

NCELA

**National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs**

presents

Common Core State Standards and English Learners

January 18, 2013

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NCELA is operated under contract ED-04-CO-0094/0002 from the US Department of Education to The George Washington University. Our mission is to provide technical assistance information to state education agencies, local education agencies, and others regarding the education of English language learners.

COMMON CORE STATE STANDARDS AND ENGLISH LEARNERS

JANUARY 18, 2013

JOANNE H. URRUTIA, DEPUTY DIRECTOR
OFFICE OF ENGLISH LANGUAGE ACQUISITION



ESEA FLEXIBILITY: PRINCIPLES FOR IMPROVING ACHIEVEMENT AND INSTRUCTION

1. **College- and career-ready expectations for all students**

2. **State-developed differentiated recognition, accountability, and support**

3. **Supporting effective instruction and leadership**

4. **Reducing duplication and unnecessary burden**

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS

- Adopt college- and career-ready standards in reading and mathematics
- Transition to and implement standards statewide for all students and schools
- Develop and administer aligned, high-quality assessments that measure student growth
- Adopt corresponding English language proficiency standards and aligned assessments

Adopt CCR standards

2011-12

Implement CCR standards and **pilot** assessments

2012-13

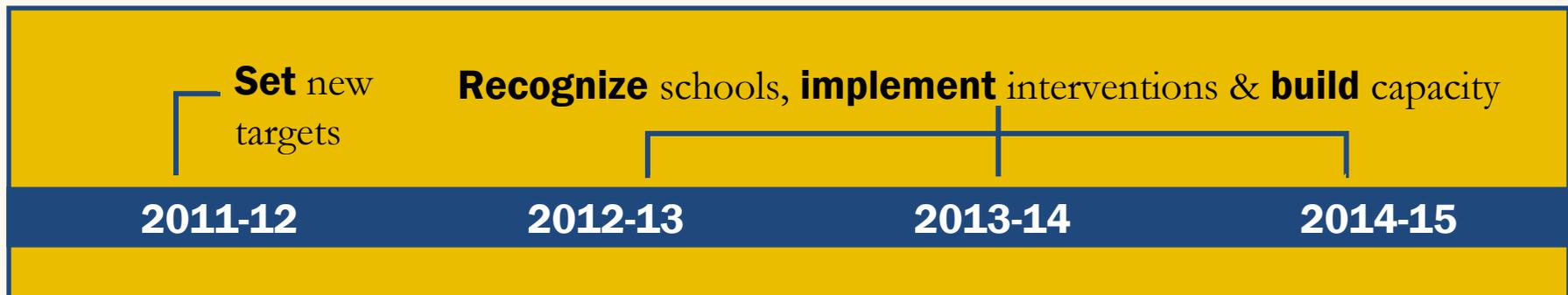
Administer assessments

2013-14

2014-15

PRINCIPLE 2: REQUIREMENTS AND TIMELINE

- Develop system to ensure continuous improvement in all Title I schools
- Set ambitious but achievable performance targets
- Reward high-progressing and highest-performing schools
- Effect dramatic, systemic change in lowest-performing schools
- Implement focused interventions in schools with greatest gaps
- Build state, district, and school capacity to improve student learning



PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION & LEADERSHIP

- Teacher and principal evaluation and support systems that:
 - Will be used for continual improvement of instruction
 - Meaningfully differentiate performance
 - Use multiple valid measures, including student growth
 - Evaluate teachers and principals on a regular basis
 - Provide clear, timely, and useful feedback
 - Will be used to inform personnel decisions



STATUS OF STATE REQUESTS

State with Flexibility (34 + DC) as of January 2013			Pending	Non Applicants
Arkansas	Louisiana	Ohio	Alabama	Montana
Arizona	Maryland	Oklahoma	Alaska	Nebraska
Colorado	Massachusetts	Oregon	BIE	Pennsylvania
Connecticut	Michigan	Rhode Island	California	Texas
DC	Minnesota	South Carolina	Hawaii	Vermont
Delaware	Mississippi	South Dakota	Illinois	Wyoming
Florida	Missouri	Tennessee	Iowa	
Georgia	Nevada	Utah	Maine	
Idaho	New Jersey	Virginia	New Hampshire	
Indiana	New Mexico	Washington	North Dakota	
Kansas	New York	Wisconsin	Puerto Rico	
Kentucky	North Carolina		West Virginia	

COMMON CORE STATE STANDARDS

- 45 states and the District of Columbia have adopted the Common Core Standards
- Essential Questions
 - How do we prepare teachers to support ELs in meeting the CCSS?
 - What are promising practices all teachers can employ when working with ELs?
 - How do we improve teacher effectiveness in English language development, including academic language, and content instruction for ELs?

**Common Core State Standards and
Diverse Urban Students:
Using Multi-Tiered Systems of
Support**

The Council of Great City Schools
White Paper (2012)

Judy Elliott, Ph.D.

