

DIFFERENTIATING THE COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE LEARNERS

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AGENDA

Common Core State Standards

**Overview of NJ Department of Education
model curriculum initiative**

**Overview of WIDA English Language
Development standards**

**Intersection of CCSS and WIDA ELD
standards**

WORKSHOP OBJECTIVES

Over the course of six workshops participants will be able to:

- Transform MPIs to performance indicators to match content curriculum objectives.**
- Create ESL curriculum (language objectives) based on PIs.**
- Modify ESL curriculum frameworks to include language scaffolds for grade-appropriate materials.**
- Determine strategies to differentiate activities, tasks, and assessments by proficiency level.**

There are no stupid questions!



GETTING TO KNOW YOU

Introduce yourself to your partner and explain how you got your name. (Think, Pair-Share-Square)

Introduce partner to group
(S.E.E.D. activity)



OVERVIEW OF SHIFTS IN CCSS

ELA

- Regular practice with complex text and academic vocabulary.
- Building knowledge through content rich non fiction and informational text.
- Reading and writing grounded in evidence from text.

Math

- Focus, Coherence, Rigor
 - Require fluency, application and deep understanding.

WIDA 2012 DRAFT ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Overview of 2012 standards

<http://www.wida.us/standards/DraftRelease/player.html>

Definition of Academic Language

GRADE LEVEL CLUSTERS

In grade level team, examine and discuss 2012 draft of WIDA ELD standards.

What are the changes?

How can they inform curriculum?

Debrief.

ACADEMIC LANGUAGE AND WIDA ELD STANDARDS

“Academic language refers to the abilities to construct meaning from oral and written languages, relate complex ideas and information, recognize features of different genres and use various linguistic strategies to communicate.”

Dutro & Moran, 2003

The WIDA ELD Standards guide the teaching and learning of academic language for English Language Learners.

COMPONENTS OF ACADEMIC LANGUAGE



Bricks: **vocabulary**

Mortar:
Grammar/syntax/**form**

Foundation:
Language functions

ACTIVITY



- **Turn to a partner. Decide who will be A and who will be B.**
- **Start with person A and tell person B why you like or dislike oranges.**
- **Start with person B and describe an orange to person A as if you were a mathematician.**
- **Start with person A and describe an orange to person B as if you were a scientist or health educator.**
- **Start with person B and describe an orange to person A as if you were a historian or economist.**

SOCIAL STUDIES

In social studies, long sentences with multiple embedded clauses are common.

Cause and effect statements are frequent.

- Because there will be more people in the world in the future, we will need more land on which to build towns and cities.

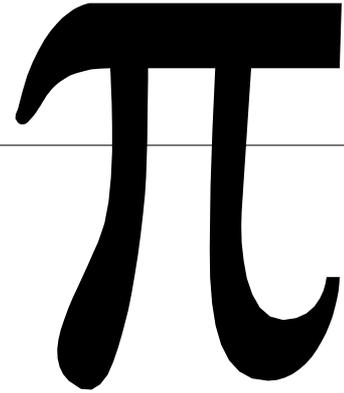
Various verb forms are used:

- “I found Rome a city of bricks and left it a city of marble.” Augustus is supposed to have spoken these words as he lay dying. He was Rome’s first emperor, and started the first of its great building programs. He claimed that he had had over 80 temples rebuilt.

Frequent use of pronouns *it* and *they* as referents.

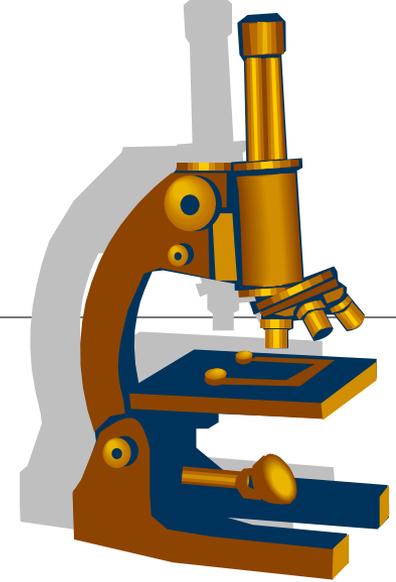


MATHEMATICS



- **Comparatives:**
 - 6 is greater than 4
 - Maria earns six times as much as Peter
 - Lin is as old as Roberto
- **Prepositions:**
 - (divided) into, divided by,
 - 2 multiplied by 6 and X exceeds 2 by 7
- **Passive voice:**
 - X is defined as a number greater than 7.
- **Reversals: The number a is five less than b.**
- **Logical connectors: if...then**
If a is positive then -a is negative

