Common Core for English Language Learners

Mid-Continent Comprehensive Center (MC3)
Regional ELL/CCSS Task Force

Welcome and Introductions

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Agenda

1. Provide an overview of materials provided in the handout.

2. Consider methods for making the Common Core State Standards in English Language Arts accessible for ELLs.

3. Discuss strategies useful for ELLs.

4. Address questions.

5. Provide resources.

Steps in the Process

Follow the Yellow Brick Road

The Process

1. Focus teaching and learning on a set of grade appropriate standards
2. Select grade appropriate text that will assist students in meeting these standards
3. Build students' background knowledge
4. Engage students in a close read of the text
5. Assess students' knowledge and skills

Step 1. Target Grade-Level Standards

>> Focus Teaching & Learning on Grade-Specific Standards

Target Grade-Level Standards

For all students (including ELLs)

- Consider standards across the content areas.
- At the elementary level, classroom teachers and resource teachers collaborate to select standards.
- At the secondary level, ELA teachers collaborate with other content area teachers to select standards.

For English Language Learners

- Incorporate English language proficiency standards that are aligned with the ELA standards.
  Framework for English Language Proficiency Development Standards
- At all levels, classroom teachers and ESL teachers collaborate to select standards.

Target Grade–Level Standards

Reading Standards for Informational Text

▸ RI.7.2 <u>Key Ideas and Details</u>: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

▸ RI.7.4 <u>Craft and Structure</u>: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

▸ RI.7.10 <u>Range of Reading and Level of Text Complexity</u>: Read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
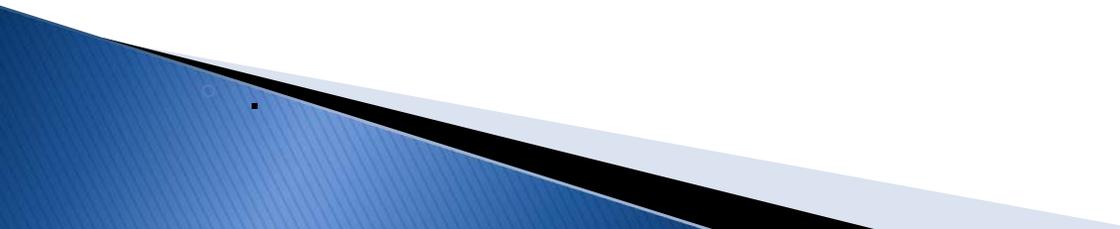
Target Grade-Level Standards

Literacy Standards for History/Social Studies

▸ RH.6-8.4 <u>Craft and Structure</u>: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

▸ RH.6-8.7 <u>Integration of Knowledge and Ideas</u>: Integrate visual information (e.g. in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

Target Grade-Level Standards

English Language Proficiency Standards

▸ ELPA: Reading - Standard 5: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

▸ **Kansas:** Reading 3. Determine the meaning of new content-specific vocabulary in literary and informational texts by using text features, re-reading, and using context clues, with support. Reading 6. Use context to determine the meanings of words and phrases, with minimal support.

▸ WIDA : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
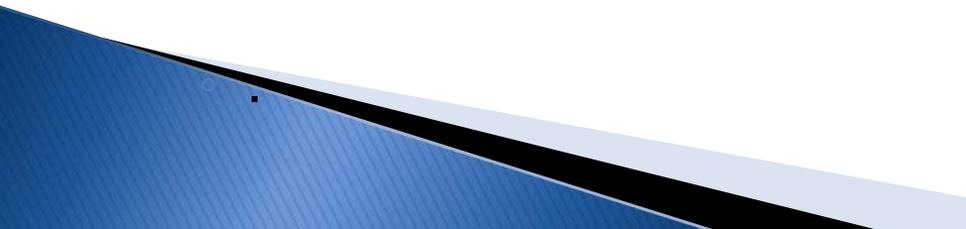
Step 2. Select Appropriate Texts

>> Include Clear and Explicit Purpose for Instruction

Select Appropriate Text

For all students (including ELLs), consider the:

- Quantitative attributes of text
- Qualitative attributes of text
- Reader characteristics
- Task characteristics
- Text characteristics
 - Representative of divergent cultures, periods and world views

For ELLs, also consider:

- Levels of English language proficiency in selecting supplementary texts

Select Appropriate Texts

Quantitative: word length or frequency; sentence length; and text cohesion

Qualitative: levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands
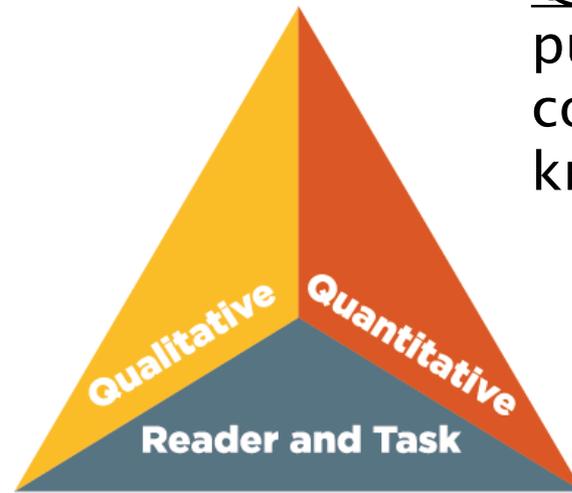
Reader and Task: specific to particular readers (e.g., motivation, knowledge, and experiences) and to particular tasks (e.g., purpose and the complexity of the task)

Select Appropriate Texts

Quantitative Measures for Selecting Text

▶ Literary Texts

  ◦ The Lexile framework can be used to measure the quantitative difficulty of many narrative texts (but not as many informational texts).

▶ Informational Texts

  ◦ The AR BookFinder (ATOS book level)

  AR BookFinder

  ◦ The Questar Textbook Readability (Degree of Reading Power score)

  Questar Textbook Readability

Select Appropriate Texts

Quantitative Measures for Selecting Text

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K–1	N/A	N/A
2–3	450L–725L	420L–820L
4–5	645L–845L	740L–1010L
6–8	860L–1010L	925L–1185L
9-10	960L–1115L	1050L–1335L
11–CCR	1070L–1220L	1185L–1385L

The higher the Lexile number, the more quantitatively complex the text.

http://lexile.com/

Select Appropriate Texts

Quantitative Measures for Selecting Text

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid[8]	The Lexile Framework®	Reading Maturity	SourceRater
2nd – 3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Select Appropriate Texts

Qualitative Dimensions of Text Complexity

- ▸ Levels of Meaning or Purpose
- ▸ Structure
- ▸ Language Conventionality & Clarity
- ▸ Knowledge Demands: Life Experiences
- ▸ Knowledge Demands: Cultural/Literary
- ▸ Knowledge Demands: Content/Discipline

Select Appropriate Texts

Qualitative Measures for Selecting Text

▶ Text with multiple levels of meaning

▶ Distortions in organization of text (e.g. time sequences)

▶ Sophisticated figurative language

▶ Significant use of variations to standard English

▶ Specialized or technical content knowledge assumed/required

▶ Limited use of text features and graphics to cue the reader

▶ Extensive and unfamiliar general and domain-specific vocabulary

▶ Use of language that is archaic

From: Fisher, D., Frey, N., & Lapp, D. (2012) Text complexity: Raising rigor in reading. *Newark, DE: International Reading Association.*

Select Appropriate Texts

Reader & Task Considerations for Selecting Text

- Capability (attention, memory, visualization, etc.)
- Motivation (purpose for reading, interest in the content)
- Knowledge (vocabulary and topic, linguistic and discourse, comprehension strategies)
- Experience

From: Fisher, D., Frey, N., & Lapp, D. (2012) Text complexity: Raising rigor in reading. *Newark, DE: International Reading Association.*

Step 3. Build Background

» Make Connections to Prior Experience and Develop Content Knowledge and Skills

Build Background

For all students (including ELLs), consider

- Gaps in precursor skills
- Content related to ELA
- Content related to other disciplines
- Vocabulary

For ELLs, consider

- Basic vocabulary
- US historical and cultural context
- Life experience and opportunities
- Precursor skills needed due to interrupted schooling
- English proficiency
▸ For some ELLs, draw on
  - cognate knowledge
  - first language knowledge and experience

Build Background

Assess Gaps

▸ Use the Learning Progressions to assess and address gaps in precursor skills

▸ The Learning Progressions show the development of the knowledge and skills for each standard from Kindergarten through Grade 12

　◦ Current standards documents show progressions across only three grade spans

▸ These progressions enable educators to address precursor knowledge and skills associated with each grade-level standard

　◦ Many ELLs need additional instruction in precursor skills because of interrupted schooling

Use Learning Progressions

Reading Standards for Informational Text, K–5

Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas

- ▸ RI.K.2 — With prompting and support identify the main topic and retell key details of a text.
- ▸ RI.1.2 — Identify the main topic and retell key details of a text.
- ▸ RI.2.2 — Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- ▸ RI.3.2 — Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ▸ RI.4.2 — Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ▸ RI.5.2 — Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Use Learning Progressions

Reading Standards for Informational Text, 6–8

Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas

- ▸ RI.6.2 — Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- ▸ RI.7.2 — Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ▸ RI.8.2 — Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary on the text.

Use Learning Progressions

Reading Standards for Informational Text, 9−12

Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas

- RI.9/10.2 — Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- RI.11/12.2 — Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account; provide an objective summary of the text.

