



National Clearinghouse for
English Language Acquisition

Using Standards-Based Instruction for ELs

Presented by:

Jennifer Norton, Ed.D.

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NCELA is supported by the U.S. Department of Education's Office of English Language Acquisition (OELA), awarded to Leed Management Consulting, Inc. in Silver Spring, Maryland, in collaboration with Synergy Enterprises, Inc. and the Center for Applied Linguistics.

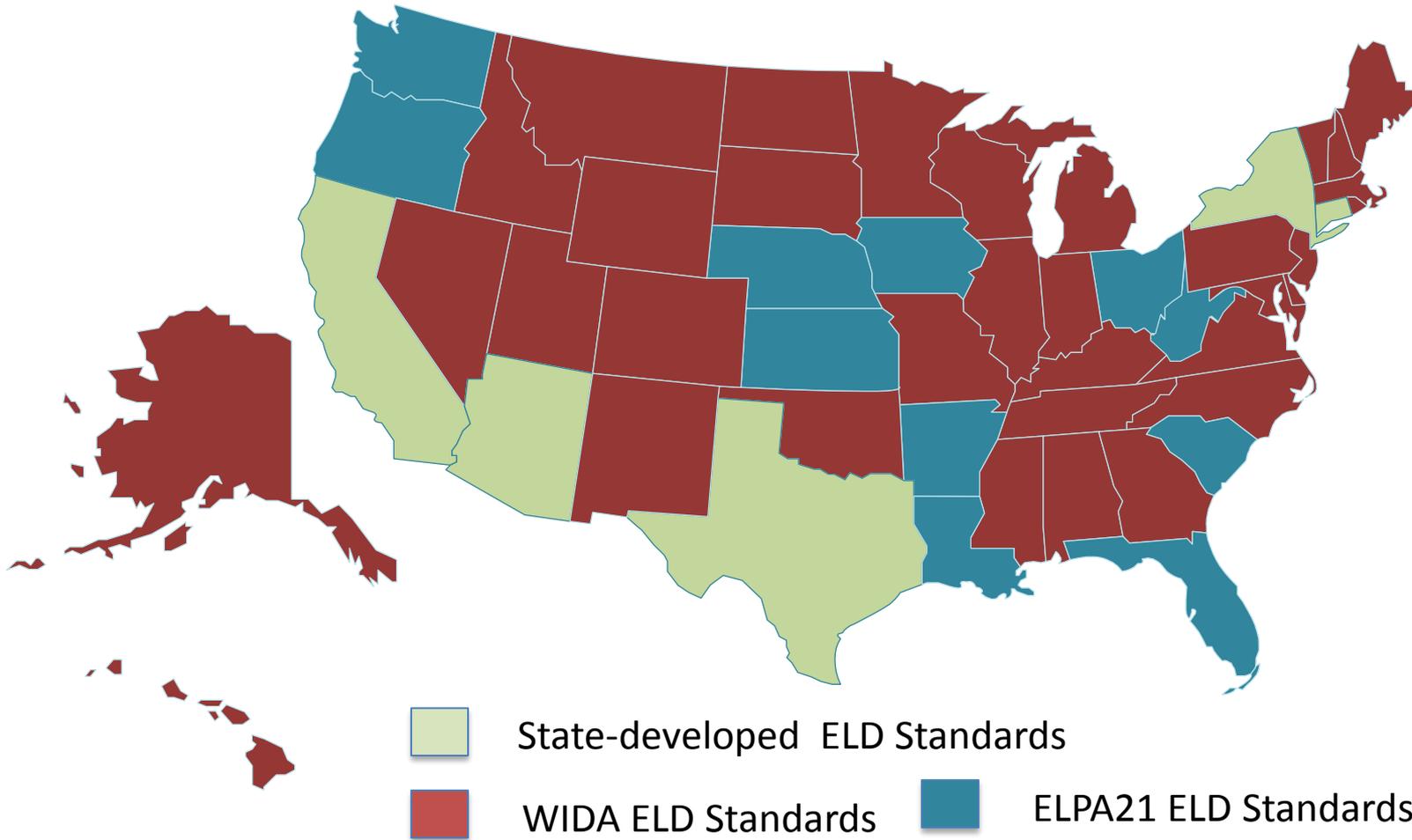


Objective

- Overview of Standards: ELPA21, WIDA, California
- Using ELD Standards in YOUR context
 - How do you prepare teachers to work with standards?
 - What challenges do you encounter preparing teachers to work with Standards?
 - How could the newest ELD/ELD Standards be an opportunity for collaboration between mainstream/content teachers and ESL/ELD teachers?