SCIENCE



Use of passive voice

Multiple embedded clauses

Long noun phrases serving as subjects or objects

If...then constructions

Logical connectors (if, because, however, consequently)

	Performance criteria	Features	Examples
Discourse level	Discourse complexity <i>(Quantity and variety of oral and written text)</i>	Amount, Structure and Density of speech/written text. Organization and cohesion of ideas Variety of sentence types.	Voice and Mood Cohesive forms Coherence Logical connectors Parallelism Organizational types (e.g., narration, exposition, description)
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	Tense and Aspect Simple, compound, and complex sentences Word order and Parallelism Denotation and connotation Formulaic expressions Interrogatives Prosodic features (e.g., stress)
Word level	Vocabulary usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings Formulaic and idiomatic expressions Nuances and shades of meaning Collocations	Sound-symbol-spelling correspondence Word formations (e.g., affixes, compounding) Count/non-count distinctions Denotation and connotation Possession (e.g., possessives)

LANGUAGE TARGET



Function



Topic



Domain



Outcome



Model Performance Indicators

Grade Level Cluster 6-8

Standards 4: (the language of) Science

Language Proficiency Level: 3
Developing

Language Domain: Reading

Identify characteristics and conditions related to natural disasters based on **text and pictures**

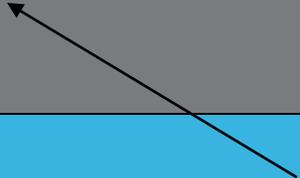
The language function



The content stem



The type of support



THREE TYPES OF SUPPORT

Sensory	Graphic	Interactive
Realia	Timelines	Pair
Visuals	Graphic organizers	Small group
Video	Charts	Use of L1
Hands-on		Technology

LANGUAGE FUNCTIONS AND EXAMPLES OF FORMS

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions

LANGUAGE FUNCTION: COMPARE/CONTRAST

Marine mammals

Ocean fish

- Born alive
- Lungs
- Warm blooded
- Produce milk

- Excellent Swimmers
- Vertebrates
- Live in groups

- Born from eggs
- Gills
- Cold blooded
- Do not produce milk

ACADEMIC LANGUAGE FORMS: COMPARE/CONTRAST

Providing the mortar words will enable students to use language to *compare and contrast*.

Frontload vocabulary.

Frontload language form with familiar concepts, e.g. People have two legs, however, dogs have four.

Marine mammals have lungs, however, ocean fish have gills.

NJ DEPARTMENT OF EDUCATION INITIATIVE

CCSS aligned unit student learning objectives (SLO)

Scaffolded student learning objectives

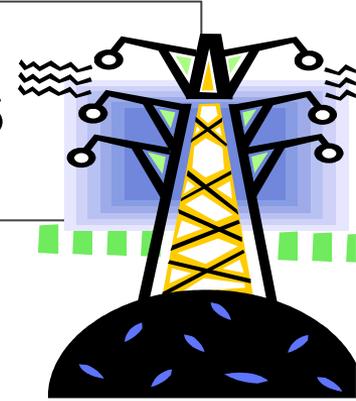
Quality 6 week unit assessments

	What Students need to learn	HOW/ Teaching Strategies		Process for assessing “the what”
Standard	Student Learning Objective	Model lessons/ instructional strategies	Formative assessment	Summative Assessment
Standard #	1. 2.			
Standard #	1. 2.			

EXAMPLE OF GRADE 3 STUDENT LEARNING OBJECTIVES

CCSS Reading Fiction:	Student Learning Objectives
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions orally and in writing about fiction and non-fiction that can be supported with evidence. RL.3.1, RI.3.1, SL.3.3
CCSS Reading Informational Text:	Student Learning Objectives
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the main idea and supporting details of a text and provide an explanation of the connection between both. RI.3.2
CCSS Reading Foundations	Student Learning Objectives
A. Identify and know the meaning of the most common prefixes and derivational suffixes	Identify the new meaning of grade level words with prefixes and suffixes , (e.g. un-, re-, and dis-, -er, -ful, -ly) RF.3.3

TRANSFORMING MPIS TO PERFORMANCE INDICATORS



Transform content, language function, support or domain

Use in unit and lesson planning and curriculum development.

Language Function

Identify specific geographic locations on maps based on oral information and check with a partner

Content

Identify **specific geographic locations on maps based on oral information** and check with a partner.

