Mid-Continent Comprehensive Center (MC3)
at the University of Oklahoma

Common Core
for
English Language
Learners

MC3 Regional ELL/CCSS Task Force

December 2012

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Introduction

Statistical data published in the Condition of Education 2010 show that it is estimated currently 85% of public school teachers have one or more English language learners (ELLs) in their classrooms. The trend is the number of students having limited proficiency in the English language to function at the level of their mainstream counterparts will continue to increase. The four states served by MC3 (Arkansas, Kansas, Missouri, and Oklahoma) have shown a constant increase in the number of ELLs served in our public schools:
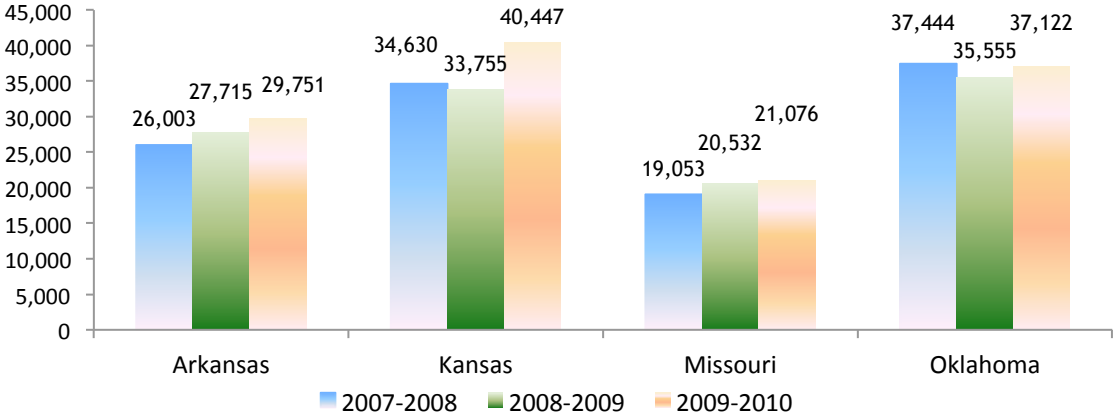
In addition to the increasing numbers of ELLs in classrooms across the country, the Common Core State Standards (CCSS) will require a more rigorous and in-depth curriculum to be provided to **ALL** students regardless of their level of English language proficiency. As the states' CCSS Committees work on effective ways to implement these new standards in the classroom, it is vital to address the needs of ELLs at all proficiency levels to enable them to meet the same standards as their grade-level peers.

In February 2012, MC3 hosted a one-and-a-half-day MC3 Regional English Language Learners/Common Core State Standards Institute. As part of the institute, administrators from the four-state MC3 region were given the opportunity to identify possible solutions to the expected challenges for ELLs related to the transition to the CCSS. The institute also offered a venue to share successful programs already in place in school districts with high numbers of ELLs.

At the end of the institute, participants were asked to brainstorm on ways MC3 could support the professional learning efforts of the four states. As a result, a request was made to establish the MC3 Regional ELL/CCSS Task Force with representatives from the four states. This task force was charged with the preparation of a professional development framework including processes and resources to enable regional educators to make CCSS accessible to ELLs. Since then, the task force has been working under the guidance of Dr. Diane August, a nationally recognized researcher on issues related to the acquisition of English as a second language.

MC3 Regional ELL/CCSS Task Force Membership

Diane August, Ph.D., is a managing director affiliated with the American Institutes for Research (AIR) in Washington, D.C. At AIR, she is responsible for directing ELL work for the Education Human Development and the Workforce Division. Her area of expertise is the development of science and literacy in second-language learners in Grades PK–12. Currently, she is assisting several states and districts in implementing the CCSS for ELLs. Prior to her position at AIR, she was a senior research scientist at the Center for Applied Linguistics, where she was the principal investigator for a 10-year NICHD Program Project that investigated the development of literacy in ELLs and co principal investigator (PI) at the IES-funded National Research and Development Center on ELLs. Additionally, she was co-PI on two IES–funded studies; the first focused on developing a comprehension assessment for ELLs and the second on implementing and evaluating bilingual and English-as-a-second-language programs for ELLs. She has also served as staff director for the National Literacy Panel on Language Minority Children and Youth. She has been a senior program officer at the National Academy of Sciences, where she was study director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. Dr. August has worked as a teacher, school administrator, legislative assistant, grants officer for the Carnegie Corporation, and director of education for the Children's Defense Fund. In 1981, she received her doctoral degree in education from Stanford University, and in 1982, she completed a postdoctoral fellowship in psychology, also at Stanford. She has published widely in journals and books.

