

# Implementing the Common Core State Standards with ELLs



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# Who We Are



**DSF**  
CONSULTING



**¡Colorín**  
**colorado!**  
[www.ColorinColorado.org](http://www.ColorinColorado.org)

# Session Overview



- What is Colorín Colorado?
- Common Core and ELLs Blog
- Common Core Shifts (English Language Arts)
- Shift #1: Close Reading
- Shift #2: Informational Text
- Shift #3: Academic Language
- Questions & Answers



A Union of Professionals

Your Work

Your Benefits

Key Issues

News and Publications

AFT Voices

Get Involved

About AFT

Teachers

PSRP / School Support Staff

Higher Education

Public Employees

Healthcare

Early Childhood Educators

Retirees

## Take Action

**We need a moratorium**

Tell Arne Duncan and your state commission of education to support a moratorium on

high stakes connected to Common Core assessments. [+ more actions](#)

**TEACH 2013**

Get the details on AFT's Together Educating America's Children (TEACH) conference, set for July 22-24. [+ more](#)



## Featured Publication

**American Educator**

Spring 2013 issue.

[+ more publications](#)

## Featured Resource

**Help stop bullying**

Find out more about the AFT's new partnership with Cartoon Network's Stop Bullying

Campaign. [+ more resources](#)

## Featured Videos

**AFT Stands Up For Worldwide Girls Education**

Labor and Community Push for Immigration Reform in Houston



Chicago Mobilizes Against Mass School Closings



Philadelphia SRC Shuttters Schools Amid Public Outcry

[more videos](#)

"We have always looked out for our patients. It's always been a part of our integrity as healthcare workers."

MAKING A **difference** EVERY DAY

**IRENE EMMER**

Wisconsin FNHP  
West Allis, WI

[Share Your Voice](#)

## Speak Out

**Do timed tests hurt deep math learning?**

- Yes  
 No

## In The Spotlight

## Find It Fast

- AFT Joins Call for Education for All Children Around the World
- AFT spotlights investment managers' unsavory connections
- The Elements of a Quality Teacher Development and Evaluation System

## Calendar

**MAY 01** May 1 | Asian-Pacific American Heritage Month

**MAY 06** May 6 - 10 | Teacher Appreciation Week

**MAY 08** May 8 | National School Nurses Day

**JUN 01** Jun 1 | Caribbean-American Heritage Month

Find Your Local

# Why is it called “Colorín Colorado”?


*¡Y colorín, colorado, este cuento se ha  
acabado!*





[In English](#)   [En español](#)

A bilingual site for families and educators of English language learners

- For Educators
- For Administrators
- For Librarians
- For Families
- Books & Authors
- Glossary
- ELL Topics from A-Z
- ELLs and Policy
- ELL Research & Reports
- Free Guides & Toolkits
- LearningStore 
- Webcasts
- Multimedia
- E-Newsletters
- Web Resources
- Calendar
- About Us
- Contact Us



## Updated! Writing and ELLs

Take a look at these ideas in our writing resource section!

[See ideas >>](#)



## Highlights



### Common Core and ELLs Blog




This blog from Colorín Colorado includes Common Core updates related to language proficiency standards, assessments, and professional development. For more information on the Common Core and ELLs, see our **CCSS resource section**.

### Colorín Colorado Discussion Group



Colorín Colorado is pleased to launch a new discussion group on Facebook! Feel free to join and post your ELL comments and questions.

Search Colorín Colorado  
Google™ Custom Search 

Free newsletters  
Your e-mail here 

[Donate online >](#)



Major support for Colorín Colorado is provided by the American Federation of Teachers, AFL-CIO.

*ELLs and Policy* is made possible by a generous grant from **Carnegie Corporation of New York**.

### ELL News April 30, 2013

**A Closer Look at ELL Assessment Group Led by Oregon**  
Education Week

# Colorín Colorado Resources



- [Articles](#)
- [Tip Sheets](#)
- [Research Reports](#)
- [Videos](#) and [Webcasts](#)
- [Bilingual Booklists](#)
- [Newsletters](#)
- [FAQs from Other Educators](#)
- [Bilingual Parent Materials](#)



# Common Core Resources



The [Common Core and ELL section](#) includes:



- Articles
- Updates from the Field
- Video Interviews
- Reports and Recommendations
- Bilingual Parent Materials
- [Common Core and ELLs Blog](#)





# Common Core and ELLs

What the new standards mean for English language learners

Feeds:  Posts  Comments



## Advocating for ELLs in Implementing the CCSS

April 26, 2013 by [Diane Staehr Fenner](#)



While facilitating an ELL Advocacy Summit hosted by the National Education Association (NEA) in Austin, Texas over the past weekend, a participant from California handed me a resource I had not seen before, "[Raise Your Voice on Behalf of English](#)

[Learners: The English Learners and Common Core Advocacy Toolkit.](#)" This toolkit was produced by [Californians Together](#), a coalition of parents, educators, and civil rights groups from across the state of California that works to improve quality education for children from under-served communities.

