English-Learners and The Common Core
New Instructional Strategies

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English-Learners and the Common Core: New Instructional Strategies

Expert Presenters:

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An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
English-Learners and the Common Core: New Instructional Strategies

Larry Ferlazzo
and
Katie Hull Sypnieski
English Language Learners and the Common Core: An Overview
ELL Population

- English-language learners represented nearly 10% of the total K–12 student population with 4.85 million ELL students enrolled in U.S. public schools during the 2012–2013 school year (www.migrationpolicy.org)

- 82% of current ELL students in grades K–5 are native-born, and 55% of ELLs in grades 6–12 were born in the U.S. (California’s English learner students. Public Policy Institute of California)

- Secondary ELL students who have attended school in the U.S. for 6 years or more, but who continue to require language support services in school have been identified by researchers as long-term English language learners, or LTELS (Menken, K., Kleyn, T., & Chae, N. 2012)
ELLs and their teachers must navigate both:

- Common Core State Standards
- Common Core Assessments
- English Language Proficiency Standards
- English Language Proficiency Assessments

http://larryferlazzo.edublogs.org/2011/06/10/the-best-resources-for-learning-about-the-next-generation-of-state-testing/


It is important for both teachers and students to remember the “end game”
KEY SHIFTS IN ELA
(from the Common Core State Standards Initiative)

• **Shift 1:** Regular practice with complex texts and their academic language.

• **Shift 2:** Reading, writing, and speaking grounded in evidence from texts, both literary and informational.

• **Shift 3:** Building knowledge through content-rich nonfiction.
4 KEY SHIFTS FOR ELLs
(from the California ELA/ELD Framework)

• Language is seen as a resource for making meaning.

• When ELLs develop *language awareness* they are in a better position to comprehend and produce language.

• For ELLs at all levels of English language proficiency, *meaningful interaction with others and with complex texts is essential* for learning language and learning content.

• ELLs learn language and content better through *intellectually challenging tasks and texts*. 
Creating The Conditions For Student Success

Social-Emotional Learning & English Language Learners
Farmers and gardeners know you cannot make a plant grow...What you do is provide the conditions for growth.

- Sir Ken Robinson
Along with mastery and application of essential content as typically prescribed and monitored in state standards, assessments, and accountability systems, it is necessary that students cultivate higher-order cognitive and meta-cognitive skills that allow them to engage in meaningful interaction with the world around them. Further, members agreed that these knowledge and skills are not achieved in a vacuum but require the development of underlying dispositions or behavioral capacities (such as self-regulation, persistence, adaptability) that enable lifelong pursuit of learning.

- The Council of Chief State School Officers (CCSSO)
CCSSO emphasizes the "skills" of goal-setting, metacognition, critical thinking and creativity/innovation; and the "dispositions" of agency, self-control, and persistence/resilience in “Knowledge, Skills, and Dispositions: The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy” (CCSSO, 2013).
Goal-Setting

Research shows it enhances student motivation and academic achievement - specifically helps in developing second-language proficiency.

EXHIBIT 2.1. Goal Setting and Planning Sheet

Name ____________________

ATTITUDE

Goal: I am a ____________________ (good learner, respectful person, helpful person, etc.) and I want to be even ____________________ (more positive, more respectful, more eager to learn, more eager to help others, etc.).

Action: I will ____________________ (remind myself each day that what I’m learning today will help me achieve my life dreams, offer to help another student each day, offer to help the teacher each day, etc.).

Obstacle: If ____________________ (I let boyfriend/girlfriend problems start affecting how I act in class, I feel sad in class about missing my family in Mexico, etc.), then I will ____________________ (ask to see the school counselor, write a letter to my sister, etc.).

ENGLISH

Goal: I am a ____________________ (writer, reader, good speaker, etc.) and I want to become a better ____________________ (writer, reader, speaker) in English.

Action: I will ____________________ (do Duolingo or another computer...
Metacognition

Explicit teaching of metacognitive strategies has been shown to lead to increased academic achievement for all students and specific research has demonstrated its benefit to English-language learners.
Using Trash Can Basketball To Teach Metacognitive Strategies
More Metacognitive Strategies

- Setting goals
- **Drawing pictures**
- Connect what I am learning to things I already know, perhaps through using a K-W-L chart
- Ask classmates for help
- Remember what has helped me in the past
- After I'm done, double-check my work
- Use Google Translate or a dictionary
Critical Thinking

Critical thinking skills have been found to help English Language Learners in language acquisition, particularly through increasing problem-solving abilities, oral communication skills, writing competence, and student motivation.