Mary T. Bridgforth, Ph.D., currently serves as Coordinator for the English as a Second Language Program for Springdale (Arkansas) Public Schools. The program serves approximately 8800 students who speak a first language other than English, which is 43% of the total student population. She holds a doctorate in Curriculum and Instruction. Mary also coordinates the Springdale Family Literacy Program, which engages over 225 parents in the education of their children. Mary holds a doctoral degree in curriculum and instruction from the University of Arkansas, Fayetteville.

Rosie García-Belina, Ed.D., has been an educator for more than 48 years serving in different capacities in the public and private education systems, and as a faculty member in universities in Mexico and the United States. Her areas of expertise include language acquisition, bilingual education, multiculturalism, migrant education, early childhood education and parental involvement. Rosie has served as the ELL and Migrant Education Technical Assistance Coordinator with the University of Oklahoma for several different Comprehensive Centers: Region VII Comprehensive Center (1996-2005), Mid-Continent Comprehensive Center (2005-2012), and currently the South Central Comprehensive Center (SC3) and the Central Comprehensive Center (C3), which seek to build the capacity of administrators, teachers, and teachers' assistants to help ELLs effectively improve in their academic achievement. Rosie also works closely with Hispanic families in understanding systems in the United States as

they make the transition into their new country. Rosie holds a doctoral degree in education in bilingual education from Texas A&M University-Kingsville.

Lori Hanna, M.Ed., is the Director of ELL Curriculum at the Missouri Department of Elementary and Secondary Education (DESE). She has 10 years of experience in the field of English teaching and is a passionate advocate for ELLs and their families. Lori is a certified WIDA consultant and CLIMBS Facilitator. This year, Lori is serving as the Chair of the annual Missouri Migrant Education and English Language Learning Conference. Lori holds a master's degree in TESOL from Southeast Missouri State University.

Amy Suzanne King, M.S., is an English Language Learning Consultant based in Kansas City, Missouri. She has nearly 20 years of experience in the field of English teaching and adult learning in this country and abroad. She is an independent consultant for WIDA and presents regularly at regional and national conferences, including TESOL and Learning Forward. Before working as a consultant, she taught ESL in K-12 public schools, private language schools, and adult education programs. Internationally, she has taught in both Slovakia and South Korea. In Slovakia, she was a visiting lecturer at Mateja Bela University. In Korea, she worked at Shin-il High School as a Fulbright English Teaching Assistant and at the Foreign Language Institute of Yonsei University. Amy holds a master's degree from Northwestern University.

Melanie Manares, M.A., has served as the State of Kansas ESOL/Bilingual Education and Title III program consultant for the past five years. Prior to her current position she worked for six years at another state agency as the LEP Access Coordinator. She has also served as an elementary and secondary English Teacher Trainer in the U.S. Peace Corps, has taught adult ESL in an adult basic education program, and taught several courses at an Intensive English Program at the University of Iowa. She holds a master's degree in linguistics with a focus on TESOL from the University of Iowa.

Melissa McGavock, M.S., has been in education since 1995 working as a co-op English and Spanish teacher in western Oklahoma. In her hometown of El Reno, Oklahoma, she taught ESL, 8th Grade Spanish, Spanish I, and served as the school district's ESL Coordinator. In December 2006, Melissa transitioned to the Oklahoma State Department of Education (OSDE) as the Bilingual Education Coordinator. In 2008, she became the Director of Bilingual and Migrant Education when Titles I-C and III-A merged into one office. Melissa truly enjoys working with parents, designing innovative programs for ELLs, teaching English to speakers of other languages, and providing services to the migrant and immigrant children and youth of Oklahoma. She always says, "I can think of nothing better I would like to do." Melissa holds a Master of Science degree from Southwestern Oklahoma State University in Weatherford, Oklahoma.

