Positioning ELLs/Bilingual Learners at the Core of the Core

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Agenda

BEFORE: Laying a strong foundation for learning
- Common goals and common assessments
- Common Core → Six fundamental shifts in instruction
  - Do Now!
- Building a shared background: What is academic language?
  - Vocabulary notebook, expert jigsaw, Mini-lesson

DURING: Focusing on ALL students, particularly ELLs
- Using the guiding questions
  - Think-aloud protocol, notemaking guides
  - Differentiating instruction and assessment template
- Implications for evaluation systems, assessment and accountability systems, and curriculum

AFTER: Taking it to our districts and schools
- Leadership and professional development on the local level
  - Action planning guide
Learning Outcomes

Participants (with further support and practice) will be able to...

• Use state-mandated ELP data on the language development of their ELLs to differentiate instruction and assessment in all classes.
• Evaluate teachers to determine the degree to which they can effectively differentiate instruction and assessment for the ELLs in their classes.
• Evaluate principals to determine the degree to which they create structures that support equal access for ELLs as well as appropriate professional learning opportunities for all educators who work with ELLs.
• Evaluate instructional programs districtwide to determine the degree to which ELLs have equal access to educational opportunities.
• Use an authentic body of evidence to improve instruction, guide program and professional development, and realistically respond to current accountability requirements.
Big Ideas/Enduring Understandings

- The Common Core focuses on academic language and literacy.
- Equal treatment does not mean equal access.
- Meeting students where they are does not mean paying no attention to results or learning outcomes or results.
- ELLs/ bilingual learners draw on all of their background knowledge (including their first or home language) to learn content and develop academic literacies across content areas.
- Literacy scaffolds are not permanent structures.
Essential Questions

- What do all educators need to know about academic language and literacy in order to shift their instruction in ways that are aligned with the top design principals of the Common Core and six fundamental instructional shifts that effective implementation requires?
- How can teachers use state-mandated ELD data to differentiate instruction and assessment for ELLs within the context of the general education classroom so that all students, particularly ELLs, can reach the same high standards as all students are expected to meet?
- What does scaffolding look like in practice?
- What is the relationship between language arts and language development? What does a comprehensive approach to (b)literacy look like in practice?
- How can we implement Common Core most effectively in our sociocultural context?
Critical Conversations

• What are some implications of looking at the Common Core through a language and culture lens?
• How can we structure leadership and professional learning opportunities so that ALL STUDENTS, particularly ELLs/bilingual learners have equal opportunities to excel through the Common Core reforms?
• What difference would it make if we asked the question, how does this plan affect our ELLs – before we roll-out that plan?
Content Targets

Participants will *(begin to)* be able to...

- **Explain** what ELLs/bilingual learners at different stages of English language development can be expected to do with reading, writing, listening, and speaking independently and with instructional support and scaffolding.
- **Analyze** exemplar units to make explicit the content, language, literacy, and cultural demands implicit in those units for all students.
- **Explain** how to differentiate instruction and assessment for ELLs/bilingual learners in their classrooms and schools.
- **Clarify** the role of academic language in general education (core content) and ESL (language development) instruction.
- **Describe** ways that core content (language arts/literacy, social studies, math) and language (ESL, SSL, world language) teachers can collaborate to ensure that all students, particularly ELLs/bilingual learners have equal access to educational opportunities in their districts and schools.
- **Explain** how to use state-mandated English language development data to demonstrate student growth.

*Note: Content targets and objectives are about big ideas and should be more or less the same for all participants/students.*
Language Targets

Participants will...

1. Use content-obligatory and content-compatible vocabulary orally and in writing
   - academic language
   - language and culture lens
   - common assessments
   - evidence-based conversations around text
   - differentiating instruction and assessment for ELLs/bilingual learners
   - oracy, paired literacy, metalanguage

2. Use oracy, reading, writing, metalanguage to question, clarify, identify, analyze, describe, compare, and explain.

Note: Language targets and objectives should be differentiated to build on language/literacy strengths of students in the classroom.
Common (Content and Language) Assessments

Educational leaders will demonstrate their content growth and language learning relative to all content and language targets using the following common assessments:

- Teacher-evaluation frameworks/rubrics/observation protocols/checklists that focus on (and require evidence of) the degree to which classroom teachers scaffold and support core content learning and academic language development for their students.

- Principal evaluation frameworks/rubrics/observation protocols/checklists that focus on and require evidence of the degree to which principals scaffold and support a comprehensive approach to instructional programming and professional learning about content learning and academic language development in their schools.

- Data-driven instruction frameworks that draw on authentic evidence of students’ content learning and academic language development.

- Curriculum development frameworks that focus on content learning and academic language development.

- Accountability systems that are driven by evidence of student growth and achievement in content-area subjects and academic language development in all instructional languages.
Let’s begin with the Common Core...

A critical moment in U.S. public education today.
Common Core
Top three design principles

1. Ensure that when students graduate, they are truly college and career ready.
2. Evidence always matters. **Evidence** about what it means to be truly college and career ready.
3. **Focus** on what matters most. Focused enough so that is realistic to achieve these goals.

*How can we make this happen in our districts and schools for all of OUR students, particularly our ELLs?*
Implementing Common Core ELA/Literacy Standards

Six fundamental shifts

1. PK-5: Balancing information/literature
2. Building knowledge in the disciplines
3. Staircase of complexity
4. Text-based answers
5. Writing from wources
6. Academic vocabulary

Source: David Coleman

Let’s think realistically about goals and possibilities...

What is the goal? All students will be able to...

- Use academic language/literacy correctly and appropriately in all classes across all content-areas

What are the implications for our educational systems?

*Imagine the possibilities*- we could embrace this opportunity and create

- Fundamentally different curriculum, instruction and assessment
- Balanced, inclusive, comprehensive accountability systems
- Students, teachers, and educational leaders who use the right evidence to guide decisionmaking at every level
But what if we continue business as usual with respect to our ELLs?

Imagine what happens if we consider our ELLs later – after we figure out how to implement the Common Core?

We have choices about the decisions that we make. These choices have serious implications for our students, schools, communities, and society…
According to David Coleman, the six fundamental shifts can be summed up as expecting all students to read like detectives and write like investigative reporters.

Citing evidence from your prior learning and our work to this point, jot down a few ideas you have about what is involved in shifting educational practices in your area of responsibility in ways that enable all students, particularly ELLs/bilingual learners, to achieve the high content and academic language demands of the core? What questions do you have?
Extension: Readers respond...

- Exchange papers with a colleague. Read their response (no talking) and write a response to them.
- Without talking, exchange your papers back. Read your partner’s response to your response.
- Discuss anything that stood out for you. What did you learn? What new understandings or questions do you have?
Building a Shared Background and Perspective

What is academic language?
What is a multilingual, sociocultural perspective?

