

myPerspectives ELD Companion © 2017 Program Overview

Introduction

The image shows a woman with long dark hair, wearing a light blue button-down shirt, sitting at a white desk and smiling while looking at a tablet. To her right is the logo for 'myPerspectives ELD Companion'. The word 'my' is in orange script, 'Perspectives' is in dark blue serif font with a trademark symbol, and 'ELD Companion' is in white text inside an orange rectangular box.

- Instructional resources
- Lesson components
- Assessment and progress monitoring

In this tutorial, you will see how *myPerspectives™ ELD Companion* helps your English learners develop the skills they need to get up to grade level.

We will introduce the resources you'll use to deliver instruction and explore the components of *ELD Companion* lessons. We will also see how the program provides opportunities for assessment and progress monitoring.

Overview

The screenshot displays the myPerspectives ELD Companion interface. At the top, there are navigation tabs for 'Overview' and 'On-Demand Training'. Below this is a 'Getting Started' section with a table of resources:

Title	Tutorial	Handout	Detail
myPerspectives ELD Companion Digital Walkthrough Guide			
myPerspectives © 2017 Accessing ELD Companion on ClassView			
myPerspectives ELD Companion ClassView - Setup for EasyBridge Plus/Auto (for Teachers) (02:51)			
myPerspectives ELD Companion ClassView - Account Setup and Manual Rostering (11:20)			

Below the table is an orange callout box with the text: "Unit Planning Guides provide information about program alignment". Below this, two links are shown:

- [myPerspectives ELD Companion Unit Planning Guide \(Grade 6-7-8\)](#)
- [myPerspectives ELD Companion Unit Planning Guide \(Grade 9-10-11-12\)](#)

On the right side of the interface, there are sections for 'RECENT TUTORIALS' and 'RECENT DOCUMENTS'.

The *ELD Companion* goes beyond the scaffolding and support provided for English learners in the myPerspectives™ English Language Arts program. It provides 30 minutes of daily, dedicated English Language Development support for students who have a degree of English language proficiency, but are not ready for the rigor of the core myPerspectives curriculum.

The research-proven instructional model behind the *ELD Companion* was informed by the same authors who helped to create the myPerspectives English Language Arts program including Elfrieda “Freddy” Hiebert, Kelly Gallagher, and Jim Cummins.

Each unit of *ELD Companion* instruction is thematically aligned to the corresponding unit of myPerspectives English Language Arts instruction. In addition to addressing English Language Development standards, *ELD Companion* lessons focus on the same set of grade-level English Language Arts standards that are being addressed in the core program.

Look to the Unit Planning Guides on My Savvas Training for detailed information about alignment between the two programs.

My Savvas Training provides other helpful resources as well, including instructions for accessing your *ELD Companion* account through the ClassView learning platform.

Program Components

The screenshot displays the myPerspectives ELD Companion interface. At the top, there are navigation tabs for 'Overview' and 'On-Demand Training', with 'On-Demand Training' selected. The main content area is titled 'Getting Started (4 items)' and contains a table with the following data:

Title	Tutorial	Handout	Detail
myPerspectives ELD Companion Digital Walkthrough Guide			
myPerspectives © 2017 Accessing ELD Companion on ClassView			
myPerspectives ELD Companion ClassView - Setup for EasyBridge Plus/Auto (for Teachers) (02:51)			
myPerspectives ELD Companion ClassView - Account Setup and Manual Rostering (11:20)			

Below the table is a section for 'Additional Resources (9 items)'. A white callout box with blue text reads 'myPerspectives ELD Companion Overview'. The resources listed include:

- myPerspectives ELD Companion Pacing Guides (Grade 6-7-8)
- myPerspectives ELD Companion Pacing Guides (Grade 10-11-12)
- myPerspectives ELD Companion Unit Planning Guide (Grade 6-7-8)
- myPerspectives ELD Companion Unit Planning Guide (Grade 9-10-11-12)
- myPerspectives ELD Companion - Offline Mode