Use Learning Progressions

▸ RI.9/10.2 — Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

▸ RI.6.2 — Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Use Learning Progressions
KS ESOL Reading Grades 6–12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
8. Identify the organiza-tional patterns of words and phrases in informa-tional text, with support.	8. Identify the organiza-tional patterns of short informa-tional text, with support.	8. Identify the organiza-tional patterns of informa-tional text using signal words and context clues within a variety of text structures, with support.	8. Identify the main idea and organiza-tional pattern of informa-tional texts, with occasional support.	8. Identify and analyze the organiza-tional patterns of texts such as text structures, main idea, and supporting details, with minimal support.

Build Background

- Read the text carefully and determine what background knowledge is required to understand it.
- Provide background information drawn from a variety of resources.
  - In some cases, you will have to create or adapt existing resources.
  - Target the specific knowledge and vocabulary required
  - Be as brief as possible
- Scaffold the content (in the background pieces) to make it comprehensible.

Build Background

- Watch a video clip
- Read about the topic using brief, language accessible materials
- Talk about a picture or painting
- Do an interactive reading
- Talk with a partner or discuss in class

- It is important that students have access to authentic text and have opportunities to read academic text.

Build Background

Use Word Learning Strategies – vocabulary

- Learn and use word parts (affixes, roots, etc.)
- Recognize cognates
- Use context for understanding
- Combine strategies for dealing with unknown words
- Use dictionaries
- Guide students to develop their own glossary
- Make word cards that include meaning, examples, translation (if possible) and illustration
- Assess student's understanding of the word
- Translate words using student's native language to facilitate connection with prior knowledge
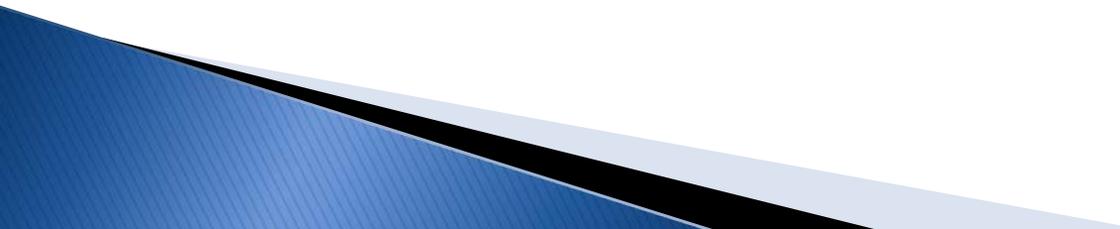
Step 4. Read Closely

» Make Central Focus of Instruction

Read Closely

For all students (including ELLs), consider

◦ Teaching academic and domain-specific vocabulary.

◦ Using text dependent questions.

◦ Guiding students to extract key meaning or main ideas found in the text.

For ELLs, consider

o First language knowledge and skills.

o Instruction in word learning strategies.

o Vocabulary that needs to be taught directly (and which will be glossed).

o Lower-the-level questions during a first read.

o Employing a functional analysis to help students understand complex phrases and sentences.

o Pairing ELLs with more proficient partners.

Read Closely

Make Content Comprehensible

- Utilize student's L1 skills and knowledge
- Develop academic language including vocabulary through explicit and implicit instruction
- Increase interaction
- Assign supplemental readings at student's proficiency level
- Build background knowledge through media, word meaning, and comprehension strategies
- Focus questions at word/phrase level, sentence level, paragraph level, and story/section level.

Read Closely

Scaffolds

1. Lower the Level Questions
2. Glossing of Vocabulary
3. Graphic Organizers

Read Closely

Lower-the-Level Questions

▸ For each small chunk of text, determine the information that is most important for students to understand.

▸ Develop questions that ask students to report on this information.

▸ Questions can be focused on meaning at multiple levels: word/phrase level, sentence level, passage level, and story level.

Read Closely

Lower-the-Level Questions

Level	Explanation
Word/Phrase Level	To help students determine the referents of pronouns; decode the meanings of idioms; make inferences based on allusions or connotations; and analyze metaphorical, ambiguous, or figurative language
Sentence Level	To help students analyze and make inferences from short segments of text
Passage Level	To pull together what they have learned from individual words, phrases, and sentences, and search for larger meanings in the text.
Story Level	To help students respond to questions about the overall story

Read Closely

Text Dependent Questions

▸ Do not rely on background information extraneous to the text.

▸ Are answered by referring back to the text.

▸ Guide students in extracting key meanings or ideas found in text.

▸ Target academic vocabulary and specific sentence structures that are key to comprehension.