Jennifer Shackles, M.A., is a Professional Development and Certified WIDA Trainer with more than 14 years of experience in education. For the last seven years she was at the Missouri Southwest Regional Professional Development Center as a Migrant and ELL Instructional Specialist and School Improvement Consultant. Jennifer has been involved in many special projects for ELLs, including Gifted ELLs, Identifying ELLs with Special Needs, and WIDA/CCSS alignment. Jennifer worked closely with MC3 in the process of turning around schools in Carthage, Missouri, and in conducting a Case Study for Fairview Elementary. Jennifer has presented on special topics both statewide and nationally with the goal of improving education for both teachers and students. Jennifer holds a master's degree in TESOL from Southeast Missouri University.

Lucy Trautman, M.Ed., served as the Literacy Technical Assistance (TA) Coordinator for the Mid-Continent Comprehensive Center, and currently serves in the same capacity with the South Central Comprehensive Center (SC3), Central Comprehensive Center (C3) and Striving Readers Comprehensive Literacy (SRCL) Center at the University of Oklahoma. As a TA provider, she has worked to broker the services of reading researchers and other national TA providers to build the capacity of the state education agencies to advance literacy skills for all students from birth through grade 12, including limited-English-proficient students and students with disabilities. An educator for over 30 years, Lucy has served as elementary classroom teacher, bilingual teacher, migrant center curriculum writer, Title I reading teacher, reading specialist, director of tutoring, and adjunct college instructor. Lucy holds a master's degree in education with reading specialization from the State University of New York.

Expected Outcomes

At the end of the presentation, participants will

1. be able to identify the structure of the CCSS and its relation to ELLs,

2. be aware of considerations for guiding instruction for ELLs,

3. recognize the elements needed to ensure all students meet the CCSS in English language arts and understand the additional supports ELLs require meeting the standards, and

4. improve the capacity of regional state education agency (SEA) administrators and staff members to understand what will be required to ensure ELLs meet the new standards and are prepared for the workplace or higher education.

Rationale for a Professional Development Framework

Data from the 2011 National Assessment of Educational Progress—across all grades and subjects tested—indicates a large gap in achievement between ELL and English proficient students. The gap at middle school grows to almost double as compared to the gap at the elementary levels. This suggests that as students' grade level increases, so does the risk they will fall behind native English-speaking counterparts.

**NAEP Data Average grade scale scores for the
2011 National Assessment for Educational Progress assessment**

Grade 4	ELLs	English Proficient	Difference
Math	219	243	-24
Reading	188	255	-37

Grade 8	ELLs	English Proficient	Difference
Math	219	243	-24
Reading	188	255	-37
Science	224	267	-43

National Center for Education Statistics. (2011a). The nation's report card.
Washington, DC: Institute of Education Sciences, U.S. Department of Education.

A scale score is derived from student responses to assessment items that summarizes the overall level of performance attained by that student. NAEP scale scores range from 0-500 for reading and math and 0-300 for science. The following are descriptors of the types of tasks associated with scale scores:

For Math
- 150 simple arithmetic
- 200 beginning skills and understanding
- 250 numerical operations and beginning problem solving
- 300 moderately complex procedures and reasoning

For Reading
- 150 simple discrete reading tasks
- 200 demonstrate partially developed skills and understanding
- 250 interrelate ideas and make generalizations
- 300 understand complicated information

The main challenge for ELLs is their need to develop content knowledge and skills at the same time they are acquiring a second language. Additionally, they need to demonstrate their learning in English through assessments developed for mainstream students; therefore, they require supplementary cognitive and foundational grammar conventions to understand the content.

The Common Core State Standards

This initiative is a state-led effort to ensure all children across the country are given the tools they need to succeed. Having high standards consistent across states provides teachers, parents, and students with a set of clear expectations that everyone can work toward. The standards are designed to ensure children are getting the best possible education no matter where they live, so they are well prepared to compete here at home and around the world (http://www.corestandards.org/frequently-asked-questions).

The standards for English Language Arts (ELA) and Mathematics were developed under the auspices of the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). Currently, the standards have been adopted by 45 states and three territories. "The Next Generation Science Standards" are also being developed.

ELA comprises five areas: reading (foundational skills, literature and informational text), writing, listening & speaking, language, and literacy standards in history/social studies, science, and technical subjects. They are structured as follows:

Reading
(24 Standards)

Writing
(10 Standards)

Speaking & Listening
(6 Standards)

Language
(6 Standards)

Foundational Skills
(4 Standards)
K-5 Only!

Literature
(10 Standards)

Informational Text
(10 Standards)

Literacy in Social Studies, Science & Technical Subjects

Example of Grade-level Standards

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Informational Text K–5

RI

	Kindergartners:		Grade 1 students:		Grade 2 students:
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2.	With prompting and support, identify the main topic and retell key details of a text.	2.	Identify the main topic and retell key details of a text.	2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure					
4.	With prompting and support, ask and answer questions about unknown words in a text.	4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4.	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
5.	Identify the front cover, back cover, and title page of a book.	5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7.	Use the illustrations and details in a text to describe its key ideas.	7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8.	With prompting and support, identify the reasons an author gives to support points in a text.	8.	Identify the reasons an author gives to support points in a text.	8.	Describe how reasons support specific points the author makes in a text.
9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read informational texts appropriately complex for grade 1.	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

K-5 | READING: INFORMATIONAL TEXT

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Six Instructional Shifts Needed to Implement
the Common Core State Standards Effectively (From *Engage NY* at http://engageny.org)

Shift 1 (PreK-5)	Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts.
Shift 2 (Grades 6-12)	Knowledge in The Disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient and create more time, space, and support in the curriculum for close reading.
Shift 4	Text-Based Answers	Students engage in rich and rigorous evidence-based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

The MC3 Professional Development Framework

Teacher coordination and collaboration across the content areas is critical for ELLs' success (August and Hakuta, 1997). CCSS requires shared responsibility for literacy development. The standards claim that instruction in reading, writing, speaking, listening and language should be a shared responsibility within the school (p. 4, Common Core State Standards For English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects).

Two main elements guided the crafting of the MC3 Professional Development Framework: 1) considerations for working with ELLs, and 2) the four criteria of the Tri-State Quality Review Rubrics, developed by educational leaders from Massachusetts, New York, and Rhode Island.

Considerations for Working with ELLs

1. ELLs need to have access to cognitively challenging, grade-appropriate text so they do not fall behind their English-speaking peers academically.

2. ELLs need to acquire the foundational skills and knowledge that form the basis for grade-level content knowledge and skills.

3. ELLs need additional support because they are learning language and content concurrently.

4. ELLs bring tremendous resources to learning in a second language, namely their first language knowledge and skills.

5. ELLs require differentiated instruction based on their native and target language knowledge and skills.

Tri-State Quality Review Rubric for Lessons & Units (Version 4)

1. Alignment to Rigor
   - Targets a set of grade-level CCS ELA/Literacy standards
   - Includes a clear and explicit purpose for instruction
   - Selects texts that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose

2. Key Areas of Focus
   - Make reading text closely, examining textual evidence, and discerning deep meaning a central focus of instruction.
   - Facilitate rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions.

- Routinely expect that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Focus on building students' academic vocabulary in context throughout instruction.

3. Instructional Supports
- Cultivates student interest and engagement in reading, writing, and speaking about texts
- Addresses instructional expectations and is easy to understand and use
- Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text
- Integrates appropriate supports for students who are ELL, have disabilities, or read well below grade level text band

4. Assessment
- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level standards with appropriately complex texts
- Assesses student proficiency using methods that are unbiased and accessible to all students
- Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance

Activity 1

Excerpt from Martin Luther King, Jr.'s "I Have a Dream" Speech

> I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.
>
> Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

1. Read the paragraphs above and identify which words would you use to pre-teach.
   a. For all students
   b. For English language learners

2. Write one strategy you would use to teach those words.

3. Use the chat box to write your answer.

4. You will have three minutes to complete the activity.

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Activity 2

Excerpt from Martin Luther King, Jr.'s "I Have a Dream" Speech

> I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.
>
> Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

1. Prepare two text-dependent questions. Assume students have been given the background knowledge they need to understand the context of this passage.

2. Make sure
   a. one question is a lower-the-level question, and
   b. the questions are framed in a way that requires students to provide evidence for their responses.