• Inductive teaching & learning

Creativity

- Researchers have found that people who have lived in more than one country tend to be more creative:

  - *When you dive into a second culture... it increases your overall openness to new experiences. That kind of openness often leads to more creative ideas.*

  - *Another thing that happens is that you... recognize that everything in the world can be viewed in many different ways.*
Constraints Principle

- limiting words (story told in seven words)
- limiting time (one minute to summarize lesson to partner)
- limiting materials (small groups are given six pieces of tape, six paper clips, and six pieces of paper to build the tallest tower - while only speaking English with each other or using gestures - and write a description of it)
Random Principle

• Putting two or more things together that do not belong together and finding connections is another suggestion from The British Council. One example of this strategy could be giving a few pictures of people, things and locations to a small group of students and asking them to use the images to compose a story connecting the images.
Agency

Agency is the ability to be pro-active in determining one's life path and not just react to the surrounding circumstances (Lai & Viering, 2012, p. 1).

Agency also recognizes that outside factors provide some limitations, and that people have some ability to influence and determine one's response to them.

Ways To Help Develop Agency

• Goal-setting and metacognitive reflection
• Providing encouragement and feedback
• Self-Talk
• Contributing to others
• Students teaching others
• Providing students choice
• Enhanced discovery learning
Growth Mindset

• Teaches that students are in control of their own learning.

• "Effective growth mindset interventions challenge the myth that raw ability matters most by teaching the fuller formula for success: effort + strategies + help from others."

  - David Yeager, Gregory Walton and Geoffrey L. Cohen
Self-Control & Grit

• Self-control is "not doing something that you're not supposed to do even though you want to do it."

• Grit is "doing something even when you don't feel like doing it because it will help you achieve the big goals you want most."
Resilience

• How you respond to setbacks
• Learning From Mistakes

A Blended, Supplemental English Learner Curriculum for Grades 4-10

Visit MiddleburyInteractive.com for a course demo.
Two Key Elements of the Reading Standards

Close Reading

“Driving in bad weather, at night, on unfamiliar roads” (Amy Benjamin)

“Close reading is like broccoli. It’s good for you, but only in moderation.” (Laurie Elish-Piper)

Text Complexity

The Three Bears Approach (Sarah Brown Wessling)

http://www.middleweb.com/29237/ideas-for-close-reading-with-ell-students/
What Does Common Core Reading Instruction Look Like For Teachers of ELLs?

• Use nonfiction text, *as well as fiction*

• Increase the complexity of texts you use with students during the year, but don’t read *only* challenging texts

• Ask text-dependent questions that require students to look for evidence in what they are reading

• Use the common, but not text-dependent, strategy known as “text-to-self” selectively
Activate and Build Prior Knowledge (with caution!)

- KWL
- simplified “preparatory” texts
- videos

http://larryferlazzo.edublogs.org/2014/11/16/the-best-places-to-get-the-same-text-written-for-different-levels/

Graphic Organizers

- reflect the text’s structure
- students are actively completing or creating
Summarization

• Visual Summaries

• 3-2-1
  http://larryferlazzo.edublogs.org/2015/09/19/the-best-ways-to-use-3-2-1-as-an-instructional-strategy/

• Think Alouds

  Asking Questions

  • Different levels of questions
  • Higher-order question and answer stems
Close Reading Question/Answer Stems

• **Step One—Previewing the Text—What the Text Might Say**
  What type of text (a story, a newspaper article, a poem, etc.) is this? How do I know this? (“I think this text is ________________ because ________________.”)

• **Step Two—Basic Comprehension/Decoding—What the Text Says**
  What is the text about? (“I think the text is about ____________ because ____________.” or “I think the text is about ________. The clues are _________ and ____________.”)

• **Step Three: More In-Depth Meaning—Figure Out How the Text Works**
  Who do you think the author is writing this text for—who is his/her audience? (“I think the author’s audience is ________________ because ________________.”)

• **Step Four—Picking It Apart: Analyze and Compare the Text**
  Is the author pushing a particular position and, if so, what evidence does he or she give to support that position? (“I think the author believes ________________. I think the evidence he or she uses to support his/her belief is _____________________________. I think that evidence is valid/invalid because ___________________________.”)
Key Elements of the Writing Standards

Emphasis on evidence-based writing
“The Big 3”

High School:
• ARGUMENT — 40%
• INFORMATIVE/EXPLANATORY — 40%
• NARRATIVE — 20%
What Does Common Core Writing Instruction Look Like For Teachers of ELLs?

