

**COMMON CORE STATE STANDARDS:
TEACHING ELA/LITERACY
TO ENGLISH-LANGUAGE LEARNERS**





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Common Core State Standards: Teaching ELA/Literacy to English-Language Learners

Expert Presenters:

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- **Follow** Stanford's Understanding Language initiative on Twitter: [@ELLStanford](https://twitter.com/ELLStanford)

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Understanding Language

Common Core State Standards: Teaching ELA/Literacy to English-Language Learners

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and

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A Short Bit of History...

Civil Rights Act of 1964



Elementary and Secondary Education Act (1965)



Lau v. Nichols (1974)



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



DBB 844-3021

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).

Here comes the Common Core...



Photo: [Courtesy Jeff Johnson](#)

patagonia

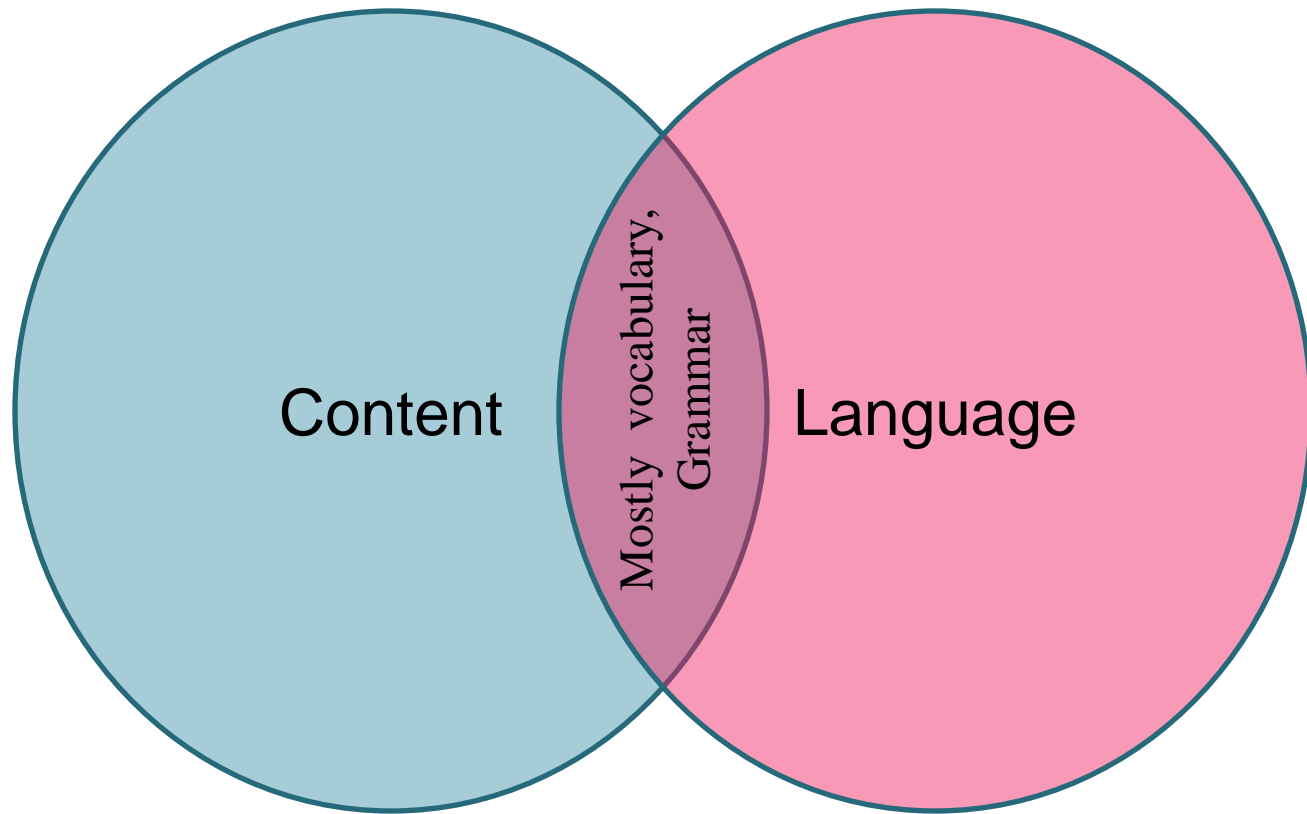
The New Standards...

