Implementing the Common Core State Standards with ELLs

Diane Staehr Fenner, DSF Consulting

Lydia Breiseth, Colorín Colorado

RITELL: May 4, 2013
Who We Are
Session Overview

• What is Colorín Colorado?

• Common Core and ELLs Blog

• Common Core Shifts (English Language Arts)

• Shift #1: Close Reading

• Shift #2: Informational Text

• Shift #3: Academic Language

• Questions & Answers
TEACH 2013
Get the details on AFT’s Together Educating America’s Children (TEACH) conference, set for July 22-24. + more

Featured Videos
AFT Stands Up For Worldwide Girls Education

"We have always looked out for our patients. It’s always been a part of our integrity as healthcare workers."

Making a difference every day

Featured Resource
Help stop bullying
Find out more about the AFT’s new partnership with Cartoon Network’s Stop Bullying

Calendar
May 1 | Asian-Pacific American Heritage Month
May 6-10 | Teacher Appreciation Week
May 8 | National School Nurses Day
Jun 1 | Caribbean-American Heritage Month

Speak Out
Do timed tests hurt deep math learning?

Find Your Local
Why is it called “Colorín Colorado”?

¡Y colorín, colorado, este cuento se ha acabado!

¡Colorín colorado!

www.ColorinColorado.org
Updated! Writing and ELLs

Take a look at these ideas in our writing resource section!

See ideas >>

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**Highlights**

**Common Core and ELLs Blog**

This blog from Colorín Colorado includes Common Core updates related to language proficiency standards, assessments, and professional development. For more information on the Common Core and ELLs, see our [CCSS resource section](#).

**Colorín Colorado Discussion Group**

Colorín Colorado is pleased to launch a new discussion group on Facebook! Feel free to join and post your ELL comments and questions.
Colorín Colorado Resources

- Articles
- Tip Sheets
- Research Reports
- Videos and Webcasts
- Bilingual Booklists
- Newsletters
- FAQs from Other Educators
- Bilingual Parent Materials
The **Common Core and ELL section** includes:

- Articles
- Updates from the Field
- Video Interviews
- Reports and Recommendations
- Bilingual Parent Materials
- **Common Core and ELLs Blog**
Advocating for ELLs in Implementing the CCSS
April 26, 2013 by Diane Staehr Fenner

While facilitating an ELL Advocacy Summit hosted by the National Education Association (NEA) in Austin, Texas over the past weekend, a participant from California handed me a resource I had not seen before, “Raise Your Voice on Behalf of English Learners: The English Learners and Common Core Advocacy Toolkit.” This toolkit was produced by Californians Together, a coalition of parents, educators, and civil rights groups from across the state of California that works to improve quality education for children from under-served communities.
Common Core Shifts (ELA)

- Balancing Informational & Literary Text
- Staircase of Complexity
- Academic Vocabulary
- Knowledge in the Disciplines
- Text-based Answers
- Writing from Sources

Shifts for ELLs

- What do these shifts mean for ELLs?
- Which ELL strategies can you use?
- What new ideas will help?
The Joys of Complex Text

# Close Reading (Staircase of Complexity)

<table>
<thead>
<tr>
<th>Opportunities for ELLs</th>
<th>Challenges for ELLs at Different Levels of ELP</th>
<th>Discussion / Debate</th>
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<tr>
<td>Multiple readings of text</td>
<td>Role of background knowledge</td>
<td>Pre-Reading</td>
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<td>Read, interpret, evaluate text</td>
<td>Text dependent questions</td>
<td>L1 texts</td>
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<td>Grade level texts</td>
<td>Supplementary texts</td>
<td>How much grappling</td>
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Video Excerpt: Kenji Hakuta

Low fences, some of which are thousands of years old, divide much of England’s countryside. These fences, called hedgerows, were first built by the Anglo-Saxons, a group of warriors from Germany and Scandinavia who arrived in England around 410 A.D. As they gained control of sections of land, they protected their property with walls made from wooden stakes and spiny plants. Dead hedgerows, as these fences were called, were eventually replaced by fences made from live bushes and trees.

