

Understanding Language

Language, Literacy, and Learning
in the Content Areas

The Common Core for English Language Learners: Challenges and Opportunities

<http://ell.stanford.edu>

A Nation at Risk (1983)... call for standards.



CBB 844-3020

Figure 1. Members of the National Commission on Excellence in Education with Terrel Bell (Secretary of Education) April 28, 1983.

Back Row: L. to R: Bill Baker, Robert Haderlein, Gerald Holton, Glenn Seaborg, Al Quic, Emerald Crosby, Charles Foster, and Anne Campbell

Front Row: L to R: Norman Francis, Annette Kirk, Margaret Marston, Yvonne Larsen, David Gardner, Terrel Bell, Jay Sommer, Shirley Gordon, and Frank Sanchez

No Child Left Behind



No Child Left Behind: Three important pieces for ELLs



- Sec. **1111**(a)(3)(ix)(III) the **inclusion** of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered ... including, to the extent practicable, assessments in the language and form most likely to yield accurate data...
- Sec. 1111(a)(3)(xiii) enable results to be **disaggregated** within each State, local educational agency, and school by...English proficiency status.
- Sec **3113**(b)(2) standards and objectives for raising the level of **English proficiency** that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are **aligned with** achievement of the challenging State **academic content** and student academic achievement standards described in section 1111(b)(1).