Looking at the Common Core through a language and culture lens

*Thanks to Margo Gottlieb and John Hilliard (CoCoMo, 2012) for this powerful metaphor.*
What do we mean by the term academic language?
Developing academic vocabulary

Demonstration: Vocabulary notebook

<table>
<thead>
<tr>
<th>Word</th>
<th>Connections/Questions</th>
<th>Meaning(s)</th>
</tr>
</thead>
</table>
|      | • Where have I heard it?  
      | • What does it remind me of?  
      | • What questions do I have about it? | • From PD opportunities  
      |                                           | • From professional conversations  
      |                                           | • From written texts |

**Academic language**
Do Now!  *Expert Jigsaw Part 1*

Organize into small groups, and each group looks at one of the sets of target vocabulary words below.

- **Group 1:** social language, academic language
- **Group 2:** discourse, register, genre, text type
- **Group 3:** language of math, language of ELA/literacy, language of science, language of social studies, language of the Common Core
- **Group 4:** phonology, morphology, syntax, semantics, pragmatics
- **Group 5:** reading, writing, listening, speaking

Individually or with a partner from your small group, jot down what you know and want to know about your set of vocabulary words.
Do Now!  *Expert Jigsaw Part 2*

<table>
<thead>
<tr>
<th>What do you Know?</th>
<th>What do you Wonder about?</th>
<th>What did you Learn?</th>
<th>What do you Still want to know?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Laying a solid foundation for learning

**Expert Jigsaw Part 3**

- Organize into new groups. Each group should include at least one representative from each of the original 5 groups.

- Each group shares (orally and/or in writing in whatever format teachers/students choose) a graphic representation illustrating what your group knows and wants to know about **academic language** to address their specific purposes (articulated in the common assessments, e.g., to develop a teacher evaluation framework that includes a focus on academic language) using key vocabulary as evidence of their comprehension.

- Teacher/PD provider synthesizes evidence of background knowledge and questions relative to content and language targets and objectives.
Mini-lesson
What is academic language?

- The language we use to correctly and appropriately learn, teach, and communicate about academic content
- The language we use to assess and evaluate content learning and academic achievement
- The language of books and other academic, professional, or technical texts
- The language of standards and standardized tests
- The language of schooling and academic discourse communities
A graphic representation
Looking at content learning through a sociocultural lens...

Sociocultural context...
Broadening our understanding of academic language

**Discourse perspectives**
- Register → Genre → Text type → Sentence → Word
- Text → Interaction → Context
- Multilingual, sociocultural perspective
- Comprehensive (bi)literacy model (Escamilla et. al., 2012)
Do Now!

Return to the Do Now! on page 4 (individually or with a partner).

How might you revise your response?
What additional questions do you have?
Using the Guiding Questions

A think-aloud protocol

Purpose

To model the use of the guiding questions by focusing on how we can differentiate instruction and assessment for ELLs/bilingual learners in an 8th grade ELA/literacy class
Guiding Questions for Educational Leaders and Reflective Practitioners

1. Who are our students?
2. What are our goals?
3. How are our students performing relative to our goals? What evidence do we collect?
4. How do we use state-mandated English language proficiency data (as part of an authentic body of evidence) to inform our decisionmaking?
5. What support systems do we have in place to ensure that all of our students, particularly our ELLs, reach all goals?
6. What are our strengths?
7. What future possibilities can we see?

You can make notes throughout this think-aloud protocol on your notemaking guide. Then you can use these notes to outline action steps on your action planning guide.
1. Who are my students?

Key Concept
• All teachers need authentic evidence of what each of their students can do with content, language and literacy so that teachers can effectively scaffold and support each student’s growth relative to all relevant standards, goals, targets, and objectives.
• State-mandated ELP data is an important start and it’s already in the building.
Step 1: Who are the ELLs/bilingual learners in my class?

- **Marco is a Level 1 ELL from the Dominican Republic** who speaks Spanish. Marco arrived in the United States earlier this year. The ESL teacher determined informally that Marco can read and write in Spanish, but probably below grade level. According to the district's ESL placement test, Marco is a Level 1 Listening, Level 1 Speaking, Level 1 Reading, and Level 1 Writing. His levels are indicated on the Can-do descriptors in the next slide.

- **Damaris is a Level 3 ELL who was born in the continental United States** into a Puerto Rican family that speaks mostly Spanish at home and in the neighborhood. Damaris has attended school in the US since kindergarten, and she has been in pull-out ESL each year. There is no bilingual program at the school, and Damaris has not learned to read and write in Spanish. According to the ACCESS for ELLs, Damaris is a Level 5 Listening, Level 4 Speaking, Level 3 Reading, and Level 2 Writing. Her levels are indicated on the Can-do descriptors.

- **Ko Than Nu is a Level 3 ELL from Burma** who speaks Karen. Ko Than Nu is a refugee and has been in the United States for two years. He had no formal schooling before coming to the United States, nor had he learned to read or write. When Ko Than Nu arrived, he was placed in a newcomer/port of entry class that focused on literacy and numeracy development, with attention to the cultural norms of US schools and society. According to the ACCESS for ELLs, Ko Than Nu is a Level 4 Listening and Speaking, and a Level 2 Reading and Writing. His levels are indicated on the Can-do descriptors.

- **Tasfiah is a Level 3 ELL from Bangladesh** who speaks Bengali. Tasfiah arrived in the United States in the middle of last year. She has a strong educational background which included English instruction every year in Bangladesh. However, Tasfiah's English instruction gave her little opportunity to speak English at school, and she has had little exposure to American English prior to her arrival. According to the ACCESS for ELLs, Tasfiah is a Level 2 Listening, Level 1 Speaking, Level 5 Reading, and Level 4 Writing. Her levels are indicated on the Can-do descriptors.
<table>
<thead>
<tr>
<th>LISTENING</th>
<th></th>
<th>SPEAKING</th>
<th></th>
<th>READING</th>
<th></th>
<th>WRITING</th>
<th></th>
<th>Level 6 Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point to stated pictures, words, phrases</strong></td>
<td><strong>Sort pictures, objects according to oral instructions</strong></td>
<td><strong>Ask WH-questions</strong></td>
<td><strong>Locate and classify information</strong></td>
<td><strong>Label objects, pictures, diagrams</strong></td>
<td><strong>Make lists</strong></td>
<td><strong>Produce bare-bones expository or narrative texts</strong></td>
<td><strong>Summarize information from graphics or notes</strong></td>
<td><strong>Apply information to new contexts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Follow one-step oral directions</strong></td>
<td><strong>Follow two-step oral directions</strong></td>
<td><strong>Describe pictures, events, objects, people</strong></td>
<td><strong>Identify facts and explicit messages</strong></td>
<td><strong>Draw in response to a prompt</strong></td>
<td><strong>Produce drawings, phrases, short sentences, notes</strong></td>
<td><strong>Compare/contrast information</strong></td>
<td><strong>Edit and revise writing</strong></td>
<td><strong>React to multiple genres and discourses</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Match oral statements to objects, figures or illustrations</strong></td>
<td><strong>Match information from oral descriptions to objects, illustrations</strong></td>
<td><strong>Describe processes, procedures</strong></td>
<td><strong>Select language patterns associated with facts</strong></td>
<td><strong>Produce icons, symbols, words, phrases to convey meaning</strong></td>
<td><strong>Give information requested from oral or written directions</strong></td>
<td><strong>Describe events, people, processes, procedures</strong></td>
<td><strong>Create original writing</strong></td>
<td><strong>Author multiple forms/genres of writing</strong></td>
<td></td>
</tr>
<tr>
<td>Marco</td>
<td>Tasfiah</td>
<td>Ko Than Nu</td>
<td>Damaris</td>
<td>Marco</td>
<td>Ko Than Nu</td>
<td>Damaris</td>
<td>Tasfiah</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Always look beyond the composite level to see what each ELL can do with reading, writing, listening, and speaking in English.

