



II Fórum de Língua Inglesa

Elaboração e Implementação de Currículos



Standards-Aligned Instructional Practices that Support Non-Native English Learners' Acquisition of English

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Overview of Presentation



Terminology: The Students and Programs

The Standards

Instruction



TERMINOLOGY

Students, Languages, and
Programs

The Students

- English learners (ELs): Non-native speakers of English who are acquiring English in the United States
- Also have been called:
 - English Language Learners
 - Dual-Language Learners
 - Limited-English-Proficient Students
- Currently, approximately 9 percent of elementary and secondary school students in the United States are ELs.

National Center for Education Statistics (2015, March). Retrieved from https://nces.ed.gov/programs/digest/d14/tables/dt14_204.20.asp

Their Languages

- The target language
 - Defined as the language students are acquiring
 - In the United States, English is always a target language.
- First, home, or partner language
 - Defined as the non-English language ELs hear/speak at home (e.g., Spanish).
- Home languages
 - The most frequent first language spoken by students in U.S. public schools is Spanish.
 - 71 percent of ELs are from homes where Spanish is spoken.
 - Other common home languages: Chinese (4%), Vietnamese (3%), Arabic, Haitian/Haitian Creole, Somali, Tagalog, Hmong, Portuguese, Bengali.
 - More than 350 home languages are spoken in the United States.

Soto, Hooker, & Batalova (2015, June). Retrieved from <http://www.migrationpolicy.org/research/top-languages-spoken-english-language-learners-nationally-and-state>

The Programs: English as a Second Language Instruction

- Alternate Names: English language development (ELD) or English for speakers of other languages (ESOL)
- Goal: Proficiency in English
- Description: English as a second language (ESL)-certified teacher provides explicit language instruction to students. Instruction focuses on developing proficiency in the English language, including grammar, vocabulary, and communication skills.
- Format: Students have a dedicated ESL teacher or may receive pull-out or push-in ESL instruction where they work with a specialist for short periods of time.

U.S. Department of Education, 2012

The Programs: Content-Based ESL

- Goals: Preparation to meet academic achievement standards; proficiency in English
- Description: ESL-certified teacher provides language instruction that uses content as a medium for building language skills. Although using content as a means, instruction is focused primarily on learning English
- Format: Students might have a dedicated ESL class in their school day or may receive pull-out ESL instruction where they work with a specialist for short periods during other classes.

U.S. Department of Education, 2012

The Programs: Sheltered Instruction

- Alternate Names: Specially designed academic instruction in English (SDAIE); Sheltered Instruction Observation Protocol (SIOP)
- Goals: Preparation to meet academic achievement standards; proficiency in English
- Description: Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs.
- Format: Instruction may be used for classrooms of only ELs, or for classrooms with ELs and English-proficient students.

U.S. Department of Education, 2012



THE STANDARDS

English Language Proficiency, English
Language Arts, and Curricular

English Language Proficiency Standards

- Most states use English language proficiency (ELP) standards developed by two multistate consortia:
 - Thirty-five states and the District of Columbia were using the World-Class Instructional Design and Assessment (WIDA) Consortium's English Language Proficiency Standards (named English Language Development Standards by WIDA).
 - Nine states were using the English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium's English Language Proficiency Standards.
- The remaining six states were using their own state-developed ELP standards (e.g. California and Texas)

ELPA21 (2014). Retrieved from <http://www.elpa21.org/standards-initiatives/ells-elpa21>

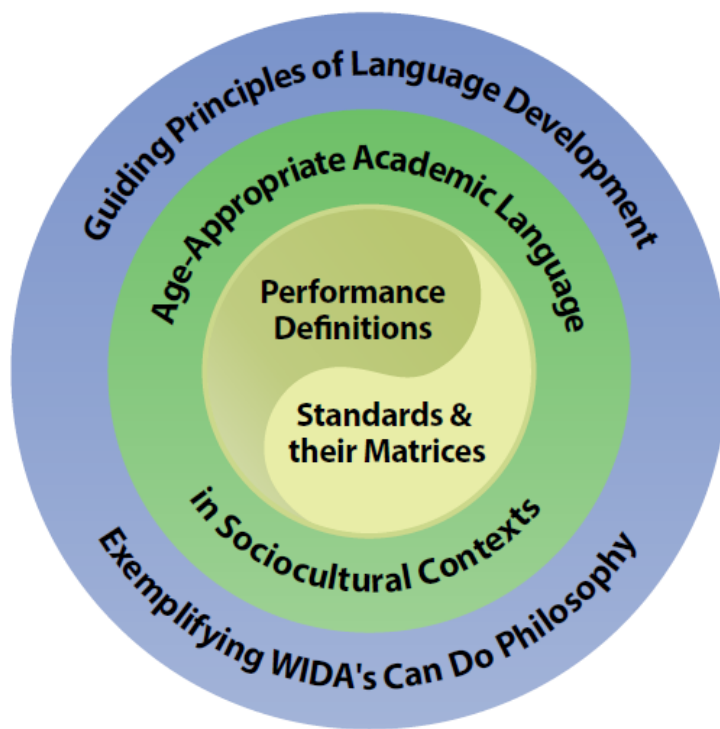
WIDA (2014). Retrieved from <https://www.wida.us/membership/states/>

English Language Proficiency Assessments

- ELP assessments in:
 - 35 states and the District of Columbia use WIDA's ACCESS for ELs®
 - 12 states use a state-specific assessment
 - A few states use the English Language Development Assessment (ELDA)
- ELPA21 assessment to be field-tested in 2015–16

English Language Proficiency Standards: WIDA

WIDA's Framework for Language Development Standards



English Language Proficiency Standards: WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Ratio & rate

CONNECTION: *Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):* Use ratio and rate reasoning to solve real-world and mathematical problems... b. Solve unit rate problems including those involving unit pricing and constant speed... c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports average).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE their options and make choices.						
WRITING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion						

English Language Proficiency Standards: WIDA

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Literature analysis

CONNECTION: *Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8):* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

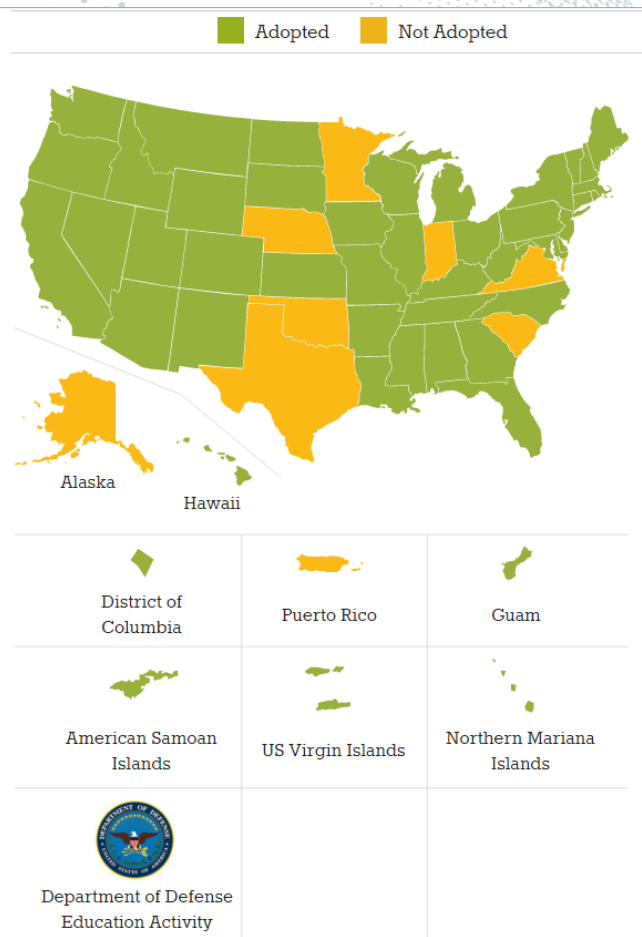
COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE universal themes of literature.						
LISTENING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist						

English Language Proficiency Standards: Council of Chief State School Officers

1	Construct meaning from oral presentations and literacy and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	Speak and write about grade-appropriate complex literacy and informational texts and topics
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	Analyze and critique the arguments of others orally and in writing
7	Adapt language choices to purpose, task, and audience when speaking and writing
8	Determine the meaning of words and phrases in oral presentations and literacy and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

Council of Chief State School Officers (2014), p. 4. Retrieved from [http://www.ccsso.org/Documents/Final%204_30%20ELPA21%20Standards\(1\).pdf](http://www.ccsso.org/Documents/Final%204_30%20ELPA21%20Standards(1).pdf)

Common Core State Standards: English Language Arts



- Full Common Core adoption:
 - Forty-two states + Washington, D.C.
 - Four territories
 - Department of Defense Education Activity
- Six states have their own standards or partial adoption of the Common Core.

Common Core State Standards Initiative (2016).
Retrieved from
<http://www.corestandards.org/standards-in-your-state/>

Common Core State Standards: English Language Arts

- Strands:
 - Reading: Literature
 - Reading: Informational Text
 - Reading: Foundational Skills
 - Writing
 - Speaking & Listening
 - Language
 - Literacy in History/Social Studies, Science, & Technical Subjects

Common Core State Standards: English Language Arts

- Sample standards:
 - CCSS ELA-Literacy.RL.5.3 (Key ideas and details): *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)*
 - CCSS ELA-Literacy.RL.5.9 (Integration of knowledge and ideas): *Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics*

Common Core State Standards: Curriculum Standards


- EQuIP: Educators Evaluating the Quality of Instructional Products
- Developed by the American Diploma Project
 - In use by 35 states covering 85 percent of school-age children
 - Standards to ensure the curriculum aligns to the Common Core and a rubric to rate the curriculum
- Four central foci:
 1. Alignment to the depth of the Common Core
 2. Key shifts in the Common Core
 3. Instructional supports
 4. Assessment

Achieve (2013). Retrieved from <http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf>

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

 Achieve (2013). Retrieved from <http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf>

EQuIP Response Form: All Students

	
EQuIP Quality Review Process	
EQuIP Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)	
Reviewer Name or ID:	
Grade:	ELA/Literacy Lesson/Unit Title:
I. Alignment to the Depth of the CCSS	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<input type="checkbox"/> Targets a set of grade-level CCSS ELA/Literacy standards.	
<input type="checkbox"/> Includes a clear and explicit purpose for instruction.	
<input type="checkbox"/> Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).	
<i>A unit or longer lesson should:</i>	
<input type="checkbox"/> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.	
<input type="checkbox"/> (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.	
Summary of Observations and Suggestions for Improvement:	
<i>Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.</i>	
Rating:	<input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0
Rating Scale for Dimensions I, II, III, IV:	
3: Meets most to all of the criteria in the dimension	
2: Meets many of the criteria in the dimension	
1: Meets some of the criteria in the dimension	
0: Does not meet the criteria in the dimension	

Achieve (2013). Retrieved from <http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf>



Instruction

Content-Based English as a Second Language and Sheltered Instruction

Grade: Literacy Lesson/Unit Title:

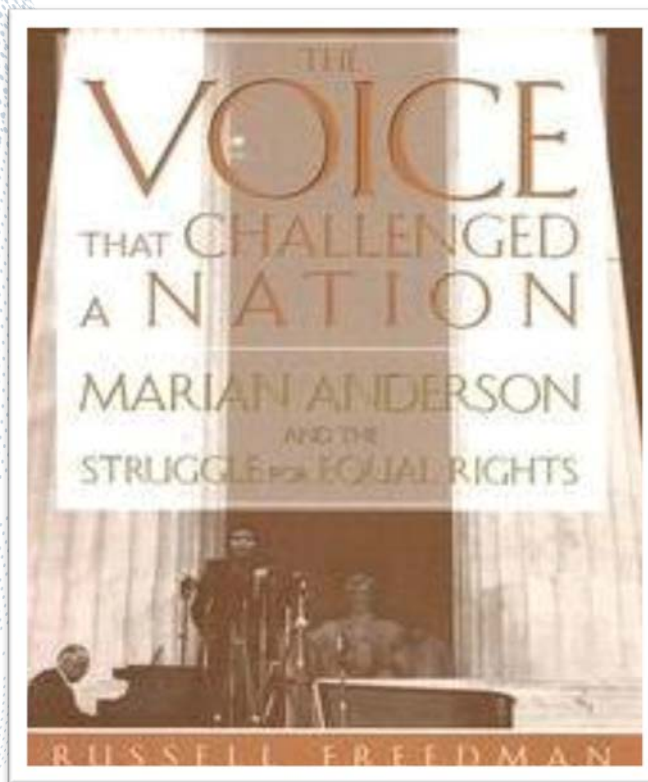
I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at 	<p><i>The lesson/unit</i></p> <ul style="list-style-type: none"> Cultivates st speaking abo Addresses in Provides all s appropriate scaffolding s text. Focuses on c productive s build toward Integrates ap for students level text ba Provides ext above the gr <p><u>A unit or longer</u></p> <ul style="list-style-type: none"> Include a pro deepen over units).

OVERVIEW

Overview

- The focus of this presentation will be on instructional practices used in content-based ESL and sheltered instruction.
 - Practices for all students
 - Additional practices that support ELs
- Model Text: *The Voice That Challenged a Nation*
- Student Goals: Meet ELP and English language arts standards
- Practices include developing vocabulary, reading text closely, writing to sources, additional support

The Text: The Voice That Challenged a Nation



Excerpt from *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights*, by Russell Freedman. Copyright © 2004 by Russell Freedman. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Key Shifts in English Language Arts Instruction

- **Academic Vocabulary:** Build academic vocabulary throughout instruction.
- **Reading Text Closely/Text-Based Evidence:** Read closely and answer a sequence of text-dependent questions.
- **Writing:** Draw evidence from the text to produce clear and coherent writing.

As we go through this section, think about additional supports for ELs.

Grade: Literacy Lesson/Unit Title:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of <p>Appendices A & B).</p> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at 	<p><i>The lesson/unit</i></p> <ul style="list-style-type: none"> Cultivates st speaking abo Addresses in Provides all : appropriate scaffolding s text. Focuses on c productive s build toward Integrates ap for students level text ba Provides ext above the gr <p><u>A unit or longer</u></p> <ul style="list-style-type: none"> Include a pro deepen over units).

ACADEMIC VOCABULARY

Building Vocabulary in Context Throughout Instruction



Overview of Key Shifts

- Reading text closely/text-based evidence: Read closely and answer a sequence of text-dependent questions.
- Academic vocabulary: Build academic vocabulary throughout instruction.
- Additional supports for ELs:
 - ELs need support for acquiring vocabulary that many English-proficient students have already acquired.
 - ELs can bootstrap on home language knowledge.
- Writing from sources: Draw evidence from the text to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, short responses, summaries, or formal essays).



Vocabulary: Additional Support for ELs

Frequent Words and Phrases

- ELs typically exhibit vocabulary growth rates that are similar to or surpass those of native English speakers. However, ELs are often 2–3 years behind their English-speaking peers, so a large vocabulary gap remains (Mancilla-Martinez & LeSaux, 2010).
- ELs' reading comprehension can be impaired if they do not know highly frequent English words that English-proficient students are likely to have acquired.
 - The **100** most frequent English words account for about **50 percent** of words that readers encounter in text.
 - The **1,000** most frequent English words account for about **70 percent** of words that readers encounter in text.
 - The **4,000** most frequent English words account for about **80 percent** of words that readers encounter in text.

Vocabulary: Additional Support for ELs

Teach Vocabulary Key to Understanding the Text

- To be successful readers, ELs need to know words that are frequent across multiple texts (Graves, August, & Mancilla-Martinez, 2013).
- ELs also need to know the meanings of words and phrases that are crucial to understanding the text at hand (San Francisco, Carlo, August, & Snow, 2006).

Text	Text-Dependent Questions	Key Vocabulary
Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.	<i>Which words describe the weather?</i>	cold, threatening
	<i>Did the weather prevent people from assembling?</i>	despite, assemble
	<i>Which word describes the streets near the concert?</i>	jammed

Vocabulary: Additional Support for ELs

- Research-based vocabulary instruction consists of both teacher- and student-directed instruction.
 - More teacher-directed intensive instruction for abstract words
 - Less teacher-directed intensive instruction for concrete words
 - Define the word in situ
 - Use gestures to demonstrate the word
 - Show the word in illustrations from the text
- Student-directed learning
 - Word learning strategies and glossaries

Lesaux, Kieffer, Faller, & Kelley (2010); Graves, August, & Mancilla-Martinez (2013).

Vocabulary: Additional Support for ELs

Choose High-Utility Words for More Intensive Instruction: First 4000 Words List

Rank	Word
1	little
2	even
3	good
4	long
5	year
6	day
7	use
8	work
9	go
10	thing
11	well
12	look
13	another
14	around
15	man
16	great
17	same
18	came
19	come
20	right

1st
Quartile

2nd
Quartile

3rd
Quartile

4th
Quartile

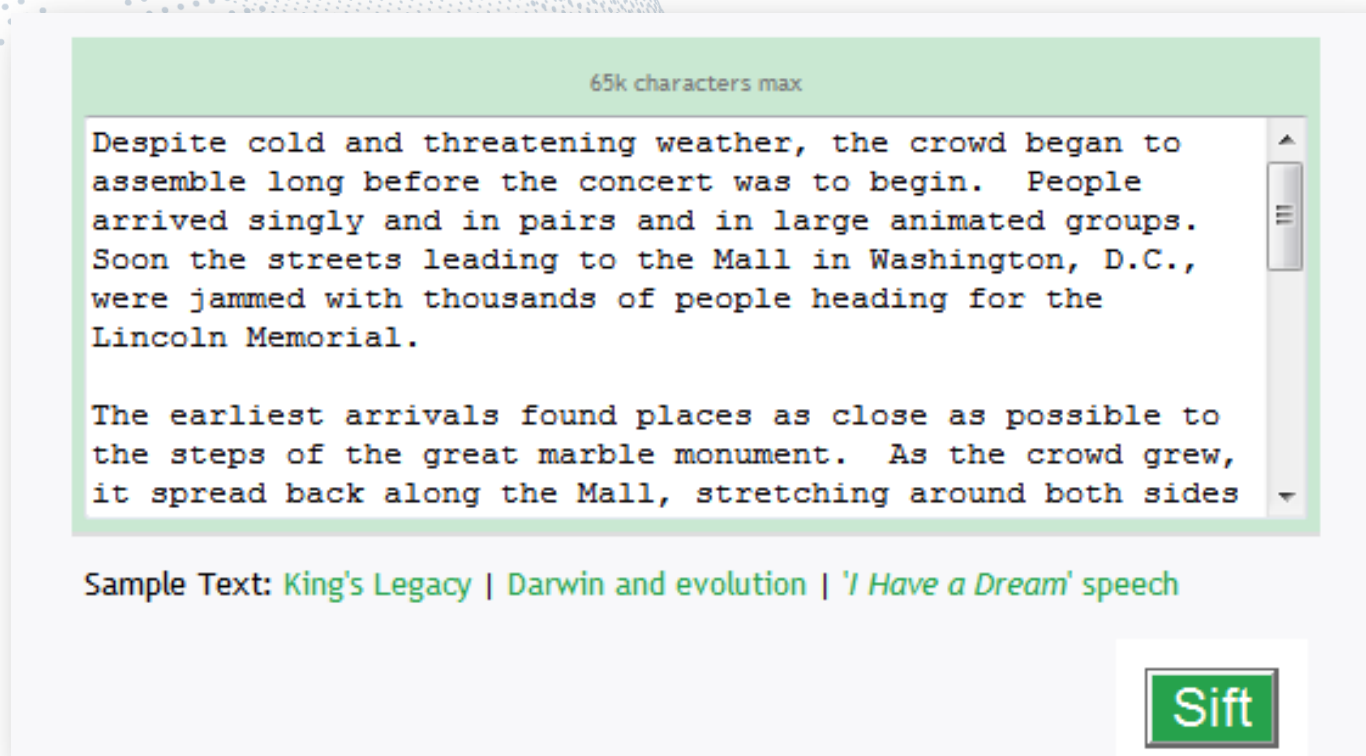
Anticipating a **huge** turnout, the National Park Service had enlisted the **help** of some **five hundred Washington police officers**. By **five** o'clock that **afternoon**, when the concert was scheduled to **start**, an **estimated** 75,000 people had **gathered** on the Mall. They **waited** patiently **under** overcast skies, bundled up **against** the brisk **wind** that whipped in from the Potomac River. They had **come** on this chilly Easter **Sunday** to **hear** one of the **great voices** of the time and to **demonstrate** their **support** for racial **justice in the nation's capital**.

Seward Reading Resources:

http://www.sewardreadingresources.com/img/fourkw/4KW_Teaching_List.pdf

Vocabulary: Additional Support for ELs

WordSift



Retrieved from <http://www.wordsift.com/>

Vocabulary: Additional Support for ELs

WordSift: Academic Word List

afternoon against arrival assemble base began begin boy brisk carriage cold come concert cradled
crowd despite earliest extending five folk gathered great group hand handing
heading hear help infant leading lincoln long mall mile monument
nation national person place pool potomac service singly sky spread support threequarters
tree voice washington

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

Mark: GSL | **AWL** | Lang. Arts | Science | Math | Social Studies | Custom | Unmark |

Retrieved from <http://www.wordsift.com/>

Vocabulary: Additional Support for ELs

WordSift: Content-Area Words—Social Studies



Retrieved from <http://www.wordsift.com/>

Vocabulary: Additional Support for ELs

WordSift: Visual Thesaurus



Retrieved from <http://www.wordsift.com/>

Academic Word List Highlighter

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☐ 10

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was scheduled to start, an estimated 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time

Submit

Reset

Retrieved from <http://www.nottingham.ac.uk/~alzsh3/acvocab/awlhighlighter.htm>

Academic Word List Highlighter

Despite cold and threatening weather, the crowd began to **assemble** long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.



The earliest arrivals **found** places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was **scheduled** to start, an **estimated** 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to **demonstrate** their support for racial justice in the nation's capital.

Vocabulary: Additional Support for ELs

Teacher Directed: More Complex Vocabulary

Students see:

anticipate	anticipar
	
The boy _____ that it will rain, so he brings an umbrella.	

The teacher says:

Let's talk about the word anticipate. Look at the picture of the boy. The boy looks out the window and sees rain clouds. He brings an umbrella outside because he anticipates or expects that it will rain.

Anticipate means to expect and prepare for something.

Anticipate in Spanish is anticipar. Anticipar and anticipate are cognates. They sound alike and are almost spelled the same.


In the story, the people who work for the National Park Service anticipate or expect that many people will come to the concert.

Partner talk. Tell your partner about a time when you anticipated you would have a good time and you did.

Context: Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers.

Vocabulary: Additional Support for ELs

Teacher-Directed: Less Complex Vocabulary

Word (paragraph 1)	ESOL Technique
threatening	Define in situ. <i>"Threatening weather means it looks like it's going to be bad weather."</i>
assemble	Define in situ. <i>"Assemble means to gather or come together."</i>
jammed	Show the picture of the crowd in the book.  <small>*Governess picture not in this version of the text; shown as an example.</small>

Vocabulary: Additional Support for ELs

Student Directed: Word Learning

Word (paragraph 1)	Word Learning Strategy
threatening	context clues <i>cold, weather</i>
crowd	context clues <i>large groups, thousands of people</i>
concert	cognate <i>concierto</i>
groups	cognate <i>grupos</i>

Vocabulary: Additional Support for ELs

Civil Rights in the United States

African Americans—people whose **ancestors** came from Africa—have not always had the same rights, or freedoms as everyone else. Before 1863, many African Americans were **slaves**. In 1863, President Abraham Lincoln signed the Emancipation **Proclamation**, which freed the slaves.

However, many White people found ways to **discriminate** against African Americans. They **banned** or **barred** African Americans from using the same schools and **public** places. African Americans could not serve on **juries** and they were often prevented, or stopped from voting. They did not receive fair treatment under the law, or the **justice** that all people should receive, or get according to the United States **Constitution**. In 1964, the United States passed the **Civil Rights Act**. The Civil Rights Act made it **illegal** to discriminate against people.

Marginal Glossing

ancestor—family from a long time ago

slave—when someone owns another person

proclamation—a public announcement

discriminate—treat someone badly because of their race

ban/bar—to make a rule against something

public—something that is open to everyone

jury—a group of people who decides if someone did something wrong

justice—fairness

Constitution—laws of a country

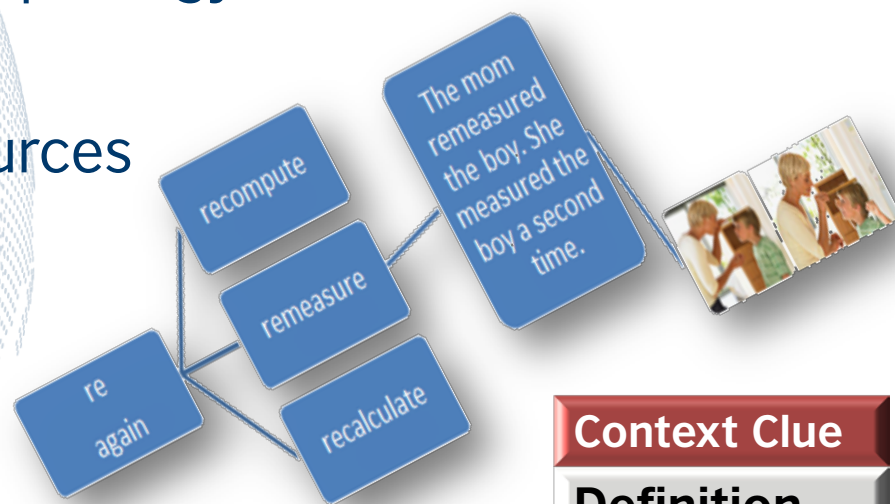
civil rights—basic freedoms

illegal—against the law

Vocabulary: Additional Support for ELs

Student-Directed: Word Learning Strategies

- Cognates, context clues, morphology, and word reference materials skills.
- Dictionaries and digital resources
 - Online:
 - English: wordsmyth.net
 - spanish.dictionary.com
 - translate.google.com
 - Smartphone apps:
 - English: SnaPanda (Android)
 - Free Spanish-English Dictionary + (iPhone)
 - English-Spanish Dictionary (Android)



Context Clue
Definition
Example
Pivot

Vocabulary: Additional Support for ELs

Student-Directed: Glossaries

<i>Your teacher will read a section of the text aloud and help you to understand additional vocabulary words. Re-write each word. Write an example phrase for each new word. Mark if the word is a cognate. The first one is done for you.</i>					
<u>Vocabulary Chart</u>					
Word Translation	Re-write the Word	English Definition	Example From Text	Phrase	Is it a cognate?
animated <i>animado</i>		full of excitement	People arrived in large <u>animated</u> groups.	<i>We were happy and animated before the big game.</i>	<i>yes</i>
anticipate <i>anticipar</i>		expect and prepare, or get ready for something	<u>Anticipating</u> a huge turnout, the National Park Service had enlisted the help of five hundred police officers.		

Online Resource: www.wordsmyth.net

**Wordsmyth**
The Premier Educational Dictionary-Thesaurus

"Free for Schools" program
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ComprehensiveChildren'sIllustrated

☐ Beginner's Dictionary☐ Intermediate Dictionary☒ Advanced Dictionary

Alphabetical Results11th Amendment22nd Amendment3-D4WD A1A2A3a1a2a3a.1

Multi-Word ResultsSimilar Spellings

Glossary Maker

Limit 12 words. ([Subscribe](#) to increase your word limit.)

1. Choose a dictionary to use for your glossary.

☐ Advanced ☐ Intermediate ☒ Beginner's

2. Type the words for your glossary in the space below. Separate each keyword with a space. To list two words together, contain them in quotation marks (example: "test tube"). Limit 12 words.

Animate
Anticipate

3. Glossary Title (optional): ☐ Include the date with your title.
This label will appear as the "title" of your glossary.

4. Choose which fields to display:

☐ Concise Dictionary (definition, pronunciation, part of speech)
☐ Concise Thesaurus (definition, synonyms, pronunciation, part of speech)
☒ Custom Glossary

Check to include: [\[Select All\]](#) [\[Clear\]](#)

<input type="checkbox"/> Syllable	<input checked="" type="checkbox"/> Definition	<input type="checkbox"/> Antonym	<input type="checkbox"/> Phrase
<input type="checkbox"/> Pronunciation	<input checked="" type="checkbox"/> Example	<input type="checkbox"/> Similar Word	<input type="checkbox"/> