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Supporting English Learners in a Rural Setting

Lisa Clark, Fresno County
Holly Harding, Butte County and
Angelica Hurtado, San Bernardino County
November 4, 2020
# Webinar Norms

<table>
<thead>
<tr>
<th>Please mute your mic if not speaking.</th>
<th>Use the Chat feature to communicate with others (we will moderate the chat).</th>
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</thead>
<tbody>
<tr>
<td>Use your name and district as a starting point in the chat.</td>
<td>Meeting “Etiquette” is appreciated...imagine this is not a virtual meeting.</td>
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</tbody>
</table>

Ex: Angelica-SBCSS: Question

Nice to Meet You!
Goals for Today’s Webinar

Educators will:

● gain strategies for connecting with their English learner students and families.
● discover new ways to provide contextualized language instruction and ensure learning in a rural setting.
● get access to resources that can be further explored after the session.
Low numbers of English learners (EL) are characteristic of most schools situated in rural communities.
Rural communities:

- can be located in small towns or far from any incorporated town/city
- defined by geographic isolation from other communities
- low-density settlement patterns
- historic dependence on agriculture

U.S. Department of Agriculture
Facts about English Learners in Rural Settings...

- Most schools in rural communities enroll very few students for whom English is a second or new language.
- Sometimes, interventions in small schools are dealt with as they occur, therefore procedures are developed as needed with support from county office.
- The issue of developing a comprehensive plan or policy for EL in a small school may be a new initiative.

The Education Alliance Brown University
Facts continued...

- 44% of America's EL students live in rural communities.
- EL enrollment is often too low to establish a bilingual education program. So, urban EL students transferring to rural schools are not likely to experience the kind of program that may have been available to them in an urban school.
- Rural schools often don’t have access to federal funds designated for ELs because their EL enrollments are too low.
- Teachers in rural schools want to know more about EL methodology, multiculturalism, EL curriculum development, EL assessment, and second language acquisition theory.
The federal government estimates that more than a third of rural America has little or no internet. How do we support students with no or slow internet?
• Connecting with Families - Principle 1
• Providing Access to Learning in Context - Principle 2
• Providing Language Production Supports - Principle 2
Strategy #1 Connecting with Families

The most powerful tool you have as an educator is your ability to connect with and really listen to your students and their families.
What do I know about my students?

Conduct a family interview to discover the following about your students:

- Where are they from and what is their story?
- What prior learning and assets do they bring?
- What are their learning goals?
Family Interview during Distance Learning

COVID-19 has been very challenging for all of us. The goal of this interview is for me to learn about your family, what’s important to you, and what makes you and your child unique and special. This will help me welcome ______ and your family into our classroom community and lessons, and it will give me a chance to discover how we can help each other so that ______ has the best possible year in _____ grade.

<table>
<thead>
<tr>
<th>Family Members</th>
<th>e.g., who lives in the house, ages of siblings, pets, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Languages</td>
<td>e.g., Arabic, Italian, Navajo, Spanish, etc.</td>
</tr>
<tr>
<td>Family Values &amp; Traditions</td>
<td>e.g., holiday celebrations, religious beliefs, work ethic, etc. / COVID impact?</td>
</tr>
<tr>
<td>Family Outings</td>
<td>e.g., shopping, beach, library, picnic, museums, walk in neighborhood / COVID impact?</td>
</tr>
</tbody>
</table>
Ticha is my name

I love my mother.

Chocolate too.

Happy every day.

A lovely girl.
My SMART Goal

I will stop using too much screen time.

by May 13, 2016. I'll reach my goal by trying to get into different things other than screen time.

Shahed
What do I know about about my students?

- What access to resources and technology do they have?
- How might their family support or other responsibilities at home affect their learning during this time?
- As a teacher, how do I foster a conscious active community in my classroom?
Distance Learning Family Support Plan

Student:
Family members assisting with distance learning:
Teacher(s):
Date:

What are your current hopes for distance learning?

What are your greatest concerns?

What types of support would be most useful to you and your child during this time? (Teacher: give examples of support that is feasible - e.g. phone call check ins, online meetings, hands-on activities to do at home, interactive online meetings with friends, training for parent for specific strategies, video examples of strategies)

What does a typical day look like in your home? (Provide some sample daily schedules - from more structured to less structured - and ask for feedback about a schedule that works for the family.)
Teachers can make students who speak other languages feel more comfortable by learning a few words and phrases of that student’s primary language and ask the student to share words from their language for all students in the classroom to know. This builds a language community within the classroom.
As a teacher, model being a language learner…

- Demonstrate your openness to learning a new language
- Affirm home language
- Allow them to present and work in their home language

Creating a Community of Language Learners

Watch this video resource to gain new ideas about supporting home language in your classroom.