An ELL’s home language can be a powerful resource to draw on to make complex content-area concepts comprehensible and to promote academic language and literacy development in English.
Tips for teachers and principals...

• Act as if you believe your ELLs are an integral part of your classroom/school community.
• Act as if your ESL specialists are integral part of professional learning teams and the PD opportunities you provide.
• Take a “can-do”, “strengths-based” approach in all that you do.
Tips for leadership teams and professional learning communities

- Structure time for general education/content teachers to meet with the ESL specialists who also work with “our” ELLs.
- Require the ESL teacher to bring evidence of each ELL’s R,W,L,S scores on the state-mandated ELP test (*don’t let the ESL teacher just put the scores in the gen ed teacher’s mailbox*).
- Demand that one important expectation of this structured collaboration time (or subsequent times as necessary) is for the gen ed teacher to be able to explain what each of his/her ELLs can do with R,W,L,S *independently and with instructional support* with attention to any other important background factors that may influence student engagement with class activities and content growth over time.
- Use this structured opportunity to stimulate meaningful collaboration with between the ESL and gen ed teachers.
- Hold teachers accountable for their professional learning by asking them to submit a PD plan that requests the kinds of PD they need to do the job for which they were hired.
What do I know about the language and literacy backgrounds of the “English speakers” in my class?

- Oracy, reading and writing levels in English and other languages?
- Prior learning opportunities
- Cultural considerations
Step 2: Who are the “English-speakers” in my class?

- What languages other than English/varieties of English do they speak at home and in other key contexts in their lives?
- What are their reading and writing levels in English?
- What educational experiences have they had that may influence their learning opportunities, growth, and achievement in my class?

**KEY QUESTIONS**

- What baseline information do I/we collect on these students?
- Where can I (an 8th grade ELA/literacy teacher) get the reading and writing levels of the students in my class?
- What common formative and summative assessments do we use in our district/schools to yield evidence of what “English-speakers” can do with academic language and literacy?
Tips for leadership teams and professional learning communities

• Integrate a long-term vision and mission with concrete goals, targets, and objectives about ELL education into all of your (Common Core) leadership and professional development planning, implementation, monitoring, and evaluation (e.g., in District and School Improvement Plans).

• Assess the specific PD strengths and focal areas of the various professionals in the district/school so you can meet every professional where they are and move them all toward your shared vision and mission.

• Within your integrated, can-do, strengths-based approach, differentiate the learning opportunities you create for your staff.
Key Concept

• All teachers need authentic evidence of what each of their students can do with content, language and literacy so that teachers can effectively scaffold and support each student’s growth relative to all relevant standards, goals, targets, and objectives.

• State-mandated ELP data is an important start and it’s already in the building.
Do Now! Who are your students?

1. Turn to the notemaking guide that scaffolds and supports our work using the guiding questions.
2. Jot down any ideas you have when you think about this question relative to your area of responsibility.

Address the following questions:

- What is happening now at your school?
- What strengths can build on?
- What future possibilities you can see?
- What action steps you can take to improve instruction and achievement of ELLs/all students in your buildings?
2. What are our goals for all students, particularly our ELLs?

Key concept: **Academic language** is what connects our work in ELA/literacy, ESL, and other content areas. We therefore need to explicitly articulate content and **academic language** targets for all students in the units of instruction we implement in our classes.
Step 1: Start with the Common Core

All students will...

1. Closely read exemplar texts
2. Engage in evidence-based conversations about exemplar texts
3. Write for specific purposes citing evidence from source texts
Step 2: Select (or develop/adapt) a unit of instruction that you will implement for all students in your class

Demonstration: Exemplar unit- ELA/Literacy Grade 8
Frederick Douglass, *Narrative of the Life of Frederick Douglass an America Slave*, Written by Himself.

*Originally published in Boston: Anti-Slavery Office, 1845.*

Step 3: Read the standards targeted in the unit

RL8.1, RL8.2, RL8.3, RL8.4; W8.1, W8.4; SL8.1; SL8.3


Key Ideas and Details

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
• Post content standards in student-friendly language in your classroom (CoCoMo, 2012).
• You might encourage students to generate student-friendly standards at the beginning of the year and then you can refer back to standards addressed in each unit throughout the year (Albuquerque, NM teacher tip).
Step 4: Make explicit the cognitive functions/demands of the content standard for all students

RL 8.1: Key Ideas and Details
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Students must be able to comprehend and use oral and written language to...

• Cite textual evidence from the text to describe and explain the key ideas and details of a text
• Cite textual evidence to describe and explain inferences drawn from text
• Cite textual evidence to explain how a text is structured to convey key ideas and details (genre and text type levels)
Step 5: Align your state’s ELD framework to the Common Core standards targeted in the unit

WIDA ELD Standard 2: The language of language arts. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of language arts (www.wida.us).
Step 6: Identify what your ELLs can do with reading at their independent and instructional levels.

Level 1: Entering → Identify words or phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology). MARCO

Level 2: Beginning → Match vocabulary or expressions in context with illustrations associated with various genres read orally. KO THAN NU

Level 3: Developing → Associate types of genres with language structures or specific vocabulary in illustrated text or oral description. DAMARIS

Level 4: Expanding → Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction or ballads). TASFIAH.

Level 5: Bridging → Infer types of genres from written descriptions or summaries from grade-level text

NOTE: You will use this information to differentiate instruction and assessments for your emergent bilinguals in the activities you develop in this unit of instruction.
Step 7: Look closely at the learning objective of the unit

Source: Exemplar unit.

Learning Objective: The goal of this two to three day exemplar is to give students the opportunity to explore the point of view of a man who survived slavery.

By reading and rereading the passage closely, combined with classroom discussion about it, students will explore the various beliefs and points of view Douglass experienced as he became increasingly aware of the unfairness of his life.

Students will need to consider the emotional context of words and how diction (word choice) affects an author’s message. When combined with writing about the passage and teacher feedback, students will form a deeper understanding of how slavery affected those involved.
Turn and talk...

What oral and written social/instructional and academic language do students need to comprehend and produce in order to...

- explore the point of view of a man who survived slavery?
- explore the various beliefs and points of view Douglass experienced as he became increasingly aware of the unfairness of his life?
- consider the emotional context of words and how diction (word choice) affects an author’s message?
- form a deeper understanding of how slavery affected those involved?
Step 8: Look closely at the tasks in the unit to understand how all students are supposed to meet the learning objectives (Source: Exemplar unit).

- Reading Task
- Vocabulary Task
- Sentence Syntax Task
- Discussion Task
- Writing Task
Reading Task  

Source: Exemplar unit.