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

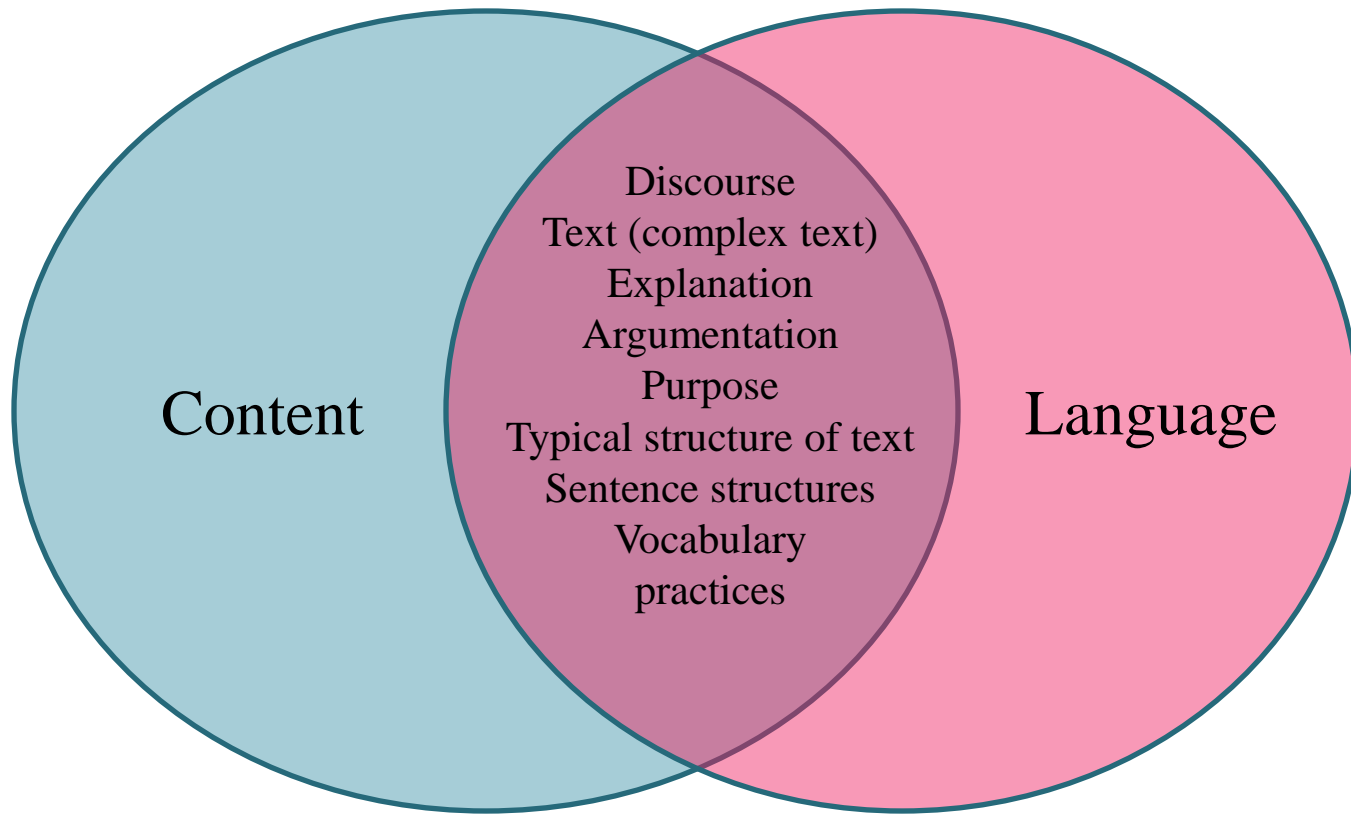
Major Shifts in New Standards

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

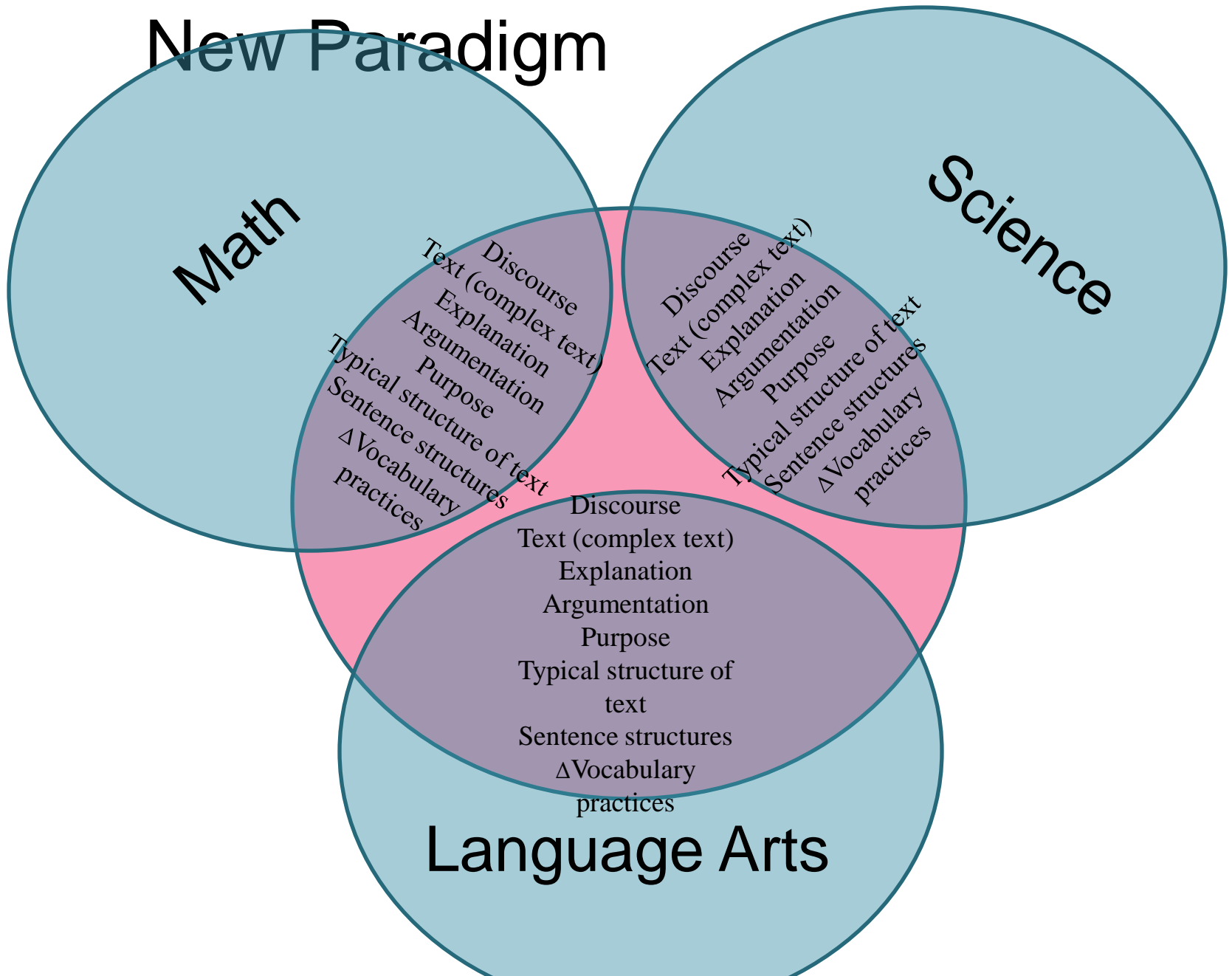
Old Paradigm



New Paradigm



New Paradigm





Goals of the *Understanding Language Initiative*

(supported by the Carnegie and Gates Foundations)

1. Engage in a healthy public dialogue around what the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) imply for English Language Learners (ELLs).
2. Design exemplars of CCSS and NGSS-aligned instruction for ELLs, to be used as strategic tools by teachers, schools, districts, and others.
3. Develop a vibrant online community:
 - Web: ell.stanford.edu
 - Twitter: ELLStanford
 - Facebook: Understanding Language
 - You Tube: Understanding Language



Cross-Cutting Foundations

(ell.stanford.edu)

- *Language and the Common Core Standards* (L. van Lier and A. Walqui)
- *What is the Development of Literacy the Development of?* (G. Hull & E. Moje)
- *What Does Text Complexity Mean for English Learners and Language Minority Students?* (L. Wong Fillmore & C. J. Fillmore)
- *Instruction for Diverse Groups of English Language Learners* (A. Walqui & M. Heritage)

Content-Area Foundations

(ell.stanford.edu)

- *Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards* (G. Bunch, A. Kibler, and S. Pimentel)
- *Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELLs* (J. Moschkovich)
- *Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs* (H. Quinn, O. Lee, and G. Valdés)

Realizing Opportunities for ELLs: English Language Arts (Bunch, Kibler, Pimentel)

- ELLs should not be removed from the challenges set out in the standards, but rather supported in meeting them.
- ELLs can meaningfully participate in instruction through “imperfect” language.
- Instruction must build on -- and build – students’ existing resources (L1, background knowledge, interests and motivations), precisely in order to expand them.
- Instruction must immerse students in meaning-making language and literacy activities with both micro- and macro- scaffolding (Schleppegrell & O’Hallaron, 2011).

