ENGLISH LANGUAGE LEARNERS AND BILINGUAL EDUCATION TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on English Language Learners and Bilingual Education

2023-2024

Task Force Goal

To assist urban public school systems nationally in improving the quality of instruction for
English Language Learners and immigrant children.

Task Force Chair

Jesus Jara, Clark County Superintendent

Task Force Members

Jerry Almendarez, Santa Ana Superintendent
Sabrina Bazzo, San Diego School Board
Lewis Ferebee, Washington D.C. Chancellor
Stacey Woolley, Tulsa School Board

DEPARTMENT OVERVIEW

English Learners Program Directors and Staff Meetings

The Council's English Learners (EL) Team has continued regularly scheduled meetings for EL program directors and staff that began in March 2020 in response to the COVID-19 pandemic. During these meetings, attendees lean on one another for shared expertise and best practices and exchange information on timely issues of concern. Typically, around 30-40 participants pose questions for collective thought, share updates, and offer suggestions. These meetings will continue as long as attendees find them to be useful. Since July 2021, the meetings have been held monthly. The kick-off meeting for SY 2023-24, featuring a welcoming of new EL directors and staff, was held on September 28, 2023. The topics and queries for discussion submitted by EL program directors include—

- programs and/or interventions to support foundational literacy for ELs;
- supports for Students with Limited or Interrupted Formal Education (SLIFE) who are over-aged/under-credited;
- development of strategic/master plans for ELs;
- interpretation and translation budget and services; and
- ongoing presentations of Council surveys regarding various EL-related topics.

Members of the EL Team assist Council-member school districts upon request. This assistance ranges from quick responses to queries that may involve issuing a brief survey to the membership or long-term engagements on specific EL programmatic concerns. Recent topics on which districts have requested assistance include—

- language access teams—services and budget;
- enrollment procedures for refugees, including grade placement determinations;
- screening and identification for gifted and talented programs;
- protocols and guidance for international recruitment and hiring; and
- retention policies related to reading by 3rd grade.

Considerations for universal dyslexia screening. In response to questions regarding the implementation of dyslexia screening protocols in ways that consider the language development trajectory of ELs, the Council produced a brief summarizing EL-specific considerations. Experts on English learners, assessment, literacy, and special education contributed to the contents of the brief. (See *Recent Publications* section.)

The 2024 Bilingual, Immigrant, and Refugee Education (BIRE) Meeting will be held from May 6 to May 11 in Minneapolis, MN. Thanks to the hospitality of Minneapolis Public Schools and Saint Paul Public Schools, participants from Council-member districts will have an opportunity to visit schools in two cities.

Council staff members are working to assemble an engaging agenda consisting of presentations that are timely and address the most pressing issues and challenges facing Council-member districts. In addition, participants will have a new opportunity to engage in problem-solving case study activities.

Foundational Literacy Skills Development for ELs and Instructional Materials

Foundational literacy skills development for ELs has been a recurring concern among district staff responsible for EL programs. The Council issued two surveys on literacy instruction to understand the challenges better. During the EL directors' meetings, Council staff shared the findings to guide discussion on the next steps for support. From this discussion, EL directors identified two priority areas—(1) **reviewing/evaluating existing programs** used to teach foundational skills to ELs and (2) **identifying supplemental materials** that specifically address the needs of ELs in developing foundational literacy skills.

The insufficiency of existing instructional materials for teaching foundational literacy skills to English learners and the reported needs of Council-member districts call for a research-based, robust, and clear set of criteria as well as a suggested protocol for reviewing and selecting quality materials that specifically address EL needs in foundational literacy development. In the spring of 2023, these criteria and a protocol for reviewing and selecting materials were published in *A Framework for Foundational Literacy Skills Instruction for English Learners: Instructional Practice and Materials Considerations.*

Document development. With a **working group** comprising staff from Clark County, Dallas, Los Angeles, New York City, Omaha, San Antonio, and Tulsa, supported by language acquisition and literacy experts, the Council EL Team developed the framework for foundational skills instruction for ELs.

Publication rollout. The document's formal unveiling at BIRE 2023 included a comprehensive professional learning session on the document's content. A number of presentations have been made, including—
- a private briefing to the leadership of the Office of English Language Acquisition (OELA) of the U.S. Department of Education;
- a briefing for the leadership of Californians Together and the National Committee for Effective Literacy;
- a training session at the Sanibel Leadership Conference for EL program leaders in Florida (June 2023); and
- a briefing for the EL National Roundtable comprising national advocacy organizations focused on meeting the needs of English learners.

Instructional materials review. The 'test drive' of the framework's selection criteria took place at an in-person convening held from July 23 through 26, in Washington, D.C. The reviewers were practitioners and experts in literacy development with backgrounds in English learners and/or English language arts (ELA) from 13 Council-member districts. Reviewers volunteered to participate due to their experience in foundational skills development, whether generally or with ELs specifically, and their use of one or more of the instructional materials presented for review within their respective school districts.

All reviewers were asked to read *A Framework for Foundational Literacy Skills Instruction for English Learners* prior to convening. Many of the EL practitioners participated in a previous training offered by the Council of the Great City Schools (CGCS) and/or assisted in the production of the framework document. At the July convening, the reviewers participated in a training session led by CGCS staff to understand and norm around the principles and criteria presented in the framework document. These efforts helped ensure that the reviewers shared a common understanding and language to discuss the materials.

The July convening met the intended goals of (1) providing a hands-on professional development opportunity for school district staff to understand the content of the framework and (2) applying the criteria in reviewing materials. The 28-member group reviewed four materials/products: (1) Lexia Learning, (2) *Get Ready!* by Vista Higher Learning, (3) Heggerty Phonemic Awareness, and (4) *Lift* by Cengage.

The Council's EL Team drafted publisher-specific compilations of notes and observations based on the Framework's criteria. These will be provided only to the respective publishers. A more general write-up of findings and observations summarized across all materials will be shared with Council-member districts.

Next steps. Additional presentations and professional development sessions are being planned, including—

- a follow-up session at the Florida Association for Bilingual Education (FABE) Conference (November 2023);
- a featured speakers session at the California Association for Bilingual Education (CABE) 2024 Conference (February 2024); and
- targeted job-alike professional learning sessions, in collaboration with Farah Assiraj from the CGCS Academic Team.

PLP: Council's Courses on Complex Thinking and Communication

The Council's inaugural courses on *Complex Thinking and Communication* comprise 11 courses beginning with *Foundations*, followed by five courses in each pathway (ELA/ELD and Math). (See Figure 1.) The course content is intended to be delivered by district facilitators and amounts to more than one year's worth of content.

Figure 1. Complex Thinking and Communication Course Sequence
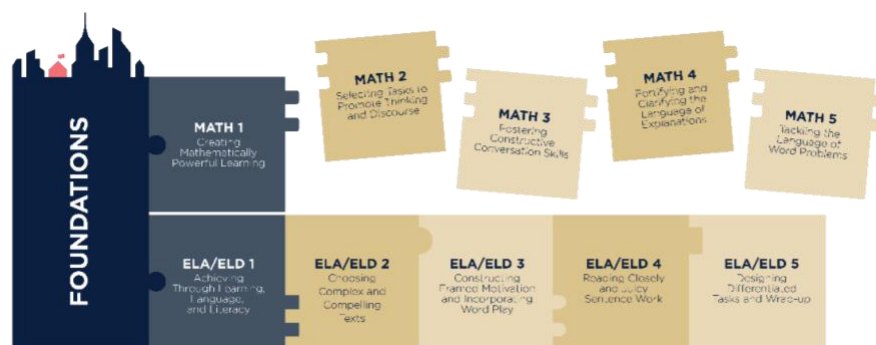
District usage. Currently, about seven districts are in the process of subscribing for SY 2023-24 to provide professional development via professional learning communities, including virtually. (See Table 2.) For some districts, course subscriptions have been delayed or paused as a result of leadership changes.

Table 2. Subscribing Districts

Current Subscribers by Launch Year	
2017 • Guilford County Public Schools • Metropolitan Nashville Public Schools[1] • NYC Department of Education – District 25[2] **2019[3]** • Kansas City Public School	**2022** • Clark County School District • Tulsa Public Schools **2023** • Newark Public Schools

Training sessions. Around 12 training sessions have been held by the Council, mostly in conjunction with its BIRE Meeting or the Fall Conference, **reaching over 127 facilitators from 28 districts** (with some attending several sessions) since launching in 2017.[4] In 2020, two general sessions (for facilitators and other interested attendees) were held virtually. In 2021, a virtual four-part series was held starting on February 3 and concluding on March 17. On May 10, 2022, a training session was conducted in San Antonio prior to the BIRE Meeting. (For sessions held from 2020 to 2022 see Table 3.)

Table 3. Training Sessions 2020 through 2022

Date/s & Focus	Location	Content	Trainees	Districts
June 17, 2020 Implementing 3Ls™ in a Virtual Setting (Guilford)	Zoom	ELA/ELD	209 from CGCS Districts, 228 Total	33 CGCS Districts, 1 Nonprofit, 1 Non-CGCS School
December 7, 2020 Webinar Presentation on 3Ls™ and Foundational Skills	Zoom Webinar jointly sponsored by SAP & CGCS	ELA/ELD	96 from CGCS Districts; 223 Total	32 CGCS Districts, 94 Other Organizations
February 3, 2021 3Ls™ Training Series: Introduction and Connecting to District Initiatives	Zoom	ELA/ELD	29	8
February 17, 2021 3Ls™ Training Series: Framed Motivation and Word Play	Zoom	ELA/ELD	33	6

[1] Participated in original trial launch of courses in 2017.
[2] Began implementing the 3Ls™ with Maryann Cucchiara prior to the development of the courses. Participated in the development of the ELA/ELD courses, and host Council-member districts.
[3] Onboarding delayed due to COVID-19 pandemic.
[4] These figures do not include participants of the virtual training sessions held in 2020 and afterward.

Date/s & Focus	Location	Content	Trainees	Districts
March 3, 2021 3Ls™ Training Series: Reading Closely and Juicy Sentences	Zoom	ELA/ELD	40	10
March 17, 2021 3Ls™ Training Series: Differentiated Tasks	Zoom	ELA/ELD	30	7
May 10, 2022 (BIRE Pre-Meeting) 3Ls™ Training for Facilitators and District Planning	Hybrid (in-person trainees plus some virtual presenters)	ELA/ELD	35	11

Expert training and kick-off. Training sessions have been held in specific districts by request. (See Table 4.) Districts have also supported one another by offering experienced educators familiar with the content of the professional development courses as presenters and inviting other districts to attend their sessions.

Table 4. District-requested Training Sessions

District	Date	Presenter	Notes
District of Columbia	Jun. 2018	Maryann Cucchiara	Training for 25 teachers who taught in summer school
Guilford County	Aug. 2019	Maryann Cucchiara	Approximately 30 facilitators and teachers
Metro-Nashville	Sep. 23-25, 2019 (virtual) Nov. 12-13, 2019 (in person)	Maryann Cucchiara	Held virtual session with coaches and teachers Held in-person session for over 50 teachers
Oakland	Jun. 13, 2019	Lily Wong Fillmore	Overview for about 30 teachers
Anchorage	Nov. 26-27, 2018 Nov. 11, 2019	Harold Asturias	Launch math pathway with teachers, coaches, and facilitators
San Antonio	Sep. 22, 2020 (virtual) Sep. 29, 2020 (virtual)	Maryann Cucchiara	Held virtual session with coaches and PD leaders Held virtual session for teachers
Kansas City	Jun. 9, 2021 (virtual)	Maryann Cucchiara	Held virtual session with EL team, Literacy team, principals, and district academic leaders, introducing them to the 3Ls™ approach
Kansas City	Aug. 3, 2021 (virtual)	Maryann Cucchiara	Introductory training session for teachers
Anchorage	Summer 2021 (virtual)	Rachel Rosenbaum Mandell	Developed lesson plans and units of study for newcomer summer program and

District	Date	Presenter	Notes
			supported the instructional delivery virtually
Clark County	February 8, 2022 (virtual)	Maryann Cucchiara	Introduction and planning meeting with EL office leadership
Kansas City	April 8, 2022 (virtual)	Maryann Cucchiara	Introductory overview and hands-on activity with senior academic leadership team—deputy superintendent and assistant superintendents of school leadership, curriculum, instruction, equity, and innovation
Guilford County	Aug. 2022	Allison Velez (NYC)	Introductory training session for teachers, which included a participant from East Baton Rouge Public Schools
Kansas City	Sep. 15, 2022 (virtual)	Maryann Cucchiara	Introductory training session for teachers
Metro-Nashville	Feb. 2, 2023 (virtual)	Maryann Cucchiara	Walk through sample 3Ls™ lesson flow using district-adopted texts
Guilford County	April 2023	Maryann Cucchiara	3Ls Lesson Review in preparation for the BIRE 2023 school visits
Metro-Nashville	October 19, 2023 (virtual) November 7, 2023 (virtual)	Maryann Cucchiara	Presentation on the connection between 3Ls™ and WIDA ELD standards
Kansas City	Pending - November 2023 (virtual)	Maryann Cucchiara	Pending topic
Kansas City	Pending – Spring 2024	Guilford County Schools Staff	Pending topic

Technical assistance. The Council provides ongoing support with planning for the implementation of the courses. Upcoming training and support include virtual sessions and in-person support for Kansas City Public Schools, Metro-Nashville Public Schools, and Tulsa Public Schools.

In 2018, the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), was awarded a five-year, $14.7 million grant,[5] based on its strong record of improving outcomes for English learners and a robust dissemination component thanks to the partnership with the Council of the Great City Schools. Dr. Carol Booth Olson, Principal Investigator (PI) on the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), invited the Council to collaborate on the project, specifically to bolster the dissemination part of the application for *Education Innovation and Research* (EIR) expansion grant application administered by the U.S. Department of Education.

Course development. Specifically, as a partner with the University of California Irvine Writing Project, the Council will receive over $600,000 to create a 10-course professional development program to be disseminated using the CGCS *Professional Learning Platform*. Following the Council's design for hybrid professional learning, the courses will include videos and training materials to provide a much-needed focus on writing offered by the *Pathway* professional development. *Pathway* is a professional learning experience designed to enhance the text-based analytical writing of English learners across all content areas.

Pilot courses. Three courses were completed by April 2023 for piloting in: Charlotte-Mecklenburg Schools, Dallas Independent School District, Guilford County Schools, Oakland Unified School District, and Pinellas County Public Schools. The pilot was successfully completed, providing insightful feedback for the final development of the courses. Participating districts have been granted *gratis* access to the courses throughout SY 2023-24, if interested.

Status. Approximately 10 days of videotaping were completed on October 5, 2023, to create the necessary video assets showing experts, professional development sessions, and classrooms. The EL Team is working with UCI-NWP colleagues on substantial video-editing and course placement efforts. Completion is expected in August 2024.

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[5] Harriman, P. (2018, October 23). UCI receives $14.7 million grant to expand its successful literacy outreach project. Retrieved from UCI News website: https://news.uci.edu/2018/10/23/uci-receives-14-7-million-grant-to-expand-its-successful-literacy-outreach-project/

A. Report: Meeting the Needs of Newcomers in Great City Schools

In April 2022, the Council launched a comprehensive survey to understand how member districts define a subset of English learners—newcomers and SLIFE—and what types of support, instruction, and services are provided to meet the needs of these students. The survey also asked for enrollment data to the extent available. Data collection closed in December 2022. Winston-Salem and Little Rock were not member districts at the time of the initial survey release in April 2022.

Status. BIRE 2023 attendees discussed the initial findings from the 54 districts that completed the survey; 23 districts did not complete the survey. The EL Team is examining the data to be included in a summary report expected to be drafted by the end of 2023.

B. Guidance for Identification and Placement

The Council's EL Team assembled a working group comprising EL program directors and staff to inform the development of a guidance document for identifying newcomers/SLIFE and placing them appropriately for learning and support. This was in response to a request for the Council to create a guidance document to assist Council-member districts in identifying newcomers and responding to their unique needs following the joint discussion of the survey's preliminary findings at the EL Task Force meeting convened during the 2022 Fall Conference.

The Council has partnered with a research group from the City University of New York (CUNY) to develop a model *Educational Background Questionnaire* (EBQ) to help educators ascertain students' educational background for purposes of making programming and instructional decisions using an asset-based approach that accounts for the diverse range of skills, abilities, and educational experiences students bring with them to the United States.

- *Pilot opportunity.* In addition to the EBQ, CUNY is developing a literacy assessment tool modeled after the existing Multilingual Literacy Screener (MLS) developed for NY State that would be available to districts beyond New York. Following conversations that began in 2020, the Council is supporting five districts interested in piloting the Spanish literacy assessment.
- *Document review.* The Council surveyed districts for information and documents throughout summer 2023 related to district processes, protocols, and guides that impact the instruction and services that newcomers/SLIFE receive. The information and documents will guide and inform the work of the working group.

Status. The Council's EL Team will examine and consider the submitted documents to develop guidance for identifying, placing, and supporting newcomer students. The working group will

continue to provide feedback on document drafts. The EL Team projects completion of the draft documents for BIRE 2024 to obtain feedback from the EL program community. The finalization of the document is planned for summer 2024.

Recent Publications

The Council's EL Team publishes a number of briefs, reports, and resources on a regular basis. Below are examples of the most recent publications. These documents are accessible through the Council's website at: https://www.cgcs.org/Page/631. Most documents are produced with Creative Commons licenses to encourage free distribution throughout the membership and with external audiences.
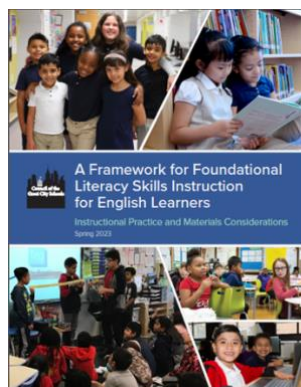
[A Framework for Foundational Literacy Skills Instruction for English Learners: Instructional Practice and Materials Considerations](#) **(Spring 2023)**
English learners (ELs) need a comprehensive and connected approach to foundational literacy skills development that involves grade-level instruction by teachers who build on the linguistic repertoire of ELs, teaching how the English language system works to convey meaning. This document rethinks English foundational skills instruction—explicating the research, explaining what teachers should know, and providing considerations for designing and selecting instructional materials.

[Great City Schools Step Up to Meet the Needs of Refugee Children](#) **(May 2023)**
In May of 2022, the Council of the Great City Schools brought together bilingual directors, educators, and staff from big-city member districts and invited them to share the work they had done and continue to do on behalf of newcomers and refugee students and their families. In addition to providing newcomer aid, instruction, and social services to the new arrivals, attendees reported helping families find housing and coordinating community services.

[District Considerations for Universal Dyslexia Screening: Ensuring Appropriate Implementation and Instruction for English Learners](#) **(October 2022)**

The purpose of this brief is to (1) share potential challenges regarding the implementation of universal dyslexia screening for English learners (ELs) and (2) highlight considerations that ensure English learners are appropriately screened given their language development trajectory and the foundational literacy instruction ELs have received. Furthermore, the brief offers considerations for the appropriate interpretation and use of screener results when districts are required to universally screen for dyslexia, including for students who have limited oral language development and little to no knowledge of English phonemes (e.g., when sound/letter correspondence differs between languages with different writing systems).
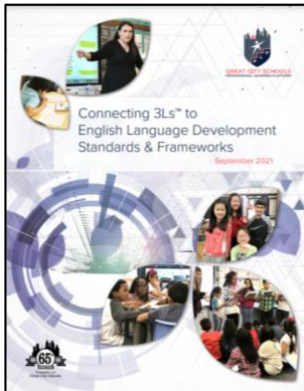
[Connecting 3Ls™ to English Language Development Standards & Frameworks](#) **(September 2021)**

School districts that have adopted the 3Ls™ approach to provide rigorous instruction for English learners (ELs) have, invariably, had to make a case for what this approach offers, how it reflects best practices in English language development (ELD) instruction, and how it meets the needs of English learners. They have also had to make explicit connections to their own district standards, frameworks, and practices that guide their instruction to English learners.

This companion document to [3Ls™ Learning, Language, and Literacy](#) (2018) was developed by a team of educators and Maryann Cucchiara to highlight key connections between the 3Ls™ approach and specific English language development frameworks, standards, or approaches, including the Council's ELD framework, WIDA, ELPA21, and the California ELA/ELD Framework.

PATHWAY WRITING COURSES

Pathway Course 1: Using a Cognitive Strategies Approach to Teaching Academic Writing to Englisher Learners

0. Facilitation Tools
 0.1. Facilitation Tools
 0.2. Classroom Video-Watching Norms
 0.3. Copyright Notice

1. Introduction and Welcome
 1.1. Introduction
 1.2. Welcome
 1.3. Resources

2. Learn
 2.1. The Academic Nature of Writing
 2.2. Understanding Challenges: Who are English Learners?
  2.2.1. The Constraints Faced by Students Writing in a New Language
  2.2.2. The Importance of Focusing on Language in Teaching Writing
 2.3. The Benefits of Cognitive Strategies Instruction
  2.3.1. Introducing the Cognitive Strategies Approach and Tool Kit
  2.3.2. Learning Cognitive Strategies Through Exemplar Text
 2.4. Teaching in Action: Introducing the Cognitive Strategies
  2.4.1. Thinking About Using The Cognitive Strategies in Your Context
 2.5. The Power and the Promise
 2.6. Pathway Courses Roadmap

3. Plan and Apply
 3.1. Planning Instruction
 3.2. First Try with Cognitive Strategies
 3.3. Additional Activities for Writing (Optional)

4. Reflect
4.1. Reflecting on the Experience

Pathway Course 2: The Reading, Writing and Language Connection in the Cognitive Strategies Approach

0. Facilitation Tools
 0.1. Facilitation Tools

Pathway Course 3: Writing an Analytical Essay About Theme in a Literary Work

0. Facilitation Tools

Pathway Course 4: Teaching Arguments of Opinion That Synthesize Multiple Texts

4.2. Comparing More and Less Effective Essays

        4.2.1. Color-coding for Argumentative Writing

4.3. Instructional Response for Successful Revisions

5. Plan and Apply

5.1. Pathway-Developed CS Tutorials: Women's Suffrage or I Am Malala

5.2. Planning for Instruction

5.3. Apply What You've Learned

6. Reflect

6.1. Reflect and Discuss

Pathway Course 5: Teaching Narrative Writing

0. Facilitation Tools

0.2. Classroom Video-Watching Norms

0.3. Copyright Notice

1. Introduction

1.1. Introduction

1.2. Resources

2. Learn A: Importance and Elements of Narrative Writing

2.1. Language Demands and Features of Narrative Writing

2.2. Elements of Narrative Writing

2.3. Story Arc/ Freytag Pyramid

3. Learn B: Cognitive Strategies for READING and WRITING Narrative Texts

3.1. Reading a Narrative Text Using Cognitive Strategies

3.2. Writing about a Theme and Symbolism in a Narrative Text

3.3. Writing an Autobiographical Incident Narrative

        3.3.1. Showing, Not Telling

        3.3.2. Power of Descriptive Language

        3.3.3. Sensory Details

        3.3.4. Dialogue and Its Features

4. Learn: Part C - REVISION

4.1. Analyzing A Mentor Text

4.2. Revision Strategies

4.3. Scoring for Formative Assessment

5. Plan and Apply

5.1. UCI Pathway Tutorial for Reading and Writing Narrative

5.2. Planning for Instruction

5.3. Apply What You've Learned

6. Reflect
6.1. Reflect and Discuss

Pathway Course 6: Teaching Informational Writing When Using Multiple Texts

0. Facilitation Tools
0.1. Facilitation Tools
0.2. Classroom Video-Watching Norms
0.3. Copyright Notice

1. Introduction
1.1. Introduction
1.2. Resources

2. Learn: Part A - Cognitive Strategies for READING Multiple Texts
2.1. Learn A: Importance and Elements of Informative Writing
2.2. The Structure of Informational Texts
2.3. Purposeful Summarizing

3. Learn: Part B - Cognitive Strategies for READING and WRITING Informational Texts
3.1. Close Reading of an Informational Feature Article Using Cognitive Strategies
 3.1.1. Characteristics of a Feature Article
 3.1.2. Reading a Feature Article Using Cognitive Strategies
 3.1.3. Six Things to Know About
3.2. Writing a Feature Article about a Person
3.3. Structuring Informational Writing: Lead, Body, & Conclusion
3.4. Language Focus for Informational Texts

4. Learn: Part C - REVISION
4.1. Examining the Characteristics of Less and More Effective Feature Articles
 4.1.1. Revision Strategies
 4.1.2. Image Grammar for Revision

5. Plan and Apply
5.1. Pathway-developed Cognitive Strategies Tutorial on Reading and Writing Informational Text
5.2. Planning for Instruction
5.3. Apply What You've Learned

6. Reflect
6.1. Reflect and Discuss

Pathway Course 7: Teaching to Blend Genres through a Multi-genre Project

0. Facilitation Tools

1. Introduction

2. Learn: Part A - Overview of Blended (Multi) Genre Paper (Project)

3. Learn: Part B - READING and WRITING Multi-genre Papers

4. Plan and Apply

5. Reflect

NEWARK FOUNDATIONAL SKILLS PRESENTATION

Council of the Great City Schools
THE NATION'S VOICE FOR URBAN EDUCATION

Re-envisioning Foundational Literacy Skills Instruction for English Learners

Newark Public Schools

January 10-11, 2024

1

Framing the Work

2

Council of the Great City Schools Staff

Farah Assiraj

Chief of Teaching and Learning

David Lai

English Learner Policy Manager

3

About the Council

- Coalition of 78 of the nation's largest urban public-school systems
- Founded in 1956 and incorporated in 1961
- Supports urban education through:
  - Legislation
  - Research
  - Instruction and management technical assistance
  - Communications
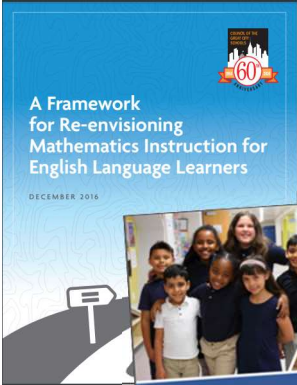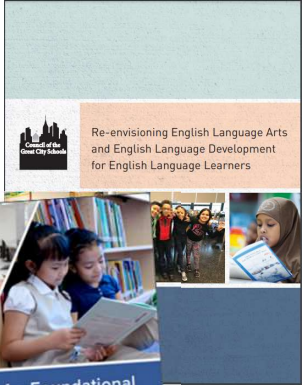- Member districts enroll over a quarter of the nation's English learners (ELs)

4

5

Agenda

- Content Connections & 3Ls™ Language Development Framework
- Setting the Stage for EL Expectations and Rigor
- How ELs Learn English: A Comprehensive and Connected Approach
- Continuing the Conversation: Next Steps

6

Content Connections &
3Ls™ Language Development Framework
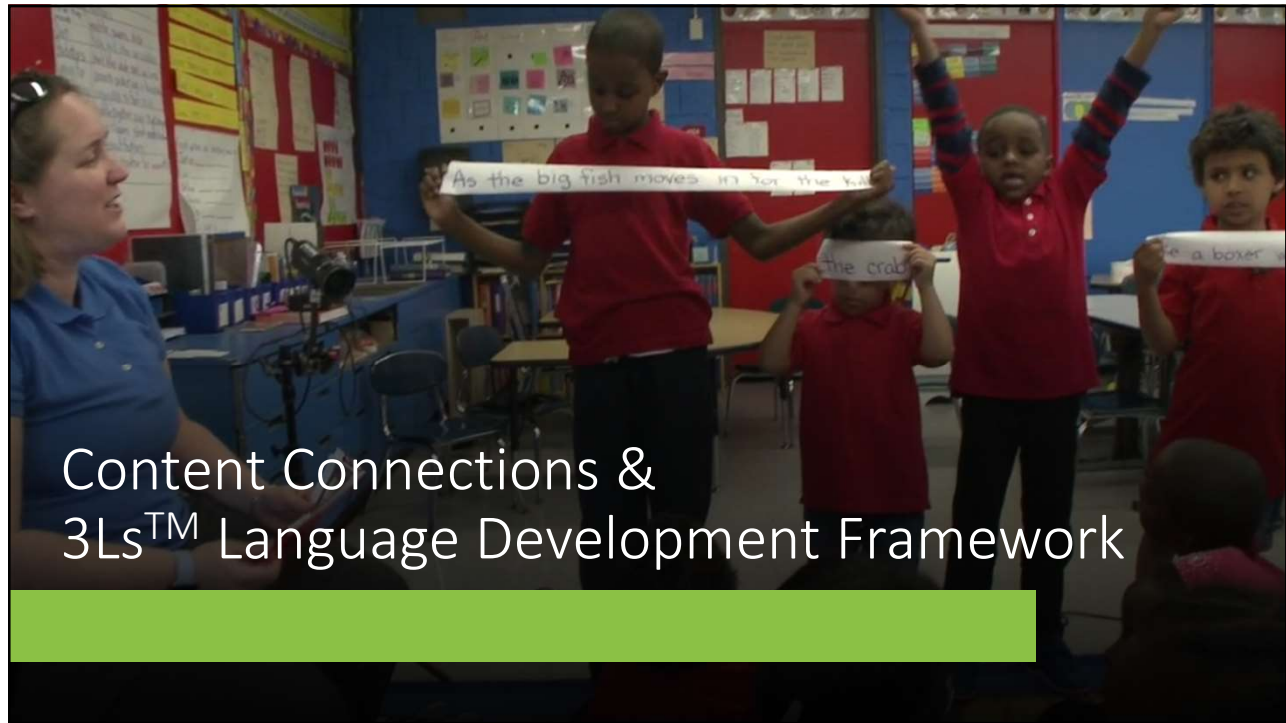
7

Who is responsible for teaching language and literacy?

Nobody has responded yet.

Hang tight! Responses are coming in.

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

8

Overarching Goals and Expectations

Access to Academic Content. Districts must ensure that ELLs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards.

English Language Development. Districts must ensure that ELLs are developing advanced levels of English and closing the academic language gap.
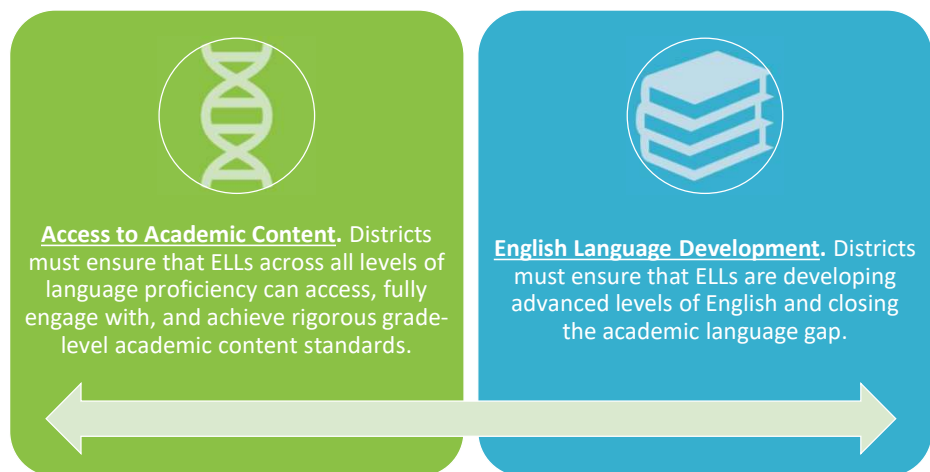
Re-envisioning English Language Arts and English Language Development for English Language Learners

p. 9

9

Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
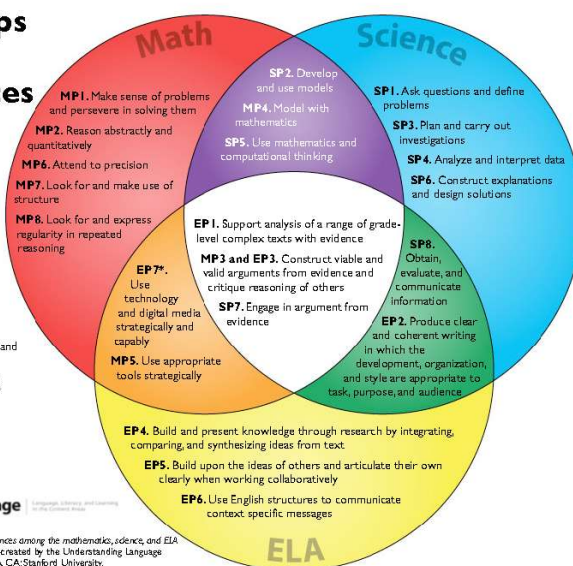3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
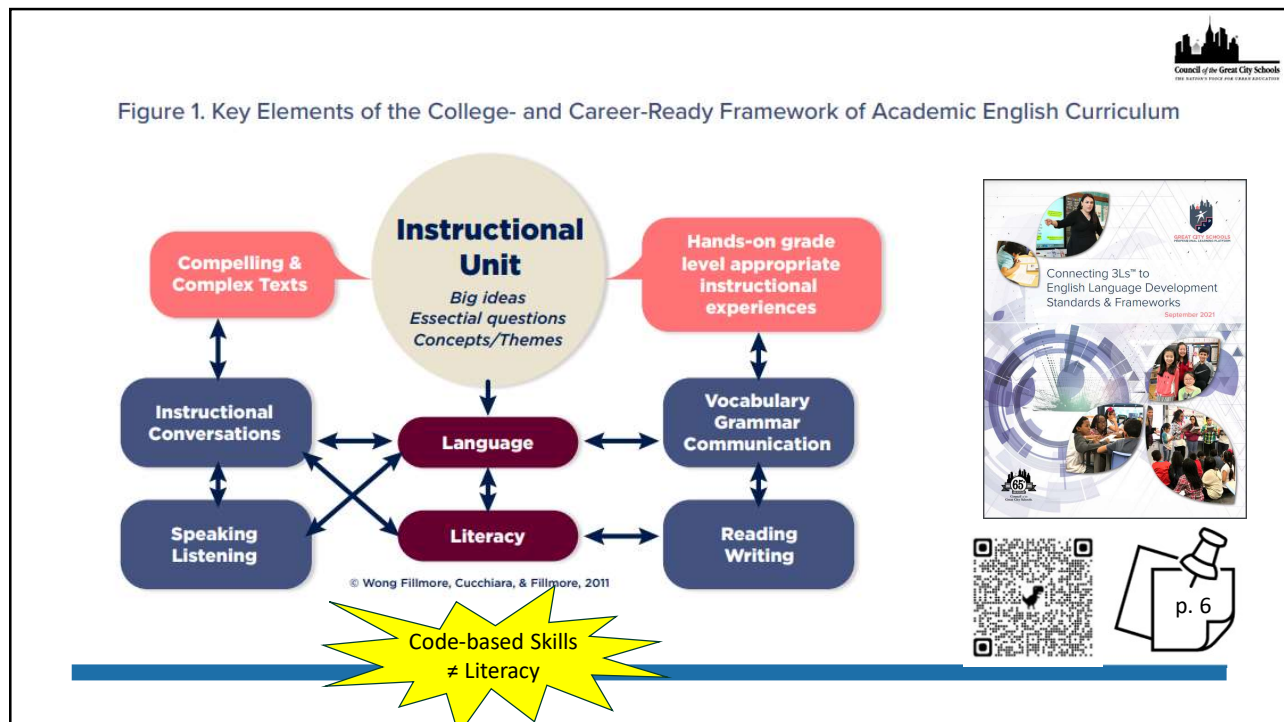4. EP7* represents CCSS for ELA student "capacity" (p. 7).

Stanford
GRADUATE SCHOOL OF
EDUCATION

Understanding Language Language, Literacy, and Learning in the Content Areas

Suggested citation:
Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices.* Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.
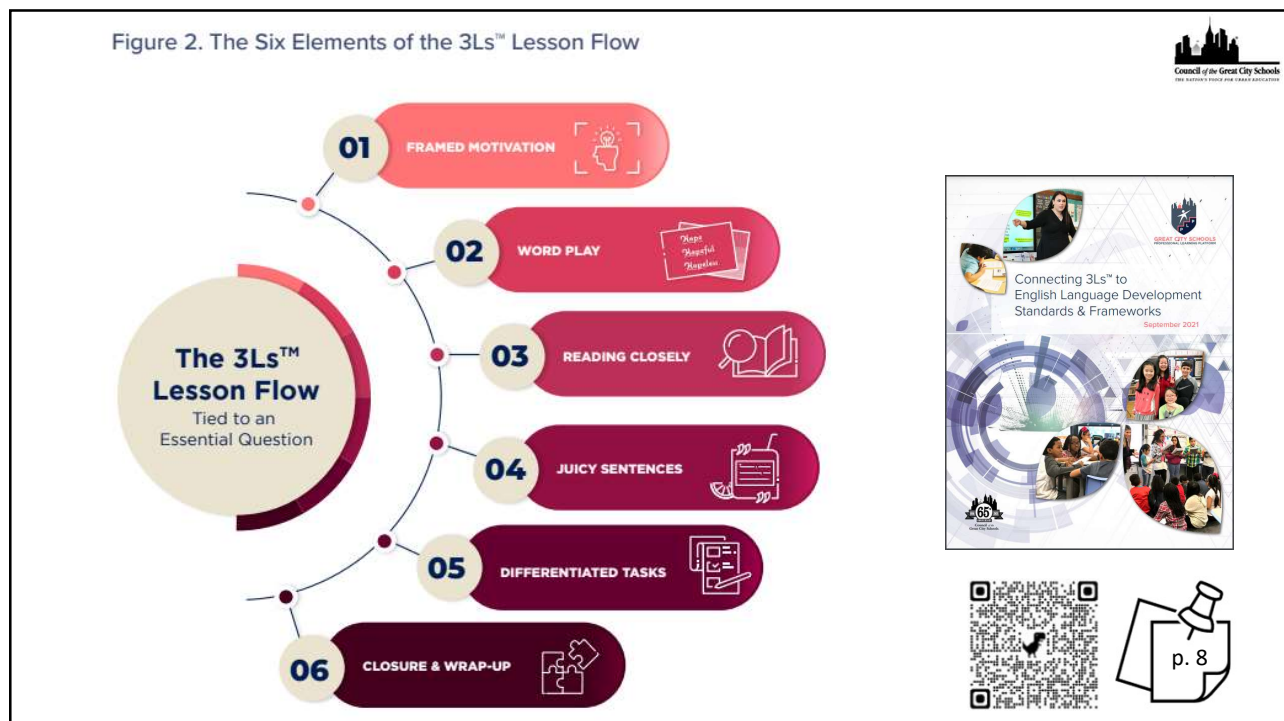
Math

MP1. Make sense of problems and persevere in solving them

MP2. Reason abstractly and quantitatively

MP6. Attend to precision

MP7. Look for and make use of structure

MP8. Look for and express regularity in repeated reasoning

EP7*. Use technology and digital media strategically and capably

MP5. Use appropriate tools strategically

Science

SP1. Ask questions and define problems

SP3. Plan and carry out investigations

SP4. Analyze and interpret data

SP6. Construct explanations and design solutions

SP2. Develop and use models

MP4. Model with mathematics

SP5. Use mathematics and computational thinking

EP1. Support analysis of a range of grade-level complex texts with evidence

MP3 and EP3. Construct viable and valid arguments from evidence and critique reasoning of others

SP7. Engage in argument from evidence

SP8. Obtain, evaluate, and communicate information

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text

EP5. Build upon the ideas of others and articulate their own clearly when working collaboratively

EP6. Use English structures to communicate context specific messages

ELA

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Figure 1. Key Elements of the College- and Career-Ready Framework of Academic English Curriculum

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Figure 2. The Six Elements of the 3Ls™ Lesson Flow

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| 3LS™ ELEMENT	WHAT IT *DOES*	WHAT IT *DOES NOT DO*
Word Play	*Foundational skills.* Develops foundational skills in the context of complex and compelling grade-level texts.	Develops foundational skills through decontextualized drills.
	Vocabulary development. Through carefully orchestrated, active participation by both the teacher and the learners, explores and develops vocabulary using various activities and strategies to build students' understanding of the nuanced variations of academic words and phrases.	Incorporates a decontextualized "word of the day" segment of the lesson. 3Ls™ *Word Play* is not about students looking up words as the main vehicle for vocabulary acquisition and is not a separate warm-up to the lesson.

pp. 14-15

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Implications for Instruction & Materials

To address ELL needs, materials need to:

Provide **full access to grade-level content**

Provide the necessary **rigor in language development**

Integrate **scaffolding without compromising rigor** or content

Provide access to **text that increases in complexity**, intentionally connecting ELA and ELD/ESL instruction

Present a **cohesive and coherent approach** to developing and expanding concepts, content, thinking, and language through texts, tasks, and talk
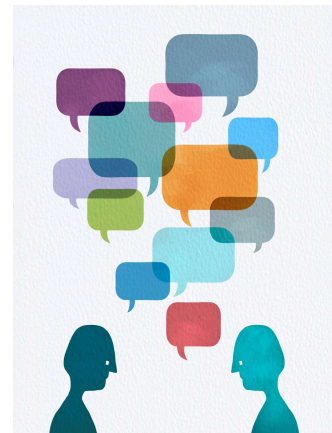
14
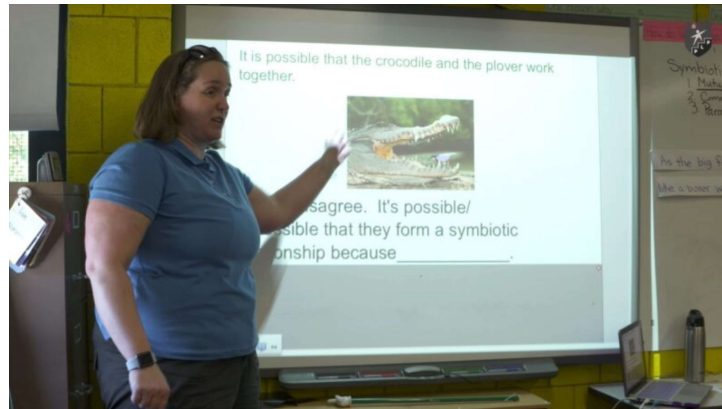
A Teacher Works with Grades 1-2, ELD Beginning - Intermediate

https://cgcs.instructure.com/courses/111/pages/4-dot-1-the-power-of-instruction-and-an-essential-question?module_item_id=2581

15

Turn and Talk

- What were the students doing and saying?
- What was the teacher doing and saying?

16

Setting the Stage for EL Expectations and Rigor

17

ELLs are Typically Provided Simplified Text

https://cgcs.instructure.com/courses/176/pages/1-dot-4-the-challenge-of-practice-simplified-texts-do-not-facilitate-development-of-academic-language?module_item_id=3714

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Compare the following

- Two versions of the legend of "Johnny Appleseed"––an American folk-hero.
- Which version would be more appropriate for English learners?
- What makes one better than the other?
- Which would teachers choose for ELs and why?

https://cgcs.instructure.com/courses/176/pages/1-dot-4-the-challenge-of-practice-simplified-texts-do-not-facilitate-development-of-academic-language?module_item_id=3714
https://drive.google.com/file/d/1hYUF7SLRKOGAVzD5muusBCm8pUUPclCO/view?usp=sharing

19

Comparison Activity

(...) Born in Massachusetts on September 26, 1775, Chapman earned his nickname because he planted small orchards and individual apple trees during his travels as he walked across 100,000 square miles of Midwestern wilderness and prairie. He was a genuine and dedicated professional hurseryman.	¶2 Johnny Appleseed was born in Massachusetts. He walked west across the country. He carried a sack of apple seeds. He planted seeds in Illinois, Indiana, Kentucky, Pennsylvania and Ohio.

20

Why might simplified texts be problematic in literacy development?

Nobody has responded yet.

Hang tight! Responses are coming in.

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Simplified Texts Do Not Provide the Hooks to Engage Students in Reading

22

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As newcomers to English...

- ELs face a daunting task learning the grade level English required for school whatever their age.

- Somewhat easier for those with prior formal education in L1, or when L1 can be used in school to ease transition to English.

- ESL/ELD provide critical support for learners at this time—especially when framed as focused language studies (FLS) and discipline-specific academic language language expansion (DALE), as described in CGCS's 2017 guide.

https://cgcs.instructure.com/courses/176/pages/3-dot-1-learning-a-language-and-literacy-are-interdependent?module_item_id=4564

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The Problem with Simplified Texts for ELLs

- Learning to read in a language one is trying to learn as a second language is tough because the two processes are interdependent.

- There is no reading without comprehension, and comprehension depends in large part on understanding the language.

- ELs often get simplified materials in the belief that grade level materials will frustrate them and not be meaningful.

- Problems: simplified materials are usually too skimpy informationally to be of interest to the students, or to make them want to read. Worst of all, they tell the students that not much is expected of them.

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https://cgcs.instructure.com/courses/176/pages/1-dot-4-the-challenge-of-practice-simplified-texts-do-not-facilitate-development-of-academic-language?module_item_id=3714

24

Stop and Jot

_____
_____
_____
_____
_____
_____
_____

25

Shifting Expectations for Students and Teachers

26

Enhancing Language Skills through Exposure to Complex, Rich Language

https://cgcs.instructure.com/courses/112/pages/2-dot-1-educators-articulate-challenge-of-practice-regarding-complex-and-compelling-texts?module_item_id=2598
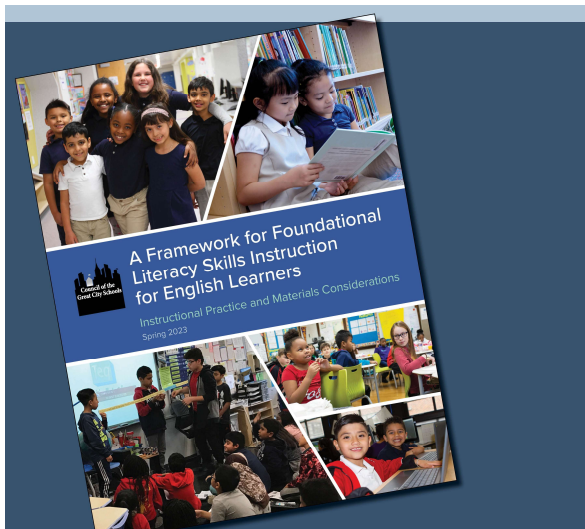
27

A Framework for Foundational Literacy Skills Instruction for English Learners
Instructional Practice and Materials Considerations
Spring 2023

How ELs Learn English: A Comprehensive and Connected Approach

28

Foundational Skills Instruction for ELs

Chapter I. Overview of Research

Chapter II. Envisioning Foundational Skills Instruction for English Learners: A Comprehensive and Connected Approach

Chapter III. What Teachers Need to Know about Language: A Linguistic Primer

Chapter IV. Considerations for Selecting Instructional Materials to Teach Foundational Literacy Skills Instruction

A Framework for Foundational Literacy Skills Instruction for English Learners
Instructional Practice and Materials Considerations
Spring 2023
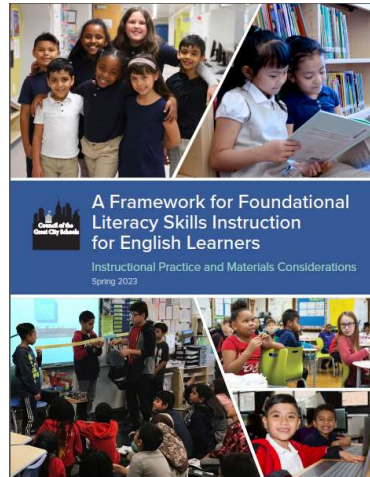
29

Theory of Action

When **teachers value and leverage the linguistic repertoires** that ELs bring to school and teachers **are equipped with knowledge** about–

(a) How the English language system works,
(b) How ELs develop English as a new language, and
(c) Comprehensive approaches to literacy,

teachers can **create learning experiences** that **build content knowledge** and **foundational skills instruction** that supports student understanding for how academic English works.
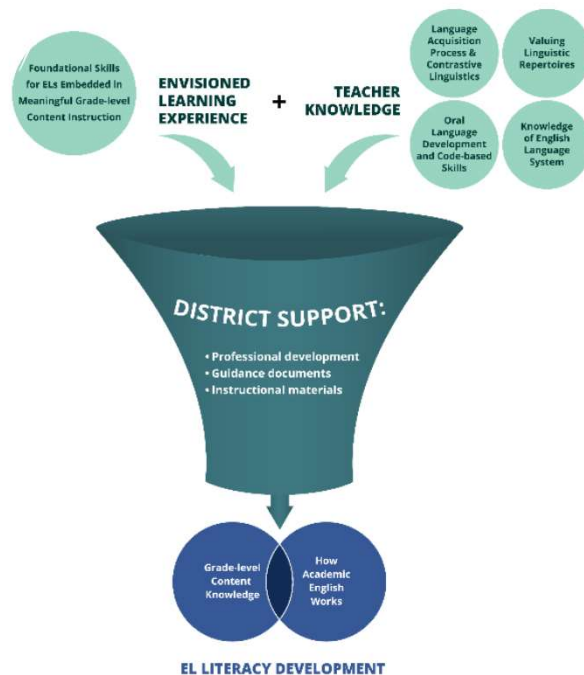
30

Critical Components Emphasized

Language-based Skills

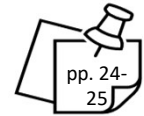- Oral Language
- Comprehension and Meaning-Making
- Word Knowledge

Code-based Skills

- Phonological and Phonemic Awareness
- Print Knowledge
- Decoding and Phonics
- Early Writing

pp. 24-25

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Guiding Principles for the Foundational Skills Development of English Learners

pp. 29-36

- The linguistic repertoire of ELs and registers of English are valued and leveraged.
- Grade-level content serves as the anchor for foundational literacy skills development in service of mastering spoken and written academic language.
- Meaning-making and comprehension are prioritized.
- Mastery of academic English expands student linguistic identities.
- Language-based and code-based skills are developed simultaneously.
- Comprehension of text is signaled by students' ability to read with the proper expression to convey meaning, not solely speed and accuracy.

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Getting to Know the Guiding Principles

Be prepared to present on the following—

1. What is the principle?

2. Why does the principle matter?

3. What does the principle look like in the classroom?

pp. 29-36

33

A Framework for Foundational Literacy Skills Instruction for English Learners
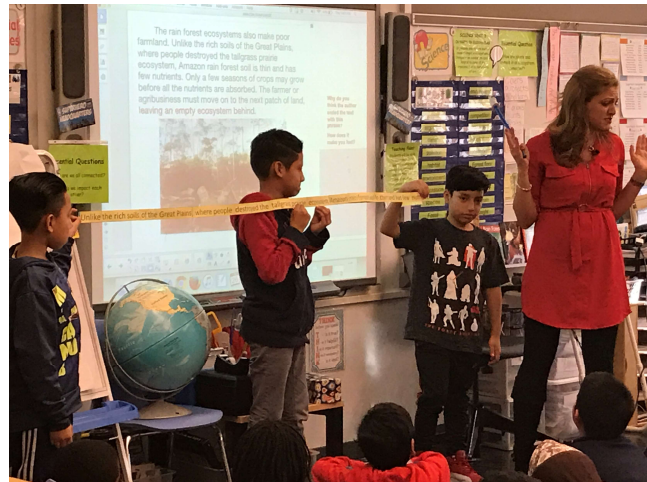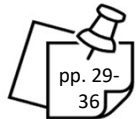
Instructional Practice and Materials Considerations
Spring 2023

What Makes Foundational Skills Instruction Unique for ELs

34

Notice and Wonder
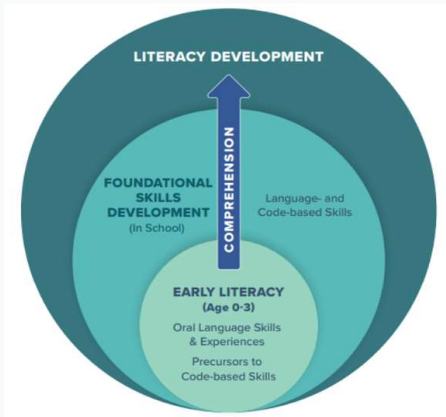
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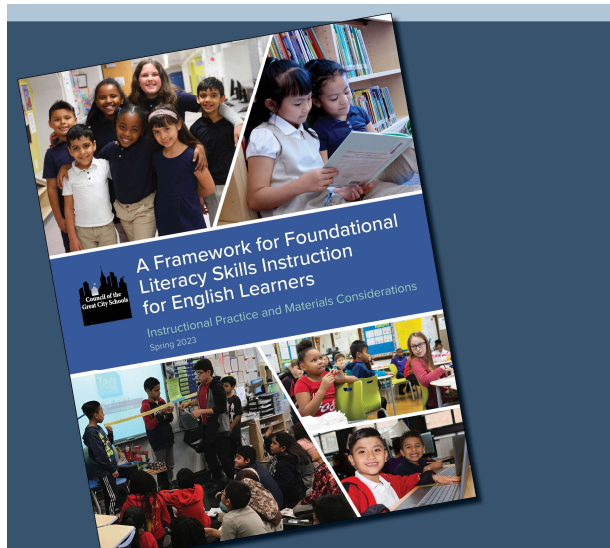Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

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What's similar or different?

English Learners   Native English Speakers

Nobody has responded yet.

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36

Pathway to Literacy

- **English-speaking children**: Greater concordance between the oral language skills they possess and the language of instruction
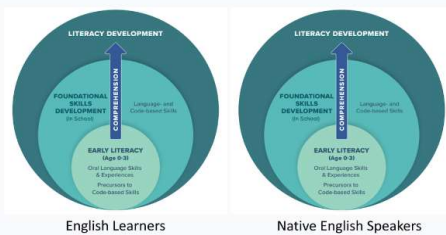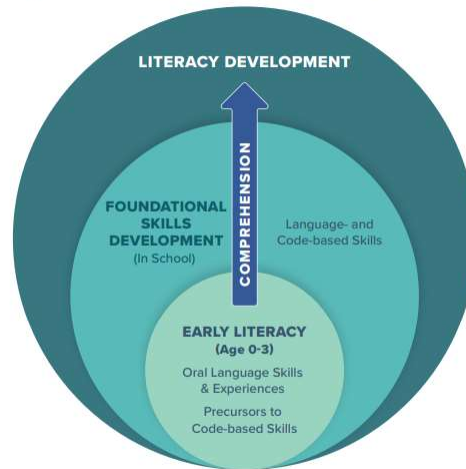- **English learners**: Non-concordance, making the transfer of their existing oral language skills less straightforward in supporting foundational literacy skill development in English

Figure 1. Pathway to Language Literacy

LITERACY DEVELOPMENT

FOUNDATIONAL SKILLS DEVELOPMENT (In School)

COMPREHENSION

Language- and Code-based Skills

EARLY LITERACY (Age 0-3)
Oral Language Skills & Experiences
Precursors to Code-based Skills

Based on Brown (2014), Storch & Whitehurst (2002), and Strickland et al. (2004).

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A Framework for Foundational Literacy Skills Instruction for English Learners

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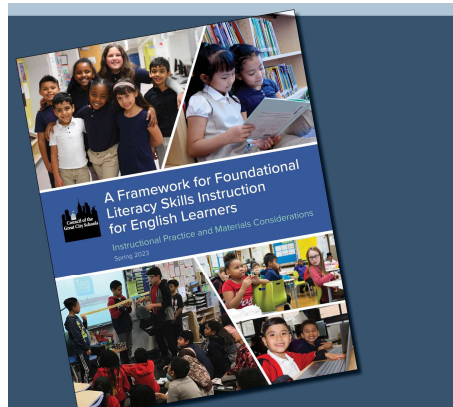
How the English Language Works

38

Exploring the Research

What do ELs bring to learning foundational skills (i.e., assets)?	What supports do ELs need to learn foundational skills?
	What makes English challenging to learn for ELs?

pp. 12-21

39

What do ELs bring to learning foundational skills (i.e., assets)?

Nobody has responded yet.

Hang tight! Responses are coming in.

40

What supports do ELs need to learn foundational skills?

Nobody has responded yet.

Hang tight! Responses are coming in.

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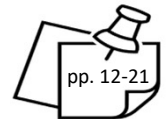
41

What do these **SOUNDS** mean to you, if anything at all (in any language)?

- \<Sound 1>
- \<Sound 2>
- \<Sound 3>
- \<Sound 4>

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What do these **SOUNDS** mean to you, if anything at all (in any language)?

- "coma"
- "don"
- "hoy"
- "san"

43

What sound/s did you hear? (Indicate language and meaning if you're able.)

Nobody has responded yet.

Hang tight! Responses are coming in.

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45

English has many unique syllabic and word structures.

- ELs have an inventory of sounds in their home language.
- Some sounds are common, and some sounds are unique.
  - Consonant clusters (e.g., sixths, glimpsed, scream, etc.)
- When a sound does not exist in a home language, the EL might "hear" a similar but different sound.

Shared sounds do not need to be retaught.

Special Spanish Sounds

ñ (niña)
hard r (fuerte, perro)
soft r (pera)

x sounds a
bit like English h
(México)

b   d
g   p
t   k
m   n
s   ch
y   l
f

Special English sounds

voiced th (this)
voiceless th (thin)
zh (measure)
h
ng
r
sh
v
w
z

Source: Kirschner, J. (2017, April 6). Does the Spanish Speaking Child in My Class Need Speech Therapy? CHCCS Speech-Language Pathologists. https://chccsslps.wordpress.com/2017/04/06/does-the-spanish-speaking-child-in-my-class-need-speech-therapy/

46

Transitioning to Reading

Spelled the same way as the other: O-U-G-H.

47

What's so complicated?

- Once upon a time, in the woods, lived a peasant. He was a good man with a noble heart. He spent his time in the forest cutting down **boughs** from the trees.
- Cutting wood all day made his hands strong and **rough**.
- One day, he cut wood so fast that by 3 o'clock in the afternoon, his day's work was **through**.
- It started to rain on the way home, and he got so wet that his nose became red, and he developed a hacking **cough**.

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- In English, there are 26 letters that are combined to represent 44 sounds (phonemes).
- The five vowels are used to represent 20 unique sounds.
- These features of the English language contribute to **inconsistent sound-symbol correspondence** (e.g., Ziegler, Stone, & Jacobs, 1997).

Sound	Common spelling		Spelling alternatives				
/ō/	oa boat		o-e bone	o open	oe toe	ow low	ough though
			eau beau	oo brooch	ew sew		
/ü/	oo moon		ew screw	ue blue	u-e flute	oe shoe	ough through
			ui fruit	o who	oeu manoeuvre	ou croup	
/ô/	aw paw		a ball	or fork	oor door	ore more	oar board
			our four	augh taught	ar war	ough bought	au sauce
/ow/	ow cow		ou shout	ough bough			

Source: Bates, M. (n.d.). The 44 Sounds (Phonemes) of English. The Reading Well: A Virtual Well of Dyslexia Resources.
https://www.readingrockets.org/sites/default/files/the-44-phonemes-of-english.pdf

49

Read…

We heard John talking

Think about…
1. How many ways can the statement be read?
2. How do the readings differ?
3. Why does this matter?

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Stress Patterns

Table 4. Influence of Stress Patterns on Meaning

Sentence with specific words stressed (`bold)	Implied meaning
We `heard `John `talking	Plain statement of fact
We `heard John talking	Implied contrast — "but we didn't see him"
We heard `John talking	Implied contrast — "but didn't hear Mary"
`We heard John talking	Implied contrast — "but others didn't"
We heard John `talking	Implied contrast — "but we didn't hear him singing," for example

p. 41

51
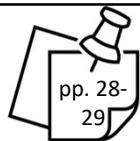
What do students learn about language?

pp. 28-29

Thinking about your district's current foundational skills approach, reflect on…

• What are you currently addressing?
• What are you not addressing?

Oral language and broad-based language skills

Understanding of the English language and how it may differ from their home language

Code-based skills to engage with texts in service of learning grade-level content successfully

How academic English works to convey meaning

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Homework: What to Know about Language

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Topic	Already Know	Need to Know	Needed Resources/Support
Language Development			
Sentences and Discourse			
Stress Patterns			
Vocabulary: Principles of Word Formation			
Syllabic System			
Phonemes and Sounds			

pp. 37-43

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Continuing the Conversation: Next Steps

54

District-aligned Instructional Supports and Resources Explicitly Addressing EL Needs

Teacher-designed and -led instruction anchored in grade-level content that dynamically responds to the evolving learning needs of ELs requires the following targeted and multi-layered district resources and supports—

Professional learning. Teachers need high-quality, relevant, and ongoing professional learning that continues to build their capacity around providing foundational skills instruction to students whose home language is not English, equipping them to respond to the educational needs of ELs (California State Board of Education, 2012). Professional development must also be aligned with (and/or complement in a coherent way) the district's overall professional development plan, particularly around foundational skills and literacy.

District guidance. Any district guidance and resources provided to teachers for developing literacy and grade-level content knowledge should also be coherently articulated or aligned to meet the needs of ELs.

Instructional materials. The central role that teachers play is supported by quality instructional materials that facilitate engaging learning experiences. These learning experiences build grade-level content knowledge and simultaneously develop oral language and foundational skills for ELs. District-adopted materials, approved lists of texts, or guidance for the adoption of instructional materials to support foundational skills instruction should explicitly include features that address the needs of English learners.

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A Framework for Foundational Literacy Skills Instruction for English Learners
Instructional Practice and Materials Considerations
Spring 2023

A Framework for Re-envisioning Mathematics Instruction for English Language Learners
DECEMBER 2016

Re-envisioning English Language Arts and English Language Development for English Language Learners

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Professional Reading

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CGCS Professional Learning Platform

https://www.cgcs.org/Page/667

Inaugural Program:
Ten Courses on Complex Communication and Thinking

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Moving the Work Forward

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Questions

59
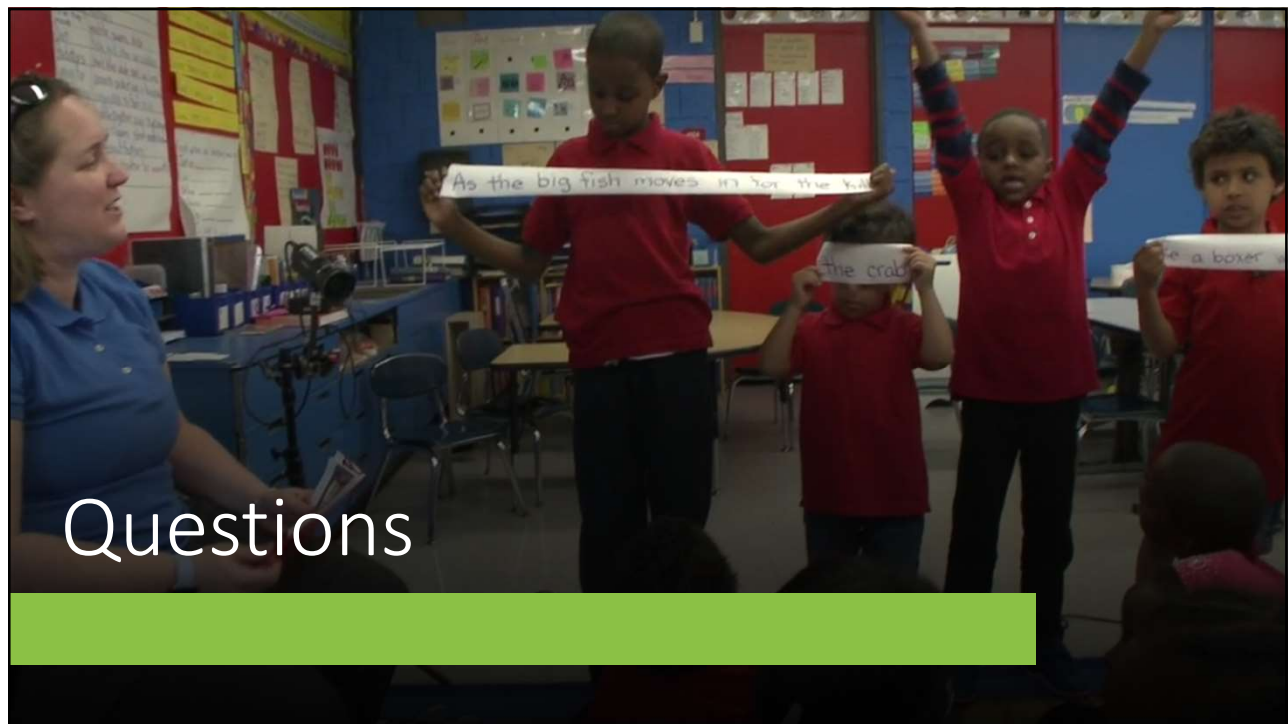
BIRE MEETING

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