Listening → Speaking

Describe specific geographic locations on maps based on oral information and check with a partner

Social Studies → Science

Identify **living or non living things** based on oral information and check with a partner.

TRANSFORMING MPIS

Support	Summative to Formative
Find labeled pictures of food by initial sounds.	Find real-life examples of foods with initial sounds.
Addition of support	
Outline steps of scientific inquiry involving elements or compounds with a partner.	Outline steps of scientific inquiry involving elements or compounds based on graphic support or pictures with a partner.

CONTENT – LANGUAGE TARGET – LANGUAGE NEEDED

Content Objective	Language Functions Needed	Performance indicators (Target) (Lang. Function + Topic + Support)	Identify the language Speaking and Listening
K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe	Describe the members of a family using pictures and a partner.	Adjectives Colors, size, possessive pronouns Nouns and pronouns: Family members: parents, siblings, grandparents Present tense verb “to be” “have” e.g. My father is tall. e.g. My mother has brown hair. Compound sentences

GUIDED PRACTICE

Content Objective	Language Functions Needed	Performance indicators (Target) (Lang. Function + Topic + Support)	Identify the language Writing
1.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.	Sequence		

PERFORMANCE INDICATORS ACROSS THE CURRICULUM

Science	CPI	Language Target	Language needed
5.1.4.A.3	Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.		
Social Studies	CPI		
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.		
Math			
8.SP. 1	Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.		

COLLABORATIVE PRACTICE IN GRADE LEVEL TEAMS

**In grade level teams, use content objective
and identify language function(s),
use MPIS to create performance
indicator (target),**

**Identify language features needed:
vocabulary, forms and complexity**

Debrief

OVERVIEW OF SLO

In grade level teams, explore Unit 1 SLOs across the content areas.

Complete chart to identify academic language needed.

Identify similar language targets and begin to group by grade level.

Brainstorm development of student learning objectives by proficiency levels.

BRAIN OVERLOAD?



DIFFERENTIATE BY ELP LEVEL

Performance indicators (Target) (Lang. Function + Topic + Support)	Identify the language Speaking and Listening	By ELP
Describe the members of family using pictures and a partner.	<p>Adjectives Colors, size, possessive pronouns</p> <p>Nouns and pronouns: Family members: parents, siblings, grandparents</p> <p>Present tense verb “to be” “have” e.g. My father is tall. e.g. My mother has brown hair</p> <p>Compound sentences</p>	<p><i>ELP 5 My brother is short and has brown eyes.</i></p> <p><i>ELP 4 My brother is short. He has brown eyes.</i></p> <p><i>ELP 3. My brother short, brown eyes</i></p> <p><i>ELP 2. Brother, short, brown eye</i></p> <p><i>ELP 1 brother, short, brown (using gestures)</i></p>

Discourse Complexity

Level 1 – *Single words*

Level 2 – *Phrases, short sentences*

Level 3 – *Series of related sentences*

Level 4 – *Moderate discourse*

Level 5 – *Complex discourse*



Language Forms & Conventions

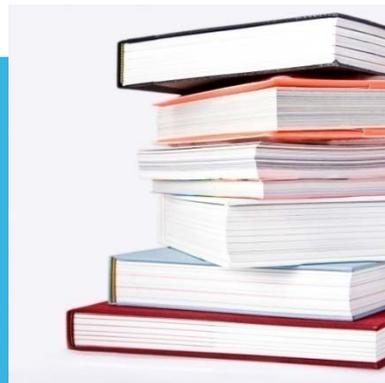
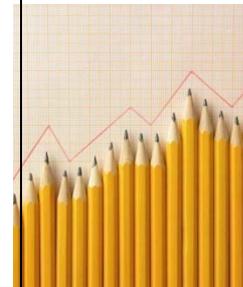
Level 1 – *Memorized language*

Level 2 – *Language w/errors where meaning is obscured*

Level 3 – *Language w/errors but meaning is retained*

Level 4 – *Language w/minimal errors*

Level 5 – *Language comparable to English peers*



Vocabulary Usage

Level 1 – *Most common vocabulary*

Level 2 – *High frequency vocabulary*

Level 3 – *General and some specific vocabulary*

Level 4 – *Specialized and some technical vocabulary*

Level 5 – *Specialized & technical vocabulary*

NEXT STEPS

Modeling the NJDOE Curriculum initiative, grade level teams will identify the language targets and objectives for SLOs by grade level for Unit 1.

Submit the SLOs electronically by April 30, 2012.

Subsequent units will be forwarded electronically so teams can prepare for future workshops.