The California 2012 ELD Standards: Building Capacity and Internal Accountability for ELD Standards-Based Instructional Practices

Robert Linquanti
Project Director & Senior Researcher
WestEd

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Session Purposes

- Part I: Provide overview of English Learners, the Common Core and CA ELD Standards – shifts and implications
- Part II: Discuss implications for CA ELD and Common Core Standards-based instruction and assessment
- Part III: Explore district-level accountability that can support CA ELD Standards implementation
Who Are English Learners?

- ELs very diverse, yet seen monolithically
- EL status is temporary, instructionally dependent
- Successful ELs exit EL cohort, leaving more lower-performing and newly arrived
- Better performing by definition, exited ELs may still have linguistic, academic needs
Educators Have a Dual Obligation to English Learners

1. Provide meaningful access to grade-level academic content via appropriate instruction
2. Develop students' academic English language proficiency

Interconnected, not separate! Simultaneous, not sequential!

(Lau v. Nichols; Castañeda v. Pickard; NCLB)

Common Core Standards change the game for ELs and their teachers
What do the New ELA Standards Imply?

- “Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines...can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood.”

  - (CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 7)
What do the New Math Standards Imply?

- “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...They justify their conclusions, communicate them to others, and respond to the arguments of others.”
  - (CCSS for Mathematics, p. 6)

What does New Science Framework Imply?

Among essential science practices:
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

K-12 Science Framework (NRC, 2012, pp. 45, 49)
Old Paradigm

Content (ELA)

Mostly vocabulary, grammar

Language

New Paradigm

Content

Discourse
Complex texts
Explanations
Argumentation
Text types / structures
Δ Vocabulary practices

Language
The New Paradigm: Language Uses within Content Practices

Math

Science

Language Arts

CA ELD Standards Overview

- Development process
- CA ELD Standards
  - Design Considerations
  - Key shifts from the 1999 CA ELD standards
  - Elements of the CA ELD Standards
  - Proficiency Level Descriptors (PLDs)
  - Grade level standards: Components and Structure
The California 2012 ELD Standards: Building Capacity and Internal Accountability for CA ELD Standards-Based Instructional Practices

CA ELD Standards: Design

- **Aligned** with and to be **used in tandem** with CCSS for ELA & Literacy

- **Highlight and amplify** the critical language uses, knowledge about language, and skills using language in the CCSS necessary for ELs to be successful in school

- Provide **fewer, clearer, higher standards** so teachers can focus on what’s most important
### Some Differences

<table>
<thead>
<tr>
<th>1999 CA ELD Standards From...</th>
<th>2012 CA ELD Standards To...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five English Language Proficiency (ELP) levels</td>
<td>Three ELP levels: emerging, expanding, bridging (each with entry/progress thru, exit)</td>
</tr>
<tr>
<td>Early literacy skills embedded in the ELD Standards</td>
<td>Foundational Literacy Skills aligned and applied appropriately depending on individual student needs</td>
</tr>
<tr>
<td>ELD Standards as “junior” ELA Standards or as an “onramp” to the ELA Standards</td>
<td>ELD Standards working in tandem with ELA and other content standards and seen as the “diamond lane” for acceleration</td>
</tr>
</tbody>
</table>

### Key Shifts

<table>
<thead>
<tr>
<th>1999 CA ELD Standards From the idea of...</th>
<th>2012 CA ELD Standards To understanding...</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a set of rules</td>
<td>English as a meaning-making resource with different language choices based on audience, task, and purpose</td>
</tr>
<tr>
<td>Grammar as syntax with discrete skills at the center</td>
<td>An expanded notion of grammar with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts</td>
</tr>
<tr>
<td>Language acquisition as an individual and lock-step linear process</td>
<td>Language acquisition as a non-linear, spiraling, dynamic, and complex social process</td>
</tr>
</tbody>
</table>

Adapted from Walqui (2012)
Key Shifts

<table>
<thead>
<tr>
<th>1999 CA ELD Standards</th>
<th>2012 CA ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the idea of…</td>
<td>To understanding…</td>
</tr>
<tr>
<td>Language development focused on accuracy and grammatical correctness</td>
<td>Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices</td>
</tr>
<tr>
<td>Simplified texts and activities, often separate from content knowledge</td>
<td>Complex texts and intellectually challenging activities with content integral to language learning</td>
</tr>
<tr>
<td>Instruction that treats reading, writing, listening, and speaking as isolated and separate skills</td>
<td>Instruction that artfully integrates reading, writing, speaking and listening, and language awareness</td>
</tr>
</tbody>
</table>

Adapted from Walqui (2012)

Key Theme

<table>
<thead>
<tr>
<th>1999 CA ELD Standards</th>
<th>2012 CA ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in ELD as separate and isolated from instruction in ELA OR as indistinguishable from ELA</td>
<td>Dedicated ELD instruction that builds into and from instruction in ELA and literacy in the content areas</td>
</tr>
<tr>
<td>Content instruction that misses opportunities to develop academic language</td>
<td>Content instruction that expects and supports language uses as specified in common core &amp; ELD Standards</td>
</tr>
</tbody>
</table>
Table Talk: Differences, shifts, themes

➢ Do these differences, shifts, and themes seem like positives to you? Why or why not?

➢ What challenges and opportunities will these changes mean for your district? Why?

Take 5 mins.

CA ELD Standards: Elements

See Handouts

Overview & Proficiency Level Descriptors (PLDs):
- Alignment to CCSS for ELA & Literacy
- CA’s EL Students
- Proficiency Level Descriptors (PLDs)
- Structure of the grade level standards

Grade Level ELD Standards:
- Section 1: Goal, Critical Principles, At-a-glance Overview
- Section 2: Elaboration on Critical Principles
  - Part I: Interacting in Meaningful Ways
  - Part II: Learning About How English Works
  - Part III: Using Foundational Literacy Skills

Appendices:
- Appendix A: Foundational Literacy Skills
- Appendix B: Learning About How English Works
- Appendix C: Theory and Research
- Appendix D: Context, Development, Validation

Glossary of Key Terms
CA ELD Standards: Elements

Overview & Proficiency Level Descriptors (PLDs):
- Alignment to CCSS for ELA & Literacy
- CA’s EL Students
- **Proficiency Level Descriptors (PLDs)**
- Structure of the grade level standards

Proficiency Level Descriptors (PLDs) Overview

- **Describe** student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do

- **Provide** three proficiency levels: Emerging, Expanding, and Bridging – at early and exit stages

- **Guide** targeted instruction in ELD, as well as differentiated instruction in academic content areas
Proficiency Level Descriptors (PLDs) Overview, cont’d.

Include:

- **Overall Proficiency**: A general descriptor of ELs’ abilities at entry to/progress through, and exit from the level
- **Extent of linguistic support** needed per the linguistic and cognitive demands of tasks, at early stages and as ELs develop

Proficiency Level Descriptors (PLDs) Overview, cont’d.

Include:

Descriptors for early stages of and exit from each proficiency level, using ELD standard structure:

- **Three Modes of Communication**:
  - Collaborative (engagement in dialogue with others)
  - Interpretive (comprehension and analysis of written and spoken texts)
  - Productive (creation of oral presentations and written texts)

- **Two dimensions of Knowledge of Language**:
  - Metalinguistic Awareness (language awareness & self-monitoring)
  - Accuracy of Production (acknowledging variation)
Proficiency Level Descriptors
What’s New & Different?

How do the
- Modes of Communication and
- Knowledge of Language

descriptors link to the Common Core and communicate expectations for English Learner engagement?

Take 5 mins.

CA ELD Standards: Elements

Grade Level ELD Standards:
✓ Section 1: Goal, Critical Principles, At-a-glance Overview
✓ Section 2: Elaboration on Critical Principles
  • Part I: Interacting in Meaningful Ways
  • Part II: Learning About How English Works
  • Part III: Using Foundational Literacy Skills
The 2012 ELD Standards: Structure and Components

Each grade level’s standards include:

- Section 1: 2-page “At a Glance”
- Section 2: Grade level standards
  - Part I: Interacting in Meaningful Ways
  - Part II: Learning about How English Works
  - Part III: Using Foundational Literacy Skills

Walk-Through of the CA 2012 ELD Standards’ Structure and Components: Grade 5 Example

See Handouts
**Grade 5 Example**

**ELD Standard Strands**

*How do they work?*

- Review these ELD standard strands in pairs/teams
- What do they communicate to students and teachers?
- How are they different?

**5th Grade, Part I**

**5th Grade, Part II**

**What changes across proficiency levels?**

- I.A.3 (offering opinions) p.3
- I.B.7 (evaluating language choices) p.5
- I.C.11 (supporting opinions) p.7
- II.A.1 (understanding text structure) p.8
- II.B.3 (using verbs & verb phrases) p.9
- II.C.6 (connecting ideas) p.10

*Take 10 mins.*
Part III: Using Foundational Literacy Skills

Foundational literacy skills alignment charts for ELD in Appendix A

CA ELD Standards: Elements

Appendices:
- Appendix A: Foundational Literacy Skills
- Appendix B: Learning About How English Works
- Appendix C: Theory and Research
- Appendix D: Context, Development, Validation
Appendix A: Foundational Literacy Skills

Research on English Learners

- English learners benefit from reading foundational skills instruction
- Oral English proficiency is crucial for English literacy
- Native language literacy facilitates English literacy learning

Reading Foundational Skills Alignment Charts

- Student language and literacy characteristics
- Considerations for literacy foundational skills instruction
- CA Common Core Reading Standards: Foundational Skills

Alignment Charts

- K – 5, by grade
- 6 – 12, by grade span

Appendix A: Foundational Literacy Skills

Grade 5

<table>
<thead>
<tr>
<th>Student Language &amp; Literacy Characteristics</th>
<th>Considerations for literacy foundational skills instruction</th>
<th>CA Common Core Reading Standards: Foundational Skills</th>
</tr>
</thead>
</table>
| No or little spoken English proficiency     | Students will need instruction in recognizing and distinguishing the sounds of English as compared or contracted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structure). | Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2
- RF.1.2 |
| Spoken English proficiency                  | Students can apply their knowledge of the English sound system to foundational literacy learning. | Review of Phonological Awareness skills as needed |
| No or little native language literacy       | Students will need to learn print concepts. | |
| Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian) | Students will be familiar with print concepts generally, and will need to learn the Latin alphabet for English, comparing and contracting with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes), and native language vocabulary (e.g., cognates) and sentence structure (e.g., SVO vs. SOV word order). | Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
- RF.1.1 |
| Print Skills                                | | Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3
- RF.3.3 |
| Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish) | Students can apply their knowledge of print concepts and phonics and word recognition to the English writing system, comparing and contracting with their | Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4 |
|                                             | Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words. | |

Note: Below grade-level standards need to be adapted for student age, cognitive level, and experience.
Appendix B:
Part II: Learning About How English Works

- Provides guidance on how to apply Part II of the standards in tandem with Part I
- Discusses some of the language Demands of the CCSS
- Shows differences between everyday and academic English
- Provides ideas and strategies to support transition to academic English

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Table 2: Differences between Everyday and Academic Registers

<table>
<thead>
<tr>
<th>Everyday English Registers</th>
<th>Academic English Registers</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Polluting the air is wrong, and I think people should really stop polluting.&quot;</td>
<td>&quot;Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.&quot;</td>
</tr>
<tr>
<td>Register: More typical of spoken (informal) English</td>
<td>Register: More typical of written (formal) English</td>
</tr>
<tr>
<td>Background knowledge: More typical of everyday interactions about commonsense things in the world</td>
<td>Background knowledge: Specialized or content-rich knowledge about topics, particularly developed through school experiences and wide reading</td>
</tr>
<tr>
<td>Vocabulary: Fewer general academic and domain-specific words (pollute, pollution)</td>
<td>Vocabulary: More general academic words (address, although, devastating) and domain-specific words/phrases (environmental degradation, pollution)</td>
</tr>
<tr>
<td>Sentence: Compound sentence</td>
<td>Sentence: Complex sentence</td>
</tr>
<tr>
<td>Clauses: Two independent clauses connected with a coordinating conjunction (and)</td>
<td>Clauses: One independent clause and one dependent clause connected with a subordinating conjunction (although) to show concession</td>
</tr>
</tbody>
</table>
Appendix C: Theoretical Foundations and Research Base

Theories and research discussed in sections:

- Interacting in Meaningful and Intellectually Challenging Ways
- Scaffolding
- Developing Academic English
- The Importance of Vocabulary
- The Importance of Grammatical and Discourse-Level Understandings
- Other Relevant Guidance Documents
Appendix C: Theoretical Foundations and Research Base

Examples of planned scaffolding:

- Taking into account what students already know, including primary language and culture, and relating it to what they are to learn;
- Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order;
- Frequently checking for understanding during instruction, as well as gauging progress at appropriate intervals throughout the year;
- Choosing texts carefully for specific purposes (e.g., motivational, linguistic, content);

- Provides a variety of collaborative grouping processes;
- Constructing good questions that promote critical thinking and extended discourse;
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia to enhance access to content; and
- Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing).
Appendix C: Theoretical Foundations and Research Base

Examples of just-in-time scaffolding:
- Prompting a student to elaborate on a response to extend his or her language use and thinking;
- Paraphrasing a student’s response and including target academic language as a model while, at the same time, accepting the student’s response using everyday or “flawed” language; and
- Adjusting instruction on the spot based on frequent checking for understanding;
- Linking what a student is saying to prior knowledge or to learning to come (previewing).

Part II:
DESIGN FOR
CA ELD STANDARDS-BASED INSTRUCTION
ACROSS THE DISCIPLINES

[THANKS TO PAM SPYCHER FOR THIS WORK]
Language

- Learning language
- Learning through language
- Learning about language

-Halliday (1994)

ELD Standards: The Left Hand Column

Emphasizes the interconnectedness between content knowledge and language

Shows the many-to-many CCSS and ELD Standards alignments

Related to register variables:
- The nature of the social activity (the field or content of the discourse)
- The relationship between the participants in the activity (the tenor of the discourse)
- The role language plays in the activity (the mode of discourse)
Register:

The type of language used in particular social situations when communicating with a particular set of people. Register tells what you’re trying to accomplish.

Examples of Register Differences

Three examples:

Closing correspondence:.....
Sincerely, Best, Love, Later

Most expository text does not use first person point of view

Linking clauses for comparison: Conjunctions

More Oral (Everyday)
But
On the other hand

More Written (AL)
Although
Rather
Conversely
Playing with Register

- Partner A explain to Partner B what happened when you got a speeding ticket as if you were talking to your best friend and/or spouse.
- Partner B explain what happened when you got a speeding ticket as if you were telling a young child.
- Partner A explain what happened when you got a speeding ticket as if you were trying to persuade a traffic court judge to let you off the hook.
- Partner B explain what happened when you got a speeding ticket as if you were telling your mom.

Register awareness helps teachers understand that:

- All language is equally valuable.
- None is inherently “better” than another.
- Effective communicators use the register expected based on a given context.
- Students benefit when they’re aware of register and dialect differences and resources.
Academic Registers: Characteristics

- **Informationally dense**
  - Information and reasoning are tightly packed into the grammar
  - Technical and abstract vocabulary are used
- **Authoritatively presented**
  - No room for objection; authority is often masked
  - Modal verbs (should, could, would) and adverbs (certainly, probably) to indicate possibility
- **Highly structured**
  - Clause-combining and clause-embedding
  - Organizational structure leads to a cohesive text

Multiple Levels of Talking About Language

- **Text level**
- **Sentence level**
- **Clause level**
- **Group/Phrase level**
- **Word level**
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## ELD Standards, 1st Grade, Part II

<table>
<thead>
<tr>
<th>Level</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Using verbs and verb phrases</strong></td>
<td>a) Use frequently used verbs (e.g., go, eat, run) and verb phrases (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</td>
<td>b) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</td>
<td>a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</td>
</tr>
<tr>
<td><strong>9. Using simple verb tenses appropriate for the text type and discipline to convey time (e.g., past perfect for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</strong></td>
<td>b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., past perfect for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</td>
<td>b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., past perfect for recounting an experience) in shared language activities guided by the teacher and independently.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Modifying to add details</strong></td>
<td>Expand sentences with frequently used prepositional phrases (such as in the news) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</td>
<td>4. Using nouns and noun phrases</td>
<td>4. Using nouns and noun phrases</td>
</tr>
</tbody>
</table>

4. Using nouns and noun phrases

**Expanding**

Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.

**Bridging**

Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.
Multiple Levels of Talking About Language

- Text level
- Sentence level
- Clause level
- Group/Phrase level
- Word level

Part II: Learning about How English Works

Section 2: Elaboration on Critical Practices for Developing Language & Cognition in Academic Contexts

Part 3: Learning About How English Works

Tasks and Exercises in Context

English Language Development Level Continuum

Emerging
- Understanding text structure
  - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized essentially with a sequence of events). Enhancements are organized sequentially to complex ideas in reading and writing tasks.

Expanding
- Understanding text structure
  - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with a sequence of events). Enhancements are organized sequentially to complex ideas in reading and writing tasks.

Bridging
- Understanding text structure
  - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized sequentially with a sequence of events). Enhancements are organized sequentially to complex ideas in reading and writing tasks.

New ideas, events, or reasons are included throughout a text using a variety of connecting words or phrases (e.g., therefore, in the beginning of a paragraph, at a moment).
Genre (Text Types)

A genre is:
- A “staged, goal-oriented social process” (Martin & Rose, 2008, p. 9)
- Used to get something done through language

A genre has:
- A particular social purpose
- A particular overall structure or organization
- Language features typical of the genre

Why Talk About Genres/Text Types?

Genre analysis…
- helps us compare and contrast different types of genres,
- helps the features of the genres stand out,
- makes explicit why some texts are more successful/appropriate and when others aren’t.
<table>
<thead>
<tr>
<th>Information Text: Argument (expository)</th>
<th>Literary Text: Story (narrative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>Persuade the reader to agree with a claim or point of view</td>
<td>Entertain and tell about events, people, and experiences</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td></td>
</tr>
<tr>
<td>Statement/claim, supporting arguments, details, reaffirmation</td>
<td>Orientation, events, complication, resolution</td>
</tr>
<tr>
<td><strong>Language Features</strong></td>
<td></td>
</tr>
<tr>
<td>Sequenced logically with connectives (first, therefore); present tense; evaluative vocabulary (needlessly, obvious)</td>
<td>Sequenced in time (once upon a time, after awhile); action and saying verbs; dialogue; past tense; descriptive vocabulary (lovely)</td>
</tr>
</tbody>
</table>

**Joint Construction of Text**

- Teacher guides/leads the students to use **genre-specific language**.
- Students **actively participate** in constructing the text.
- Lots of rereading, revising, reflecting, and **talking about** the text.
Some Questions Teachers Can Ask to Guide Students in Joint Construction

- What words or phrases would we expect to see/should we use:
  - At the beginning?
  - To add information?
  - To signal that the end of the report/story/persuasive text, etc.?
  - To signal there’s a problem coming?
  - To show what the character said and how they said it?

### See Handout

#### Genres (or Text Types) Typically Used in School

<table>
<thead>
<tr>
<th>Example Texts</th>
<th>Genre</th>
<th>Social Purpose</th>
<th>Text Structure &amp; Organization (Stages)</th>
<th>Typical Language Features</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Change is a Problem Created by Humans</td>
<td>Argument</td>
<td>To persuade people to think or act in a certain way</td>
<td>Thesis/Claim</td>
<td>Cohesion: Text connects signal logical relationships and develops the argument (e.g., on the other hand, therefore)</td>
<td>Climate Change is a Problem Created by Humans</td>
</tr>
<tr>
<td>How Deserts are Formed</td>
<td>Explanation</td>
<td>To explain how things work or why things happen</td>
<td>Phenomenon</td>
<td>Cohesion: Text connects signal logical relationships and organizes ideas (e.g., as a result, therefore)</td>
<td>How Deserts are Formed</td>
</tr>
<tr>
<td>Insect Habitats</td>
<td>Information Report</td>
<td>Giving information: To provide information about a topic</td>
<td>General Statement</td>
<td>Cohesion: Text connects signal logical organization and describes information (e.g., in size, in type)</td>
<td>A Day in the Life of a Civil War Soldier</td>
</tr>
<tr>
<td>A Day in the Life of a Civil War Soldier</td>
<td>Recount</td>
<td>Telling what happened</td>
<td>Orientation</td>
<td>Orientation: Record of events (Evaluation or re-orientation)</td>
<td>The House on Mango Street by Sandra Cisneros</td>
</tr>
<tr>
<td>The House on Mango Street by Sandra Cisneros</td>
<td>Story</td>
<td>Entertaining:</td>
<td>Orientation:</td>
<td>Orientation: Events, Complication, Events, (Evaluation), Resolution</td>
<td>Story</td>
</tr>
</tbody>
</table>

- Some Questions Teachers Can Ask to Guide Students in Joint Construction

- What words or phrases would we expect to see/should we use:
  - At the beginning?
  - To add information?
  - To signal that the end of the report/story/persuasive text, etc.?
  - To signal there’s a problem coming?
  - To show what the character said and how they said it?
“Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”

Unpacked:
• Pollution is a big problem around the world.
• A lot of countries are doing something about pollution.
• Pollution destroys the environment.
• The ruined environment leads to health problems in people.
• The health problems are still happening every year.
• The health problems are really, really bad.
• Even though the countries are doing something about pollution, there are still problems.

What’s happening in the original sentence?
“Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”

Independent/main clause: Contains a complete idea and can stand independently.
Dependent clause: Dependent upon the meaning of the main clause and can’t stand on its own.
What’s happening in the original sentence?

“Although many countries are addressing pollution,

environmental degradation continues to create devastating human health problems each year.”

Nominalization: Condenses information from one part of speech (usually verbs) into nominal groups.

“Although many countries are addressing pollution,

environmental degradation continues to create devastating human health problems each year.”

Different kinds of subordinating conjunctions create different types of relationships between clauses.

Independent/main clause: Contains a complete idea and can stand independently.

Dependent clause: Dependent upon the meaning of the main clause and can’t stand on its own.
What's happening in the original sentence?

"Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year."

Nominalization: Condenses information from one part of speech (usually verbs) into nominal groups.

In science, nominalization accumulates information and repackages it in order to use it to further explain things or to sum things up.

Nominalization

From History Textbook:
The destruction of the buffalo and removal of Native Americans to reservations emptied the land for grazing cattle.

In history, nominalization is often used to “reify” processes or events, enabling the historian to interpret and evaluate them. It also hides agency.
What's happening in the original sentence?

“Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”

Unpacking Sentences: Your Turn

The release of a new bipartisan Senate plan to overhaul the nation's immigration laws and a policy address given Tuesday by President Barack Obama have launched dramatic new momentum on a long-stalled issue.

Washington Post, 1-30-13
By Rosalind S. Helderman and Tara Bahrampour
Unpacking Sentences: Your Turn

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Planning for Instruction

1. Know students’ language strengths and language learning needs
2. Identify the language demands of the texts and tasks used for the topic
3. Select the most critical language to focus on
4. Design tasks and activities to focus on the language within intellectually rich and engaging contexts
5. Evaluate learning
Challenges for Students:
They need to…

- extract meaning from complex texts
- explain and demonstrate their knowledge using complex language in varying contexts
- engage in productive group work with peers and effective interactions with teachers

Challenges for Teachers:
They need to…

- teach for understanding and productive application – more complicated than teaching discrete skills and knowledge
- see themselves as teachers of disciplinary language uses in addition to content area
- develop new ways of motivating and enabling students to use language in the classroom to perform in the content areas
Challenges for Support Systems

• Existing supports for teachers and administrators – coaching and supervision, professional learning communities, and professional development opportunities – must recognize and build capacity to meet increased demands surrounding content and language.

Scaffolding: Planned and Just-in-Time

Gibbons, 2009
Fostering academic discourse skills

- Establish routines and expectations for equitable, accountable conversations
- Carefully construct questions to promote extended academic content discussions
- Provide appropriate linguistic support (I agree with ____ that _____. However, _____.)

Effective formative assessment is a process teachers and students use

- Teachers adjust teaching in response to assessment evidence
- Students receive feedback on learning with advice on how they can improve
- Students participate through self-assessment
- Strengthens teacher capacity to stage EL language and content learning

Heritage, 2008, 2010
Table Talk

Discuss implications you see for:
- curriculum
- instruction
- professional development
- leadership

Part III:

DISTRICT-LEVEL EL ACCOUNTABILITY
Policies & Practices That Support
CA ELD Standards Implementation
Meaningful Accountability Requires a Stable EL Subgroup

Total English Learner (TEL) group includes:

Students Who Began as ELs
(English Proficient Learners – RFEPs)

Current ELs

Met District reclass criteria

Should meet grade-level proficiency; Counted in subgroup to hold accountable for equity & access

1-5 yrs in District schools

Long-term ELs

6 or more yrs. in District Schools

% should decrease annually


CA ELs and former ELs (RFEP) by grade

Source: CDE DataQuest, 2010-11 CELDT & CST
District A ELs, Long-Term ELs and Former ELs (RFEP) by grade

ELs’ English Language Proficiency Level Affects their Academic Performance

Linquanti, 2011
It Takes ELs Time to Learn Academic English

Exhibit 17
Percent of Initial ELP Level 1 ELs Attaining the English-Proficient Threshold Across Analytic Approaches and Grade Clusters Predicted Beyond Observed Years

Note: Based on Current Practice!

Cook, Linquanti, Chinen & Jung, 2012

Long-term ELs reflect our need to strengthen practice

- “The trajectory to becoming a Long Term English Learner begins in elementary school.”

(Olsen 2010)
CA’s Former ELs (RFEPs) needing academic support after exiting

**RFEPs in CA: CST-ELA, 2010-11**

- **37%** of former ELs score below grade level on CST-ELA exam
- **79%** of all former ELs tested are in grades 6-11

Source: CDE 2011

Implications of new standards for *internal* accountability

- **Opportunities, challenges and expectations for teachers, students, and administrators will increase**
  - Disciplinary practices, analytic tasks, receptive & productive language functions across the curriculum
- **Current large-scale assessment systems will shift to capture language uses inherent in new standards**
  - Window of opportunity during lag time
- **Building instructional capacity is crucial**
  - No performance without capacity, no capacity without support
  - Do teachers & administrators know what it looks like?
  - Engaging in productive struggle on key problems of practice
Internal accountability priorities

- Professional learning for teachers & administrators
  - Unpacking the common core and ELD standards
  - Engaging problems of practice

- Teacher observation and feedback
  - Protocols aligned to disciplinary practices, analytic tasks, language functions
  - Do we know what to look for?

- How can we measure progress?
  - Beyond current large-scale assessments

Challenges for Assessment Systems

- The new content assessments:
  - must yield valid inferences for ELs at varying levels of English language proficiency
  - must be unbiased with respect to language, even while language has become part of the new definition of content

- The new English language proficiency assessments:
  - must reflect and measure language demands inherent in content standards
  - must capture breadth, depth, and complexity of receptive and productive language uses
Effective formative assessment is a process teachers and students use

- Teachers adjust teaching in response to assessment evidence
- Students receive feedback on learning with advice on how they can improve
- Students participate through self-assessment
- Strengthens teacher capacity to stage EL language and content learning

Heritage, 2008, 2010
The critical nexus for assessment

Assessing language critical to the content

Assessing the content using construct-relevant language

The ELP/D Framework

Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards

http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.htm
The Bottom Line:
Under Common Core and new ELD standards...

• Students learn content using language
• Students learn language engaging with content
• Both explicit, standards-based ELD and language-rich content teaching and learning are needed
Timeline for related CCSS Implementation

- *ELD implementation plan approved (2013)*
- ELD professional development materials produced (2013-14)
- ELA/ELD Curriculum Framework developed by Instructional Quality Commission (2014-15)
- SBAC assessment developed (2014-15)
- Next-generation ELD assessment developed (2015-16)

Questions? Comments? Concerns?

THANKS!
rlinquanti@wested.org