

**Designing Accessible and Equitable Lessons for High School English Learners:
Using California’s ELD Standards and the CCSS**

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Overview of the Project

Collaboration between the Secondary Credential Program at CSUSM and one of our partnership high school districts (3 comprehensive high schools and 1 continuation)

- Provide professional development to high school teachers to effectively teach content and English language development to English learners in content area classes (English Language Arts, Math, Science and Social Studies)
- Incorporate activities and assignments in ALL courses offered in the secondary credential program so all teacher candidates can effectively teach English learners across all content areas
- Overall goal: Increase the academic achievement of high school English learners / number of English learners in “college track” classes

Challenges

- High school teachers are experts in their content area, not teaching English language development (CA teaching credential includes an Authorization to Teach English Learners)
- Approximately 18.5% of the district’s students are English learners. Most ELs are Long Term English Learners (LTELs) – in the US for more than 6 years (many are born in the US), “stuck” at the same ELD proficiency level for two or more years, score “far below basic” or “below basic” on standardized tests

Activity Used with Content Teachers – Using the CA ELD Standards and the CCSS together

The steps of this activity can be followed with teachers in any content area. As an example, the steps described here use a mini-unit, *An Examination of Genetically Modified Foods*, created during a two-day workshop with high school biology teachers. The unit includes state content standards (Biology), CCSS in Reading and Writing and the following ELD Standards; Exchanging information / ideas, reading / viewing closely, writing – concise summaries.

1. Gather information on your English learners

- Proficiency level(s) in listening/speaking, reading and writing
- Background knowledge (content, language development, interests, cultural, social, prior schooling)
- Other information – academic, linguistic, social, psychological, behavioral, health-related, etc.

2. Review the Common Core State Standards (CCSS) for English Language Arts, Literacy in History / Social Studies, Science and Technical Subjects and decide which to include in the lesson / unit

Reading Standard for Literacy in Science – Key Ideas and Details: Grades 9-10

- **Determine the central ideas or conclusions** of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; **provide an accurate summary of the text.**

3. Present a general overview of the California English Language Development (ELD) Standards – focus on secondary (grades 9-12)

- Instructional standards – Areas are Collaborative, Interpretative and Productive
- Three proficiency levels –Emerging, Expanding and Bridging (entry and exit criteria at each level)
- Focus on communication (as opposed to language development only)

Emphasize that the CCSS are the “what” of the lesson and the ELD Standards are the “how”

4. In small groups, the teachers review the ELD Standards and determine which to include in their lessons / units **AND** which proficiency levels are appropriate for their English learners

- “What” (expected outcome of the CCSS) = determine the central ideas or conclusions / provide and accurate summary of the text
- “How”= which ELD Standard(s) can you use in your lesson / unit to help English learners meet the CCSS and progress in their English proficiency?

Determine the central ideas or conclusions

Reading / viewing closely (CA ELD Standard – grades 9-10, Expanding level)

- Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia using increasingly detailed sentences, and an increasing variety of general academic and domain specific words

Exchanging information /ideas (CA ELD Standard – grades 9-10, Expanding level)

- Contribute to class, group and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas

Provide an accurate summary of the text

Writing (CA ELD Standard – grades 9-10, Expanding level)

- Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers)

5. Design lessons with scaffolded activities and rubrics with differentiated assessments based on English learners’ proficiency levels