Understanding Language and the CCSS: Meeting the Needs of English Language Learners

Kenji Hakuta
Professor, Stanford University

Lydia Stack
ESL/EFL Educational Consultant

Understanding Language Initiative
Stanford University
ell.stanford.edu

Urban District Leadership Networks Tampa, FL

CA ELs and former ELs (RFEP) by grade

<table>
<thead>
<tr>
<th></th>
<th>K-5</th>
<th>6-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>86%</td>
<td>43%</td>
<td>1,435,734</td>
</tr>
<tr>
<td>RFEP</td>
<td>14%</td>
<td>57%</td>
<td>794,467</td>
</tr>
</tbody>
</table>

Source: CDE DataQuest, 2010-11 CELDT & CST
District A ELs, Long-Term ELs and Former ELs (RFEI) by grade.

Long-term EL: 6 or more years in LEA

Longitudinal Attainment of Language and Content Criteria (Thompson, 2012)
Initial L1 and English Proficiency as Strong Predictors of Reclassification (Thompson, 2012)

A Nation at Risk (1983)... call for standards.

No Child Left Behind:
Three important pieces for ELLs

Sec. 1111(a)(3)(ix)(III) the **inclusion** of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered ... including, to the extent practicable, assessments in the language and form most likely to yield accurate data...

Sec. 1111(a)(3)(xiii) enable results to be disaggregated within each State, local educational agency, and school by...English proficiency status.

Sec 3113(b)(2) standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are **aligned** with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).
The New Standards...

- raise the bar for learning;
- raise the demand for language;
- call for a high level of classroom discourse across all subject areas.

### Major Shifts in New Standards

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
</table>
| - Regular practice with complex text and its vocabulary  
- Building knowledge through content-rich informational texts  
- Emphasis on reading, writing, and speaking that is grounded in evidence from the text | - Provide opportunities for student access to the different mathematical (discourse) practices described in the CCSS  
- Support mathematical discussions and use a variety of participation structures  
- Focus on students' mathematical reasoning, NOT on students' flawed or developing language | - Developing and using models  
- Constructing explanations (for science) and developing solutions (for engineering)  
- Engaging in argument from evidence  
- Obtaining, evaluating, and communicating information |
Old Paradigm

Understanding Language

Content

Mostly Vocabulary

Grammar

Language

New Paradigm

Understanding Language

Content

Discourse

Text (complex text)

Explanations

Argumentation

Purpose

Typical structure of text

Sentence structures

ΔVocabulary practices

Language
Students are challenged to...

- engage in productive oral and written group work with peers,
- engage in effective oral and written interactions with teachers,
- explain and demonstrate their knowledge using emerging complex language and other communicative strategies in different settings, and
- extract meaning from complex written texts.
Understanding Language Map to contextualize ELA unit

A Pilot ELA Exemplar

“Persuasion Across Time and Space: Analyzing and Producing Complex Texts”

A Unit Developed for the Understanding Language Initiative by WestEd’s Teacher Professional Development Program

- Unit Authors: Aida Walqui, Nanette Koelsch, and Mary Schmida

- In Collaboration with Understanding Language’s English Language Arts Working Group: George C. Bunch (Chair), Martha Inez Castellón, Susan Pimentel, Lydia Stack, and Aida Walqui
Persuasion Unit

- Illustrates how ELA CCSSs can be used to deepen and accelerate the instruction of ELLs in middle schools.

- Is based on the notion that ELLs simultaneously develop conceptual and academic understandings as well as the linguistic resources to express them, through participation in **rigorous** activity that is **well scaffolded** (Walqui & van Lier, 2010)
GUIDELINES FOR ELA INSTRUCTIONAL MATERIALS DEVELOPMENT

1. Begin with a potent set of Common Core ELA/disciplinary literacy standards
   - Select a small number of key standards across the various domains (reading, writing, listening/speaking, and language)
   - Use standards to anchor compelling instruction for both students and teachers.