Common Core State Standards

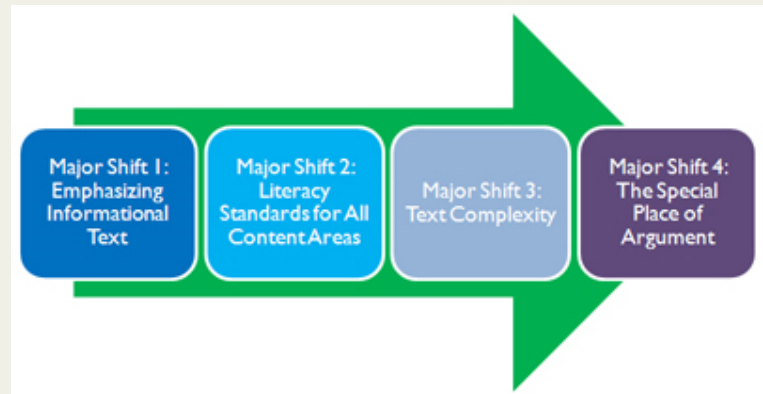


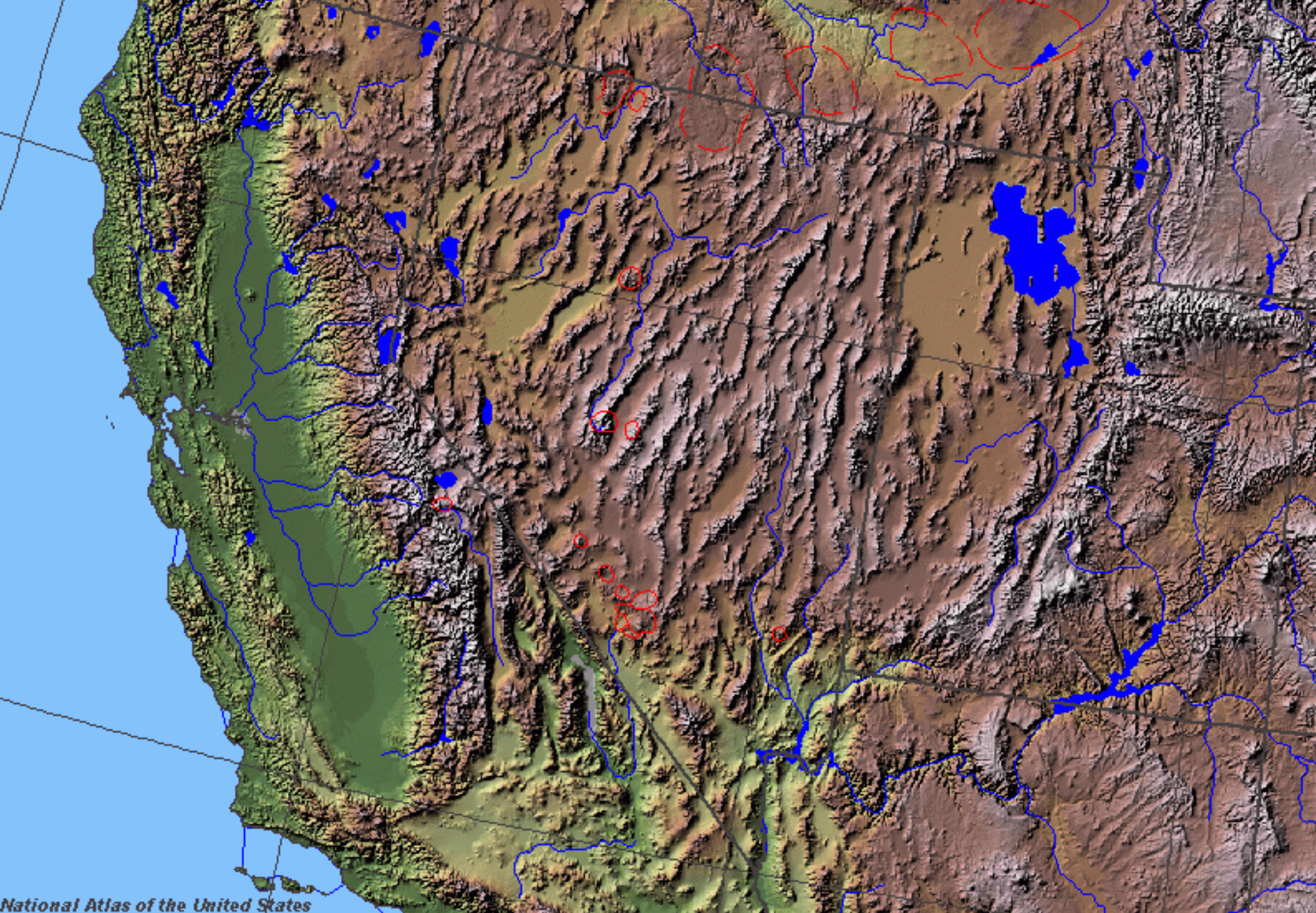
Contact us today to begin implementing the Common Core Standards



PEARSON

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Common Core Virtual Conference
FEBRUARY 22-25, 2011







National Geographic: George Steinmetz

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The new standards afford us a fresh opportunity to reinforce the key findings of our knowledge and experience as the ELL field:

- with support, ELLs can participate in classroom discourse focused on rich and exciting academic content.
- ESL is necessary but not sufficient; ELLs learn language best when they engage with content.
- focusing on both text and discourse gives ELLs opportunities for extended engagement with complex ideas.**

The New Standards...

- raise the bar for learning;
- raise the demand for language;
- call for a high level of classroom discourse across all subject areas.

What do the New Standards Imply?

Focus on Language

- “Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines and they can construct effective arguments and convey intricate and multifaceted information” (ELA student portraits, p. 7)
- Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures, and build a logical progression of statements to explore the truth of their conjectures” (Math practices, pp. 6-7)