On the right side of the interface, there are two sections: 'RECENT TUTORIALS' and 'RECENT DOCUMENTS'. The 'RECENT TUTORIALS' section lists:

- myPerspectives ELD Companion ClassView - Account Setup and Manual Rostering
- myPerspectives ELD Companion ClassView - Setup for EasyBridge Plus/Auto (for Teachers)

The 'RECENT DOCUMENTS' section lists:

- myPerspectives ELD Companion Unit Planning Guide (Grade 9-10-11-12)
- myPerspectives ELD Companion Unit Planning Guide (Grade 6-7-8)
- myPerspectives ELD Companion Overview
- myPerspectives ELD Companion (California) Overview
- myPerspectives ELD Companion (California) Unit Planning Guide (Grade 9-10-11-12)

ELD Companion lessons are delivered digitally through the Teacher App and corresponding Student App. This design enables a continuous flow of data between you and your students.

The program is available on multiple platforms. For example, you and your students can access content on tablets, on Chromebook™ computers, or through a web browser on a personal computer.

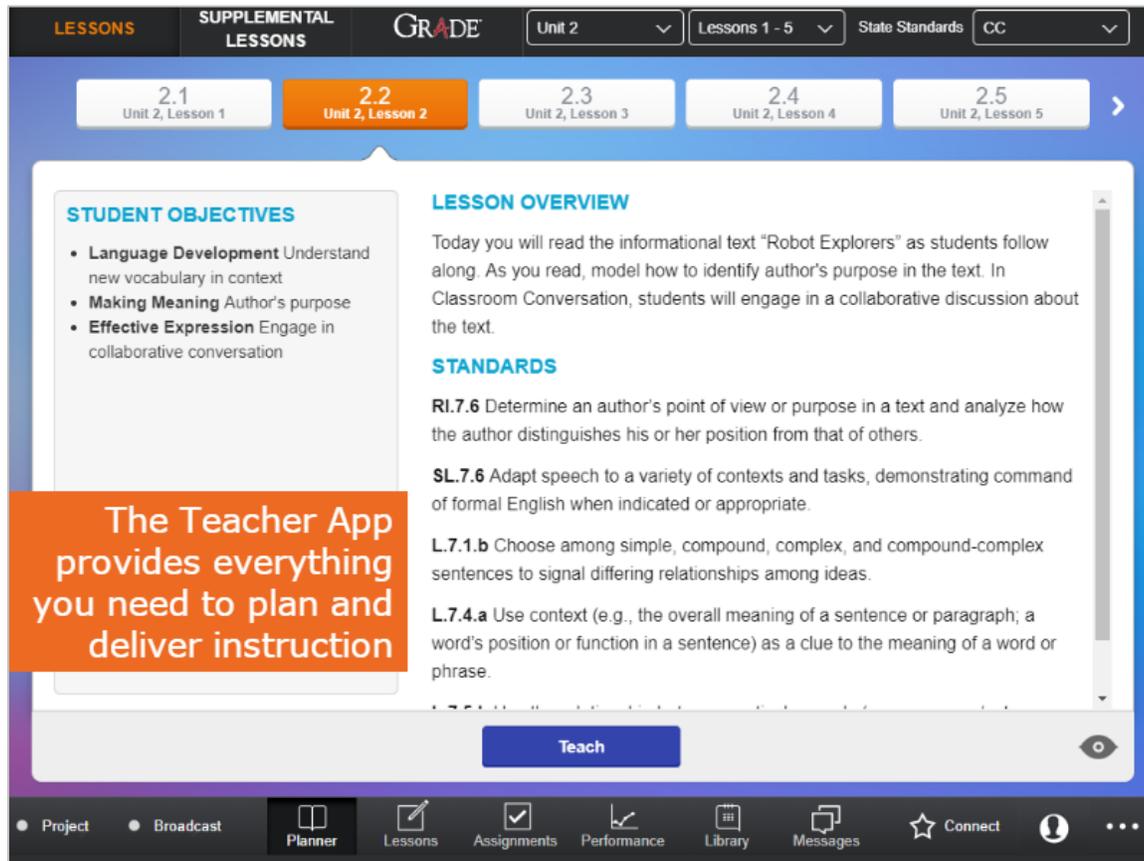
The program's digital format provides easy access to differentiated instruction and practice that supports all language levels. The Teacher and Student Apps work together to seamlessly deliver independent, self-paced, and teacher-led instruction.

