English Language Learners and the Common Core State Standards in English Language Arts and Disciplinary Literacy: An Instructional Exemplar

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English Language Arts Workgroup
*Understanding Language Initiative*

December 6, 2012
Logistics and Webinar Norms

- Tina Cheuk will be moderating the chat box on the lower right hand corner. Please type your questions in that box during the session and/or in Q & A.
- ALL participants will be on MUTE for the presentations.
- The webinar will be recorded and archived on our website.
- PowerPoint presentation will posted after the webinar.
Goals of the *Understanding Language* Initiative

1. Engage in a healthy public dialogue around what the CCSS and NGSS imply for English Language Learners (ELLs).
2. Develop exemplars of what CCSS and NGSS-aligned instruction looks like, to be used as strategic tools by districts (and others).
3. Develop a vibrant, inquisitive, engaging online community:
   - Web: ell.stanford.edu
   - Twitter: ELLStanford
   - Facebook: Understanding Language
   - You Tube: Understanding Language
Plan for this Webinar

• Realizing opportunities for ELLs in CCSS English Language Arts Standards

• An “exemplar” pilot ELA unit demonstrating shifts in approaching language, language learning, and instruction for ELLs (developed for Understanding Language by Aída Walqui and WestEd in collaboration with the UL ELA team)

• Feedback from teachers who have reviewed and/or taught the unit

• Questions, comments, and discussion
Cross-Cutting Foundations
(ell.stanford.edu)

- *Language and the Common Core Standards* (L. van Lier and A. Walqui)

- *What is the Development of Literacy the Development of?* (G. Hull & E. Moje)

- *What Does Text Complexity Mean for English Learners and Language Minority Students?* (L. Wong Fillmore & C. J. Fillmore)

- *Instruction for Diverse Groups of English Language Learners* (A. Walqui & M. Heritage)
Content-Area Foundations
(ell.stanford.edu)

- **Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards** (G. Bunch, A. Kibler, and S. Pimentel)

- **Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELLs** (J. Moschkovich)

- **Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs** (H. Quinn, O. Lee, and G. Valdés)
Realizing Opportunities for ELs in the ELA and Disciplinary Literacy Standards
(Bunch, Kibler, Pimentel)

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

Instructional shifts called for by the Standards:

- **Complexity**: Regular practice with complex texts
- **Evidence**: Reading, writing, speaking, and listening grounded in evidence from literary and informational texts
- **Knowledge**: Building knowledge through content-rich nonfiction
A Pilot ELA Exemplar
(ell.stanford.edu/teaching_resources/ela)

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

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

• Unit Authors: Aída Walqui, Nanette Koelsch, and Mary Schmida

• In Collaboration with Understanding Language’s English Language Arts Working Group: George C. Bunch (Chair), Martha Inez Castellón, Susan Pimentel, Lydia Stack, and Aída Walqui
Theoretical and Pedagogical Shifts in the Design and Enactment of Learning (Walqui)

<table>
<thead>
<tr>
<th>FROM A CONCEPTUALIZATION OF</th>
<th>TO UNDERSTANDING</th>
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</thead>
<tbody>
<tr>
<td>Language acquisition as an individual process</td>
<td>Language acquisition as apprenticeship in social contexts</td>
</tr>
<tr>
<td>Language as structures or functions</td>
<td>Language as action, subsuming structure and function (Ellis &amp; Larsen Freeman, 2010; van Lier &amp; Walqui, 2012)</td>
</tr>
<tr>
<td>L2 acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity</td>
<td>Non linear and complex developmental process aimed at comprehension and communication</td>
</tr>
<tr>
<td>Individual (isolated) ideas or texts as the center of instruction</td>
<td>Attention to ideas in their interrelatedness, and teaching units as clusters of lessons that are interconnected by purpose and/or theme</td>
</tr>
</tbody>
</table>
Shifts (continued)

Use of simple and/or simplified texts

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

Identifying discrete structural features of language

Traditional grammar as a starting point

Objectives stated as dichotomies (e.g. “content” and “language” objectives)

→ Use of complex, amplified texts

→ Activities that scaffold students’ development and autonomy

→ Exploration of how language is purposeful and patterned to do its particular rhetorical work

→ Multimodal grammar to support students’ understandings of texts’ visual, spatial, gestural, audio, and linguistic meanings

→ Objectives revolve around ways of engaging students in disciplinary practices highlighting ideas and language responsive to purpose and audience
LESSON 1
Advertising in the Contemporary World: An Introduction to Persuasive Texts
• Can you live with dirty water?