“Home Language in the Classroom”
Tips for Using Translation Tools

Be **concise** and use **simple** sentences.

- ✔ There has been a schedule change. Beginning this Friday, we will now be meeting at 11:00 am.

- ✗ For the last few weeks we have been meeting at 10:00 a.m. but several families have expressed concern around the timing. This coming Friday we will begin our new start time at 11:00am which I think will be a better fit for everyone.

Avoid jargon, slang, and idioms. Use only **literal terms**.

- ✔ “met”

- ✗ “ran into”
1. Conversation
2. Camera
3. Transcribe
You can find complete instructions on all Google Translate tools on the web.
- **Text translations**: Type in text (103 languages).
- **Offline translations**: Type in text offline (59 languages).
- **Instant camera translations**: Camera translates in real time (88 languages).
- **Photos**: Take a photo and upload for more accurate translation (50 languages).
- **Conversations**: Real-time, two-way conversation (43 languages).
- **Handwriting**: Draw text and characters on screen (95 languages).
- **Phrasebook**: Save translated words and phrases.
- **Tap to Translate**: Tap to copy text in any app and translation pops up (Android only)
Using the Google Translate App on your phone

This is what Google Translate looks like in the app on your phone. From here you have some options for how to proceed...
Conversation Tool

If you are talking to someone and you don’t share a language then you should tap the Conversation icon to enter conversation mode. To explain what you’re doing to the other person, tap the hand icon at the top right and show them the screen. Once they understand you can close the pop-up message and get started. At the bottom, you’ll see a microphone symbol next to each language and you can take turns speaking and watch the app translate your speech and talk aloud to your companion in their own language.
Camera Tool-

If you want to translate a sign, something on a menu, or any other written text, then tap the camera icon. Translate will find and translate any text from the first language into the second.
You can also hold your phone over written text in a book to translate.

Skills Teaching Tolerance https://www.tolerance.org/ Teaching Tolerance proporciona recursos gratuitos a los educadores (maestros, administradores, consejeros y otros profesionales) que trabajan con niños desde el jardín de infantes hasta la escuela secundaria. Los educadores utilizan los materiales para complementar el plan de estudios, informar sus prácticas y crear comunidades escolares civiles e inclusivas donde los niños sean respetados, valorados y bienvenidos como participantes. El programa enfatiza la justicia social y el anti-prejuicio. El enfoque anti-prejuicios alienta a los niños y jóvenes a desafiar los prejuicios y aprender a ser agentes de cambio en sus propias vidas. Sus estándares de justicia social muestran cómo...
The Transcribe tool lets you translate in near real-time while someone speaks a different language. You can transcribe a classroom lecture or a speech. To use this feature, click on the “Transcribe” icon from the home screen. You will then select the source and target languages from the language dropdown at the top.
Hi, Maria had a great day today!

Thank you! That’s great.

¡Hola, María tuvo un gran día hoy!

¡Gracias! Que genial.
Rules for Translations

- Keep it simple
- Keep it predictable
- Keep language the focus
Strategy #2 Providing Access to Learning in Context
Look at Those Seeds Grow!

WHAT YOU NEED
- What Are the Parts of a Seed?
  STUDENT ACTIVITY SHEET | HANDS-ON
- Planting Seeds and Watching Them Grow
  E-SHEET | INTERACTIVE
- Seeds Observation Journal
  STUDENT ACTIVITY SHEET

MATERIALS
- Bean seeds soaked overnight
- Toothpicks
- Hand lens
- Newsprint and markers
- Seeds (You can use packaged seeds or dried ones similar to those used for the dissection activity. Dried seeds need to be soaked overnight.)
- Paper cups and lids for each student or pair of students
- Newspaper (to protect the desks from any soil that spills)
- Pencils
- Soil

PURPOSE
To learn the basic parts of seeds and what they need to grow into a plant.
Strategy # 3
Providing Language Production Supports
### Considerations when planning instruction for English Learners:

#### English Learners Typologies and Standards

<table>
<thead>
<tr>
<th>Typology</th>
<th>Key Characteristics</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Newcomers/Immigrants</strong></td>
<td></td>
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<tr>
<td>Recent immigrant to the U.S. who has little or no English proficiency</td>
<td>Special orientation and transitional classes</td>
<td></td>
</tr>
<tr>
<td>One who is in his or her first 12 months of attending school in the U.S.</td>
<td>Newcomer class or program</td>
<td></td>
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<tr>
<td>Basic or no English language proficiency on arrival</td>
<td>High quality literacy-focused English Language Development curriculum</td>
<td></td>
</tr>
<tr>
<td>Some well-prepared in native language, on grade level, others are below</td>
<td>Extended time through a five or six-year high school program</td>
<td></td>
</tr>
<tr>
<td>Arrive with many transferrable credits, others with no transcript credits</td>
<td>Home language academic content classes</td>
<td></td>
</tr>
<tr>
<td>Steady progress through ELD sequence</td>
<td>Deliberate instruction within content of content to learn: How English Works and become proficient in using it</td>
<td></td>
</tr>
<tr>
<td>If school offers native-language content courses, credit accrual toward graduation can be rapid</td>
<td>Direct Instruction for Language to Access/Comprehend</td>
<td></td>
</tr>
<tr>
<td>Academic achievement in terms of grades similar to rest of the school</td>
<td>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</td>
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<tr>
<td>Facing cultural transition</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Typology</th>
<th>Key Characteristics</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well-Educated Newcomer/Immigrant Students</strong></td>
<td></td>
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</tr>
<tr>
<td>Recent immigrant who is in his or her first 12 months of attending school in the U.S.</td>
<td>Should not be placed in academic content classes that still or repeat content they already know</td>
<td></td>
</tr>
<tr>
<td>Schooling in native country usually excellent</td>
<td>High level academic courses in home language should be offered where available</td>
<td></td>
</tr>
<tr>
<td>Strong literacy skills in home language</td>
<td>Multistream English classes with native language support materials and text</td>
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<tr>
<td>Rapid movement through ELD sequence</td>
<td>If appropriate credit is given for coursework completed in the home country</td>
<td></td>
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<tr>
<td>Often highly motivated</td>
<td>Academic achievement in terms of grades exceeds rest of school</td>
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<tr>
<td>Good possibility of graduating in four years</td>
<td>How English Works and become proficient in using it</td>
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<tr>
<td></td>
<td>Direct Instruction for Language to Access/Comprehend</td>
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<td>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</td>
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<thead>
<tr>
<th>Typology</th>
<th>Key Characteristics</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Under-schooled</strong></td>
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<tr>
<td>In U.S. several years or less</td>
<td>An intensity of approach and focus on English</td>
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<tr>
<td>Little to no English language or proficiency</td>
<td>Extended time in high school with fifth and sixth year options</td>
<td></td>
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<tr>
<td>Little to no literacy in native language</td>
<td>Age appropriate materials / curriculum with content support</td>
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<tr>
<td>Schooling in native country interrupted, disjuncted, inadequate, or no schooling at all</td>
<td>Additional Content Support as needed</td>
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<tr>
<td>Three or more years below grade level in Math</td>
<td>Special instruction and transitional support</td>
<td></td>
</tr>
<tr>
<td>Slow acquisition of English</td>
<td>Social / Emotional support</td>
<td></td>
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<tr>
<td>Tendency to struggle in academic content classes (D’s and F’s)</td>
<td>Deliberate instruction within content of content to learn: How English Works and become proficient in using it</td>
<td></td>
</tr>
<tr>
<td>Lack of credit accrual over time</td>
<td>Direct Instruction for Language to Access/Comprehend</td>
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<td></td>
<td>Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning</td>
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</tbody>
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Adapted from Knowing Our English Learner Students – Secondary School Leadership for English Learner Success UNITE ©2009, California Tomorrow and Los Angeles County Office of Education

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### CA ELD Standards

**CA ELA/ELD Framework**

**California English Language Development Standards**

- **Focus on Reading Fluency through academic vocabulary**
- **Regular participation in Academic Talk / Conferences**
- **Attract to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers**
- **Direct Instruction for Language to Access/Comprehend**
- **Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning**

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Establish **Language Objectives**

**Content Objectives**

1. Students will determine the lesson or moral through the text.
2. Students will describe the characters in the story and describe how their actions contribute to the sequence of events.
3. Students will determine the main idea of the text, recount key details and explain how they support the main idea.

**Language Objectives**

1. Students will be able to explain and use vocabulary words orally and in writing.
2. Students will be able to ask and answer questions about the text orally and in writing, using complete sentences.
3. Students will illustrate, write and present a fable of their own.
Word Banks

### Monthly Thematic

**August/September Word Bank**

- beach
- school
- lotion
- ocean
- vacation
- airplane
- suitcase
- camera
- backpack
- postcard
- pictures
- crayons
- apple

### Adjectives

- disgusting
- horrendous
- beautiful
- shining
- perfect
- smelly
- hairy
- soft
- striking
- shocking
- terrifying
- funny
- red

### Powerful verbs

- stamped
- screamed
- cried
- rampaged
- whimpered
- whispered
- tiptoed
- danced
- shuffled
- leapt
- roared
- declared

### Adverbs

- loudly
- carelessly
- ferociously
- carefully
- stupidly
- silently
- menacingly
- quickly
- loudly
- unaercty
- visciously
- gracefully

### Sensory analysis adjectives

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Aroma</th>
<th>Flavor</th>
<th>Texture</th>
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<td>Weak</td>
<td>Weak</td>
<td>Sticks</td>
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<tr>
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Providing English learners with Structured Opportunities for **Oral Interaction**

During distance learning: Create activities where students can share with family or caregiver by...