Science Practices' focus on Language

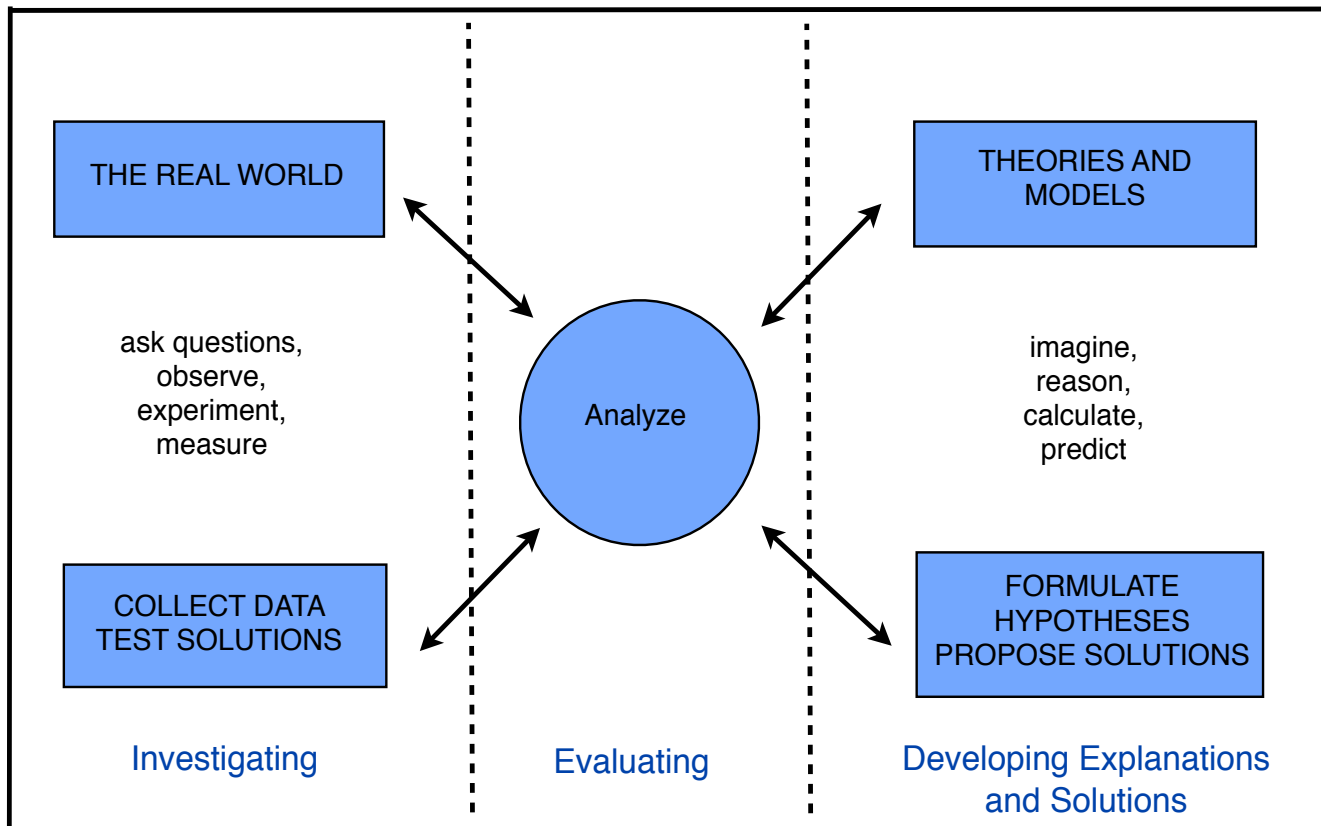