The Vision

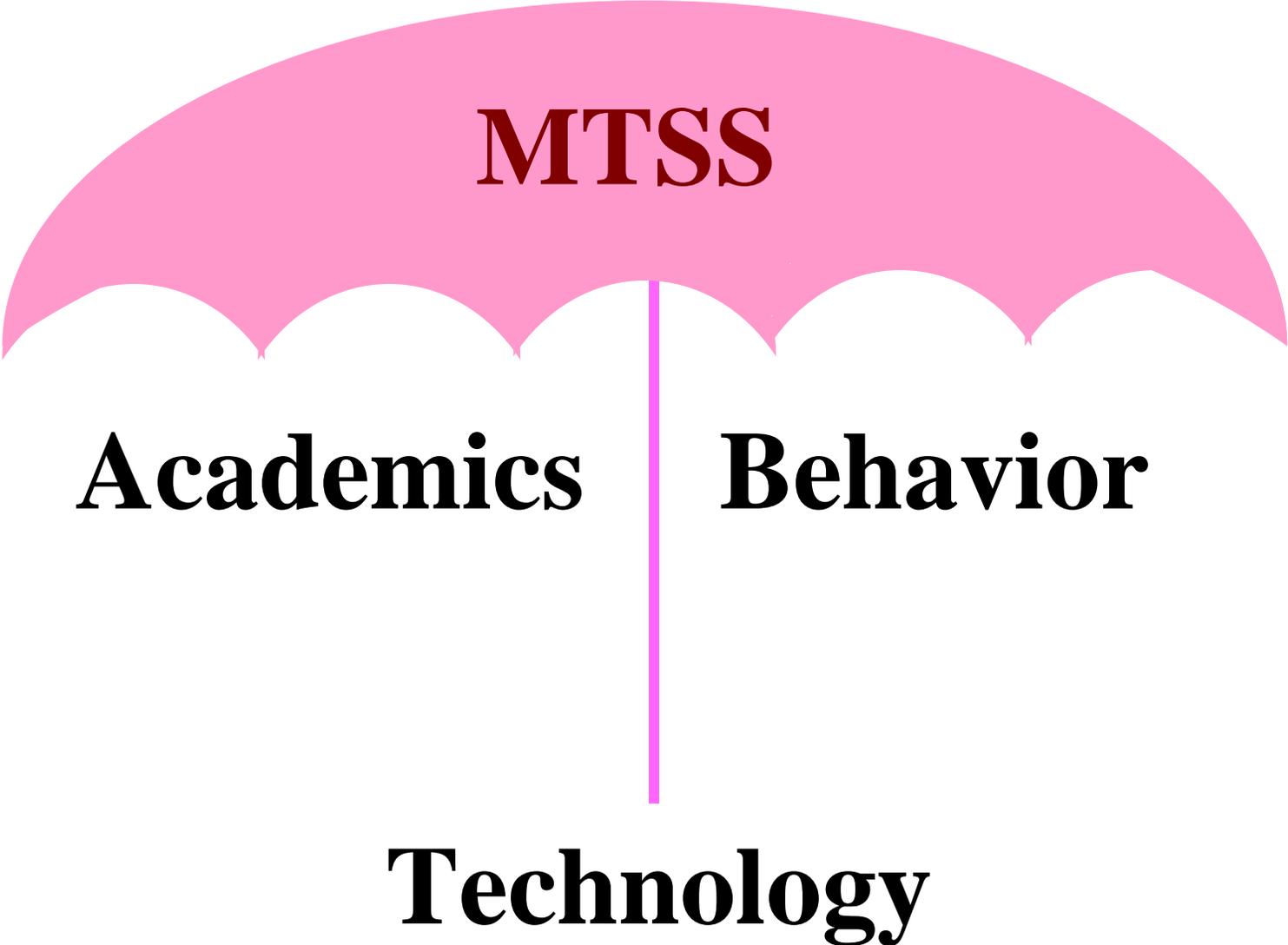
- All students at or above proficiency
- Students have the social and emotional behaviors that support engaged learning
- An integrated system of educational services for 'Every Ed'
- Support Services perceived as a necessary component for successful schooling

The Outcomes

- Good First Teaching for all students!
- Targeted instruction and interventions for learners, both at-risk and highly able
- Significant improvements in pro-social behaviors
- Reduction in over-representation of diverse student groups in low academic performance, special education, suspension/expulsion, and alternative education
- Growth and overall improvement in achievement rates
- Maximize and realign resources for a maximum **return on investment**

MTSS

- A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model** of schooling that uses **data-based problem-solving** to **integrate academic and behavioral instruction and intervention**.
- The integrated instruction and intervention is delivered to students **in varying intensities (multiple tiers) based on student need**.
- **“Need-driven”** decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency .



MTSS

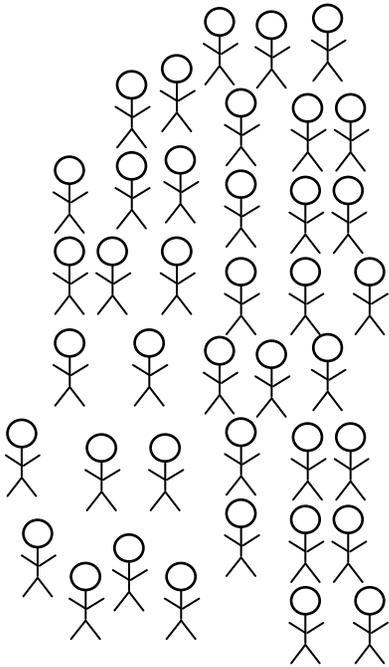
Academics

Behavior

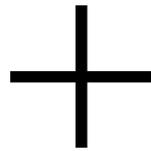
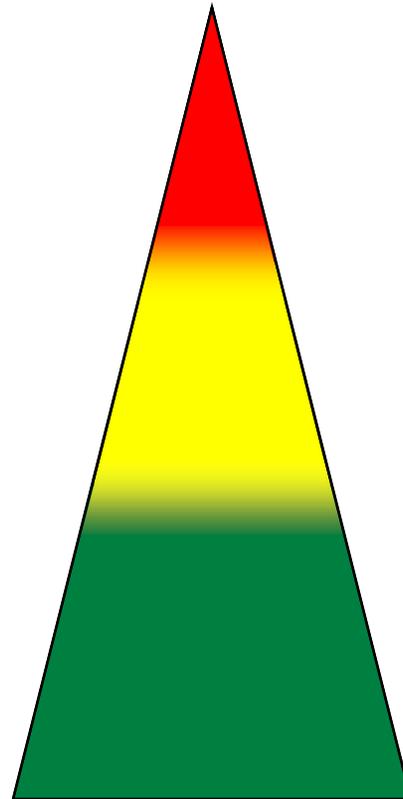
Technology

Three Tiered Model of Student Supports

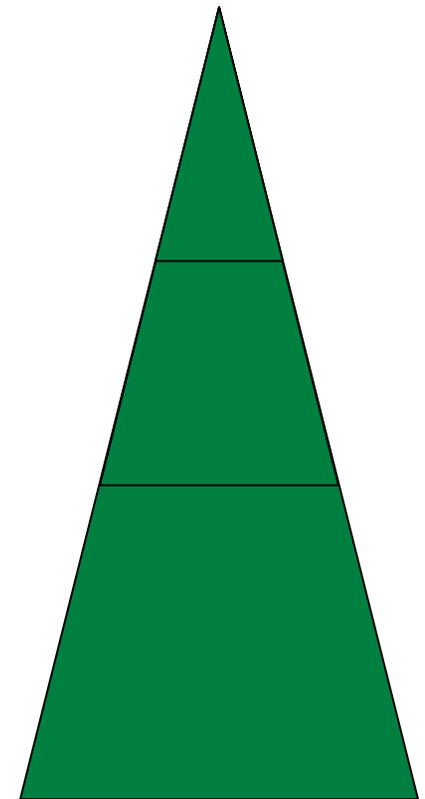
These students



get these tiers
of support



in order to meet
benchmarks.



The goal of the tiers is student success, not labeling.