2. Based on the language proficiency of the ELs in the class, select corresponding ELPD standards.
   - What will English Learners be expected to say, read and write given their various proficiency levels?
Language Expectations by Proficiency Level

<table>
<thead>
<tr>
<th>Question</th>
<th>Beginning Student Anticipated Response</th>
<th>Advanced Student Anticipated Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the similarities and differences between a cheetah and a sailfish?</td>
<td>A cheetah is fast and can run 70 mph (miles per hour). A sailfish is also fast and can swim 40 to 70 mph (miles per hour).</td>
<td>A cheetah is faster than a sailfish. They are similar because they both have tapered bodies built for speed. They are different because a cheetah can only run fast for a short period of time while a sailfish can swim at a fast speed for a long period of time.</td>
</tr>
</tbody>
</table>

Language Expectations by Proficiency Level

- With your partner look at one of the activities in your unit/lesson and write language expectations for ELs at three proficiency levels. (Beginning, intermediate, advanced)

- Share your language expectations with another team.
GUIDELINES FOR ELA INSTRUCTIONAL MATERIALS DEVELOPMENT

3. Envision lessons and activities that allow students to engage with the standards in integrated, recursive, and generative ways throughout an instructional unit.

- Move away from micro-level, discrete “skills” teaching.
- Provide multiple, recursive, and integrated opportunities for students to address the standards.
Lesson 4: Persuasion as Text

Table Discussion:

- What do we need to stress when teaching persuasive writing?

- What do students need to understand in order to write a successful persuasive piece?

Students Analyze Key Persuasive Texts?

✓ What is the purpose of this type of text?
✓ What are common examples of persuasive texts?
✓ How are these texts organized?
✓ What kind of language do authors use?
✓ What is the goal of this type of text?
✓ What would you recommend to new authors of persuasive text?
**Persuasive Texts**

**Purpose:** To persuade someone to buy something or to change a person’s point of view.

**Goal:** One of the goals of a speech is to motivate or inspire people.

**Organized:**
- 1st Paragraph: Author states his/her topic and their own opinion on the topic.
- Body: Author gives evidence and examples.
- Last Paragraph: Presents the authors topic and opinion.

**Recommendations:** To use examples and quotes from other famous speeches or texts.

**Why do writers use helping verbs?** To motivate their audience. They use hard, medium, and soft sells.
Your Turn

- What texts are in your unit? How many different selections are there?
- What is the purpose of this type of text?
- What are common examples of this text?
- How are these texts organized?
- What kind of language do authors use?
- Teaching Goals for these texts?
- Recommendations to authors?
GUIDELINES FOR ELA INSTRUCTIONAL MATERIALS DEVELOPMENT

4. For students with different academic and linguistic backgrounds, create various instructional pathways that promote high levels of access to, engagement with, and achievement of the standards.

- Design practices that foster opportunities for "apprenticeship".
- Provide different levels of entry to text.

Reading the Text

- Look at Lesson 4: All Together Now by Barbara Jordan. How many times do the students "read" (interact) with the selection?
- Read the texts multiple times
  - Reading for a Focus – answering specific questions about the text
  - Listening with a Focus
  - Jigsaw Reading
  - Close Reading – annotating text as you read
Reading with a Focus – Setting the stage

- Ask students to read the text silently and write comments and questions in the margins.
- Students from groups of four and each student is assigned a different question to answer.
- Students reread the text and look for the answer to their specific question.
- Students share their answer with the group and fill in their graphic organizer with everyone else’s answers.
Round Robin

- Share what you wrote with your group.
- Everyone shares, one at a time.
- You may not interrupt or comment until everyone has expressed their ideas.
- Write notes about what others said.
Listening with a Focus

- Distribute Handout #3: *All Together Now*
- Students listen and follow along as the teacher reads "All Together Now"
- The listening focus question is:
  - "After reading her biography and listening to her essay, what do you think the title "All Together Now" means now?"
- Ask students to share their response with a partner and then to the class.
- Note: Collect handout #3.
Jigsaw Reading

- Students sit in groups of seven.

- Task: To reassemble a text that has been divided into sections.

- Purpose: To help students understand how connections work to make a text cohesive.

Jigsaw Reading

- Read your individual section silently.

- Decide where in the text it belongs – beginning, middle, end – and why.

- Then someone in the group states their reasons. (I think I have the first piece because...)

- Agreeing and disagreeing construct the text placing the pieces on the table in order.

- Then groups share their ordering.
Your Turn

- How do all these reading activities help English Learners understand the readings?
- What type of reading activities will ELs engage in in your unit?
- Why were these selected?