Optional print formats of some program resources are available for teachers using a blended approach. For more information, refer to the *myPerspectives ELD Companion Overview* guide on MySavvasTraining.com.

Now let's take a closer look at the Teacher and Student Apps.

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Teacher App



The Teacher App provides everything you need to plan and deliver instruction

The Teacher App provides everything you need to plan and deliver instruction.

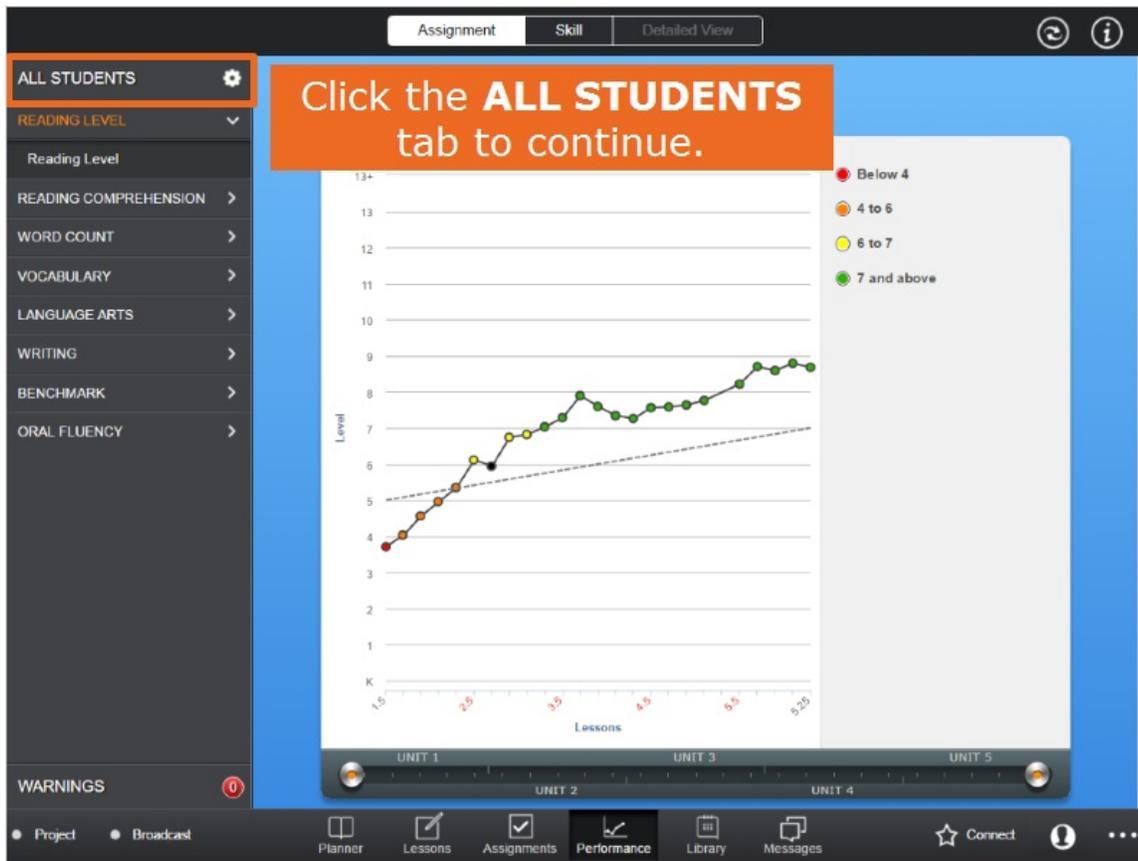
The Planner tab provides access to *ELD Companion* lessons. For each lesson you will find clearly stated student objectives, a brief lesson overview, and a list of applicable standards.

Under the Lessons tab you will find explicit directions for each lesson.

Use the Assignments tab to send independent practice activities and assessments to students, track student progress, and score completed activities.

And through the Performance Dashboard you can easily track individual, small-group, and whole-class performance.

Performance Dashboard



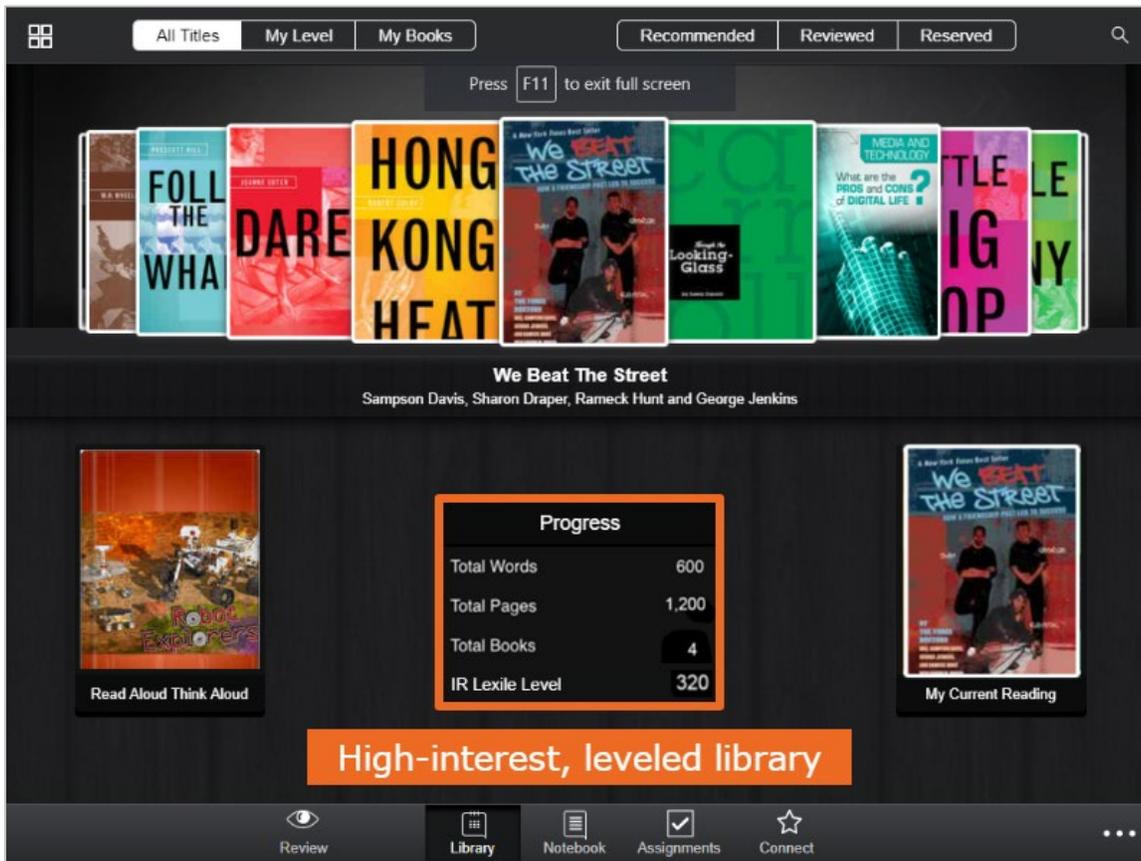
The default setting in the Performance Dashboard provides data for all students in the selected class. To view data for a single student or a select group of students within your class, click **All Students** in the upper-left corner.

Dashboard



Clicking this option displays a complete list of students in your class. Clicking the checkmark next to each student's name allows you to choose whether or not that student's data is included in the Performance Dashboard.

Student App



Students access *ELD Companion* content through the Student App.

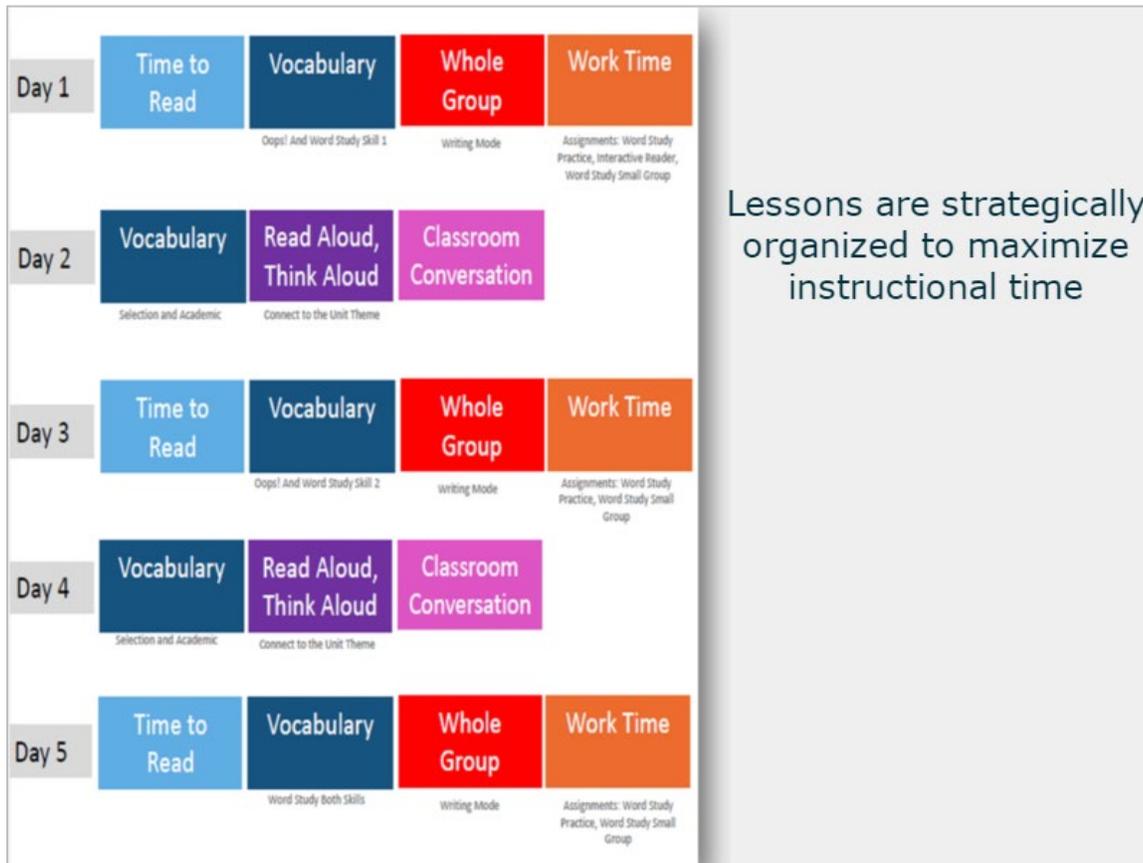
Here they will find a high-interest, leveled library where they can view statistics about the number of words, pages, and books that they've read so far.

As students read, they have access to a number of tools, including a picture dictionary as well as the option to translate the text into 47 different languages.

Students use the Assignments tab on the Student App to access, complete, and submit work you assign.

Additional Student App resources include a digital Student Notebook and a Connect feature where students access messages you've sent.

Planning Instruction



Lessons are strategically organized to maximize instructional time

The *ELD Companion* instructional model includes six lesson segments that work together to increase student achievement: Time to Read; Vocabulary; Read Aloud, Think Aloud; Classroom Conversation; Whole Group; and Work Time.

Lessons are strategically organized to maximize instructional time. While each segment isn't conducted every day, you'll deliver all parts of the lesson multiple times over the course of a unit.

Let's take a closer look at each lesson segment.

Time to Read

The screenshot displays the 'Time to Read' section of the application. On the left, a sidebar contains three main categories: 'Time to Read' (highlighted in blue), 'Whole Group' (in red), and 'Work Time' (in orange). The main content area is titled 'TIME TO READ' and 'Read'. It includes a 'Refresh' button and a 'Self-selected independent reading' section highlighted in red. The text describes independent reading activities and the formation of Book Clubs. At the bottom, a navigation bar includes icons for Project, Broadcast, Planner, Lessons, Assignments, Performance, Library, Messages, Connect, and a user profile icon.

Time to Read provides an opportunity for sustained, self-selected independent reading.

Each student selects a high-interest text from the digital library that is at his or her reading level.

Every lesson includes a response prompt that you can assign to help students practice responding to text. You also have the option of having students work in small groups using Book Club support materials.

While students are reading, you will have time to conduct one-on-one conferences to help measure their progress and get to know students as readers.

Vocabulary

Unit 2, Lesson 2

VOCABULARY

Introduce Vocabulary

Tell students that they will learn two new words today. Send the survey and say the word aloud. Have students say the word and reinforce the correct pronunciation if necessary.

Broaden students' vocabularies

Learn vocabulary-acquisition skills

Do you know what *companions* means?

A No, I have never heard or seen this word before.

B I have seen or heard the word before, but I do not know what it means.

C I think I know what the word means, but I cannot use it in writing or conversation.

D Yes, I know what the word means. I can use it in writing or conversation.

Project Send Survey

Project Broadcast Planner Lessons Assignments Performance Library Messages Connect

The Vocabulary lesson segment is designed to help students broaden their vocabularies and learn vocabulary-acquisition skills.

This segment may focus on introducing new words, including words from the Read Aloud, Think Aloud texts as well as academic vocabulary words.

It may also focus on general word study skills and strategies such as working with common vowel patterns or analyzing how common prefixes affect a word's meaning.

This segment also includes an “Oops!” feature that helps students recognize common errors that less proficient English speakers may commit.

Read Aloud, Think Aloud

Unit 2, Lesson 2

READ ALOUD, THINK ALOUD

Connect to the Unit Theme and Essential Question ELP

Remind students of the Unit Theme, A Starry Home, and the Essential Question: *Should we make a home in space?* Tell students that today they are going to read the informational text "Robot Explorers." The piece tells about how robots are used in various places, including space. Then ask:

- What kinds of information would you want a robot in space to tell you? (Responses will vary.)

...n more about space? (Responses will vary.)

...text, discuss with students how the new miniature robots called microbots might want to have a home in space.

Purpose Remind students that authors write texts for a variety of different purposes are to entertain, to explain or inform, and to argue a point or persuade. Readers can recognize the author's purpose by paying attention to the text they are reading.

Project Broadcast Planner Lessons Assignments Performance Library Messages Connect

During Read Aloud, Think Aloud, you lead students through an on-level anchor text. The purpose of this segment is for you to model how a good reader reads and thinks.

You will read the text aloud and utilize designated stopping points to call attention to close reading strategies and model a proficient reader's thinking.

This teacher modeling helps prepare students to apply the reading strategies on their own in an instructional-level text.

Classroom Conversation

Unit 3, Lesson 9

CLASSROOM CONVERSATION

Collaborative Discussion: Think-Pair-Share

Display the Conversation Starter and read it aloud. Call on a student to explain the Conversation Starter in his or her own words.

Ask another volunteer to define the word *nourishing*. Give students a minute to collect their thoughts. Then pair students and ask them to take turns sharing favorite healthy foods and exercises. Remind students to tell why they like the things they name. Encourage students to share foods and games they enjoy at home that might not be familiar to their classmates. If you will have pairs share their ideas with the class, decide whether students will use

Facilitating Discussion

Students engage in structured, collaborative conversations

What are your favorite ways to get exercise? Explain

My favorite nourishing foods are _____ and _____.

My favorite ways to get exercise are _____ and _____.

I like these because _____.

Broadcast Project Expand

Project Broadcast Planner Lessons Assignments Performance Library Messages Connect

During Classroom Conversation, students engage in structured, collaborative conversations about the day’s readings—as a whole class, in small groups, or in pairs.

This segment gives students the opportunity to develop their listening and speaking skills as they respond orally to text-dependent questions.

Whole Group

Unit 3, Lesson 8

WHOLE GROUP

Introduce: Revise Writing

Remind students that when they revise their writing, they try to make it the best it can be. Display the chart and review the techniques students have learned for revising. Point out to students that "precise words" appears two times on the chart. Tell students that it is important to use precise language and words that are specific to the topic when they are explaining something to the audience. For example, students might use the word *adjusted* instead of vague words like "did stuff."

Students should also make sure to link ideas within and across categories of information using words or

Students produce argumentative, narrative, and informational essays

	Why Use It
Add text	Adds details that help readers know exactly what you mean, especially when you use precise language.
Take away text	Gets rid of anything that strays off topic or does not support your main ideas.
Clarify text	Makes meaning clearer by replacing vague or confusing wording with precise words and words that appeal to the senses.
Move text around	Moves sentences or paragraphs around so that your ideas flow in a way that will make sense to readers.

Broadcast Project Expand

Project Broadcast Planner Lessons Assignments Performance Library Messages Connect

During the Whole Group lesson segment, students integrate speaking, listening, reading, and writing skills as they produce argumentative, narrative, and informational essays.

Students receive instruction, scaffolding, and support in each stage of the writing process to help them become proficient writers. Students can submit their written work for instant instructional feedback from the program. This feedback helps them improve their writing before they submit the assignment to the teacher for grading.

Work Time

Unit 3, Lesson 8

WORK TIME

Today in Work Time

Have students open Assignments. Tell them that they have one new assignment today, practice for the Word Study skill, Prefixes *re-*, *in-*. Also tell students that they will revise their explanatory essays today. Remind students that they also need to continue to work on their Interactive Reading assignments if they have not completed them.

Word Study Practice Students will complete an assignment to practice the Word Study skill, Prefixes *re-*, *in-*.

You have options for how to approach this assignment with your students. Choose the approach that fits best with the needs of your students.

• **Additional Scaffolding**—Swipe to the next screen to reteach the skill and support students as they complete each item in their assignment, and then have pairs work together to complete their assignment.

Students practice applying new skills and concepts with scaffolded support

Project Broadcast Planner Lessons Assignments Performance Library Messages Connect

During Work Time, students practice applying new skills and concepts with scaffolded support.

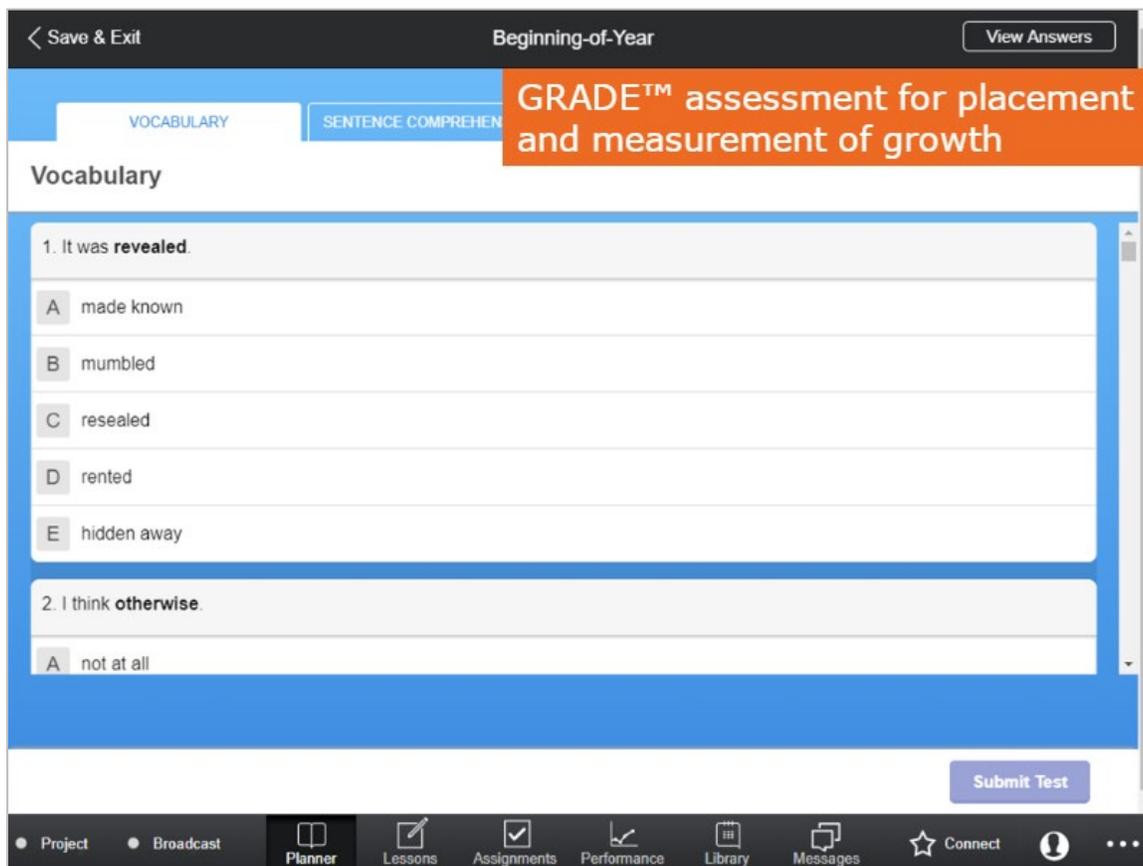
For example, students might complete Word Study Practice or revise the essay that they wrote during the Whole Group lesson segment.

Students working independently may also complete assignments in their leveled Interactive Readers.

The Interactive Reader includes checkpoints where students answer questions about what they're reading. Automatic, adaptive feedback is provided if students are off track.

At the end of each Interactive Reader, students write a summary connected to the text that they just read. Student responses are scored by the program, and students move up or down in reading level based on their performance.

Assessment



The *ELD Companion* provides you with multiple assessment resources to monitor student progress and help ensure that every student receives appropriate instruction.

For example, the Group Reading Assessment and Diagnostic Evaluation-or GRADE™-serves as both a diagnostic assessment for placement and an independent measurement of reading growth.

Other assessment tools provide a quick, informal way to gather data during teacher-led instruction. For instance, after you introduce a new word during the Vocabulary segment, students complete a Knowledge Check to assess their mastery of the vocabulary. You can instantly access students' responses and use this data to inform the remainder of the lesson.

Additional assessment features gather data and provide feedback while students work independently. These features include the Reading Checkpoints that are built into Interactive Reader assignments as well as the automatic scoring engine that provides feedback on students' written work.

Closing

The graphic features the myPerspectives logo at the top, with 'my' in orange script and 'Perspectives' in dark blue. Below it, 'ELD Companion' is written in white on an orange rectangular background. To the left is a photograph of a blonde woman in a blue shirt sitting at a desk with a laptop, resting her chin on her hand. To the right of the photo is a dark blue header with 'Program Overview' in white. Below this header is a list of three bullet points: 'Instructional resources', 'Lesson components', and 'Assessment and progress monitoring'. At the bottom right of the graphic is the text 'my SAVVAS Training' in blue.

In this tutorial, we learned how the *ELD Companion* provides a comprehensive English Language Development solution that works alongside the core *myPerspectives* English Language Arts program.

We looked at the digital resources you will use to deliver instruction and explored *ELD Companion* lesson components. Finally, we saw how the program allows you to assess performance and monitor progress.