- Students will silently read the passage in question on a given day—first independently and then following along with the text as the teacher and/or skillful students read aloud.
- Depending on the difficulties of a given text and the teacher’s knowledge of the fluency abilities of students, the order of the student silent read and the teacher reading aloud with students following might be reversed.
- **What is important is to allow all students to interact with challenging text on their own as frequently and independently as possible.**
- Students will then reread specific passages in response to a set of concise, text-dependent questions that compel them to examine the meaning and structure of Douglass’s prose.
- Therefore, rereading is deliberately built into the instructional unit.
Vocabulary Task  

*Source: Exemplar unit.*

- Most of the meanings of words in the exemplar text can be discovered by students from careful reading of the context in which they appear.
- Teachers can use discussions to model and reinforce how to learn vocabulary from contextual clues, and students must be held accountable for engaging in this practice.
- Where it is judged this is not possible, underlined words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced.
- At times, this is all the support these defined words need. At other times, particularly with abstract words, teachers will need to spend more time explaining and discussing them.
- In addition, in subsequent close readings of passages of the text, high value academic (‘Tier Two’) words have been bolded to draw attention to them.
- Given how crucial vocabulary knowledge is for academic and career success, it is essential that these high value words be discussed and lingered over during the instructional sequence.
Step 9: Look at the guiding questions for students Day 1

Source: Exemplar unit.

- (Q1) Why is Douglass specific about making friends with “little white boys”?
- (Q2) How did Douglass learn how to read when running errands?
- (Q3) In what ways does Douglass’ life differ from the white boys’ lives?
- (Q4) Douglass is describing events from the past. These “boys” are now adult men, so why would he avoid giving their names?
- (Q5) Which of these meanings of “trouble” is Douglass using? Why did he choose this word? How would the meaning have changed if he had chosen the word “anger”?
- (Q6) Why does Douglass describe the master’s response as both “desired” and “unexpected”? Why the contrast between these two words?

NOTE: The unit includes the evidence from the text that students are to cite, and offers some teaching tips to scaffold and support student work.
Step 10: Look closely at the directions for teachers

On Day 1 we find...

Sentence Syntax Task
On occasion students will encounter particularly difficult sentences to decode. Teachers should engage in a close examination of such sentences to help students discover how they are built and how they convey meaning. While many questions addressing important aspects of the text double as questions about syntax, students should receive regular supported practice in deciphering complex sentences. It is crucial that the help they receive in unpacking text complexity focuses both on the precise meaning of what the author is saying and why the author might have constructed the sentence in this particular fashion. That practice will in turn support students’ ability to unpack meaning from syntactically complex sentences they encounter in future reading.

Writing Task
- Students will write an explanatory paragraph using their understanding of the word choice and emotions expressed in the selection to present their opinions about what Douglass is trying to explain to the audience.
- Teachers might afford students the opportunity to revise their paragraphs after participating in classroom discussion or receiving teacher feedback, allowing them to refashion both their understanding of the text and their expression of that understanding.

Source: Exemplar unit.
Sentence Syntax Task: Day 1

Source: Exemplar unit.

Ask students to parse the syntax of the final sentence in the passage, paying careful attention to how the constituent parts of the sentence add up to create the unique meaning of Douglass’s words.

The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.
Writing Task Day 1  Source: Exemplar unit.

Assign a paragraph that asks students to write an analysis of Douglass’ text.

• Teachers can ask students to spell out their answers to (Q5) or (Q6) in greater detail using evidence drawn from the text, or if they prefer, ask students to address the following prompt:

• Explain the irony implicit in Douglass’ observation that “it is almost an unpardonable offence to teach slaves to read in this Christian country.”
Step 11: Synthesize and transform your review of the goals, learning outcomes, tasks, directions for teachers, guiding questions for students into big ideas/enduring understandings

Big Ideas

• The practice of slavery in the United States challenged core American values about freedom and individual human rights → align with social studies.

• Literacy is powerful – reading opens doors to new worlds and can transform those worlds → align with Spanish language arts/literacy, literacy-based ESL.

• Language choice is powerful – the choices that authors make about the genres, text types, sentence structures, and words they use in their writing combine to create first, a particular representation of the world, and second, the author’s perspective on that world. → align with Spanish language arts/literacy, literacy-based ESL.

• A clear argument (orally or in writing) of one person’s perspective can change another person’s beliefs and practices → align with all content and language development classes to support and scaffold students’ development of persuasive speaking and writing.
Tips for teachers, principals, and leadership teams

One of the fundamental shifts in The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects is building knowledge in the disciplines.

• The social studies connection is a natural and necessary one in this unit.
• Be sure to consider how a comprehensive approach to (bi)literacy development for emergent bilinguals can also align with ESL and Spanish language arts.
• When you think about making connections between content areas in support of the goals of the Common Core standards in your districts and schools, think at the level of content (big ideas/enduring understandings, essential questions) and at the level of discourse (register, genre, text type, sentence, word).
Step 12: Synthesize and transform your review of the goals, learning outcomes, tasks, directions for teachers, guiding questions for students, big ideas/enduring understandings of the unit into essential questions.

- How did the practice of slavery conflict with core American values about freedom and human rights?
- How did learning to read influence Douglass’ beliefs and perspectives on the world?
- How does an author create a particular representation of the world through their choice of language at the word, sentence, text levels?
- How does an author create an perspective on the world that s/he has created in the text?
- How can a speaker/author structure an argument that will persuade someone to change their beliefs and practices?
Step 13: Write content and language targets

- Remember – all content teachers teach academic language.
- Synthesize and transform – 1) your review of the goals, learning outcomes, tasks, directions for teachers, guiding questions for students articulated in unit you are supposed to implement, and 2) your development of big ideas and essential questions you will teach to, and 3) your understanding of academic language -- into content and language targets for the unit.
- Write these content and language targets on the board.
- Have students copy these into their notebooks.
- Use these to guide decisionmaking.
Content Targets

*Students will be able to...*

- Read a complex text independently
- Reread the text and participate in evidence-based conversations about the text for different purposes
- Write from sources
  - Explore the point of view of a man who survived slavery
  - Explore the various beliefs and points of view Douglass experienced as he became increasingly aware of the unfairness of his life
  - Consider the emotional context of words and how diction (word choice) affects an author’s message
  - Form a deeper understanding of how slavery affected those involved

*Note: Content targets are more or less the same for all students.*
Language Targets

*Students will be able to...*

- Use content-obligatory vocabulary orally and in writing?
- Use oral and written language to
  - Analyze a first person-narrative account for evidence of
    - key ideas and details
    - point of view in a text or perspective
    - how language choice at the word, sentence, and text levels work together to represent and evaluate perspective
    - how language choice creates an emotional context
  - Ask (self, other) questions about a text
  - *Describe, interpret, explain, question, state opinions, persuade...* using evidence from the text
  - Answer (self, other, exemplar unit) questions about a text

*Note: Language targets must be differentiated based on student language and literacy strengths relative to content targets.*
How do we decide what vocabulary to include in our language targets?