  
Search

### Recent Posts

[Advocating for ELLs in Implementing the CCSS](#)  
[TESOL International Association Issue Brief on the CCSS for ELLs](#)  
[Teaching Science to English Language Learners: What do the NGSS Tell Us?](#)

[Science and Language: Making](#)

# Common Core Shifts (ELA)



- Balancing Informational & Literary Text
- Staircase of Complexity
- Academic Vocabulary
- Knowledge in the Disciplines
- Text-based Answers
- Writing from Sources

**engage<sup>ny</sup>**  
Our Students. Their Moment.

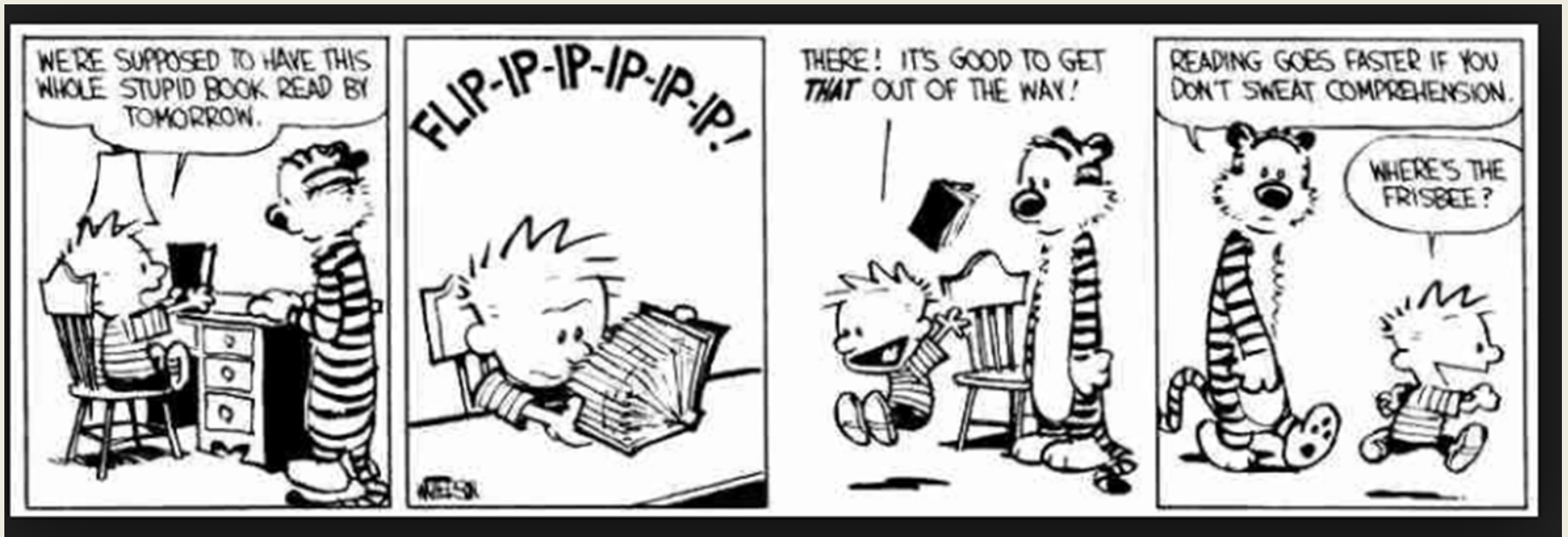
<http://www.engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf>

# Shifts for ELLs



- What do these shifts mean for ELLs?
- Which ELL strategies can you use?
- What new ideas will help?