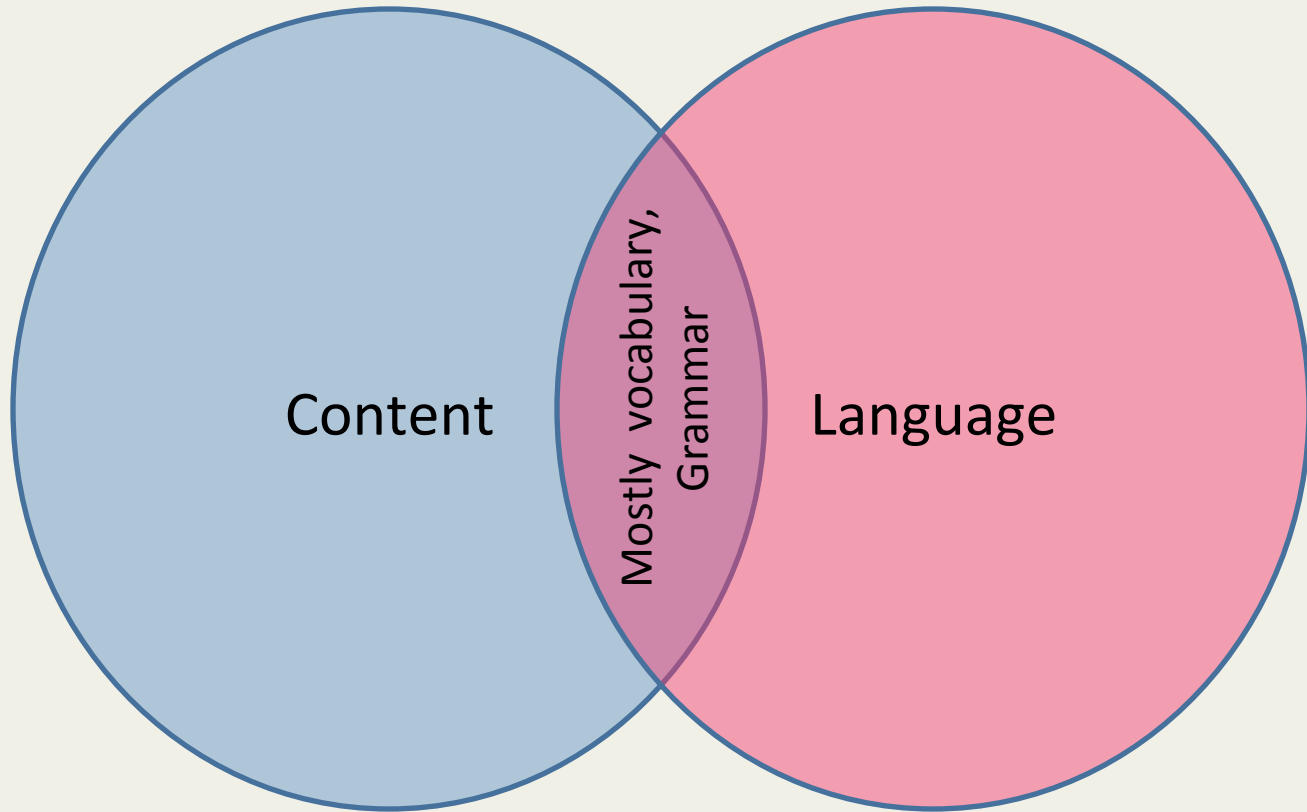
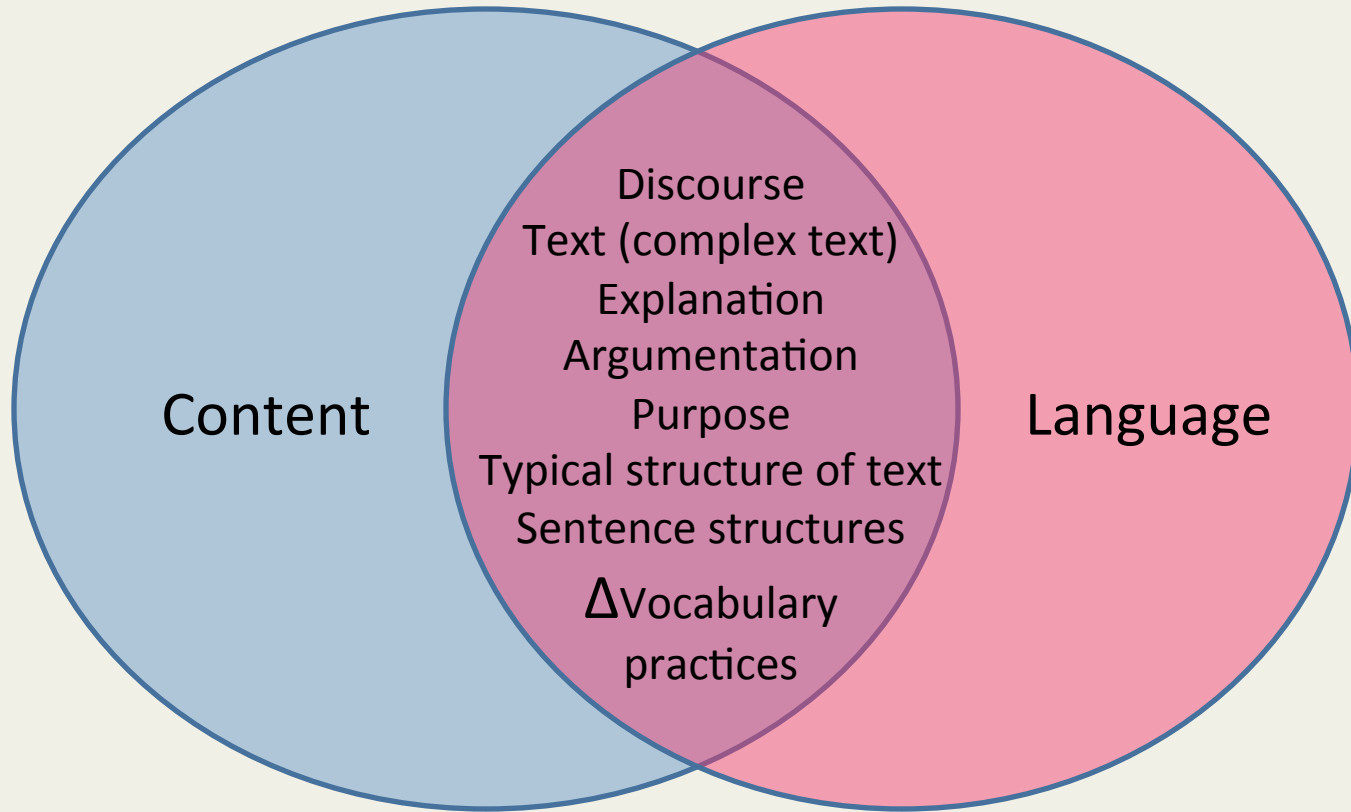