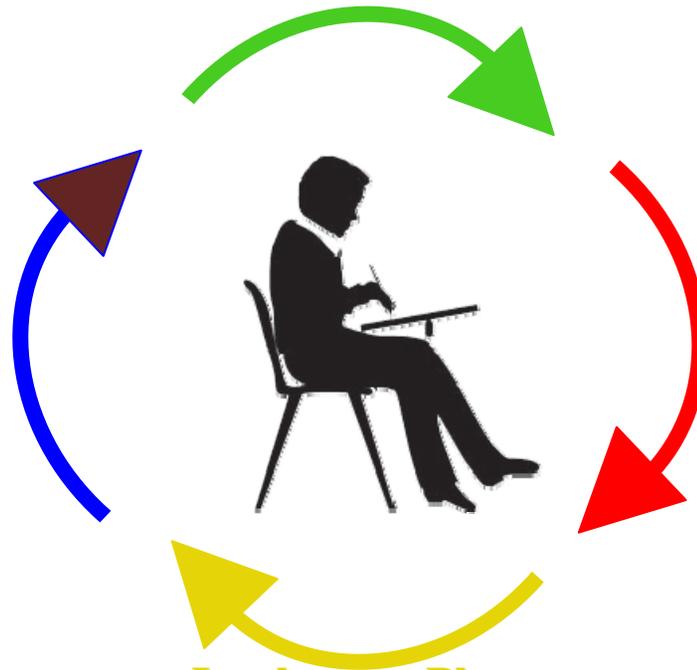
Problem Solving Process

Define the Problem

- Defining Problem/Directly Measuring Behavior

Problem Analysis

- Validating Problem
- Identify Variables that contribute to problem
- Develop Plan



Evaluate

- Response to Instruction & Intervention (RtI²)

Implement Plan

- Implement As Intended
- Progress Monitor
- Modify as Necessary

What's it look like?

Characteristics of a School with MTSS

- Frequent data collection on students in critical areas
- **Prevention**
- Early identification of students at risk
- Early intervention
- Interventions evaluated frequently and modified
- Tiered levels of service delivery
- All decisions made with and verified by data
- Walk throughs and support for good first teaching

What's it look like?

Outcomes of a School/District with MTSS

- ✓ Improved rate of academic and behavior performance across all student groups regardless of setting
- ✓ Significant reduction in disproportionality
- ✓ Reductions in special education referrals and placements
- ✓ Other outcomes

Data-based Decision Making...

This is *not* about another new
“initiative”

This *is* about integrating what
we know works!

A Shift in Thinking

The central question is not:

“What about the students is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else

**It's a Frame,
Not a Box**

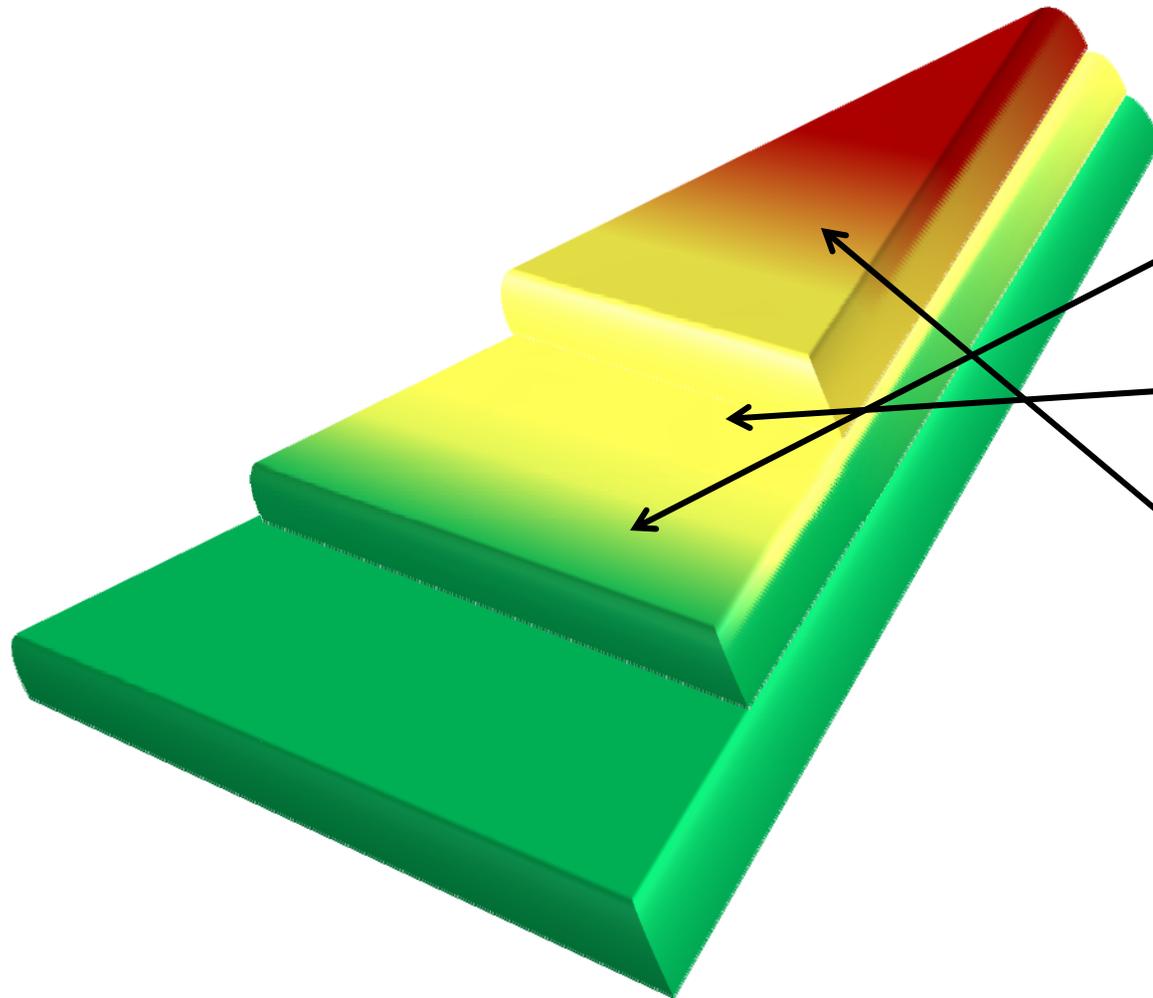
Parts of the “Frame”

- 3 Tiers of service delivery into which all academic and behavioral instruction/intervention “fit.”
 - Content is not been defined by the model
- Use and regular review of data to ensure students are responding to the tiered instructional delivery.

Parts of the “Frame”

- Instruction/interventions are modified and intensified based on student performance data
- Instruction is integrated and systematically planned across the tiers

Tiers as Resources



Tier 3

*For Approx 5% of
Students*

Tier 1 Core

+

Supplemental

+

Intensive Individual
Instruction

...to pass benchmark
assessments.