• **Model! Model! Model!**

Mentor/model texts help students study the features of a genre and should be used throughout the writing process

• **Graphic organizers** help students with planning and organizing—should reflect features of genre
• Writing Frames/Paragraph Structures

**P-Q-C** (make a Point, Quote from the text to support your point, make a comment or connection to your personal experience, another text, or some other knowledge)

**S-S-E** (Summarize the issue, take a Stance, provide Evidence to support the stance)

• **Writing Prompts**

Effective prompts for ELLs:
List the key steps or questions students will need to address
State a purpose and an audience
Authentic and offer some choice (NWP, Smith and Swain)

Teach students how to “attack” a prompt
Collaborative Writing Strategies

Collaborative vs. Cooperative—what’s the difference?

• Peer Review

• Collaborative Storytelling

http://www.edutopia.org/blog/collaborative-peer-review-core-ells-larry-ferlazzo-katie-hull-sypnieski
**Inductive Learning:** Using Concept Attainment to teach elements of argumentation

**Claims**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Smartphones are a valuable and necessary resource for students to use in the classroom.</td>
<td>• Smartphones are not allowed in many schools.</td>
</tr>
<tr>
<td>• Schools should not allow students to use cell phones in the classroom because it distracts from the learning process.</td>
<td>• Many students have phones in their backpacks.</td>
</tr>
<tr>
<td>• My school district must reconsider its ban on cell phones in the classroom and allow them to be used as learning tools.</td>
<td></td>
</tr>
</tbody>
</table>
Speaking & Listening
What Does It Look Like For Teachers of ELLs?

• Create a classroom environment where students feel safe
• Provide sentence-starters
• Provide scaffolds, including graphic organizers and “speaking frames”
• Students first present in a small group prior to speaking to the entire class.
• Do not assume that students have experience with and are comfortable using technology tools in presentations.
Key Factors Needed In Classroom For Successful Discussions

• Students feel safe
• Tasks not-too-hard & not-too-easy
• Authentic Participation
• Student Ownership

-- Elizabeth A. City (2014)
More Strategies

• Read, Write, Pair Share

• Sentence Starters

http://www.teachthought.com/critical-thinking/sentence-stems-higher-level-conversation-classroom/
Language
What Does It Look Like For Teachers of ELLs?

- Perfect grasp of language conventions by ELLs is not required by Common Core in order to meet the Standards.
- Work hard at integrating grammar and vocabulary instruction with authentic reading and writing.
- Gain an understanding of online resources available where your ELL students can practice grammar and acquire vocabulary.
Concept Attainment

Table 6.1  Concept Attainment Example: Grammar

The teacher puts an example with correct spelling or grammar usage under a column labeled “Yes” on the overhead and an incorrect example under a “No” column and gradually uncovers each sentence until students determine what the sentences in the “Yes” column have in common. (The rows must be staggered to permit the teacher to uncover one example at a time.)

This figure shows examples with correct and incorrect subject-verb agreement.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses are cheap in our neighborhood.</td>
<td>Houses is cheap in our neighborhood.</td>
</tr>
<tr>
<td>The bus stop is close to my house.</td>
<td>The bus stop are close to my house.</td>
</tr>
<tr>
<td>The people in my neighborhood are from different cultures.</td>
<td>The people in my neighborhood is from different cultures.</td>
</tr>
</tbody>
</table>
Error Correction
Academic Vocabulary

• Tier One: often used in oral conversation
• Tier Two: words that are more likely to appear in text than in oral conversation
• Tier Three: low-frequency words that might appear in textbooks or materials related to a specific subject
Marzano’s ESL Vocabulary Model (We’ll explain how we modify it)

• Show and explain the new word (they recommend one-to-three new words each week).
• Students then restate it in their home language.
• Students write the word and a picture that represents it in their notebook.
• Students do activities - immediately and in the future - to reinforce their understanding of the word (write sentences, categorize them, etc.)
• Students talk to each other about the new word.
• Students play games involving the new words they’ve learned.
Contact Larry on Twitter @larryferlazzo or mrferlazzo@aol.com
Contact Katie at katiehullsypnieski@gmail.com
Middlebury Interactive’s English Learner Pedagogical Approach

Grounded in the language pedagogy of Middlebury College’s Language Schools, Middlebury Interactive’s supplemental, blended ELL courses:

- Are research- and social learning-based.
- Teach academic English through rigorous academic content.
- Provide a framework and structure for classroom teachers to support ELLs.
- Include professional development to support varied classroom implementations.
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An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
English-Learners and the Common Core: New Instructional Strategies

Required Reading from *Education Week*:

**Spotlight on Common Core for ELLs**
In this Spotlight, take a look at how schools are making the standards accessible to ELLs, understand how the common core may help establish uniform definitions for ELLs, and see how teachers are preparing for instruction and assessment challenges.