



Activity: Your Students and the ELD Standards

Select the sample student profile that is most relevant to you and explore the Amplified Standards documents to determine what this student might be able to do in terms of using or producing language. If you use the profile you created, see if you can find the actual ACCESS for ELLs scores for that student, or use your best understanding of their abilities. Within the Amplified Standards document, go to the appropriate grade band, and review some of the strands. Consider strands for different ELD standards. As you do so, identify the standards connection for the strand and consider lessons or activities that you may already offer. Review the model performance indicators across several language proficiency levels, paying particular attention to the ones that match the student profiles. How are the activities in each performance indicator relevant to the learning outcomes? How do they support differentiation?



Activity: Update Your Student Profiles

Obtain the ACCESS for ELLs data from the relevant party in your school or district. This report is available at the district level. Find the development levels for the student you profiled at the beginning of this module and add them to the profile. Consider how all of this information—scores and other data—should influence how you design and deliver instruction for this student.



Activity: CAN DO Name Charts

Determine how the ACCESS for ELLs information will be helpful for you to address your students' language proficiency levels across domains. Discuss your decisions here.



Activity: Types of Language

Identify a favorite fruit or vegetable, and think about how you'd describe that to a friend. Why do you like it? Do more than describe the physical characteristics of the fruit or vegetable, but describe *why* you like it. What is it about it that you enjoy? How does it make you feel? Why is it your favorite? Whether alone or with someone else, capture the key words and terms you would use by making note of them.

Now think about bringing that favorite into a classroom for a lesson with students. Let's say it's an apple. You might tell your students to "distribute the apples evenly to each student," or to "divide the apples so each person gets a slice," or maybe even to "turn on the Apple," if you have a computing device of that brand. What's different between this type of language rather than your earlier conversation? Can you see how you might substitute an apple with any variety of educational resources and still use the same type of language?



Activity: The Elements of MPIs

Find and identify the **language functions** for the three following MPIs:

1. Grade 4, ELD Standard 5: The Language of Social Studies, Level 2 – Emerging.
 - Bonus: How is this language function different from the MPIs in the rest of that strand?
2. Grade 6, ELD Standard 1: Social & Instructional Language, Level 5 – Bridging.
3. Grades 11-12, ELD Standard 5: The Language of Social Studies, Level 3 – Developing.
 - Bonus: Find one strand of MPIs in which all of the language functions in each level are different.

Find and identify the **content stem** for the three following strands of MPIs:

1. Grade 1, ELD Standard 2: The Language of Language Arts
2. Grade 5, ELD Standard 3: The Language of Mathematics
3. Grade 8, COMPLEMENTARY STRAND: The Language of Health & Physical Education

Find and list the **instructional supports** for the following MPIs:

1. Grade 3, ELD Standard 4: The Language of Science, Level 4 – Expanding
2. Grade 7, ELD Standard 5: The Language of Social Studies, Level 1 – Entering



3. Grades 9-10, ELD Standard 2: The Language of Language Arts, Level 3 –
Developing

- Bonus: List at least one **example** from any of these MPI strands.



Activity: Transforming MPIs

Using one of the MPI strands from the standards, consider ways to transform a related MPI to one that is more specific to the needs of the selected student and your specific lesson or instructional activity. Some MPI transformations are suggested for the three given student profiles along with some possible transformations. Record your transformations here.