Vocabulary Task  Source: Exemplar unit

• Most of the meanings of words in the exemplar text can be discovered by students from careful reading of the context in which they appear.
• Teachers can use discussions to model and reinforce how to learn vocabulary from contextual clues, and students must be held accountable for engaging in this practice.
• Where it is judged this is not possible, underlined words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced.
• At times, this is all the support these defined words need. At other times, particularly with abstract words, teachers will need to spend more time explaining and discussing them.
• In addition, in subsequent close readings of passages of the text, high value academic (‘Tier Two’) words have been bolded to draw attention to them.
• Given how crucial vocabulary knowledge is for academic and career success, it is essential that these high value words be discussed and lingered over during the instructional sequence.
What about the linguistic and cultural demands of this new text type we are developing called “evidence-based conversations about text”?

**Discussion Task**

- Students will discuss the exemplar text in depth with their teacher and their classmates, performing activities that result in a close reading of Douglass’s prose.
- The goal is to foster student confidence when encountering complex text and to reinforce the skills they have acquired regarding how to build and extend their understanding of a text.
- A general principle is to always reread the passage that provides evidence for the question under discussion.
- This gives students another encounter with the text, helping them develop fluency and reinforcing their use of text evidence.
According to Escamilla et al (2012), Oracy is the oral language used in support of literacy development.

Oracy includes vocabulary, language structures, and dialogue.
Turn and talk...

What kinds of vocabulary, language structures, and dialogue (interactional routines) do students need to be able to use orally in order to...

- Ask (self, other) questions about a text?
- Describe, interpret, explain, question, state opinions, persuade... using evidence from the text?
- Answer (self, other, exemplar unit) questions about a text?

Identify a few examples of the oracy demands of the interactional routine “evidence-based conversations about text” to answer these questions...

1. What are the linguistic and cultural demands of this new (oral) text type we are developing called “evidence-based conversations about text”?
2. Do teachers know how to do this?
3. If this new text type is supposed to be a key feature of ELA/Literacy classrooms, how do we evaluate teachers on this aspect of their teaching?
Key concept: **Academic language** is what connects our work in ELA/literacy, ESL, and other content areas. We therefore need to explicitly articulate content **and academic language** targets for all students in the units of instruction we implement in our classes.
3. How are our students performing relative to our goals? What evidence do we collect?
4. How do we use that evidence to drive our decisionmaking?

Key Concept

• We need to collect and use an authentic body of evidence to drive instruction, evaluation of teachers, principals, and instructional programs, and accountability systems. When we are talking about ELLs, this means we must AT LEAST include the state-mandated ELP data that is already in the building.

• Districts need to take the lead in developing common summative and formative assessments.
Develop common assessments for the unit
(see Gottlieb, 2012, for more)

A few examples: Observation protocols that focus attention on content and academic language use during evidence-based conversations around text; literacy scaffolds used to support content learning and language development; samples of student writing assessed with common writing rubrics that focus on content and academic language (use and development) and that are appropriate for ELLs.

- Program and school administrators need common formative content and language assessment data that yields authentic evidence of each student’s **content growth and language development** to inform their internal decisions.
- Program and school administrators need common summative **content and language development assessments** that yields authentic evidence of each student’s content growth and **language development** to inform their internal decisions and to respond to external accountability requirements.
- Teams can integrate this authentic evidence into pivotal portfolios (Gottlieb & Nguyen, 2007) that travel with students over time.
- Districts can support the development of electronic databases and portfolios as resources allow.
Turn and talk...

- What kinds of formative and summative assessment data/evidence do you use to drive instruction?
- Do you include your state-mandated ELP data as part of your accountability system?
- How might including state-mandated ELP data into your state’s growth model help your schools meet accountability requirements?
Key Concept

• We need to collect and use an authentic body of evidence to drive instruction, evaluation of teachers, principals, and instructional programs, and accountability systems. When we are talking about ELLs, this means we must AT LEAST include the state-mandated ELP data that is already in the building.

• Districts need to take the lead in developing and using common summative and formative assessments.
5. What support systems do we have in place to ensure that our ELLs can reach all core content and language development standards and accountability requirements?

Key Concept ➔ When all teachers can...

1. Clearly articulate what the ELLs in their classes can do with R, W, L, S in English and other languages, and
2. Clearly articulate their content and language targets and common assessments for all students, and
3. Differentiate instruction and assessment in ways that engage all students, particularly our ELLs, in core content learning all day every day

We will have made great strides toward providing our ELLs equal access to educational opportunities in our schools.
Step 1: Begin with the end in mind

Summary of Activities: Day 1

• Teacher introduces the day’s passage with minimal commentary and students read it independently. (5 minutes)

• Teacher or a skillful reader then reads the passage out loud to the class as students follow along in the text. (5 minutes)

• Teacher asks the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate. (40 minutes)

• Teacher then assigns a paragraph that asks students to write an analysis of Douglass’ text.
Turn and talk

- Think about the classes you observe or teach.
- Think about what classroom interaction generally looks like.
- Think about what Day 1 of this lesson might look like in one of those classes. Look closely at the interactional routines to identify who is doing what with whom in what manner.
- Look closely at what Marco, Damaris, Ko Than Nu, and Tasfiah are doing in one of those classes.
- What does the “evidence-based conversation” around the text generally look like when teachers give students these questions to discuss among themselves and answer?
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<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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<td>- Point to stated pictures, words, phrases&lt;br&gt; - Follow one-step oral directions&lt;br&gt; - Match oral statements to objects, figures or illustrations</td>
<td>- Name objects, people, pictures&lt;br&gt; - Answer WH- (who, what, when, where, which) questions</td>
<td>- Match icons and symbols to words, phrases or environmental print&lt;br&gt; - Identify concepts about print and text features</td>
<td>- Label objects, pictures, diagrams&lt;br&gt; - Draw in response to a prompt&lt;br&gt; - Produce icons, symbols, words, phrases to convey meaning</td>
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<td>Marco</td>
<td>Marco; Tasfiah</td>
<td>Marco</td>
<td>Marco</td>
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<tr>
<td>- Sort pictures, objects according to oral instructions&lt;br&gt; - Follow two-step oral directions&lt;br&gt; - Match information from oral descriptions to objects, illustrations</td>
<td>- Ask WH-questions&lt;br&gt; - Describe pictures, events, objects, people&lt;br&gt; - Restate facts</td>
<td>- Locate and classify information&lt;br&gt; - Identify facts and explicit messages&lt;br&gt; - Select language patterns associated with facts</td>
<td>- Make lists&lt;br&gt; - Produce drawings, phrases, short sentences, notes&lt;br&gt; - Give information requested from oral or written directions</td>
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<td></td>
<td></td>
<td>Ko Than Nu</td>
<td></td>
</tr>
<tr>
<td>- Locate, select, order information from oral descriptions&lt;br&gt; - Follow multi-step oral directions&lt;br&gt; - Categorize or sequence oral information using pictures, objects</td>
<td>- Formulate hypotheses, make predictions&lt;br&gt; - Describe processes, procedures</td>
<td>- Sequence pictures, events, processes&lt;br&gt; - Identify main ideas&lt;br&gt; - Use context clues to determine meaning of words</td>
<td>- Produce bare-bones expository or narrative texts&lt;br&gt; - Compare/contrast information&lt;br&gt; - Describe events, people, processes, procedures</td>
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<td></td>
<td></td>
<td>Damaris</td>
<td></td>
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<tr>
<td>- Compare/contrast functions, relationships from oral information&lt;br&gt; - Analyze and apply oral information</td>
<td>- Discuss stories, issues, concepts&lt;br&gt; - Give speeches, oral reports&lt;br&gt; - Offer creative solutions to issues, problems</td>
<td>- Interpret information or data&lt;br&gt; - Find details that support main ideas&lt;br&gt; - Identify word families, figures of speech</td>
<td>- Summarize information from graphics or notes&lt;br&gt; - Edit and revise writing&lt;br&gt; - Create original writing oxid Ideas or detailed responses</td>
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<td></td>
<td></td>
<td>Koon</td>
<td></td>
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<tr>
<td>- Draw conclusions from oral information&lt;br&gt; - Construct models based on oral discourse&lt;br&gt; - Make connections from oral discourse</td>
<td>- Engage in debates&lt;br&gt; - Explain phenomena, give examples, and justify responses&lt;br&gt; - Express and defend points of view</td>
<td>- Conduct research to glean information from multiple sources&lt;br&gt; - Draw conclusions from explicit and implicit text</td>
<td>- Apply information to new contexts&lt;br&gt; - React to multiple genres and discourses&lt;br&gt; - Author multiple forms/genres of writing</td>
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</table>

