



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Los Angeles

As a convener, we would like you to put together a short report from your group describing the following:

1. **Names of group member**
Peter Cobin--convener
Iris Chavez
Jane Hill
Sonia Flores
Billy Demaree
Patrick Kilcullen
Lizette Diaz
Norma Silva
Jose Espinoza
Rachel Lagunoff
Candace Kelly
Rosa Lizardi
Jose Franco
Olivia Gallardo
2. **Issue/Topic/Activity**
English Learners and Common Core Standards in Mathematics: Examination and inquiry of Core Math standards from a cognitive linguistic angle
3. **Highlights of Discussion/Recommendations/Next Action Steps**
 - Common Core: Addendum on how to provide access for ELs in content area—ELA + Math but it doesn't have practical information.
 - Teaching language that has linguistic skills that transfer to math core standards. Developing math skills symbiotically along with language skills. E.g.,
 - Decomposing verbs/actions into sequence
 - Morphological/syntactic agility—helping ELs to acquire this agility.
 - Using math to teach language.
 - WIDA has high level of math standards.
 - Use Bloom's taxonomy with language proficiency level
 - Teaching language vs. teaching language of math
 - Extending to writing
 - Academic language—metacognitive modeling, progression of language development
 - Math practices are important
 - Some math is language driven
 - What about assessments? Performance tasks and interactive questions
 - One word can throw a student
 - What about testing accommodations?
 - Language correspondences to Core math—how to balance ESL teacher and classroom teacher

- **Math language—“Function” – “Grammar” – “Vocabulary” Work with teachers to think about 3 levels.**

4. Follow-up requests

5. Please type in this report in one of the laptops and hand in this sheet. Thanks!