ELD Standards used across the U.S.



ELPA21



ELPA 21 ELP Standards

- Developed by WestEd and the Understanding Language Initiative at Stanford University through CCSSO
- Grades K, 1, 2-3, 4-5, 6-8, 9-12
- Intended for use by both ESL/ELD teachers and content teachers
- Focus on
 - *“Critical language,*
 - *Knowledge about language, and*
 - *Skills using language*

...that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools” (CCSSO, 2013)



Focus on Language Functions & Forms

- What do students do with language to accomplish content-specific tasks?
- Vocabulary, grammar, and discourse specific to a content area
- ELP levels: “What might an ELL’s language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?” (CCSSO, 2013)

10 ELPA 21 ELD Standards

Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

(CCSSO, 2013, p. 6)

Organization by Language Domain

Listening and reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
	8	determine the meaning of words and phrases in oral presentations and literary and informational text
Speaking and writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
	4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
	7	adapt language choices to purpose, task, and audience when speaking and writing
Listening, speaking, reading, and writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
	5	conduct research and evaluate and communicate findings to answer questions or solve problems
	6	analyze and critique the arguments of others orally and in writing

(CCSSO, 2013, p. 7)

Standard 3, Grade 1, ELP Levels 1 – 5

Grade 1 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 1 ELA Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information or feelings about familiar topics or experiences.	communicate simple messages about familiar topics, experiences, events, or objects in the environment.	deliver short simple oral presentations and compose short written texts about familiar topics, stories, experiences, or events.	deliver short simple oral presentations and compose written texts about a variety of texts, topics, experiences, or events, using simple sentences and drawings or illustrations.	deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events.



Supporting Tools

- Correspondences with CCSS for Math and NGSS Practices
- Correspondences with CCSS for ELA and Literacy Standards
- “Practices”: behaviors of students as they grow in expertise in a content area over their school career; encompasses *skill* as well as *knowledge*

Relationships and Convergences

Found in:

1. CCSS-Mathematics (practices)
- 2a. CCSS-ELA/Literacy (student capacity)
- 2b. ELPD Framework (ELA practices-defined)
3. NGSS (science & engineering practices)

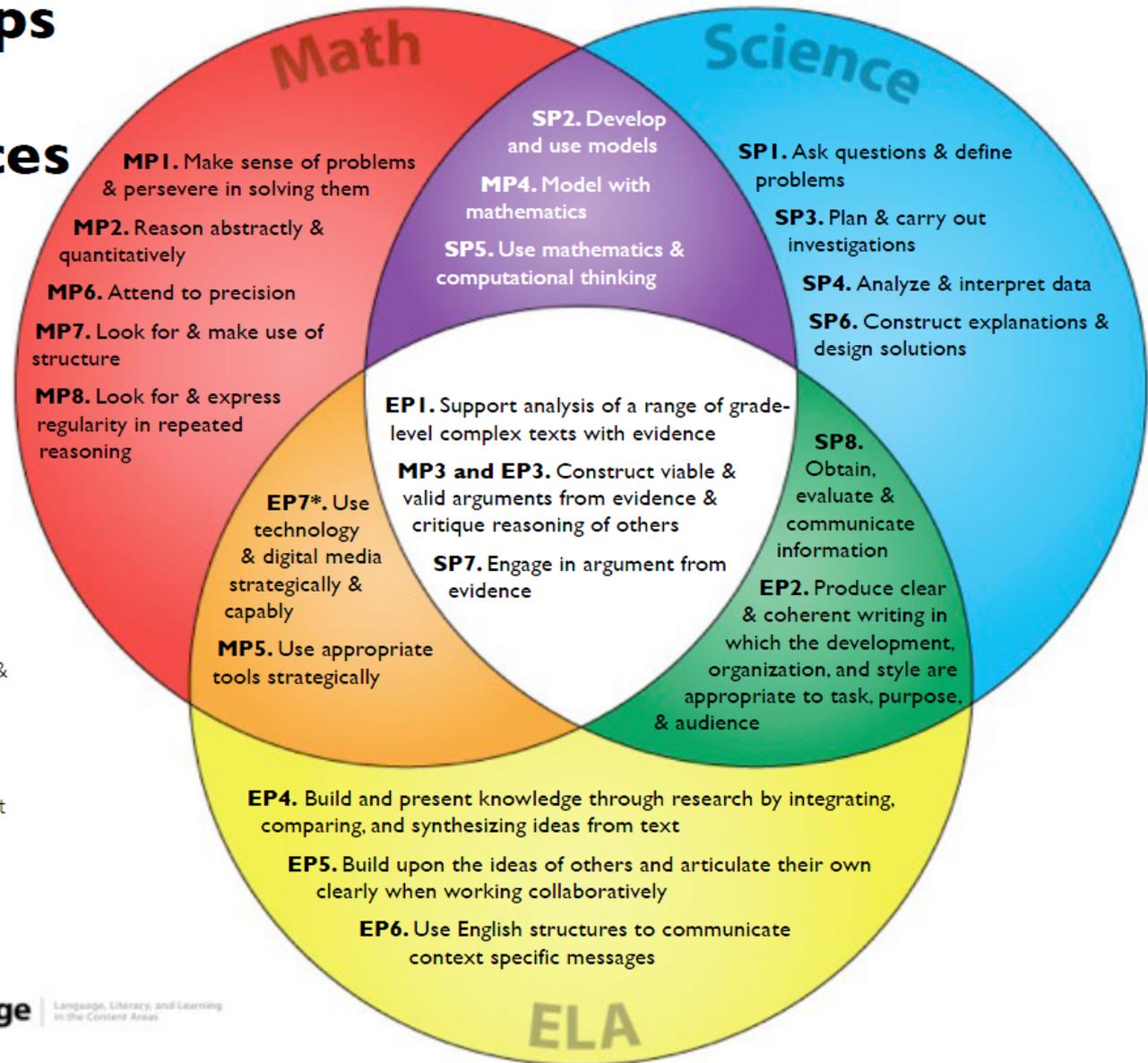
Notes:

1. MPI-MP8 represent CCSS Mathematical Practices (p.6-8).
2. SPI-SP8 represent NGSS Science & Engineering Practices.
3. EPI-EP6 represent CCSS ELA "Practices" as defined by the ELPD Framework (p.11).
4. EP7* represents CCSS ELA student "capacity" (p.7).

Stanford
GRADUATE SCHOOL OF
EDUCATION

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

DRAFT: 7-28-13 by Tina Cheuk



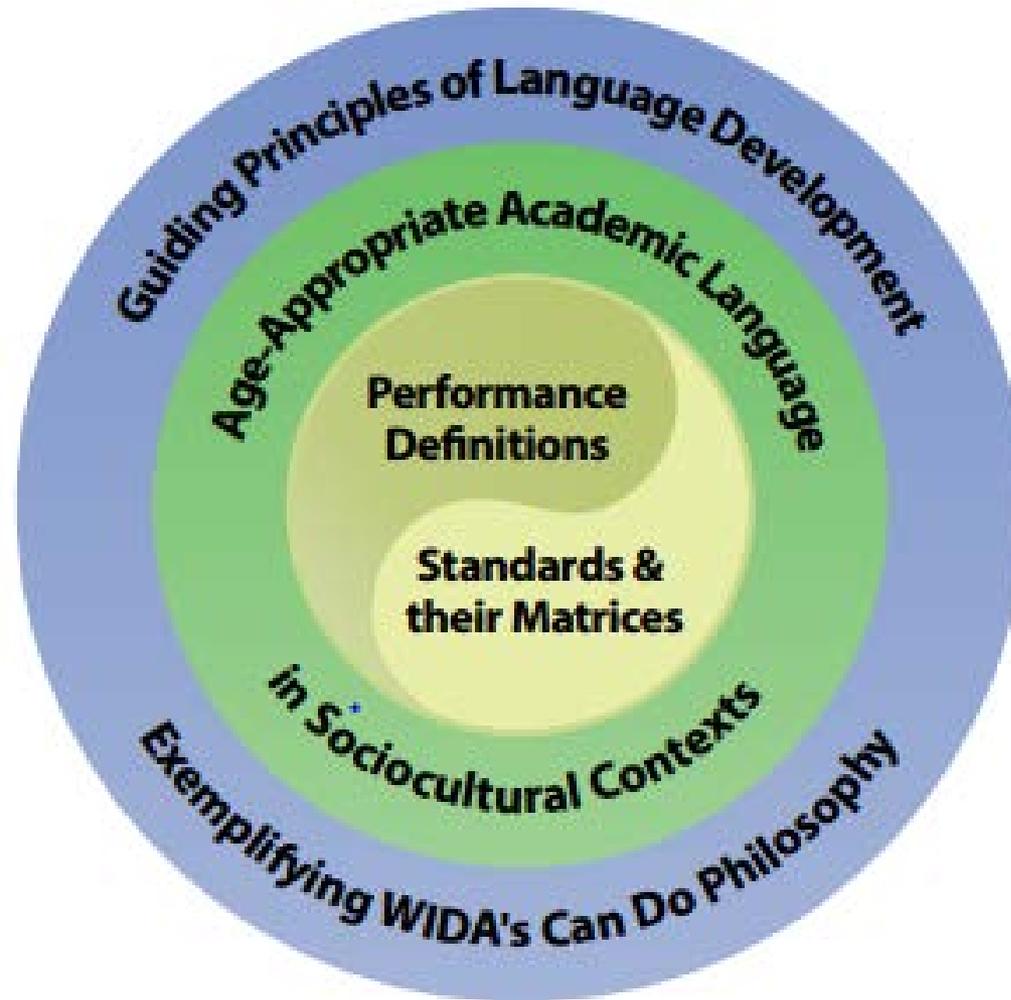
Grade 1 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 1 ELA Standards

Standard 3.

ELP.1.3.	By the end of each English language proficiency level, an ELL can . . .				
	1	2	3	4	5
An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	communicate simple information or feelings about familiar topics or experiences.	communicate simple messages about familiar topics, experiences, events, or objects in the environment.	deliver short simple oral presentations and compose short written texts about familiar topics, stories, experiences, or events.	deliver short simple oral presentations and compose written texts about a variety of texts, topics, experiences, or events, using simple sentences and drawings or illustrations.	deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
Literature W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			Informational Text W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		

WIDA Standards

WIDA ELD Standards “Amplification”



(WIDA Consortium, 2012, p. v)

Five WIDA ELD Standards

1. English language learners communicate for Social and Instructional purposes within the school setting
2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
3. ...Mathematics
4. ...Social Studies
5. ...Science

Five Proficiency Levels

1. Entering
2. Emerging
3. Developing
4. Expanding
5. Bridging

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

(WIDA Consortium, 2012, p. 7)



Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
Linguistic Complexity Discourse Level	<p>Let's measure our books! I'm going to use a ruler to measure my book (<i>teacher shows ruler and book</i>). My book is 14 inches long. Take out your ruler. Now <i>you</i> measure <i>your</i> book! Show me how to measure your book.</p> <p>Let's measure our desks! I'm going to use a popsicle stick...</p> <p>Let's measure our bookshelf!</p>	<p>Look at your measurement tools. The paper clip is short. The popsicle stick is longer than the paper clip. The ruler is longest. Put them in order from shortest to longest.</p> <p>The teacher desk is easier to measure with the ruler. The student desk is easier to measure with the popsicle stick.</p>	<p>Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (<i>teacher models measuring his/her desk with a popsicle stick, then a ruler</i>). Then measure other things using the same tool. Don't forget to write down your measurements!</p>	
Language Forms & Conventions Sentence Level	<p>one inch two inches</p>	<p>short, shorter, <u>shortest</u> long, longer, <u>longest</u> <u>easier</u></p>	<p>First,... then,... <u>as long as</u></p>	
Vocabulary Usage Word/Phrase Level	<p>desk, book paper clip popsicle stick string ruler yard/meter stick short long</p>	<p>shorter than longer than Put them in order measure with</p>	<p>find the length of Remember Don't forget measurements</p>	

(WIDA Consortium, 2012, p. 25)

Performance Definitions and Indicators

- Receptive and Productive:
 - Describe what ELLs will produce or comprehend toward the end of each level of English language proficiency, with instructional support, at the discourse, sentence, and word/phrase level
- Model Performance Indicators:
 - Language function
 - Content stem
 - Supports

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Measurement of objects

CONNECTION: *Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1):* Order three objects by length; compare the lengths of two objects indirectly by using a third object.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	Level 6 – Reaching
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard						

(WIDA Consortium, 2012, p. 24)

Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: _____



ELD STANDARD: _____ EXAMPLE TOPIC: _____

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:						
DOMAIN:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reading
TOPIC-RELATED LANGUAGE:						

California ELD Standards

California ELD Standards

- Developed by CA with technical assistance from WestEd
- Do not replace CCSS for ELA, but amplify the language knowledge, skills, and abilities that are critical for ELs' success in school
- Designed to be used by all those who teach academic content and ELD in all different settings, e.g., newcomer program, structured English immersion, dual language, and so on

Three Proficiency Levels

- Emerging: quick progress, English used for immediate needs, and beginning to understand and use academic vocabulary
 - Expanding: students challenged to learn more variety in vocabulary and linguistic structures
 - Bridging: high level English skills, transition to full engagement in grade-level academic activities
- ...though all ELLs should participate fully in content areas with carrying degrees of scaffolding

Proficiency Level Descriptors

- Describe expectations within each level
 - Overall proficiency
 - Early stage
 - Exit stage for each level
- Describe three levels of linguistic support
 - Substantial
 - Moderate
 - Light

Depends on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level

Proficiency Level Descriptors for California English Language Development Standards

Student Capacities	English Language Development: Proficiency Level Continuum			
	←-----Emerging-----→		←-----Expanding-----→	
<p>Native Language</p> <p>English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p>Overall Proficiency</p> <p>English learners <i>enter</i> the Emerging level having limited receptive and productive English skills.</p> <p>As they <i>progress through</i> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p>	<p>Overall Proficiency</p> <p>At <i>exit</i> from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>Overall Proficiency</p> <p>As English learners <i>progress through</i> the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p>	<p>Overall Proficiency</p> <p>At <i>exit</i> from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>
<p>High Level Thinking with Linguistic Support</p> <p>English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need <i>varying linguistic support depending on the linguistic and cognitive demand of the task</i>.</p>	<p>General Extent of Support: Substantial</p> <p>Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</p>		<p>General Extent of Support: Moderate</p> <p>Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</p>	

Proficiency Level Descriptors (cont'd)

- Describe two dimensions of knowledge of language
 - Metalinguistic awareness
 - Accuracy of production
- Detail three modes of communication
 - Collaborative
 - Interpretive
 - Productive

Knowledge of Language	English Language Development	
	→-----Emerging-----→	
	At the <i>early stages</i> of the Emerging level, students are able to:	At <i>exit</i> from the Emerging level, students are able to:
Metalinguistic Awareness	<p>Apply to their learning of English an emerging awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English; 	<p>Apply to their learning of English an awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use mostly everyday, and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics;
Accuracy of Production	<ul style="list-style-type: none"> be comprehensible when using memorized or copied words or phrases; and may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. 	<ul style="list-style-type: none"> be comprehensible when using simple or learned phrases and sentences; and may exhibit frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning.

(California Department of Education, 2012, p. 12)

Organization of Standards (for each grade)

- Section 1: Goal, Critical Principles, & Overview
- Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
 - Part I: Interacting in Meaningful Ways
 - Part II: Learning About How English Works
 - Part III: Using Foundational Literacy Skills
- Indicate corresponding CCSS Standard

Example Snapshot

California Department of Education
English Language Development Standards for Grade 1

Section 1: Goal, Critical Principles, and Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways

Corresponding Common Core State Standards for English Language Arts*

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

- SL.1.1,6; L.1.1,6
- W.1.6; L.1.1,6
- SL.1.1,6; L.1.1,6
- N/A at Grade 1

Commonalities

- Intend to have clear connection to content standards
- Intend to recognize students' backgrounds
- Intend to focus on ELLs' language development and their academic success
- Recognize language development is not linear
- Others?

References

ELPA21. (2013). <http://www.ode.state.or.us/search/results/?id=36>

WIDA Consortium. (2012). 2012 Amplification of the English Language Development Standards, Kindergarten – Grade 12. <http://www.wida.us/standards/eld.aspx#2012>

California Department of Education. (2012). English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

<http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

Discussion

- Group 1: WIDA Standards
- Group 2: WIDA Standards
- Group 3: other Standards
- Group 4: other Standards

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Guiding Questions

- How do you prepare teachers to work with standards?
- What challenges do you encounter preparing teachers to work with Standards?
- How could the newest ELD/ELD Standards be an opportunity for collaboration between mainstream/content teachers and ESL/ELD teachers?