3. For your two text-dependent questions, provide sentence frames for students.

4. Use the chat box to write your answers

5. We will use four minutes for this activity.

_____
_____
_____
_____
_____

Annotated Resources

Slides 5 & 6: Information Included in the Handout

Rumberger, R. (2006). *Tenth grade dropout rates by native language, race/ethnicity, and socioeconomic status*. Berkeley, CA: University of California Linguistic Minority Research Institute. Retrieved from http://escholarship.org/uc/item/2903c3p3

One of the most important indicators of educational performance is the high school dropout rate. This issue of EL Facts provides estimates of dropout rates for language minority students, racial and ethnic groups, and socioeconomic groups.

NAEP Data

National Center for Education Statistics. (2011a). *The nation's report card*. Washington, DC: Institute of Education Sciences, U.S. Department of Education. Retrieved from http://nces.ed.gov/nationsreportcard/

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas including reading and mathematics at grades 4, 8, and 12. The Nation's Report Cards communicate NAEP findings at national, state and local levels for groups of students defined by shared characteristics—gender, race/ethnicity, eligibility for free/reduced-price school lunch, students with disabilities, and students identified as English language learners.

Grade-Level Standards

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington D.C.: Authors. Retrieved from http://www.corestandards.org/

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that American students need for success in college, careers, and communities, and to be best positioned to compete successfully in the global economy.

Instructional Shifts

Engage NY. (2011). *Pedagogical shifts demanded by the common core state standards*. Albany, NY: New York State Education Department. Retrieved from http://engageny.org/resource/common-core-shifts/

This resource describes in detail the six instructional shifts needed to implement the CCSS effectively in English Language Arts (ELA)/Literacy. New York State Education Department, in conjunction with Student Achievement Partners, developed these six instructional shifts for ELA/literacy that educators should adhere to while implementing the CCSS with fidelity.

Quality Review Criteria

Tri-State Collaborative, Achieve & Student Achievement Partners. (2012). *Tri-state quality review rubric for lessons & units: ELA/literacy (grades 3-5) and ELA (grades 6-12) – version 4.1*. Washington D.C.: Authors. Retrieved from http://www.achieve.org/files/TriStateELA_LiteracyRubric1pageoverviewv4.1%20071712CC%20BY.pdf

The Tri-State Collaborative, composed of educational leaders from Massachusetts, New York, and Rhode Island, and facilitated by Achieve, developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the CCSS.

Slides 13, 14, 28, 30, 41-46, 51, 52, & 54-58: Gettysburg Address Exemplar

August, D., Haynes, E., García-Arena, P., Golden, L. (2012*). CCSS Professional Development for Teachers of ELLs: Gettysburg Address Exemplar*. Washington, DC: Center for English-language Learners, American Institutes for Research.

Slide 24: Select Appropriate Texts

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects, Appendix A. Washington D.C.: Authors. Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf

Appendix A of the Common Core State Standards for ELA defines a three-part model of text complexity for determining how easy or difficult a particular text is to read, as well as grade-by-grade specifications for increasing text complexity in successive years of schooling.

Slide 25: Quantitative Measures for Selecting Text

Lexile Find a Book http://lexile.com/findabook

The Lexile Find a Book allows users to search for published books in the Metametrix database by title, author, keywords, or ISBN to find the Lexile range.

The AR BookFinder http://www.arbookfind.com/

The AR Book Finder allows users to search for published books in the Renaissance Learning Accelerated Reader database by author, title, or topic to find the ATOS Book Level.

Questar Degree of Reading Power - DRP Analyzer
http://www.questarai.com/products/drpprogram/pages/textbook_readability.aspx

The DRP Analyzer allows users to search for textbooks in Questar's database by title, ISBN, publisher, copyright date, to match to students' DRP reading ability score.

Slide 26: Quantitative Measures for Selecting Text

MetaMetrix. (2012). *Text complexity grade bands and lexile bands*. Durham, NC: Author. Retrieved from https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/

The Common Core Standards advocate a "staircase" of increasing text complexity so that students can develop their reading skills and apply them to more difficult texts. Lexile measures and the Lexile ranges help to determine what text is appropriate for each grade band and what should be considered "stretch" text.