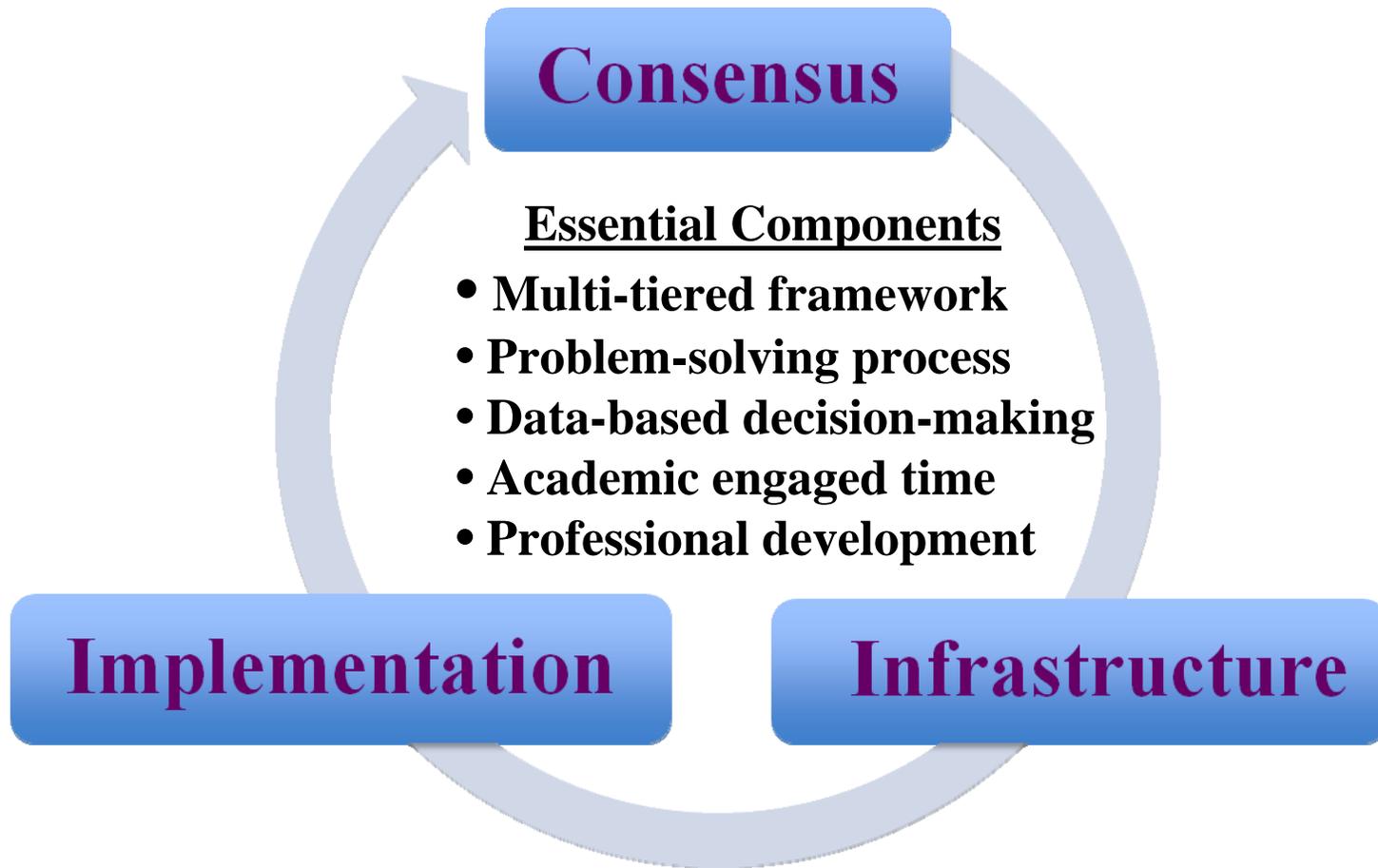
Tier 3 Effective if there is
progress (i.e., gap closing).

To improve results, we must *shift* thinking from..

- Procedural Concerns *to* Instructional Focus
- Reliance on Formulas and Checklists *to* Systematic Problem-solving
- Territorial Silos *to* Blended Expertise
- Label-seeking *to* Instructional Solution-seeking
- “Testing” *to* Instructionally Relevant Assessment
- Categories *to* Whole Child as a General Education Student, regardless of educational needs

MTSS

The Change Model



LAUSD Big Picture Results...

(2011 and *2012*)

...showed growth in every single grade level...

...every content area...

- District-wide students made double digit increases
- Highest growth of urban Districts in CA (2011 & 2012)
- 19 point growth District-wide exceeded the State-wide growth of 10 points (16 points 2012)
- ...an impressive 15 point increase for African American students... (21 point increase in 2010) (17 points in 2012)
- Students with disabilities recorded their highest increase – 28 points... (20 point increase in 2010) (26 points in 2012)
- English language learners had a 20 points jump... (11 point increase in 2010) (13 points in 2012)

Council of the Great City Schools

Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support

Sue Gamm
Judy Elliott
Julie Wright Halbert
Ricki Price-Baugh
Robin Hall
Denise Walston
Gabriela Uro
Michael Casserly

2012

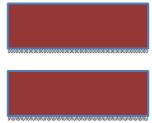
- ✓ Outlines **key components of an integrated, multi-tiered system of support (MTSS)** for improving academic achievement & positive behavior
- ✓ Guides thinking about **how CCSS can be implemented to meet diverse needs of broadest array** of urban students
- ✓ Reinforces how **CCSS provides opportunity & responsibility** to deliver instruction in way to meet diverse student needs & make college/career level skills accessible to *all* students

CCSS



WHAT

MTS
S



HOW
A Framework for
addressing each
student's academic
& behavioral needs

CCSS & MTSS

- ✓ Implementing CCSS with fidelity embraces & addresses diverse needs of **ALL** students -
- ✓ Regardless of how effectively schools develop & implement high-quality curricula aligned with CCSS, **some students will need additional support/interventions to be successful**
- ✓ **CCSS within MTSS framework** helps ensure all students have evidence-based system of instruction to assist them in achieving success

Important Components of MTSS

- 1. Well-defined** district/school leadership & support
- 2. Aligned** policies & practices
- 3. Sufficient technology** for decision-making & instruction
- 4. Robust & valid** core instruction for all students
- 5. Data-based decisions**
- 6. Assessment** of student progress
- 7. Increasingly intensive** tiers of instruction/intervention
- 8. Professional development**
- 9. Evaluation** of implementation & outcomes
- 10. Engagement** of parents & caregivers

The Big Bang Theory of CCSS & MTSS

- 1. Decide what is important** for students to know.
- 2. Teach what is important** for students to know.
- 3. Keep track** of how students are showing what they know.
- 4. Make changes** according to the data and results you collect.

The CCSS do not provide:

- A complete scope and sequence
- A course outline, or
- *All* the essential skills and knowledge students *could* have

The CCSS do provide:

- Outline the most important essential skills and knowledge every student needs to master to succeed in college and careers.