1. READING: Engaging with Complex Texts to Build Knowledge

- **Requires** ELs to read and comprehend literature and informational texts of increasing complexity
- **Challenges** ELs to process “intricate, complicated, and, often, obscure linguistic and cultural features accurately while trying to comprehend content and while remaining distant from it in order to assess the content’s value and accuracy” (Bernhardt, 2011)
- **How opportunities for language/literacy development can be realized:**
 - Leverage background knowledge, build strategic competence, and provide supports to allow access to texts rather than simplifying or “pre-empting” the text

2. WRITING: Using Evidence to Inform, Argue, and Analyze

- **Requires** ELs to write different text types for varied audiences/purposes and present knowledge gained through research
- **Challenges** ELs to use language skillfully to employ and evaluate evidence when writing arguments and informational reports
- **How opportunities for language/literacy development can be realized:**
 - Draw upon background strengths to develop content for writing and scaffold writing itself
 - Provide ELs with meaningful engagement with mentor texts, including opportunities to focus on language and text structure
 - Ensure that writing is meaningful communication

3. SPEAKING & LISTENING: Working Collaboratively, Understanding Multiple Perspectives, and Presenting Ideas

- **Requires** ELs to articulate their own & build upon other's ideas, demonstrate understanding in informal interactions and formal presentations
- **Challenges** ELs to employ a range of listening comprehension and speech production strategies in the context of multiple and complex speech events
- **How opportunities for language/literacy development can be realized:**
 - Provide opportunities for extended discourse & engagement with academic registers
 - Develop meaningful collaborative tasks that allow students to use their full linguistic/cultural resources
 - Teach ELs strategies to engage in varied communicative modes

4. LANGUAGE: Using and Developing Linguistic Resources

- **Requires** students to choose language and conventions to achieve particular functions & rhetorical effects
- **Challenges** students to develop and use grammatical structures, vocabulary, and written/oral conventions as meaning-making resources
- **How opportunities for language/literacy development can be realized:**
 - Recognize limitations of teaching discrete language features in isolation
 - Recognize that functions and rhetorical effects can be achieved with “imperfect,” non-native developing language

Guidelines for ELA Materials Development

(http://ell.stanford.edu/teaching_resources/ela)

- Begin with a potent set of a few key Standards, engaging with these standards in integrated and recursive ways.
- Create multiple pathways that promote high levels of access to, engagement with, and achievement of the Standards.
- Select texts that provide various kinds of text complexity, and prioritize which aspects to focus on.
- Activate and build on students' background knowledge—without foreclosing opportunities to engage with texts.
- Provide opportunities for students to write for different audiences and purposes.
- Utilize different participation structures.
- Focus on language as a resource for making meaning.

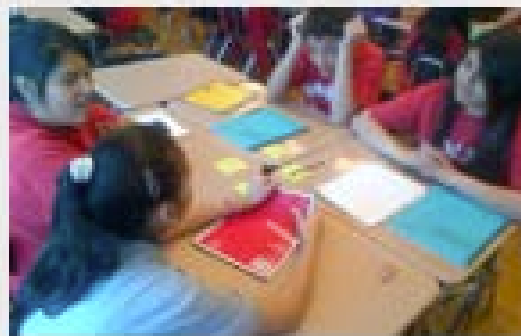


A Pilot ELA Exemplar

“Persuasion Across Time and Space: Analyzing and Producing Complex Texts”

A Unit Developed for the Understanding Language Initiative by WestEd’s Teacher Professional Development Program

- Unit Authors: Aida Walqui, Nanette Koelsch, and Mary Schmida
- In Collaboration with Understanding Language’s English Language Arts Working Group: George C. Bunch (Chair), Martha Inez Castellón, Susan Pimentel, Lydia Stack, and Aida Walqui



Focus on Persuasive Texts

- Analyzing and producing persuasive texts address the CCSS' focus on argument (logos) and also other elements of appeal (ethos & pathos).
- Based on the notion that ELLs develop conceptual and academic understandings and the linguistic resources to express them simultaneously, through participation in **rigorous** activity that is **well scaffolded** (Walqui & van Lier, 2010).
- Invites students to participate in processes of **apprenticeship** that lead them from being novices to developing increasing levels of **expertise** while they build their **agency and autonomy**.

Theoretical and Pedagogical Shifts in the Design and Enactment of Learning (Walqui)

FROM A CONCEPTUALIZATION OF

Language acquisition as an individual process

Language as isolated structures or functions

L2 acquisition as a linear and progressive process aimed at accuracy and fluency

Use of activities that pre-teach the content or simply “help students get through texts”

→ TO UNDERSTANDING

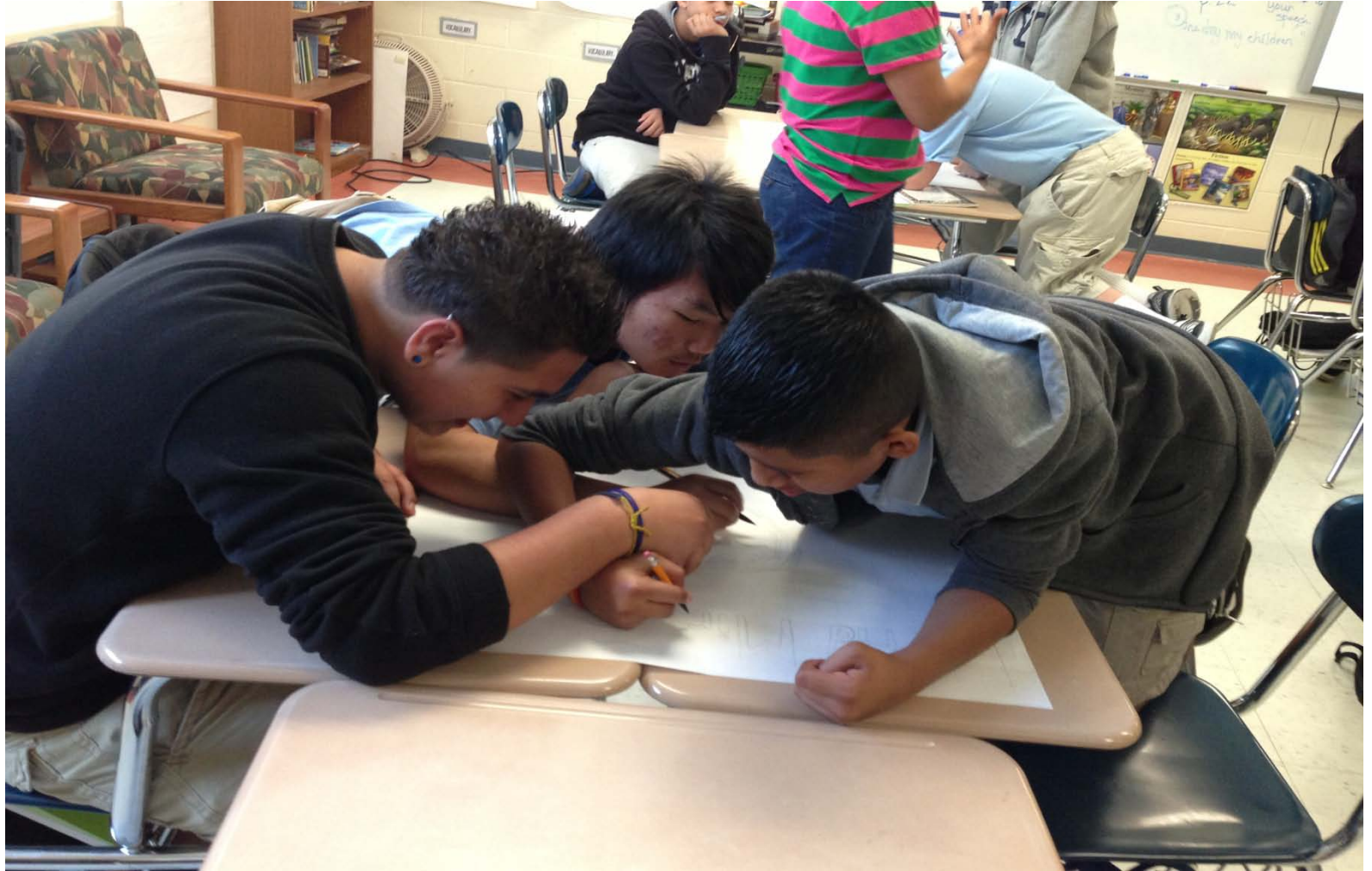
→ language acquisition as apprenticeship in social contexts

→ Language as action, subsuming structure and function (Ellis & Larsen Freeman, 2010; van Lier & Walqui, 2012)

→ Non linear and complex developmental process aimed at comprehension and communication

→ Activities that scaffold students' development and autonomy

Language as Action!



LESSON 2
Persuasion in Historical Context:
The Gettysburg Address

- *Gettysburg Address*

LESSON 1
Advertising in the Contemporary World:
An Introduction to Persuasive Texts

- Can you live with dirty water?

UNIT
Persuasion Across Time
and Space:
Analyzing and Producing
Persuasive Texts

LESSON 3
***Ethos, Logos, & Pathos* in Civil**
Rights Movement Speeches

- MLK “I have a dream”
- Robert Kennedy “On the Death of Martin Luther King”
- George Wallace “The Civil Rights Movement: Fraud, Sham, and Hoax “

LESSON 5
Putting it Together: Analyzing and
Producing Persuasive Text

- The Girl who Silenced the World for Five Minutes

LESSON 4
Persuasion as Text: Organizational,
Grammatical, and Lexical Moves in
Barbara Jordan’s *All Together Now*

- Barbara Jordan “All Together Now”

Some Key Standards Developed in the Unit

- Reading Informational Text
 - 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - 7.3 Analyze interactions between individuals, events, and ideas in a text.
 - 7.4. Determine the meaning of words and phrases as they are used in the texts, including figurative, connotative, & technical meanings; analyze the impact of specific word choice on meaning & tone.
 - 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.

Lesson 2: Persuasion in Historical Context: The Gettysburg Address

- Demonstrates the tripartite nature of lessons:
 - Preparing Learners
 - Interacting with Texts
 - Extending Understanding

Preparing Learners

- Era Envelope (Background readings and photos)
 - Builds schema about the time, place, and the political context of Lincoln's famous speech through the reading of background informational text, without preempting the need to read the primary target text itself.

Handout #5: Background Reading Focus Chart

#1: Abraham Lincoln Biography

Read the biography on President Lincoln. Jot down a few notes on



His Family Life:

His Education:

His contributions to America:

#2: The Civil War

What central issues caused the Civil War?

What was the outcome of the war?

Any other interesting facts:



Union Soldier



Confederate Soldier

#3: The Battle of Gettysburg

What is significant about the Battle of Gettysburg?



Two or three interesting facts about the Battle of Gettysburg:

Jigsaw Project: Sourcing

BASE GROUP

Heterogeneous groups work together preparing for specialized work

EXPERT GROUP

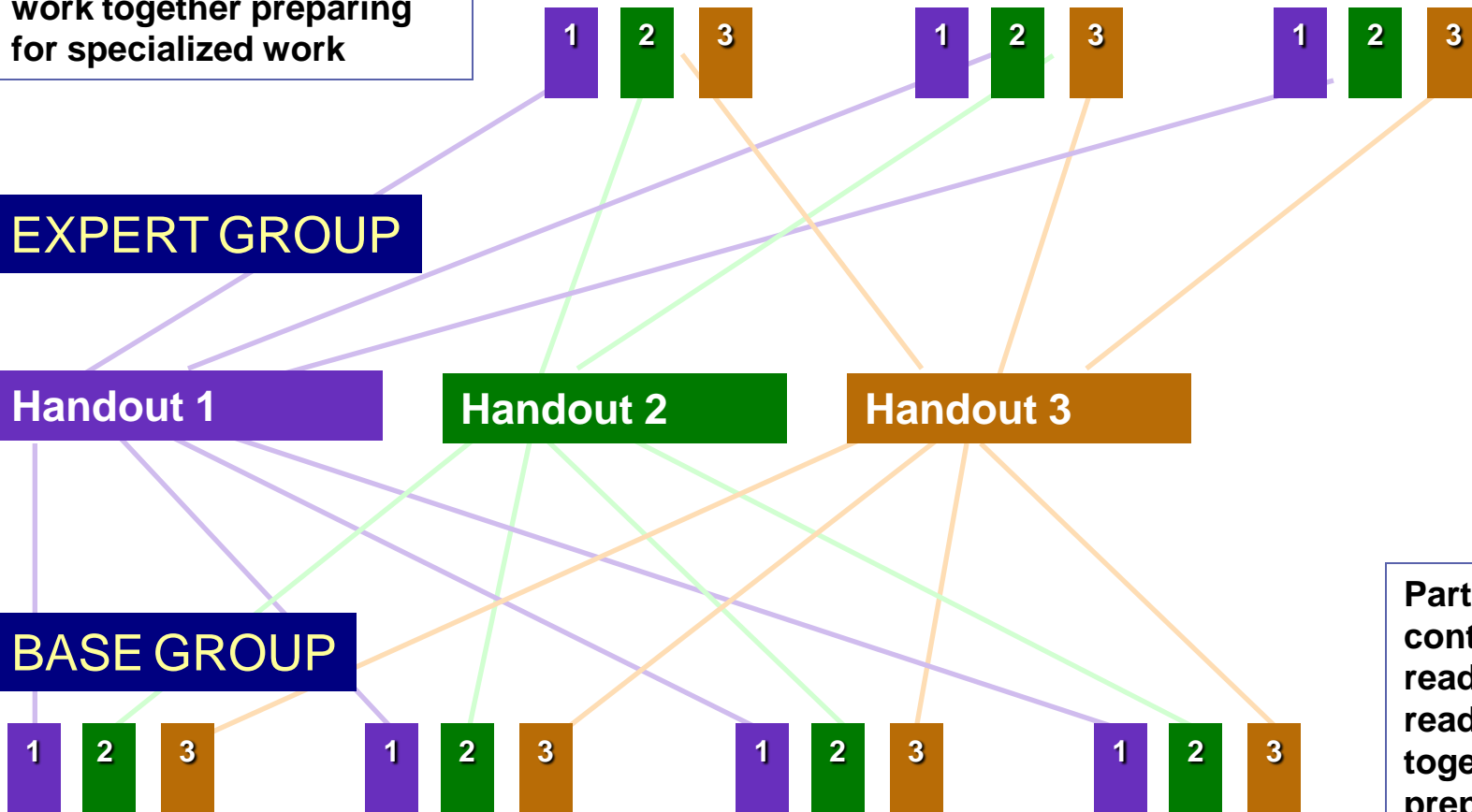
Handout 1

Handout 2

Handout 3

BASE GROUP

Participants share content of their readings and get ready to put it all together in preparation for joint reading



Clarifying Bookmark

CLARIFYING BOOKMARK 1

What you can do	What you can say
Think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
Summarize your understanding every so often.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>

CLARIFYING BOOKMARK 2

What you can do	What you can say
Use your prior knowledge to help you understand.	<i>I know something about this from...</i>
	<i>I have read or heard about this when...</i>
	<i>I don't understand the section, but I do recognize...</i>
Apply related concepts and/or readings.	<i>One reading/idea I have encountered before that relates to this is...</i>
	<i>We learned about this idea/concept when we studied...</i>
	<i>This concept/idea is related to...</i>

CLARIFYING BOOKMARK 3

What you can do	What you can say
Ask questions about ideas and phrases you don't understand.	<i>Two questions I have about this section are...</i>
	<i>I understand this part, but I have a question about...</i>
	<i>I have a question about...</i>
Use related text, pictures, tables, and graphs to help you understand unclear ideas.	<i>If we look at this graphic, it shows...</i>
	<i>The table gives me more information about...</i>
	<i>When I scanned the earlier part of the chapter, I found...</i>

Handout #5: Background Reading Focus Chart

#1: Abraham Lincoln Biography

Read the biography on President Lincoln. Jot down a few notes on



His Family Life:

His Education:

His contributions to America:

#2: The Civil War

What central issues caused the Civil War?

What was the outcome of the war?

Any other interesting facts:



Union Soldier



Confederate Soldier

#3: The Battle of Gettysburg

What is significant about the Battle of Gettysburg?



Two or three interesting facts about the Battle of Gettysburg:

Interacting with the Text

- Close Reading (with option for teacher to read the text aloud)
- Guiding Questions (examples)
 - Para. 1: Lincoln refers to “our fathers” creating a new nation. Who is he referring to here?
 - Para. 2: When Lincoln refers to a “nation so conceived and dedicated,” to which phrase in Paragraph One is he referring? How do you know?
 - Para. 3: What does Lincoln mean when he states that the living must “be dedicated to the unfinished work” of the dead soldiers? Which lines in the speech tell the living what their “unfinished work” is?