What do we generally find when we look at classrooms and schools throughout the United States and internationally?

We generally find evidence of two different perspectives, or lenses, or frames or discourses in, for example,

• Policies and accountability requirements
• Curriculum, instruction, and assessment
• Professional development, teacher and principal evaluation frameworks, etc....

What do you generally see throughout your state, district, schools, and classrooms?
Monolingual, assimilationist perspective

- Monolingualism is norm
- Minority languages are problems
- Standardized, one-size-fits-all approaches that educators uncritically implement with fidelity
- Fractional view of bilingualism
- Language as autonomous code
- Transmission model of teaching
- Standardized testing in English not related to learning and teaching
- Subtractive programs, practices, policies favor assimilation

Multilingual, sociocultural perspective

- Linguistic/cultural diversity is norm
- Languages are resources to develop
- Guiding principles/flexible frameworks that educators draw on and adapt to specific contexts
- Holistic view of bilingualism
- Languages/literacies as social practices
- Constructivist learning and teaching
- Formative assessments tied to learning and teaching in two languages
- Additive or developmental programs, practices, and policies favor pluralism

**Principles for Decisionmaking**

1. Striving for equity
2. Affirming identities
3. Promoting additive bilingualism
4. Structuring for integration

Ester J. de Jong, 2011
We have choices in the ways we structure our classrooms and schools…

These choices have serious implications for the students we teach, the classes and schools we work in, and the kind of society we are (re)producing…
Implementing this lesson using a language and culture lens

1. Who are my students?
2. What are my goals (content and language)?
3. How will I assess student performance?
4. What are my students’ strengths (individually and collectively) relative to my goals?
5. How can I scaffold and support each of my student’s content learning and language development – while maintaining academic rigor, within the context of this lesson?
Here are a few options I see to scaffold and support student (and teacher) learning...

How might you support your principals’ and teachers’ efforts to implement the Common Core in ways that are inclusive, equitable, and effective for all students?
Step 2: Transform the student questions and tasks for Day 1 into **content and language objectives** (for the lesson) that are aligned with your content and language target (for the unit) AND aligned with the spirit, goals, and tasks in the exemplar unit.

**Student Questions**

1. Why is Douglass specific about making friends with “little white boys”?
2. How did Douglass learn how to read when running errands?
3. In what ways does Douglass’ life differ from the white boys’ lives?
4. Douglass is describing events from the past. These “boys” are now adult men, so why would he avoid giving their names?
5. Which of these meanings of “trouble” is Douglass using? Why did he choose this word? How would the meaning have changed if he had chosen the word “anger”?
6. Why does Douglass describe the master’s response as both “desired” and “unexpected”? Why the contrast between these two words?

**Content Objectives**

1. Explain why Douglass made friends with the “little white boys”.
2. Describe how Douglass learned to read when running errands.
3. Compare Douglass’ life with the white boys’ lives.
4. Explain why Douglass avoided giving the names of the “white boys” when they were adults.
5. Explain how Douglass’ choice of words influences the reader’s perspective.
6. Compare a typical dialogue between a slave and master with the dialogue that Douglass read about in *The Columbian Orator*.

*Content Objectives are about the big ideas, and are the same for all students.*
Notice that the tasks that focus on academic language in the ELA/Literacy Standards are content objectives, not language objectives.

Example → :
Content Objective:
Parse complex sentences from the text to clarify meaning.
Developing language objectives

This is a challenging part of the work. What should language objectives include?

- Vocabulary
  - Key academic vocabulary
  - Content obligatory and content compatible vocabulary
  - The vocabulary used to participate in literacy practices in class (an oracy view)
- The oral and written language students need to describe, persuade, give opinions, debate (A functional view)
Language Objectives

- Vocabulary: Use key vocabulary orally and in writing
  - master – slave →
- Sentence syntax: Transform complex sentences into simple sentences and simple sentences to complex sentences
- Reading, writing, listening, and speaking: Use oral and written language to *describe, explain, compare* and *participate appropriately in evidence-based conversations about text*..

Language objectives are to be differentiated according to ELP level and other background factors.
What kinds of vocabulary, language structures, and interactional routines do students need to understand and be able to use in order to participate in evidence-based conversations about text?
**Step 3:** Identify common content and language assessments that yield authentic evidence of student performance.

What assessments are used in the exemplar? How are they used?

Activity 1: Students read independently (two times)

Activity 2: Students read the text closely, and answer the questions using evidence from the text. This is to take the form of evidence-based conversations about text.

Activity 3: Sentence syntax task.

Activity 4: Students write (independently) in a particular genre citing evidence from the text.

If this lesson is implemented uncritically, what lens do these assessment practices reflect?

What assessments might be used in the class that I’m imagining?

- Vocabulary notebooks
- Observation checklists
  - Use of oral and written English and other languages
  - Participation patterns
- Notemaking guides
- Graphic organizers
- Correct answers to questions
- Writing sample assessed with common writing rubric

What lens do these assessment practices reflect?
Step 4: Plan a sequence of activities.

1. Introduce the passage and students read independently.
Other than giving the brief definitions offered to words students would likely not be able to define from context (underlined in the text), avoid giving any background context or instructional guidance at the outset of the lesson while students are reading the text silently. This close reading approach forces students to rely exclusively on the text instead of privileging background knowledge and levels the playing field for all students as they seek to comprehend Douglass’s prose. It is critical to cultivating independence and creating a culture of close reading that students initially grapple with rich texts like Douglass’ text without the aid of prefatory material, extensive notes, or even teacher explanations.