Recently, people building large farms and homes in the countryside have destroyed many live hedgerows. Other people are working to save the hedgerows, which are home to a variety of wildlife, including birds, butterflies, hedgehogs, and hares.
My Think Aloud

- History of the Anglo-Saxons
- What was happening in 410 A.D.
- Low fences or hedgerows
- Importance of protecting one’s property in 410 A.D. and today
- How large farms and homes in the English countryside look today
- Wildlife described in the text
Background Knowledge

Video: Background Knowledge

Activate students' background knowledge.
Recommended Resources & Strategies

Colorín Colorado

- Connect Students' Background Knowledge to Content
- Introducing a Text Before Reading
- Reading 101 for English Language Learners
- Video: Story Set-up with *A Christmas Carol*

Other Sources

- Reading Comprehension Strategies for ELLs (ASCD)
- Teaching Channel Videos
## Informational Text

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<tr>
<td>Career and college readiness</td>
<td>Academic language</td>
<td>Close reading</td>
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<tr>
<td>Text is at the heart of the CCSS</td>
<td>Choosing texts</td>
<td>Balance across content areas</td>
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<tr>
<td>L1 skills to draw upon</td>
<td>Scaffolding instruction</td>
<td>Texts indexed at higher levels</td>
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</table>
Strategies from Dr. Diane August

• Video clip
• Scaffolded text-dependent questions
• Functional analysis of text
• Background info in L1 (Spanish)

Lincoln pronunció su discurso en el conmemorativo Cementerio Nacional de los Soldados en Gettysburg, Pennsylvania, en honor a los hombres que murieron durante la Batalla de Gettysburg.

http://www.nps.gov/features/waso/cw150th/reflections/defining-america/
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Score – twenty bring forth - create

1. What does Lincoln mean by “four score and seven years ago?” *Four score and seven years ago means ___ years.*

2. What does Lincoln mean by “our fathers?” *By “our fathers” Lincoln means____________________.*
Who (actor): our fathers
What happened (action): brought forth
What (recipient): a new nation
  • Descriptor (detail): conceived in Liberty
  • Descriptor (detail): dedicated to the proposition that all men are created equal
Where: on this continent
When: four score and seven years ago
Video: Informational Text
Recommended Resources & Strategies

**Colorín Colorado**

*Reading Comprehension Strategies for Content Learning*

*Reading Non-fiction Text*

*Video: Chapter Walk with Me!*

**Other Sources**

*Common Core Text Exemplars and Sample Performance Tasks*
# Academic Language

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<tr>
<td>All students need academic language</td>
<td>Oral academic language</td>
<td>Role of grammar</td>
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<tr>
<td>Access to CCSS</td>
<td>Academic language of content areas</td>
<td>Content &amp; language objectives</td>
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<tr>
<td>WIDA Standards</td>
<td>Word, phrase/sentence &amp; discourse levels</td>
<td>Vocabulary vs. language</td>
</tr>
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</table>
• **Content target:** Students will name and sort numbers as odd or even.

• **Language target:** Students will explain how odd and even numbers are the same and how they are different.

Silverstone & Zacarian (2013)
## WIDA Model Performance Indicators

### Figure 4.2  Adapted Strand of Model Performance Indicators Representing English Language Proficiency Standard 3, the Language of Mathematics

<table>
<thead>
<tr>
<th>Language Domain: Speaking</th>
<th>Example Topic</th>
<th>English Language Proficiency Level 1</th>
<th>English Language Proficiency Level 2</th>
<th>English Language Proficiency Level 3</th>
<th>English Language Proficiency Level 4</th>
<th>English Language Proficiency Level 5</th>
</tr>
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<tr>
<td></td>
<td>Basic Operations</td>
<td>Give examples of grouped objects as odd/even based on the number of elements.</td>
<td>Explain why a number is odd or even.</td>
<td>Explain in detail why a number is odd or even.</td>
<td>Explain to a classmate how to identify an odd or even number using different strategies</td>
<td>Make up odd/even problems for classmates to solve.</td>
</tr>
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</table>
ELLs’ Background Knowledge

[This activity is described in the Academic Language of Mathematics blog post.]
What happens when you add two even numbers? What happens when you add two odd numbers? What happens when you add an even and odd number?

Is this true for *any* two even numbers? Is it true for any two odd numbers?

Explain (or show) *why* this is true.
Explaining the Mathematical Concept

- An odd number has...
- An even number has...
- I know this is an even number because...
- I know this is an odd number because...

Silverstone & Zacarian (2013)
Academic Language in Action
Recommended Resources & Strategies

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Selecting Vocabulary Words to Teach with ELLs

Language Objectives: The Key to Effective Content-Area Instruction

Video: Academic Language Webcast

Other Sources

Academic Language in Diverse Classrooms Series (Corwin Press)

Mastering Academic Language: A Framework for Supporting Student Achievement (Corwin Press)
### How can you use these resources?

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<tr>
<th>Common Core Planning &amp; PD</th>
<th>Faculty Meetings</th>
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<td>Newsletters and E-Mail</td>
<td>Conferences and Conventions</td>
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<tr>
<td>Grade-Level and Department Meetings</td>
<td>Staff Training and Orientation</td>
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Common Core In Action
Questions and Answers

We’d love to hear from you!

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