Slide 27: Quantitative Measures for Selecting Text

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2012). Supplemental information for Appendix A of the common core state standards for English language arts and literacy: New research on text complexity. Washington D.C.: Authors. Retrieved from http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Slide 29: Qualitative Measures for Selecting Text

Fisher, D., Frey, N., & Lapp, D. (2012). Text Complexity Is the New Black. *In Text Complexity (pp. 1-19).* Newark, DE: International Reading Association.

Slide 50: Read Closely/Text-dependent Questions

Achievement Partners (2012). "A guide to creating text dependent questions for close analytic reading" www.*achievethecore.org*

Slide 53: Read Closely/Lower-the-Level Questions

Creating Lower the Level Questions
From Uncommon Schools (http://www.uncommonschools.org)

Research shows that while ELs benefit from instructional practices that are also effective for native English speakers, they benefit from additional support because they are learning language and content concurrently. Providing this support is a legal obligation (*Lau v. Nichols*). Examples of methods that provide additional support include using gestures, paraphrasing, and lower-level questions to increase comprehension of text and oral discourse, glossing key vocabulary, and instruction in word-learning strategies and comprehension strategies (August & Shanahan, 2010; Genesee, Lindholm-Leary, Saunders, & Christian, 200).

Additional Resources

(Materials not available from an online source are available upon request.)

I. **Select Grade-level Text**
   1. Use MetaMetrics' Lexile-to-Grade Correspondence charts:
      - http://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

II. **Augment Students' Background Knowledge**
   1. The importance of students' background knowledge and experience
      - Peregoy, S. F., & Boyle, O. F. (2000). English learners reading English: What we know, what we need to know. *Theory Into Practice*, *39*(4), 237–247.

   2. The importance of developing common knowledge
      - Hirsch, E. D. (2008, Spring). Plugging the hole in state standards: One man's modest proposal. *American Educator*, 8-12.

   3. Determining which aspects of background knowledge to teach
      - Lincoln's Gettysburg Address Example
        Appendix D

III. **Provide Explicit Vocabulary Instruction**
   1. Determining which words to teach
      - Academic Word List Highlighter
        http://www.nottingham.ac.uk/~alzsh3/acvocab/awlhighlighter.htm

      - 4000 most common English words
        o First 4000 Words Project
        http://thefirst4000words.com/4000.html
        o Hiebert, E. H. (2005). In pursuit of an effective, efficient vocabulary curriculum for elementary students. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning*: *Bringing research to practice* (pp. 243–263). Mahwah, NJ: Lawrence Erlbaum.
        o Zeno, S. M., Ivens, S. H., Millard, R. T., & Duvvuri, R. (1995). *The educator's word frequency guide*. New York: Touchstone Applied Science Association.

      - Abstract words
        o Rating the abstractness of words

2. Teaching words
   - Teaching individual words
     Graves, M., August, D., & Mancilla-Martinez, J. (2012) *Teaching vocabulary to English language learners.* New York: Teachers College Press. [Chapter 4]

   - Teaching word-learning strategies
     Graves, M., August, D., & Mancilla-Martinez, J. (2012). *Teaching vocabulary to English language learners.* New York: Teachers College Press. [Chapter 5]

3. Teaching function words
   - Crosson, A. C., Lesaux, N. K., & Martiniello, M. (2008). Factors that influence comprehension of connectives among language minority children from Spanish-speaking backgrounds. *Applied Psycholinguistics, 29*(4), 603-625.

IV. **Language Standards Progressions – English Language Arts Common Core State Standards**

   1. Literature - Reading
   2. Informational Text – Reading
   3. History and Social Studies - Reading & Literacy
   4. Science Reading & Literacy
   5. Writing
   6. History, social Studies, Science and Technology Writing
   7. Speaking and Listening
   8. Foundational Skills
   9. Language Standards

V. **Mini-Lessons on grammar conventions to be taught independently**
   1. Text Complexity
   2. Building Background Knowledge
   3. Close Reading
   4. Academic Vocabulary
   5. Use of Connectives
   6. Figurative Language
   7. Personal Pronouns
   8. Discussion Starters
   9. Academic Conversations
   10. Differentiated Instruction

VI. **Tri-State Quality Review Rubric for Lessons & Units (Version 4**)

For additional information, please contact

MC3 REGIONAL ELL/CCSS TASK FORCE
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