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

Read Closely

Text-Based Evidence

Type	Explanation
Direct Citation v. Paraphrase	You may ask students to point to the exact line or phrase that supports an idea or conclusion, or you can ask them to summarize the supporting text. In both cases, students should clearly identify the evidence for their response.
Drawing v. Supporting Conclusions	You can provide students with a conclusion and ask them to support it with evidence from the text, or alternatively, you can state a line or phrase of text and ask them to draw a conclusion that is supported by that line or phrase.
Evidence for 1 v. Multiple Conclusions	In some cases, evidence from the text only supports a single conclusion. In other cases, the text seems to support multiple viable conclusions. Help students determine the difference by asking them to provide evidence for their conclusions.
Supporting Own or Others' Conclusions	You may ask students to draw a conclusion and support it with evidence, or you may ask one student to draw a conclusion, and other students to find evidence for the conclusion. The conclusion is only supported if evidence can be found in the text.

Excerpt from "The Secret Garden" by Frances Hudgson Bernett (1911)

"When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also".

Read Closely

Revisit the Standards

Text Dependent Question	Common Core State Standard
1) Describe Mary Lennox.	RL.4.3. Describe a character, drawing on specific details in the text.
2) What are Mary's parents like?	RL.4.3 Describe a character, drawing on specific details in the text.
3) Who was Mary's Ayah? What role did she play in Mary's life?	RL.4.3 Describe a character, drawing on specific details in the text.
4) Why did the governess hired to teach Mary to read quit? Was the result that Mary grew up unable to read?	RL.4.1 Refer to details and examples in a text when drawing inferences from the text.

"There's No One Left" **Excerpt from *The Secret Garden* by Frances Hodgson Burnett (1911)**	Text dependent questions
When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her own way in everything, because the Mem Sahib would be angry if she was disturbed by her crying, by the time she was six years old she was as tyrannical and selfish a little pig as ever lived. The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months, and when other governesses came to try to fill it they always went away in a shorter time than the first one. So if Mary had not chosen to really want to know how to read books she would never have learned her letters at all.	**1) Describe Mary Lennox.** **2. What are Mary's parents like?** **3) Who was Mary's Ayah? What role did she play in Mary's life?** **4. Why did the governess hired to teach Mary to read quit? Was the result that Mary grew up unable to read?**

Read Closely

Text-Based Evidence

Text Dependent Question	Text Based Evidence Question	Sentence Frame
1) Describe Mary Lennox.	1) Describe Mary Lennox using words from the first paragraph.	
2) What are Mary's parents like?	2) What does the story say about Mary's parents?	
3) Who was Mary's Ayah? What role did she play in Mary's life?	3) What parts of this paragraph tell you who Mary's Ayah was? What parts tell you about the role she played in Mary's life?	
4) Why did the governess hired to teach Mary to read quit? Was the result that Mary grew up unable to read?	4) Which sentence explains why the governess hired to teach Mary to read quit? How do we know that she learned to read anyway?	

Step 5. Assess Student Achievement

» Elicit direct, observable evidence of independent mastery

Classroom Assessment

For all students (including ELLs)

- Construct classroom assessments based on the targeted standards.
- Assess in different ways (oral, written, in teams, individually) to include learning styles.
- Critique results positively.
- Evaluate to identify concepts needing to be re-taught

For ELLs

- Develop assessments that mirror what will appear on state assessments
- For beginners and high beginners, allow the use of their glossaries or dictionaries
- Identify what accommodations will be allowed for each individual student and familiarize students with their use
- Revisit comprehension of previously mastered skills and content

Final Recommendations

CCSS Facts

➤ The CCSS entails the development of literacy skills in all students and at all levels.

➤ Not only are English Language Arts teachers required to increase the use of informational texts, but teachers in the content areas such as history, social studies, science and technology, need to develop students' literacy skills as well.

➤ CCSS require that teachers from the content areas work together with the ESL teachers as they plan lessons that effectively help both the mainstream and the English language learning students.

Make Student Engagement a High Priority

- Student engagement should remain front and center when designing and implementing methods and materials aligned with the CCS Standards.
- Encourage students to become more active participants in their education by providing opportunities for:
  - Goal setting and achievement (students set learning goals at the beginning of lessons)
  - Collaboration with other students

At all Times Use Methods with a Strong Research Base

- The CCS Standards provide new opportunities for educators to create appealing lessons.

- "When English is both a target and a medium of instruction the construction of curriculum knowledge has to progress hand-in-hand with the development of English" (Gibbons, 2003, p. 247).

Extend and Expand Learning Opportunities

➢ Give teachers additional time to create methods and materials that align with the standards.

➢ Give ELs additional time to develop the background knowledge and skills they need to meet grade-appropriate standards.

➢ Involve families.

➢ Involve other community-based organizations.

Comments?
Questions?
Concerns?

For additional information
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