Anchor Standards - K-12

Strand

Anchor Standards per Strand

- Reading:
 - Writing:
 - Listening/
Speaking:
 - Language:
- 10 Anchor Standards
 - 6 Anchor Standards



English Language Arts

- ✓ **CCSS's 3 ELA shifts from current practice**
- Building background knowledge through reading **rich informational texts**, in addition to literary texts
- **Reading, Writing, and Speaking grounded in evidence** from text
- Regular practice with **complex text** and its **academic language**

Sample ELA Anchor Standard

“Read closely to determine what the text says explicitly to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

Kindergarten:

“With prompting and support, the student will ask and answer questions about key details in a text.”

11-12th Grade:

“Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.”

Sample History/Social Studies Reading Anchor Standard (same as ELA)

“Read closely to determine what the text says explicitly to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

History/SS Grades 6-8:

“Cite specific textual evidence to support analysis of primary and secondary sources.”

History/SS Grades 11-12:

“Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.”

WHITE PAPER RECOMMENDATIONS



1. Establish **district-wide CCSS/MTSS plan**, including guidelines/parameters, re/alignment of supports and services based on data, professional development (PD), & program evaluation
2. Establish **PD for high-quality & ongoing training** to enhance skills required for successful implementation
3. Incorporate **UDL principles** to reduce learning barriers
4. Provide **training for families/caregivers** on how to reinforce child's learning at home
5. Publicly & widely **communicate accountability system & measurable expectations** for implementing CCSS within MTSS framework

English Learners & the Common
Core:
A Fighting Chance to Learn

Lily Wong Fillmore
Jerome Hutto Professor of Education Emerita,
University of California at Berkeley
wongfill@berkeley.edu

A vignette to remind us what this is about

- A young man on the eve of his first semester at the local community college.
- Smart, eager, totally committed to doing what's required to get a college education—but inadequately prepared for the rigors and demands of college-level work.
- Why not? That's what my remarks are about, and what must be changed to give kids like this a fighting chance in college and the workplace.

The big questions

- What has prevented so many ELs from getting an education in our schools?
- Too often, the blame is placed on the kids themselves, their families, or on their circumstances.
 - ▶ *Lack of motivation, lack of family support, lack of English, poverty, etc., etc., **sigh**.*
- Truth? The problem is **us**, and the many barriers we have thrown in the way of their academic progress, not in malice, but in our eagerness to help!

Why the CCSS were needed

- They provide a necessary course correction for U.S. public education system which is losing public support.
- E.g., a four year gap in the rigor and complexity of the texts students work on between 12th grade and the first year in college.
- The CCSS deal with the fact that far too many American students are unprepared for the 21st century realities of our economy: it is fast-moving, demanding, and requires workers to gain new skills and knowledge throughout their lives.

What the CCSS mean for all kids in our schools

- Closing the 4 year gap requires kids to read more complex texts at every level, and to do more with what they read right from the beginning.
- Text of all types, including literary, informational and expository materials with closer reading, greater levels of understanding, and learning from them.
- Hardly trivial change in what kids will be expected to learn in school: reasoning, argumentation, a very different kind of writing, considerably stronger language skills, required for college and for workplace.

What that means for ELs

- Double or even triple that 4 year gap in text demand that confront students in general as they enter college and you will have a sense of what English learners face if they plan to go to college.
- The gap they face at present is monumental, which accounts for why so many just plain give up.
- A huge change is required: they will have to learn the kind of English needed for literacy and learning faster and more successfully than they presently do, say in 2-3 years, 4 years max!

What do ELs (& other language minority students) need?

- Opportunities and support for developing the kind of English required for literacy, learning and academic progress.
- Instructional support that takes students from where they are to where they need to be in speaking, listening, reading, writing, reasoning and thinking as required to be college and career ready.
- Confidence in themselves as capable learners, which means that teachers and others regard them as capable learners and teach them accordingly!

Is that even possible?

- Actually, yes. Depends on removal of obstacles.
- A lot of myths and research misinformation afloat about second language learning—e.g., *“it takes 5-7 years, or maybe 7-10 years to learn the kind of language required for learning school subjects.”*
- That’s what happens when there is no consistency of attention or access to the language provided in school. That’s what happens when learners get everything *but* what they need for language learning in school.
- There are huge obstacles to language learning at present.

It may or may not be grammatically perfect, but...

- ELs can learn complex, challenging materials well before they have learned all of the intricacy of the grammar of English, as Guadalupe Valdés reminds us!
- In fact, what it takes for ELs to achieve full mastery of academic language is work with precisely the rigorous kinds of complex texts the Common Core requires!

2 types of obstacles

- **Structural** and **instructional**—mostly provided in the guise of instructional help and support for ELs.
- But first—what is it exactly that ELs need to learn English quickly & successfully, say in 2-3, 4 years max? In a nutshell, they must have:
- Access to linguistic data that are true to the target language and which reveal how the language works in communication, interaction with that data at a cognitive level, & support from more competent others who know the language and data well enough to provide access to the forms, meanings, & communicative intentions encoded in them.

The language required for literacy & learning

- The kind of language required is sometimes described as *academic English* although it is by no means just one unified type that could be easily characterized, packaged up and taught.
- It is sufficiently different from ordinary spoken language— grammatically, lexically, and in how information is packaged up and conveyed—that it is virtually non-interpretable to anyone who knows only the spoken variety of English.
- It's found mostly in complex written texts, it's learned through literacy, and only by interacting with it.

I will go over that again!

- The language of academic discourse, which is crucial to academic progress beyond grade 3 *is learned by all children through literacy: there are no native speakers of academic language!*
- It involves so-called academic vocabulary, but that's just a small part of what makes it different from the language of spoken discourse, and is encountered by children principally in complex written texts.
- As I've noted, it is acquired through meaningful interaction with materials written in such language.

But there are obstacles.

Structural ones first

- Call it segregation or isolation by English proficiency—grouping students by ELP has the same effect where language learning is concerned: Learners have minimal contact with competent speakers of English.
- English learners interacting mostly with other English learners—basing the learning of spoken language forms on the speech produced by other English learners—the problem of “*junky data*.”
- Isolation of English learners by proficiency level entirely or for longish periods of each day (say, 4 hours a day?), etc., instruction “tailored” to English proficiency.