{ 2 }

Lesson

Unit: Persuasion: Purposes, Texts, and Impact

Lesson: Gettysburg Address

Handout #9: The Gettysburg Address in Four Voices

Four score and seven years ago **our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.**

Now we are engaged in a great civil war, **testing whether that nation, or any nation so conceived and so dedicated, can long endure.** *We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.*

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, **living and dead**, who struggled here, have consecrated it, *far above our poor power to add or detract.* *The world will little note, nor long remember what we say here, but it can never forget what they did here.* It is for us the living, **rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.** *It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.*

2 Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #11: Literary Device Matrix

Repetition: By repeating the same word or idea within the same sentence, or across sentences, the speaker ties a theme together and creates clarity for the listener. Often, repetitions are in groups of three.

Directions: Work with a partner to find examples of repetition in the *Gettysburg Address*. The first example has been done for you.

Example: New nation	any nation	this nation

(Adapted from *The Gettysburg Address Teacher Resource Guide*, Abraham Lincoln Presidential Library and Museum)

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Lesson

Unit: Persuasion: Purposes, Texts, and Impact
Lesson: Gettysburg Address

Handout #12: Dedicate Matrix

<p>How many times does Lincoln use the word (or a word derived from) <i>Dedicate</i>?</p>	
<p>The first two times Lincoln uses the word <i>dedicate</i>, it is linked to the word <i>conceived</i>.</p> <p>How is Lincoln using the word <i>dedicate</i> in these two instances? What does it mean?</p> <p><u>Who</u> is dedicating in these two instances?</p>	
<p>The next two times Lincoln uses the word <i>dedicate</i>, he relates it to the word <i>consecrate</i>.</p> <p>How is Lincoln using the word <i>dedicate</i> in these two instances? What does it mean now?</p> <p><u>Who</u> is dedicating in these two instances?</p>	
<p>The last two times Lincoln uses the word <i>dedicate</i>, it relates to personal commitment.</p> <p>What purpose does the word <i>dedicate</i> serve in these last two instances?</p>	

Extending Understanding

- Vocabulary review jigsaw
- “In Our Own Words”
 - each student pair “translates” one or two lines of the Gettysburg Address into modern-day, colloquial English
 - sentences are displayed on large strips of paper and connected to constitute the entire address

What teachers are saying . . .

- *The unit provided scaffolding that helped students reach high levels of understanding.*
- *The thematic connections across speeches helped students build competence in analyzing persuasive texts.*
- *I saw how students could truly learn from each other.*
- *We are trying to promote student discourse and dialogue across our district, and this unit shows how that can be done.*
- *I don't know how I could ever go back to the way I was teaching before . . .*

Questions to consider

What shifts in current approaches to instruction for ELLs are most necessary in light of the CCSS ELA standards?

How can teachers, schools, and districts move in this direction?

Contact us!

- Web: ell.stanford.edu
- E-mail:
UnderstandingLanguage@stanford.edu
- Twitter: ELLStanford
- Facebook: Understanding Language
- You Tube: Understanding Language

References

- Ellis, N. & Larsen-Freeman, D. (Eds.) (2009). Language as a complex adaptive system. *Language Learning*, 59, Supplement 1.
- van Lier, L., & Walqui, A. (2012, January). How teachers and educators can most usefully and deliberately consider language. Paper presented at the Understanding Language Conference, Stanford, CA.
- Walqui, A. & van Lier, L. (2010). Scaffolding the academic success of adolescent English Learners. A pedagogy of promise. San Francisco: WestEd.
- Walqui, A., & Heritage, M. (2012, January). Instruction for diverse groups of English language learners. Paper presented at the Understanding Language Conference, Stanford, CA.

Q & A

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Common Core State Standards: Teaching ELA/Literacy to English-Language Learners

Required Reading from *Education Week*:

[Three Districts Test Model Common-Core Unit for ELLs](#)

A brand-new English/language arts unit on the use of persuasion was designed to show how reading complex texts and writing arguments—a key requirement in the new common-core standards—can be used with English-learners to deepen their learning of content and concepts as well as language.

[Stanford Project on Common Standards and English-Learners Goes Live](#)

Read *Education Week's* coverage on the launch of Stanford University's Understanding Language initiative.

[Spotlight on English/Language Arts and the Common Core](#)

The Common Core State Standards are beginning to influence English/language arts instruction. This Spotlight focuses on reading and writing across the subjects, a greater emphasis on nonfiction texts, the debate over prereading, and criticisms of the standards.