# The Joys of Complex Text



<http://notsogentlereader.blogspot.com/2010/04/friday-featured-comic-calvin-and-hobbes.html>

# Close Reading (Staircase of Complexity)



<b>Opportunities for ELLs</b>	<b>Challenges for ELLs at Different Levels of ELP</b>	<b>Discussion / Debate</b>
Multiple readings of text	Role of background knowledge	Pre-Reading
Read, interpret, evaluate text	Text dependent questions	L1 texts
Grade level texts	Supplementary texts	How much grappling

# Video Excerpt: Kenji Hakuta



<http://news.stanford.edu/news/2011/september/english-language-learning-091311.html>

# Text Exemplar



Errin Banting's *England the Land* (2004)

*Low fences, some of which are thousands of years old, divide much of England's countryside. These fences, called hedgerows, were first built by the Anglo-Saxons, a group of warriors from Germany and Scandinavia who arrived in England around 410 A.D. As they gained control of sections of land, they protected their property with walls made from wooden stakes and spiny plants. Dead hedgerows, as these fences were called, were eventually replaced by fences made from live bushes and trees.*

*Recently, people building large farms and homes in the countryside have destroyed many live hedgerows. Other people are working to save the hedgerows, which are home to a variety of wildlife, including birds, butterflies, hedgehogs, and hares.*

# My Think Aloud



- History of the Anglo-Saxons
- What was happening in 410 A.D.
- Low fences or hedgerows
- Importance of protecting one's property in 410 A.D. and today
- How large farms and homes in the English countryside look today
- Wildlife described in the text



# Background Knowledge



<http://restoringmayberry.blogspot.com/2011/04/laying-hedgerows.html>

# Video: Background Knowledge



# Recommended Resources & Strategies



## **Colorín Colorado**

[Connect Students' Background Knowledge to Content](#)

[Introducing a Text Before Reading](#)

[Reading 101 for English Language Learners](#)

[Video: Story Set-up with \*A Christmas Carol\*](#)

## **Other Sources**

[Reading Comprehension Strategies for ELLs \(ASCD\)](#)

[Teaching Channel Videos](#)

# Informational Text



<b>Opportunities for ELLs</b>	<b>Challenges for ELLs at Different Levels of ELP</b>	<b>Discussion / Debate</b>
Career and college readiness	Academic language	Close reading
Text is at the heart of the CCSS	Choosing texts	Balance across content areas
L1 skills to draw upon	Scaffolding instruction	Texts indexed at higher levels

# Text Exemplar



<http://www.nps.gov/features/waso/cw150th/reflections/defining-america/>

## Strategies from Dr. Diane August

- Video clip
  - Scaffolded text-dependent questions
  - Functional analysis of text
  - Background info in L1 (Spanish)
- *Lincoln pronunció su discurso en el conmemorativo Cementerio Nacional de los Soldados en Gettysburg, Pennsylvania, en honor a los hombres que murieron durante la Batalla de Gettysburg.*

# Scaffolded Text-Dependent Questions



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.

*Score* – twenty

*bring forth* - create

1. What does Lincoln mean by “four score and seven years ago?” *Four score and seven years ago means \_\_\_\_\_ years.*
2. What does Lincoln mean by “our fathers?” *By “our fathers” Lincoln means \_\_\_\_\_.*

# Functional Analysis of Text



- Who (actor): our fathers
- What happened (action): brought forth
- What (recipient): a new nation
  - Descriptor (detail): conceived in Liberty
  - Descriptor (detail): dedicated to the proposition that all men are created equal
- Where: on this continent
- When: four score and seven years ago

# Video: Informational Text



## Video Interview



You Tube





# Recommended Resources & Strategies



## **Colorín Colorado**

[Reading Comprehension Strategies for Content Learning](#)

[Reading Non-fiction Text](#)

[Video: Chapter Walk with Me!](#)

## **Other Sources**

[Common Core Text Exemplars and Sample Performance Tasks](#)

# Academic Language



<b>Opportunities for ELLs</b>	<b>Challenges for ELLs at Different Levels of ELP</b>	<b>Discussion / Debate</b>
All students need academic language	Oral academic language	Role of grammar
Access to CCSS	Academic language of content areas	Content & language objectives
WIDA Standards	Word, phrase/sentence & discourse levels	Vocabulary vs. language

# Academic Language of Mathematics



- **Content target:** Students will name and sort numbers as odd or even.
- **Language target:** Students will explain how odd and even numbers are the same and how they are different.