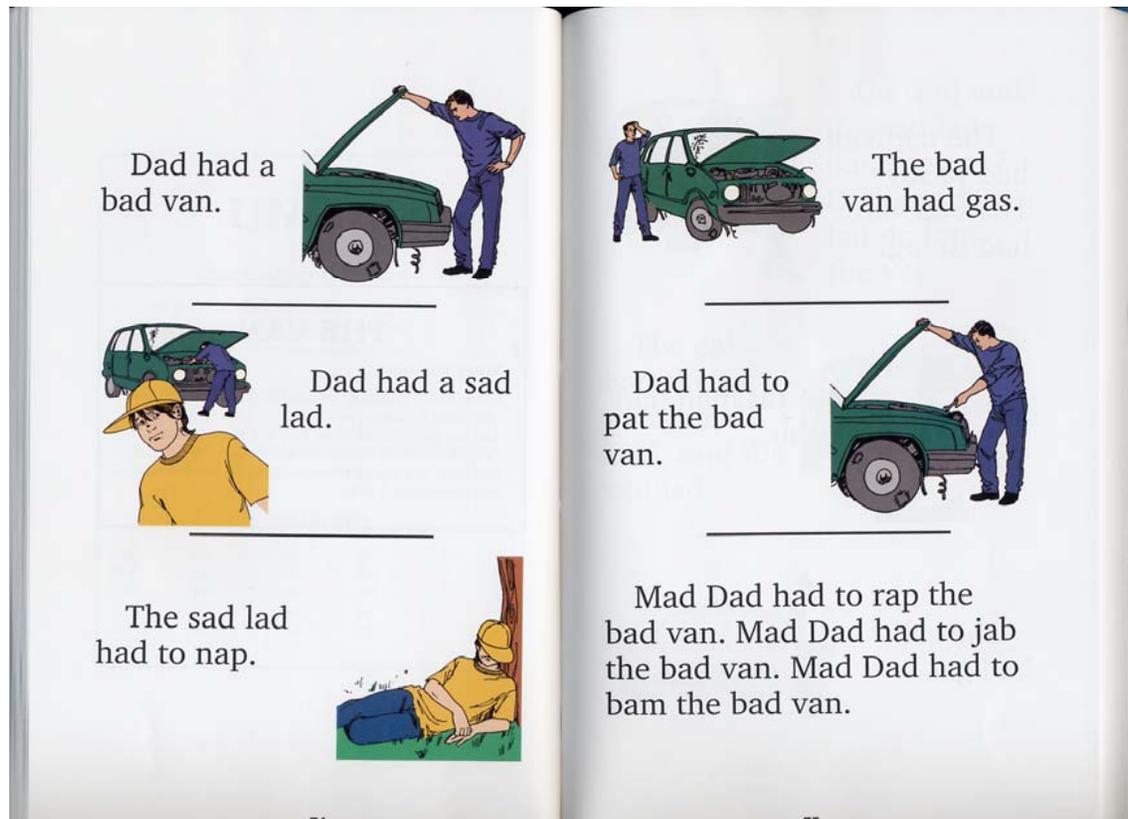
Which leads to some instructional obstacles

- Belief that English is learned, and must therefore be taught, one word, one feature, one structure at a time.
- That leads to instruction in which English is the content, and the emphasis is on teaching grammar rules and forms in the absence of other subject matter.
- Well intentioned instruction using materials designed to remediate putative short-comings in students (English and reading skills), but which provide *no clue as to how the language they need for literacy works*.
- Assumption: No way can ELs handle complex, grade-level appropriate materials or texts.

Consider, for example—

- The use of greatly simplified texts for ELs and “struggling readers” (how many are LMs?)
- What’s their emphasis—skills mostly or content?
- How much progress have ELs and LMs made in reading since top priority has been given to skill development in the reading programs & remedies of the past 12 years?
- Poorly developed reading and writing skills are a problem, but can skills be developed in the absence of meaningful content?

An example of such texts



Language & literacy issues

- The text you just saw was used in a *high school ELD class* for long-term English learners who were said to be “struggling readers.”
- Question: if ELs were learning English, or to read from such materials, how long would it take them get within striking distance to grade level Common Core texts? For example—

On March 30, 1853, the handsome, soberly dressed Reverend Theodorus van Gogh entered the ancient town hall of Groot-Zundert, in the Brabant, a province of the Netherlands. He opened the birth register to number twenty-nine, where exactly one year earlier he had sadly written “Vincent Willem van Gogh, stillborn.” Beside the inscription he wrote again “Vincent Willem van Gogh,” the name of his new, healthy son, who was sleeping soundly next to his mother in the tiny parsonage across the square. The baby’s arrival was an answered prayer for the still-grieving family.

(Exemplar informational text for Grades 6-8!!) Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*. New York: Random House, 2001. From Chapter 1, “A Brabant Boy 1853–75”

Why so complex?

- Texts like this historical narrative are complex because they must include enough information to make the content interpretable to potential readers.
- Any text that conveys serious content can't avoid complexity.
- Notice the **contextualizing and background information** included in this excerpt: time, circumstances, description, relational, and location.

On March 30, 1853, the handsome, soberly dressed Reverend Theodorus van Gogh entered the ancient town hall of Groot-Zundert, in the Brabant, a province of the Netherlands. He opened the birth register to number twenty-nine, where exactly one year earlier he had sadly written “Vincent Willem van Gogh, stillborn.” Beside the inscription he wrote again “Vincent Willem van Gogh,” the name of his new, healthy son, who was sleeping soundly next to his mother in the tiny parsonage across the square. The baby’s arrival was an answered prayer for the still-grieving family.

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Informational density

- Many pieces of information crammed into every sentence of texts like this one.
- We find here instances of constructions, expressions and structural devices, crucial to academic discourse, that are found only in written texts.
- But how are ELs and other students who are unfamiliar with such language to read a text that is so demanding?

On March 30, 1853, the handsome, soberly dressed Reverend Theodorus van Gogh entered the ancient town hall of Groot-Zundert, in the Brabant, a province of the Netherlands. He opened the birth register to number twenty-nine, where exactly one year earlier he had sadly written “Vincent Willem van Gogh, stillborn.” Beside the inscription he wrote again “Vincent Willem van Gogh,” the name of his new, healthy son, who was sleeping soundly next to his mother in the tiny parsonage across the square. The baby’s arrival was an answered prayer for the still-grieving family.

(Exemplar informational text for Grades 6-8!!) Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*. New York: Random House, 2001. From Chapter 1, “A Brabant Boy 1853–75”

They can't—without instructional support!

- One cannot simply hand a complex text to ELs or struggling readers and tell them to read it. That leads only to frustration and failure.
- Students need help from teachers who are prepared to help them discover how meaning is conveyed in the text, to unpack the information stuffed into the words, phrases, clauses, and sentences used, and to notice how meaning relates to structures.
- An approach to doing this has evolved from work I have been doing in NYC in collaboration with Maryann Cucchiara and educators in many K-12 schools in the city.

The focus is content

- Curricular content designed to meet grade level standards was our starting point, and not English or skill development that was unrelated to that content.
- The packaging of the content into instructional units that were designed to give learners multiple opportunities to engage with the content through hands and minds-on learning activities.
- We advise the use of compelling and complex texts: at least as complex as those recommended by the CCSS.
- Why? Because complex texts are more interesting, and more likely to promote learning than simplified ones can.

ELs need complex texts!

- Such materials are almost always too demanding for students to work on by themselves, but if they are appropriately complex, they are not too demanding to be worked on with instructional support.
- One strategy is by offering multiple opportunities to work on texts on a given topic to give students **thick** rather than thin coverage of the content.
- Each text provides a context and familiarity with the concepts and materials that helps support understanding of the ones that follow. This works much better than once-over-lightly readings of many unrelated topics.