Figure 3.1 The three spheres of activity for scientists and engineers (NRC Science Framework p.3-3)

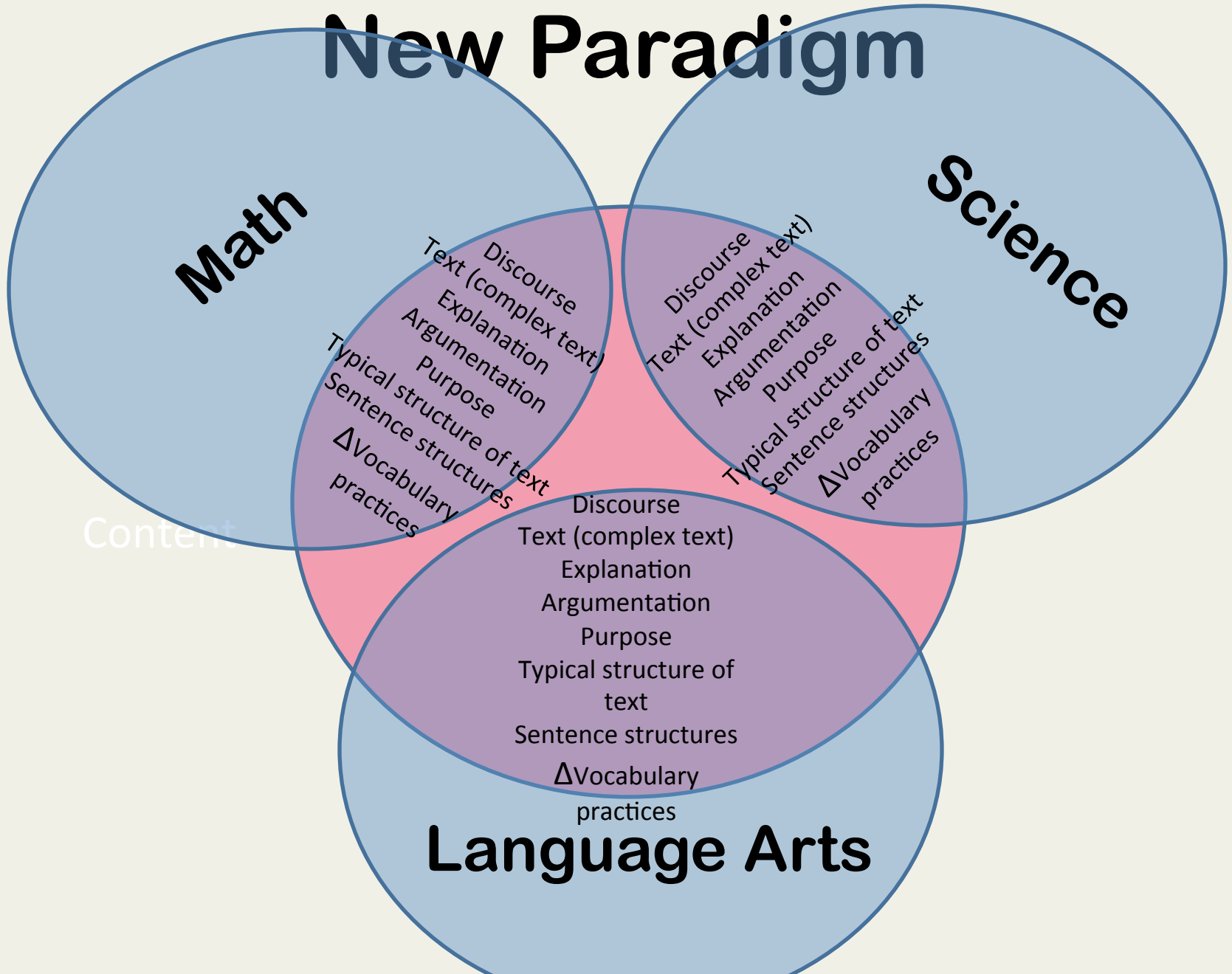
Old Paradigm



New Paradigm



New Paradigm



Math

Science

M1. Make sense of problems & persevere in solving them
M6. Attend to precision
M7. Look for & make use of structure
M8. Look for & express regularity in repeated reasoning

S2. Develop and use models
M4. Model with mathematics

S5. Use mathematics & computational thinking

S1. Ask questions & define problems
S3. Plan & carry out investigations
S4. Analyze & interpret data

E2. Build strong content knowledge

E4. Comprehend as well as critique
E5. Value evidence
M2. Reason abstractly & quantitatively
M3. Construct viable argument & critique reasoning of others
S7. Engage in argument from evidence

S6. Construct explanations & design solutions
S8. Obtain, evaluate & communicate information

E6. Use technology & digital media strategically & capably
M5. Use appropriate tools strategically

E1. Demonstrate independence
E3. Respond to the varying demands of audience, task, purpose, & discipline
E7. Come to understand other perspectives & cultures

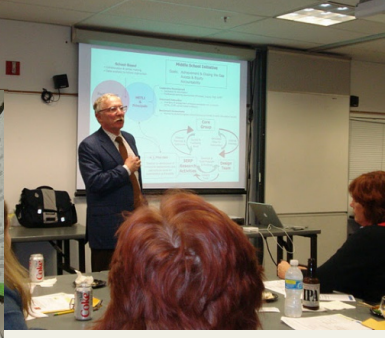
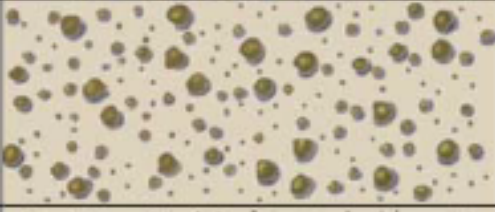
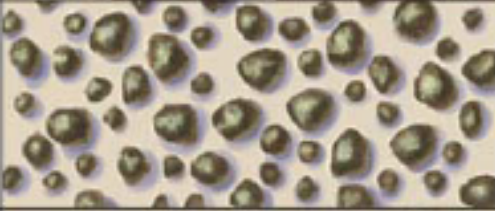
ELA

Major Shifts in New Standards

ELA	Math	Science
<ul style="list-style-type: none"> • Regular practice with complex text and its vocabulary • Building knowledge through content-rich informational texts • Emphasis on reading, writing, and speaking that is grounded in evidence from the text 	<ul style="list-style-type: none"> • Provide opportunities for student access to the different mathematical (discourse) practices described in the CCSS • Support mathematical discussions and use a variety of participation structures • Focus on students' mathematical reasoning, NOT on students' flawed or developing language 	<ul style="list-style-type: none"> • Developing and using models • Constructing explanations (for science) and developing solutions (for engineering) • Engaging in argument from evidence • Obtaining, evaluating, and communicating information

Systemic Challenges that Require Collaboration

- **Student**
- **Teacher**
- **Site and district leaders**
- **State leaders**
- **Preservice and inservice providers**
- **Testmakers**
- **Publishers**
- **Federal leaders**



Students are challenged to...

- engage in productive oral and written group work with peers,**
- engage in effective oral and written interactions with teachers,**
- explain and demonstrate their knowledge using emerging complex language and other communicative strategies in different settings, and**
- extract meaning from complex written texts.**

Understanding Language Project: Three Goals

1. Engage in a healthy public dialogue around what the CCSS and NGSS imply for ELLs.
2. Develop exemplars of what CCSS and NGSS-aligned instruction looks like, to be used as strategic tools by districts (and others).
3. Develop a vibrant, inquisitive, engaging online community