2. Read the passage out loud to the class as students follow along in the text.
Asking students to listen to Narrative of the Life exposes them a second time to the rhythms and meaning of Douglass’ language before they begin their own close reading of the passage. Speaking clearly and carefully will allow students to follow Douglass’ narrative, and reading out loud with students following along improves fluency while offering all students access to this complex text. Accurate and skillful modeling of the reading provides students who may be dysfluent with accurate pronunciations and syntactic patterns of English.

Look more closely at the author’s choice of words. What does the author mean by “privileging background knowledge” and “levels the playing field?”
Turn and talk...

• Look back at the can-do descriptors and consider what each Marco, Damaris, Ko Than, Nu, and Tasfiah can do in reading?
• What kinds of participation patterns are we likely to see?
• What supports do you have in place to address this all-too-common situation?
• Is this a “level playing field”? 
Remember one of our big ideas
Equal treatment doesn’t mean equal access...

- English language learners can reach the same high standards as all students, but they may need different pathways.
- And they need more time.
- What is the purpose of the independent reading?

*It is critical to cultivating independence and creating a culture of close reading that students initially grapple with rich texts like Douglass’ text without the aid of prefatory material, extensive notes, or even teacher explanations.*

Source: Exemplar unit.
We (the education field) find ourselves in a double bind (Bateson)...

- I’m looking at this moment through a **multilingual, sociocultural lens** to see what **other options** might be available for us to consider...
- I’m stepping back, looking at the **fundamental goals, top design principles, and fundamental shifts** that I read in the Common Core source texts I’ve been reading and hearing about in the education field...
- I’m drawing on research-based guiding principles in the language and literacy field...
- I’m using flexible frameworks and guiding questions that direct my attention to what is happening in the particular classrooms, schools, districts, and states we work in today across the country.
- And I’m looking for space to move forward. Conflict and controversy can lead to returning to the same old practices labeled a new way.
- Or conflict and controversy can be interpreted as an opportunity to learn.
So let’s consider some choices about how we might work toward the goals, top design principles, and fundamental shifts that the Common Core calls for, using our sociocultural lens.

Activity 1: Teacher reads the text aloud while students follow independently

- This is the one that I’ve been struggling the most with.
- I hear voices in favor of the Common Core saying, *we can’t just tell them about the text, or give them simplified texts. Our goal is to ensure that all students read texts across content areas to ensure that all students graduate ready for the challenges of college and career?*
- I agree with this, so what can we do?

- Set an authentic purpose for each time students read the text. *This is what college and career ready folks do.*
- Use RL 8.1 to set this purpose.
Scaffolds and supports for all students

- Notemaking guide: First Read (p. 13).
- Ask students to write their name, the date, the title of the exemplar text, and the author on their notemaking guide. *This move invites students to independently pay attention to the source text.* Look back at your can-do descriptors. Can Marco, Damaris, Ko Than Nu, and Damaris all do this? What additional support might

- Ask students to write the purpose of this first read. *If you’ve posted the standards on the wall, you can ask students to copy “Identify key ideas and details from the text”.*

  Am I correct that these supports and scaffolds are consistent with the unit guidelines?
What tools (scaffolds and support) can we use to do the work?

A Powerful Tool: The Differentiation Template (Fairbairn & Jones-Vo, 2010)

1. **A row for level-specific language-based expectations** → Differentiated assessment: Based on the can-do descriptors and other important background information. Assess student’s independent work at their independent level.

2. **A row devoted to the core standards-based content/topic** (same for all students)

3. **A row for scaffolding/support** → Differentiated instruction: Based on the can-do descriptors and other important background information. Target instruction to student’s instructional level (the next level up). Provide the scaffolding and support that students need to move from one ELP level to the next.
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<thead>
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Assignment

Read an excerpt from *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*, for key ideas and details (RL 8.1)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Fully English proficient</th>
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</thead>
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<tr>
<td>• Match icons and symbols to words, phrases or environmental print</td>
<td>• Locate and classify information</td>
<td>• Sequence pictures, events, processes</td>
<td>• Interpret information or data</td>
<td>• Conduct research to glean information from multiple sources</td>
<td>Language-based expectations: Read independently</td>
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<tr>
<td>• Identify concepts about print and text features Marco</td>
<td>• Identify facts and explicit messages</td>
<td>• Identify main ideas</td>
<td>• Find details that support main ideas</td>
<td>• Draw conclusions from explicit and implicit text Tasfiah</td>
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<tr>
<td>• Select language patterns associated with facts Ko Than Nu</td>
<td>• Use context clues to determine meaning of words Damaris</td>
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Standards-based Content of Topic (from the curriculum)

For key ideas and details in the text using...

Scaffolding and Support:

**GOAL:** To move students from their current proficiency level (i.e., what they can do independently) to the next proficiency level (i.e., their instructional level) using scaffolds and supports to get there.

- Teacher read aloud
- Exemplar text
- Notemaking guide for the first read
- Title/author on the board or on the text they read independently.
Use the notemaking guide for the first read as a common assessment of the key ideas and supporting details each student comprehends.

- How might you use the notemaking guide as a formative assessment to guide your instruction?
- How might you use notemaking guides as a summative assessment of student growth?
- And what about your Marco, Damaris, Ko Than Nu, and Tasfiah? How can you use your differentiation template to guide your formative assessment decisions? Is it the same or different?
- What other strategies might you use (e.g., use of first language to guide your instruction and assessment of your ELLs’ performance in this independent reading activity? Look back at their profiles on p. 8 for some ideas.
- How would you decide when students don’t need this literacy scaffold to support their work in the first read?
When we look at some of the challenges this exemplar unit poses to our ELLs (all students) through a multilingual, sociocultural lens and take a strengths-based can-do approach to instruction and assessment, we start to see lots of possibilities.  

For example,  

1. How can I get my ELLs/all students to participate in evidence-based conversations about text that lead to the correct answers of the guiding questions?  
2. How can I get my students to write one paragraph that answers either Q 5 or Q 6 in more detail using evidence from the text (using correct and appropriate oral and written language at the register, genre, text type, sentence, word, and interactional levels)?  
3. How can I get myself to focus on growth and proficiency in my assessments of my students’ core content, academic language, and English language development?  
4. How can I address this question of background knowledge and leveling the playing field?
Keep looking for the appropriate scaffolds and supports for the job

**Step 5:** Organize a library of activities, scaffolds, and supports you can draw on throughout the unit as needed.

**Step 6:** Use the differentiating instruction and assessment for ELLs template (Fairbairn & Jones-Vo, 2010) to guide your work.
How can I get my ELLs/all students to participate in evidence-based conversations about text that lead to the correct answers of the student questions?

- Look back at the student questions.
- Give students a notemaking guide for the second – closer – read.
- Set a new purpose for reading → use the student questions (now transformed into content objectives and language objectives and written on the wall) as a guide.
- Organize an expert jigsaw activity that
  1. Allows you to cover all of the questions in a shorter period of time
  2. Increases the need for authentic interaction to support content learning and second language development.
  3. Engages all students in this key new interactional routine every day.
Day 1 Student Questions

Source: Exemplar unit.

- (Q1) Why is Douglass specific about making friends with “little white boys”?
- (Q2) How did Douglass learn how to read when running errands?
- (Q3) In what ways does Douglass’ life differ from the white boys’ lives?
- (Q4) Douglass is describing events from the past. These “boys” are now adult men, so why would he avoid giving their names?
- (Q5) Which of these meanings of “trouble” is Douglass using? Why did he choose this word? How would the meaning have changed if he had chosen the word “anger”?
- (Q6) Why does Douglass describe the master’s response as both “desired” and “unexpected”? Why the contrast between these two words?
Expert jigsaw activity with notemaking guide

Part 1

1. Organize students into groups of three to four people.
2. Write the following where all students can see and ask students to write their name, the title and author of the text, the date, and their group’s purpose for reading.
   
   **Purpose:** Read the first paragraph to
   
   - **Group A:** Explain Douglass specific wants to make friends with “little white boys”.
   - **Group B:** Describe how Douglass learned to read when running errands.
   - **Group C:** Explain why Douglass avoids sharing the names of the men who were his white friends when he was a child.

3. Ask students to read the text independently and make notes that respond to their purpose on the left column and evidence from the text on the right column. Require them to write full sentences and the evidence from the text.
Expert jigsaw activity with notemaking guide

Part 2

- After students have finished reading their paragraph independently, making notes on the text, have them discuss their responses, citing details from the text, with a partner who has read the same paragraph for the same purpose. Tell them that they are preparing to be experts on this particular subject.

- After all of the groups agree that they are experts who can go teach the other groups, reorganize the groups.
Expert jigsaw activity with notemaking guide
Part 3

- Each new group should have 1-2 members of each of the original groups (i.e., 1-2 A’s; 1-2 B’s; 1-2 C’s). Ask each representative in turn to introduce their purpose for reading and their response, citing evidence from the text.

- You can assess their developing oracy skills relative to your language objectives using an observation protocol.

- You can assess their responses to the questions with their notemaking guides.

- You can ask them to write the answers to the questions individually, and hold each one accountable for their own response. This might lead to further negotiation of meaning.
How can we address this question of background knowledge and leveling the playing field?

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled “The Columbian Orator.” Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

What background knowledge does the text assume?
What background knowledge are your ELLs likely to need to read, comprehend, answer questions, and write an explanatory paragraph about Q 6.? What can you do?
Pulling it all together...

- **Step 7:** Implement the activities that constitute the unit, continually gathering evidence of what all students, *particularly ELLs*, can do relative to your core content and **English language development goals, targets, and objectives.** Use this formative assessment to guide your instruction.

- **Step 8:** Applications ➔ Go to your notemaking guide, Q-5.
Applications

Use your note-making guide (Q 5) to scaffold and support your work

.Key Concept ➔ When all teachers can...

1. Clearly articulate what the ELLs in their classes can do with R,W,L,S in English and other languages, and
2. Clearly articulate their content and language targets and common assessments for all students, and
3. Know how to differentiate instruction and assessment in ways that engage all students, particularly our ELLs, in core content learning all day every day

We will have made great strides toward providing our ELLs equal access to educational opportunities in our schools.
Basic Steps for Differentiation

1. Know the ELP level of your ELLs and other important background factors (language background, L1 literacy, prior schooling, special ed considerations)
2. Know your curriculum/content standards
3. Design outcomes by applying relevant assignment/assessment strategies to student ELP level while addressing same content standards
4. Support student success with instruction differentiated according to students’ ELP levels.
5. Collect performance-based evidence to demonstrate student learning (growth and achievement).
How can we use this strategic approach to...

- Encourage collaboration among mainstream and ESL teachers
- Drive professional development
- Inform conversation about authentic assessment of ELL growth and achievement

Think-pair-share.
Three overarching factors that contribute to collaboration

- **Training:** the entire school must “speak the same language”
  - Sustaining high academic expectations
  - All teachers use sheltered instruction strategies
  - All lessons in content areas have both language development objectives and content goals

- **Time:** how to provide time in which to collaborate

- **Relationships:** territoriality often impedes effective collaboration
  - Creating a school environment where all cultures and all kinds of expertise are valued

Some professional development approaches that promote collaboration

*Crandall et al in Hamayan & Freeman, 2012*

- **Peer observation** with mainstream and ESL or bilingual teachers
- **Collaborative curriculum development or lesson planning** by ESL/bilingual and mainstream teachers
- **Team teaching** with ESL/bilingual and mainstream teachers
- **Teacher inquiry or research groups** about how to improve programs for ELLs
- **Participation in a professional development school or similar internship site with a university** that has a TESOL or bilingual teacher education program
- **Courses co-taught by language and mainstream teachers and/or university teacher educators** such as “Teaching linguistically and culturally diverse students” “Assessing diverse students.”
- **Parent classes** (especially in ESL) or after-school or weekend sessions for parents of ELLs and the ELLs focused on academic skills such as literacy or math, and/or community resources
- **Professional development programs** focused on the culture and educational backgrounds of immigrant students in the school or district... that bring students, members of the community, and teachers together in the learning process.
Pause and ponder...

- Does every educator with ELLs in their classes know each student’s ELP level (and what this means for instruction and assessment), L1 literacy level, and prior schooling?
- Do ESL/bilingual and general education/content/literacy teachers have opportunities to collaborate in lesson planning, instructing, and assessing ELLs?
- Do collaborating teachers have a shared understanding of their roles relative to each other?
Critical Features of Effective Programs for ELLs/Bilingual Learners

Positive Sociocultural Context
- Shared responsibility for ELL education
- Balanced assessment and accountability system that is inclusive and comprehensive
  - Strong, knowledgeable leadership and qualified teachers
  - Sees linguistic and cultural diversity as resources to be developed, not as problems to be overcome
  -Aligned with community strengths, needs, and interests
  - Collaboration
  - Perceived as a successful school

Standards-driven ESL/ELD instruction
- Stand-alone ESL class
- Pull-out ESL
- Push-in ESL
- Authentic assessments

Support for first language and literacy development
- In bilingual program
- In heritage language program
- Creatively in English-medium program
- Authentic assessments

Standards-driven content-area instruction
- In L1 in bilingual program
- In English in sheltered English program
- In English using sheltered English strategies
- Authentic assessments
Comprehensive Biliteracy Framework

*Literacy Squared (Escamilla et al)*

1. English language arts/literacy $\rightarrow$ Common Core
2. Spanish language arts/literacy
3. Literacy-based ESL for ELLs $\rightarrow$ ELD
4. *Literacy-based SSL for SLLs* $\rightarrow$ *SLD* *(WIDA, DLeNM)*
5. *Space for translanguaging* *(Garcia: IRC, WIDA, DLeNM)*
   - Oracy $\rightarrow$ vocabulary, language structures, dialogue
   - Reading
   - Writing
   - Paired literacy
   - Metalanguage
Taking it to our Schools

- What stood out?
- What did you learn?
- What can you use?
- What questions do you have?