Instructional conversations are a key to this approach

- These conversations are anchored in instructional units in which students learn content through various activities, including reading informational texts and writing.
- Each day, teachers select a sentence or two from the texts students are reading to feature in an instructional conversation they conduct with the students.
- Language is the primary focus of the conversation which begins with a read-aloud of the focal sentences.
- Teacher focuses attention on the parts of the sentence, asking questions to invite students to figure out the meaning conveyed by each part. Thus, kids discover how meaning maps onto structure.

Works well, but takes effort

- The approach has worked well where it has been adopted, but there is nothing magical about it. It takes a big effort, and teachers cannot do it without PD, and administrative support.
- It's going strong in various districts in NYC, Boston, and Franklin Township in NJ under M.A. Cucchiara's guidance, and under hers and mine (and the help of the Council of Great City Schools), it is taking off in Sacramento, Albuquerque, and very soon in Fresno, too.
- The Council of Great City Schools is helping to create an archive of materials to assist school districts in doing this work. Gabriela Uro is the contact there:
guro@cgcs.org

Back to the new community college student

- After we finished going over a very long and complex article on climate change, he said, “This is really interesting stuff. Why didn’t they teach me things like this in high school? I didn’t need all those English resource classes where I learned nothing. I needed this.”
- He will need even more—he’ll need reading stamina to read piles of assigned texts, strategies for making sense of what he reads, study habits to build knowledge from reading, and he will have to improve his writing, building his skills in reasoned discourse and argumentation.
- I, too, wish they had taught him what he needed in HS.

**CCSS AND
Effective instruction for ELs
-- a whole school approach**

**Margarita Calderón, Ph.D.
Professor Emerita, Johns Hopkins University**

- ✓ Why we need a new way of educating ELs
- ✓ How core teachers and administrators in a school learn to integrate language, literacy and content to address CCSS
- ✓ How a whole-school professional development program has turned around schools and enabled students to succeed

HOW DO WE ADDRESS THE DIVERSITY OF ELS?

- ✓ LT-ELs -- Long-Term ELLs
- ✓ R-ELs -- Reclassified ELLs
- ✓ M-ELs -- Migrant ELLs
- ✓ SIFE -- Students with Interrupted Formal Education
- ✓ SE-ELs -- Special Education ELLs
- ✓ HSN -- Highly Schooled Newcomers
- ✓ Mexican Students in NYC

HOW DO WE ADDRESS THE DIVERSITY OF ELS?

- ✓ **Newcomers with English Proficiency levels 1 and 2**
- ✓ **SIFE -- Students with Interrupted Formal Education**
- ✓ **SE-ELs -- Special Education ELLs**

- Need basic vocabulary in the content areas
- Need basic reading and writing instruction
- Need schooling and study protocols

HOW DO WE ADDRESS THE DIVERSITY OF ELS?

- ✓ **LT-ELs -- Long-Term ELLs**
- ✓ **R-ELs -- Reclassified ELLs**
- ✓ **M-ELs -- Migrant ELLs**
- ✓ **All low-performing students**
- Need academic language/vocabulary
- Need reading comprehension strategies
- Need close deliberate rereading strategies
- Need text-related writing skills
- Need learning how to learn strategies

- ✓ **HSN -- Highly Schooled Newcomers**
- Need intensive tier 1, 2, 3 vocabulary; cognates
- Need grammatical frames and contrasting grammatical features
- Need small dose of phonics/phonemic awareness
- Need text features and text structures
- Need models of writing used in the U.S.

- ✓ **Mexican Students in NYC – lowest performing of all Latino/Hispanic students with the highest drop out rates**
- Specific needs and approaches after our study. May be applicable to similar students across the country.

- **4-year Carnegie Corporation of New York study in 6th-12th general education teachers, ESL, SEI, SIFE, and bilingual teachers.**
- **2-year NYCDOE Study of SIFE in 17 schools.**
- **New study in elementary, middle and high schools in Charlotte, NC**
- **Analyses of our PD and the follow-up implementation in many schools in TX, NC, WI, NYC, FL, CT, DC**

PD & coaching for all teachers on:

- **Academic vocabulary:** tier 1, 2, 3 words
- **Language:** rich discourse, discussions, questions
- **Reading:** text complexity, informational, literary, text structures, comprehension skills
- **Writing from sources:** from texts they are reading
- **Building knowledge in the disciplines:** by teaching reading, vocabulary and writing in science, social studies, math, **not just** language arts.

VOCABULARY PREVALENT IN COMPLEX TEXTS

- Some students will have smaller tier 1, 2, 3 vocabularies when they enter the classroom. Instruction must address this **vocabulary gap early and aggressively.**
- **Provide more instruction** for students with weaker vocabularies rather than offering them fewer words.
- **Focus on tier 2 vocabulary instruction** to help students access grade level texts.

Summary of Vocabulary Tiers 1, 2, 3 For ELs

TIER 1 -- Basic words ELLs need to communicate, read, and write (e.g., **smart, toothache, shy**)

TIER 2 -- Information processing words and phrases that nest Tier 3 words in long sentences -- polysemous words (**power, trunk**), transition words, connectors (**therefore, moreover, over the course of**), more sophisticated words for rich discussions, and for specificity in descriptions (**declare, precise, ire**)

TIER 3 -- Subject-specific words or clusters that label concepts, subjects, and topics. Infrequently used academic words (**osmosis, fractional, ebb**).

Tier 2 Words in 6th & 7th Grade Tests

vary, underlying, albeit, solely, state, successive, denote, crucial, oddly, analogous, compiled, whereby, notwithstanding, forthcoming, coincide, widespread, implicit...

ORACY

- The ability to express oneself fluently and grammatically in speech.

DISCOURSE

- A formal discussion of a topic in speech or writing;
- Engage in conversation.

VOCABULARY PREVALENT IN COMPLEX TEXTS

- **Develop a sense of excitement** about words through games, puns, jokes, word play focusing on multiple word meanings, morphology, phonology and orthography.
- Use new vocabulary in **rich discussions**, oral and written summaries **[AFTER READING SMALL CHUNKS OF TEXT]**
- Students have rich rigorous conversations which are dependent **on a common text** **[BUT NEED TIME AND STRUCTURES!]**



- **High-quality** sequences of text-dependent questions should be modeled.
- Questions should begin with relatively simple questions requiring **attention to specific words, details, and arguments**, and then more to explore the impact of those specifics on the text as a whole.
- Series of questions that demonstrate students ability to follow the details of what is explicitly stated in the text.

- **Reading well means** gaining the maximum insight or knowledge possible from each source.
- **Use shorter, challenging texts** that elicit close reading and re-reading at each grade level.
- Select and explicitly teach specific passages within the text to provide opportunities for **close reading**.

Students should **read, re-read deliberately** and **slowly** to probe and ponder

- the meanings of individual words,
- the order in which sentences unfold, and
- the **development of ideas** over the course of the text

➤ **AND SUMMARIZE CONTENT
USING NEW VOCABULARY AND SYNTAX.**

- Writing is to show that students can analyze and synthesize sources in texts they read, presenting careful analysis, well-defended claims, ideas, and clear information.
- They draw evidence from a text to support analysis, reflection, or research.
- Short focused research projects should also be used.



The ultimate proof -- at the end of the period, block, day, week, CAN ELS:

Write one or two paragraphs summarizing what they learned about _____ using as many tier 2 and tier 3 words as they have learned.

Extra points if they use appropriate connectors, transition or signal words or use compound sentences and different types of clauses.

1. Pre-teaching of vocabulary
2. Teacher read alouds to model strategies
3. Student peer reading
4. Peer summaries
5. Depth of word studies/grammar
6. Class discussions
7. Cooperative learning activities to anchor knowledge
8. Formulating questions and Numbered Heads
9. Round Table Reviews
10. Pre-writing & drafting
11. Revising/editing
12. Reading Final Product

Provide for all K-12 core academic teachers, coaches, and administrators professional development:

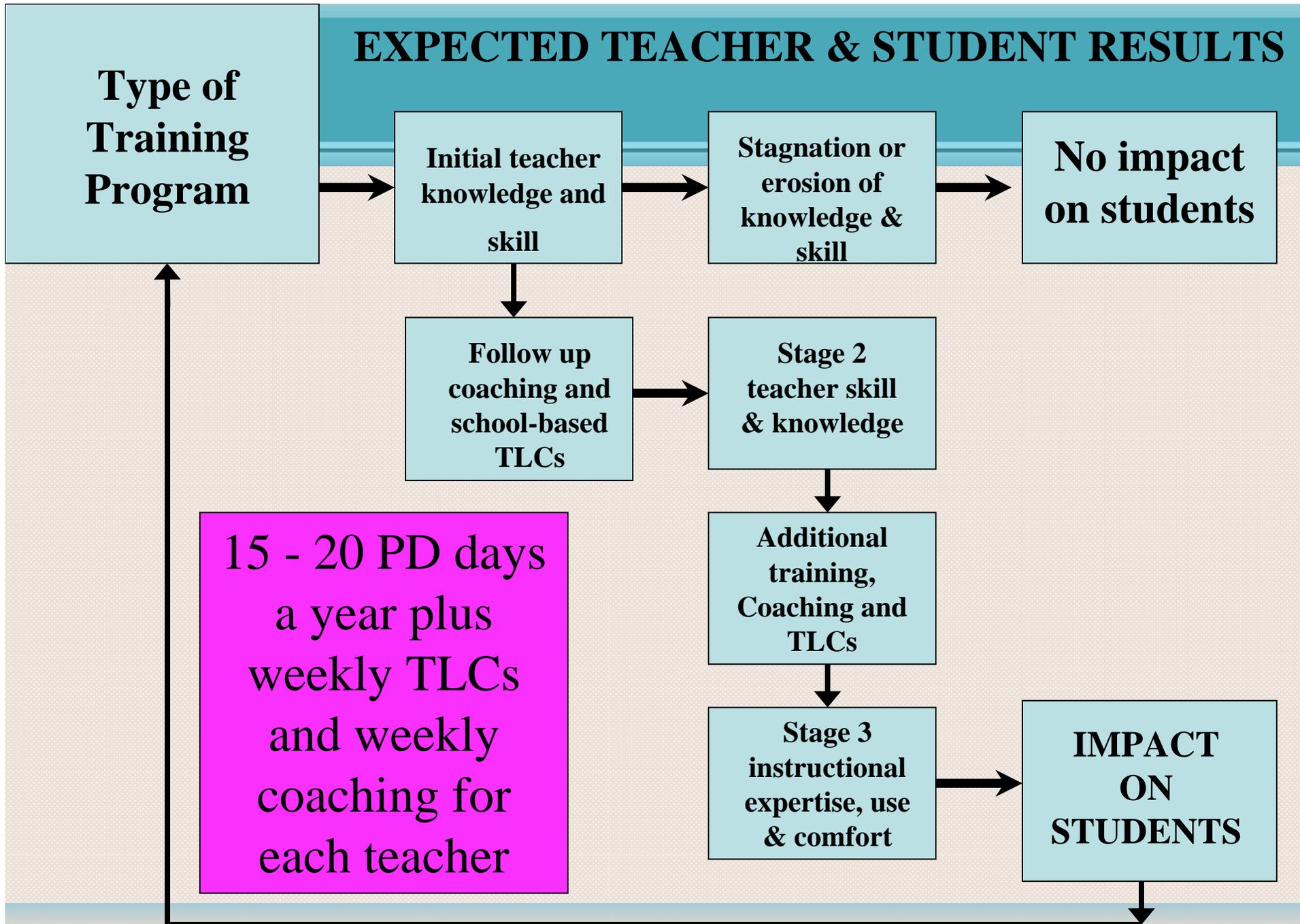
- **to integrate academic language, reading comprehension, and writing skills into all content/subjects.**
- **how to teach academic language, literacy, and content to the diverse ELs in their classrooms.**

- **Provide ESL/ELD teachers PD on rigorous academic language instruction for accelerating listening, speaking, reading and writing development.**
- PD and scheduled quality time for ESL/ELD and content teachers to plan and co-teach.
- **Provide bilingual credentialed teachers opportunities to expand their knowledge and evidence-based instructional skills.**

Is there Transfer from Professional Development?

- ✓ **Is there comprehensive training for all teachers, follow-up systematic coaching and continuous learning about ELs in the schools' PLCs or TLCs in every school?**
- ✓ **Is professional learning around EL instruction reduced to a few teachers attending a workshop and then “training other teachers” in one- or two-hour sessions at the school?**

EXPECTED TEACHER & STUDENT RESULTS



SAMPLE INDICATORS:

TRAINING EXAMPLE

- Workshops on
vocabulary,
reading, writing
- Reading and
discussing
research in TLCs
 - Modeling / demos
and observations
on teaching
vocabulary,
reading, writing to
ELLs

TEACHER TRANSFER EXAMPLE

- Cites sources
& summarizes
publications
- Uses 5-10
strategies to
teach V, R,
W.
- Invites
teachers to
observe
- Invites to
video tape

STUDENT IMPACT EXAMPLES

- Masters 5-10
words daily
- Uses new words
in daily speech,
in summaries, etc
- Increased
reading fluency,
comprehension
- Uses new words
in writing



THANK YOU!

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Questions



NCELA

**National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs**

Thank you for participating in today's webinar hosted by National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

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