



Introduction, Overview, and Data: Overview (Module 15) and Modules 1, 2, 3, 7

Speaking: Modules 4, 6, 8, 10, and 16

Writing: Modules 9, 10, 11, 12, 13, and 14

Modules 1 through 7

(Best viewed in order because they build on each other through interactive activities.)

Module 1 – Introduction to English Learner Students

Audience: Educators new to accessing EL data and resources in the EL Directory Toolkit.

Focus: A systematic look at EL demographic data to answer the essential question: *“Who are our English learner students?”*

Module 2 – ELPAC Overview Alignment

Audience: Educators who are new to the ELPAC and the ELD Standards.

Focus: A big-picture look at the ELPAC to answer the essential question: *“What is the ELPAC, and how does it relate to standards and instruction?”*

Module 3 – Connecting and Analyzing Data

Audience: Educators who want to understand how to connect ELPI and ELPAC data to guide their instructional planning and ELD support.

Focus: Taking an in-depth look at ELPAC data to answer the essential question: *“How can ELPAC data improve teaching and learning?”*

Module 4 – Speaking—Support an Opinion

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Connecting the ELPAC to classroom instruction to answer the essential question: *“How can Speaking—Support an Opinion be used to create oral language opportunities to accelerate students’ English proficiency?”*

Module 5 – Writing—Justify an Opinion

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Connecting the ELPAC to classroom instruction to answer the essential question: *“How can Writing—Justify an Opinion be used to create high-leverage instructional sequences to accelerate students’ English proficiency?”*

Module 6 – Speaking—Summarize an Academic Presentation

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Connecting the ELPAC to classroom instruction to answer the essential question: *“How can Speaking—Summarize an Academic Presentation be used to create high-leverage instructional sequences to accelerate students’ English proficiency?”*

Module 7 – Wrapping Up Modules 1 Through 6

Audience: Educators who viewed modules 1–6.

Focus: Sharing resources and wrapping up what has been covered in modules 1–6, and completing the 4Rs process.



Modules 8 – 10

(Use items from the ELPAC practice tests and classroom instruction, cover skills needed to complete the writing text types, and focus on connecting the ELPAC to classroom instruction to answer essential questions.)

Module 8 – Speaking—Retell a Narrative

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Addresses the essential question: *“How can Speaking—Retell a Narrative be used to create high-leverage instructional sequences to accelerate students’ English proficiency?”*

Module 9 – Writing—Write about Academic Information

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Addresses the essential question: *“How can Write About Academic Information be used to create high-leverage instructional sequences to accelerate students’ English proficiency?”*

Module 10 – Speaking—Present and Discuss Information

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Addresses the essential question: *“How can Speaking—Present and Discuss Information be used to create high-leverage instructional sequences to accelerate students’ English proficiency?”*



Modules 11 – 14

(Unpack Part II ELD Standards, writing text types, classroom examples, sample instructional sequence, how ELD Standards can accelerate language and content development.)

[Module 11 – Writing—Kindergarten Through Grade Two—Narrative Text Type](#)

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Features a transitional kindergarten through grade two unit of study to answer the essential question: *“How can the Part II ELD Standards be used to support narrative writing?”*

[Module 12 – Writing—Grade Span Three Through Five—Opinion Text Type](#)

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Features a grade span three through five unit of study to answer the essential question: *“How can the Part II ELD Standards be used to support opinion writing?”*

[Module 13 – Writing—Grade Span Six Through Eight—Informative Text Type](#)

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Features a grade span six through eight unit of study to answer the essential question: *“How can the Part II ELD Standards be used to support informative writing?”*

[Module 14 – Writing—Grade Span Nine Through Twelve—Argumentative Text Type](#)

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Features a grade span nine through twelve unit of study to answer the essential question: *“How can the Part II ELD Standards be used to support argumentative writing?”*

[Module 15 – Overview Modules 1 Through 14](#)

Audience: Educators and LEA coordinators new to the ELPAC or the Results Are In module series.

Focus: Features a brief overview of each module to help determine which ELPAC Results Are In modules meet your specific professional development needs.

[Module 16 – Speaking—Integrating ELPAC Task Types in Grades Six Through Twelve Science, and Mathematics Classrooms](#)

Audience: Educators and administrators who play a role in supporting high quality instruction for English learners in the classroom.

Focus: Presented in two parts, features grades six through twelve science and mathematics classrooms to answer the essential question: *“How can content area teachers integrate the task types Summarize an Academic Presentation and Present and Discuss Information in daily instruction to accelerate students’ English proficiency?”*