1. Posing a question
2. Having students react to the question
3. Instructing students to share with their family or caregiver
4. Asking students to post their reaction on the class site
Explicit Focus on Rich Academic Language

- Build in images, videos, and total physical response (TPR) in your virtual lessons
- Have students practice or use language and vocabulary with family members
- Pre-teach **vocabulary** to English learners to bolster up their comprehension and ability to access the content during your lesson
- Take advantage of **chants** and songs to practice vocabulary and fluency
- You can teach them online or send home chant and song booklets
- Encourage students to practice with their families
- Break up students into small groups when teaching Designated ELD virtually

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**The Friends Song**
(Tune: A Twinkle, Twinkle Little Star)

Friends, friends you can see
My good friends are here with me.
Conner's my friend, Brittni's my friend
Lane's my friend, Katlyn's my friend.
Friends, friends, you can see
My good friends are here with me.
## Requesting Assistance

Excuse me… Sorry for interrupting…

- Would you mind repeating the directions?
- I didn’t hear ___. Will you say it again?
- I missed ___. Will you please repeat it?
- Would you mind showing me how to ___?
- Would you please help me (write/say) ___?
- How do I spell the word ___?
- Is there another way to (write/say) ___?
- May I run an idea by you?
- Does this ___ (example, reason, explanation)

## Asking for Clarification

Excuse me… Sorry for interrupting…

- Did you say ___?
- Did I understand you correctly? Do you mean I/we have to ___?
- I have a question about ___.
- One question I have is ___?
- Will you explain ___ again?
- What do you mean by ___?
- I don’t quite understand your ___ (question/suggestion/feedback/idea). Can you please rephrase it?
Think Alouds

- During this strategy, teachers verbalize aloud while reading a section of a text orally.
- While reading the section, the teacher will answer questions like “Do I understand what I just read?” and “What were the most important points in this reading?” (engaging students).
- After the teacher models what to do, the students can start thinking-aloud, and the teacher will provide feedback (with gradual release of responsibility).

“Process of going through a text, reporting everything the reader is aware of noticing, doing seeing, feeling, asking, and understanding as he/she reads.”

Jeffrey D. Wilhelm

Resource: Improving Comprehension with Think-Aloud Strategies, By Jeffrey D. Wilhelm
Visual Vocabulary
Leaf morphology

External leaf characteristics (such as shape, margin, hairs, etc.) are important for identifying plant species, and botanists have developed a rich terminology for describing leaf characteristics. These structures are a part of what makes leaves determinate; they grow and achieve a specific pattern and shape, then stop. Other plant parts like stems or roots are non-determinate, and will usually continue to grow as long as they have the resources to do so.

Basic leaf types

- **Ferns** have fronds.
- **Conifer leaves** are typically needle-, awl-, or scale-shaped.
- **Angiosperm** (flowering plant) leaves: the standard form includes stipules, a petiole, and a lamina.
- **Lycophytes** have microphyll leaves.
- **Succulent** leaves (type found in most grasses).
- Other specialized leaves (such as those of *Nepenthes*).

Arrangement on the stem

Different terms are usually used to describe leaf placement:

- **Alternate** — leaf attachments are singular at nodes, and leaves alternate direction, to a greater or lesser degree, along the stem.
- **Opposite** — leaf attachments are paired at each node; *decussate* if, as typical, each successive pair is rotated 90° progressing along the stem; or *distichous* if not rotated, but two-ranked (in the same geometric flat-plane).
- **Whorled** — three or more leaves attach at each point or node on the stem. As with opposite leaves, successive whorls may or may not be decussate, rotated by half the angle between the leaves in the whorl (i.e., successive whorls of three rotated 60°, whorls of four rotated 45°, etc). Opposite leaves may appear whorled near the tip of the stem.
- **Rosulate** — leaves form a *rosette*.
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**MCAp FALL 2020 WEBINAR – 5th of Series**

**Topic:** Designated and Integrated SLD with GLAD® en español Pictorial Input Chart

This session will provide an overview of GLAD® en español. We will focus on 1 key instructional strategy which will strongly support Spanish language development, and biliteracy within a dual language setting. We will explore application in a biliterate environment where the target language is Spanish. We will highlight how this strategy can be utilized with both designated and integrated SLD. This session will be conducted in both Spanish and English.

**Speakers:** Diana Hernandez and Omar Guillén

**Date:** Wednesday, November 18, 2020

**Time:** 3:15 pm - 4:00 pm (PST)

**Registration:** FREE

Questions? Please contact Dr. Alma Castro at alma@gocabe.org or Alexandria Ramos at alexandria@gocabe.org

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