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

LESSON 2
Persuasion in Historical Context: The Gettysburg Address
• Gettysburg Address

LESSON 3
Ethos, Logos, & Pathos in Civil Rights Movement Speeches
• MLK “I Have a Dream”
• Robert Kennedy “On the Death of Martin Luther King”
• George Wallace “The Civil Rights Movement: Fraud, Sham, and Hoax”

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

LESSON 5
Putting it Together: Analyzing and Producing Persuasive Text
• The Girl who Silenced the World for Five Minutes
3 Moments in the Reading of the Gettysburg Address

PREPARING LEARNERS

• Jigsaw Project: Era Envelope
• Clarifying Bookmark
• Base Group Share
• Wordle Partner Share with Round Robin

INTERACTING WITH TEXT

• Close Reading
• Reading in Four Voices
• Literary Devices Dyad
• Wordle, Part II

EXTENDING UNDERSTANDING

• Vocabulary Review Jigsaw
• In Our Own Words
Jigsaw Project: Sourcing

**BASE GROUP**

Heterogeneous groups work together preparing for specialized work.

**EXPERT GROUP**

In “more” homogeneous groups, students develop expertise on each of the writers. They then share this knowledge with peers in base group.

**BASE GROUP**

Participants share content of their readings and get ready to put it all together in preparation for joint reading.
**Handout #5: Background Reading Focus Chart**

<table>
<thead>
<tr>
<th>#1: Abraham Lincoln Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the biography on President Lincoln. Jot down a few notes on</td>
</tr>
<tr>
<td>His Family Life:</td>
</tr>
<tr>
<td>His Education:</td>
</tr>
<tr>
<td>His contributions to America:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2: The Civil War</th>
</tr>
</thead>
<tbody>
<tr>
<td>What central issues caused the Civil War?</td>
</tr>
<tr>
<td>What was the outcome of the war?</td>
</tr>
<tr>
<td>Any other interesting facts:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3: The Battle of Gettysburg</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is significant about the Battle of Gettysburg?</td>
</tr>
<tr>
<td>Two or three interesting facts about the Battle of Gettysburg:</td>
</tr>
</tbody>
</table>
Handout #6: Civil War Photos

- Image of President Lincoln with Union soldiers.
- Image of a woman washing clothes with children.
- Image of Union soldiers standing outside tents.
- Image of a battlefield with dead soldiers.
Scaffolding is Contingent:
(Walqui & van Lier, 2010)
Example: The Era Envelope

- **Minimal**: Table of 3 gets the envelope and 3 note-takers and one copy of each of the readings. Students read each text individually, annotate their organizers, and rotate readings. Discussion happens at the end.

- **Moderate**: Jigsaw project reading and sharing of 3 pieces.

- **Maximal**: First reading is read by teacher and students working together. A combination of partners fills in components in the chart. Second reading may or may not be read this way…
Interacting with the Text

- Close Reading (with option for teacher to read the text aloud)

- Guiding Questions (examples)
  - Para. 1: Lincoln refers to “our fathers” creating a new nation. Who is he referring to here?
  - Para. 2: When Lincoln refers to a “nation so conceived and dedicated,” to which phrase in Paragraph One is he referring? How do you know?
  - Para. 3: What does Lincoln mean when he states that the living must “be dedicated to the unfinished work” of the dead soldiers? Which lines in the speech tell the living what their “unfinished work” is?
Handout #9: The Gettysburg Address in Four Voices

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

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

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.
Extending Understanding

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

- **The unit is rigorous, exciting, innovative, and engaging.**

- **Wonderful demonstration of how ELs can engage with complex texts; texts are well chosen.**

- **Unit has high expectations for all ELs.**

- **The unit, with its spiraling framework, illustrates the major shifts embodied by the new standards.**

- **Love the emphasis on student-centered learning, e.g. students taking the lead through group work.**
Feedback from Teachers

- Excellent alignment between unit and the new standards.

- This is an exemplar that shows how to develop and scaffold a unit to ensure ALL students engage in rigorous intellectual activity as they develop English language proficiency.

- As an educator, this unit provides me with an overview of what the Common Core is really all about; meaningful learning and real-world application of common standards.
Guidelines for ELA Materials Development
(http://ell.stanford.edu/teaching_resources/ela)

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

- Questions, comments, discussion

Feel free to contact us with questions or comments:

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References