GUIDELINES FOR ELA INSTRUCTIONAL MATERIALS DEVELOPMENT

5. Focus on language as a resource for meaning making and as a "craft" for communicating with different audiences for different purposes.

- Activities calling students' attention to features of language (e.g. conventions of written and oral language, grammatical structures, and vocabulary) are important but must be done in context.
Deconstructing and Constructing Modality

- Modals or helping verbs are used in persuasive writing to convey whether the author is indicating something is
- suggested, recommended = Should or should not
- possible = Can/could or cannot/could not
- Certain = Will/would or will not/would not
- required = Must or must not.

Deconstructing and Constructing Modality

- Students work in pairs or groups of four
- They read the sentence from the speech
- They choose one of the two options from the second column representing their opinion of the authors view.
- Respond and provide a reason for their choice
Find the Tie

- Students are in groups of four.
- Teacher leads discussion of how writers make connections among ideas through sentence structure and cohesive devices
  - Repetition, Associated words, References back to information in sentences and paragraphs, and Expanding ideas from previous sentences and paragraphs.
- Handout 6 Paragraph 1- Teacher reads aloud and students find examples of repetition.
- Paragraphs 2 & 3 – Teacher reads aloud and students look for ways writer connects ideas
- Students work through speech in groups, then class discussion, and posting of connectors.
Your Turn

- What aspects of language will student explore?

- How will they do that?
GUIDELINES FOR ELA INSTRUCTIONAL MATERIALS DEVELOPMENT

6. Use a variety of formative assessment practices to inform students' language and content learning and adjust instruction accordingly.

- Provide timely and useful feedback, and encourage students to monitor and reflect on their own developing understandings.

Lesson 4: Persuasion as Text: Organization, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*

Students:
- Examine how writers construct persuasive texts at the macro and micro level.
- Analyze the structural, organizational, grammatical, and lexical choices made in one speech.
- Write for a particular audience
- Compare and Contrast this speech to MLK's "I have a Dream" speech.
Collaborative Poster must contain:

- One image for each speech that captures the purpose of the speech.
- One quote from each speech they find especially powerful
- Original phrase:
  - an original phrase that compares or contrasts the main idea of each speech
  - or
  - an original phrase for each speech that summarizes its main idea.

Collaborative Poster
"I have a dream"  
(Martin Luther King Jr.)

I have a dream  
4 everyone to  
be equal...

Quotes:
"We hold these truths to be self-evident, that all men are created equal."

About The Story:
This story talks about Martin Luther King Jr's effort to give African people to have equal freedom.

"All together NOW!"  
(Ramona Jordan)

Quote:
"Well, that person's color is NOT the same as mine, but she must be okay too. She likes to play with the same things. I like to play with her.

Summary:
It encourages parents to let their kids play with other kids from other cultures.

"And as we walk, we must make the pledge that we shall always march ahead.

We should live together and we should not discriminate people.

"All together now"
Barbara Jordan

The voting rights act of 1965 ensured that everyone in our country could vote. At last black people and white people seemed to be ready to live together in peace.

LOVE!
"I Have a Dream"
Martin Luther King

Freedom

I have a dream that one day this nation will rise up and live out its true meaning... that all men are created equal. MLK want people to live each other have peace & don't hate by the way the look & color.

"All Together Now"
Barbara Jordan

Together

"We all know that race relations in America have had a rocky history. Barbara Jordan wanted to be the first black woman to be in the nation to give a speech.

Barbara Jordan
All Together Now
STUDENTS WRITE THEIR OWN SPEECHES

- Student final speeches – Videos

Discussion Questions

- What shifts did you see evident in the unit?
- What would be necessary for you to move in this direction with your English Learners?
- How can initiatives like Understanding Language be of help?
What do we do for Beginning English Learners?

- This unit is for English Learners in ELA classes who are at the intermediate or above proficiency levels. Beginners should be placed in appropriate ESL classes.
- One size does not fit all! ELPD standards (such as the WIDA Standards) apply in these cases. Expectations should be based on the WIDA standards for each student’s correct PROFICIENCY level.
- English Learners can be given the same assignments, however product expectations should be based on WIDA standards.
- Scaffolding is key to student success.

References


Thank you for your participation

Questions?
Kenji Hakuta
hakuta@stanford.edu

Lydia Stack
lstack@mac.com

Understanding Language Website
ell.stanford.edu