what I wear. something unique about me is that I'm really active and funny. im proud of getting good grades this year then last year.



Ulises Tellechea Mar 26

Anthony, I love your response and agree with what you have stated! Your grades have improved this year please continue growing as a student. Thank you for writing in complete sentences the only thing you want to remember is capitalizing the first word of your sentence.



[Redacted] Mar 26

what makes me me is that I do what ever I want to do when I feel like it. Something unique about me is that I am fun to hang around. Something that I am proud of is I got a C in Jeffords and I got no F's on my report card.



[Redacted] Mar 26

Your responses are amazing except Jose you are sometimes fun to hang around with but you are funny :)



Ensures English Learners Continue to Access and Engage with Rigorous Grade-level Academic Content with High Support

Share Your Evidence



On Padlet, you will be sharing your favorite evidence statement from the article. You will use this frame to complete the activity (the frame is also on Padlet):

My favorite evidence from the article is " _____ " I agree with this statement because _____ . Also, I agree/disagree with _____ because I feel/think that _____ .
(person's name)

Follow these steps to complete the activity:

1. Return to the [article](#) and find piece of evidence you mostly agree with.
2. Copy the evidence (It should be 1 sentence).
3. Enter [PADLET](#) to continue the activity. Please read the instructions.

[Need HELP with Padlet? Click here.](#)

Students browse: padlet.com/utellechea/71ewsb17averkeje Pear Deck Interactive Slide

My favorite evidence from article is "Binge-watching leads to serious physical health problems" I agree with this statement because If you watch to much TV siting up it can cause you back problem.Also I agree with Mr teachea that watching TV can bring family together like it could be a family get together thing but still it could cause some serious problem even if your sitting or laying down.

❤️ 2

Anonymous 3d

DC :my Favorite evidence is "Binge-watching can even lead to addiction. Dr. Renee Carr is a psychologist. She has pointed out that the human body can get addicted to any activity that releases dopamine."

❤️ 2

Main Takeaways From Today's Webinar

- » Ensure that English Learners Access and Engage with Rigorous Academic Content with High Levels of Support
 - > Set the stage
 - > Be explicit
 - > Make the activity interactive
 - > Provide voice over where possible
 - > Model the activity or provide an example
- » Maintain a Focus on Oral and Written Language Development Across Content Areas



Thank you!

Questions?
Region15CC@wested.org

Disclaimer

The contents of this PowerPoint were developed under a grant from the Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 15 Comprehensive Center at WestEd under Award #S283B190053. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.