Pawtucket's Team

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Driving the Idea of Academic Language Home

Describe the image as...
Mastery of academic language is arguably the single most important determinant of academic success for individual students. It is not possible to overstate the role that language plays in determining students’ success with academic content. Proficient use of and control over academic language is the key!
1. Social and academic language are linked to language-based instruction and assessment.

2. Academic language and academic achievement are linked to content-based instruction and assessment.
WIDA ELD Standards guide language instruction through content that leads to academic language development

Common Core State Standards guide content instruction through language that leads to academic language development
What Our Students Bring to the Classroom

With new content standards, changes to the WIDA frameworks, and rigorous curriculum units to implement, we cannot lose sight of what our students bring to us!

All of our work should be based on the Socio-Cultural Foundations of our students
What Language Learners bring to academic tasks.
New Features of the 2012 WIDA ELD Standards

Rationale for new WIDA Framework:
Strive to (1) Reflect the most current theory and thinking and
   (2) make implicit elements explicit
   (3) acknowledge the Common Core State Standards and the Next Generation Science Standards

Terminology Changes:
• From ELP for ELD standards (English Language Development)
• From Beginning to Emerging in Level 2
• From Language Control to Language Forms and Conventions
• The Speaking and Writing Rubrics will stay in place until we move to ACCESS 2.0 (working with CAL to develop for 2015-16)
The 5 Standards Did Not Change!!!!!!

*Undergirds of the ELDs*
*Can Do Philosophy*
*The Language of School*
*The Language Development Principles*
*Language in Context*

*Basis of the Frameworks*
*Features of Academic Language*
*Performance Definitions*
*Standards Matrix*
WIDA’s ELD Standards

Social Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language

Sociocultural Context
Key Ideas to Consider from the CCSS

6 Instructional Shifts

1. **Balancing Informational and Literary Text** (PK–5): Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world — science, social studies, the arts and literature — through text. At least 50 percent of what students read is informational.

2. **Building Knowledge in the Disciplines** (6–12): Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms — rather than referring to the text, they are expected to learn from what they read.

3. **Staircase of Complexity:** To prepare students for the complexity of college- and career-ready texts, each grade level requires a “step” of growth on the “staircase.” Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shifts Continued

4. **Text-Based Answers:** Students have rich and rigorous conversations that depend on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation and in writing to assess comprehension of a text.

5. **Writing from Sources:** Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts and arguments presented in the texts they read.

6. **Academic Vocabulary:** Students constantly build the vocabulary they need to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

For K-8: [readworks.org](http://readworks.org)
A public service message:

Summing it up

Engage with Complex Text → Extract and Employ Evidence → Build Knowledge
Our Curriculum-Designed to Merge Content and Language Standards

Please join an elementary, middle level, or high school group to explore the process we used to create curriculum units for our ELLs that include both the Common Core and WIDA ELD Standards, research-based strategies and formative and summative assessments.

Pawtucket Teachers will walk you through a sample curriculum unit that they worked to develop collaboratively.
Tri-State Rubric

- Rhode Island, Massachusetts and New York developed a rubric to assess new CCSS units and lessons.
- We used the rubric to self-assess our work, make revisions, and help us implement the instruction necessary to successfully teach our ELLs at varying levels of language development.
Model Performance Indicators

1. Can you organize a strand of MPIs correctly by English development level?
2. Using the puzzle pieces, can you create MPIs?
3. Now, can you interchange any of the pieces to transform an MPI?

Language function

Support-sensory, graphic or interactive content

MPI
Conga Line Wrap Up

Time for Reactions/Questions????