# WIDA Model Performance Indicators

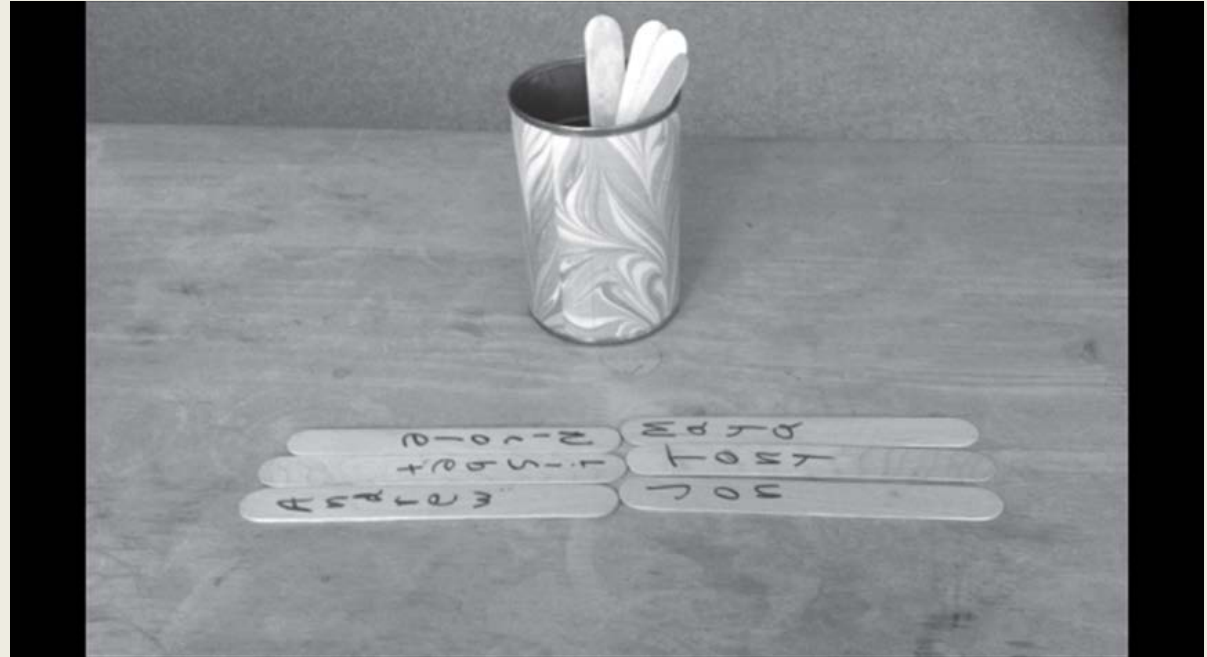


**Figure 4.2** Adapted Strand of Model Performance Indicators Representing English Language Proficiency Standard 3, the Language of Mathematics

Language Domain: Speaking

<i>Example Topic</i>	<i>English Language Proficiency Level 1</i>	<i>English Language Proficiency Level 2</i>	<i>English Language Proficiency Level 3</i>	<i>English Language Proficiency Level 4</i>	<i>English Language Proficiency Level 5</i>
Basic Operations	Give examples of grouped objects as odd/even based on the number of elements.	Explain why a number is odd or even.	Explain in detail why a number is odd or even.	Explain to a classmate how to identify an odd or even number using different strategies	Make up odd/even problems for classmates to solve.

# ELLs' Background Knowledge



[This activity is described in the [Academic Language of Mathematics](#) blog post.]

# Using Math Terminology to Prove and Reason



- What happens when you add two even numbers?  
What happens when you add two odd numbers?  
What happens when you add an even and odd number?
- Is this true for *any* two even numbers? Is it true for any two odd numbers?
- Explain (or show) *why* this is true.

# Explaining the Mathematical Concept



- An odd number has...
- An even number has...
- I know this is an even number because...
- I know this is an odd number because...

# Academic Language in Action





# Recommended Resources & Strategies



## **Colorín Colorado**

[Selecting Vocabulary Words to Teach with ELLs](#)

[Language Objectives: The Key to Effective Content-Area Instruction](#)

[Video: Academic Language Webcast](#)

## **Other Sources**

[\*Academic Language in Diverse Classrooms Series\*](#) (Corwin Press)

[\*Mastering Academic Language: A Framework for Supporting Student Achievement\*](#) (Corwin Press)

# How can you use these resources?



<b>Common Core Planning &amp; PD</b>	<b>Faculty Meetings</b>
<b>Newsletters and E-Mail</b>	<b>Conferences and Conventions</b>
<b>Grade-Level and Department Meetings</b>	<b>Staff Training and Orientation</b>



# Common Core In Action



# Questions and Answers



**We'd love to hear from you!**

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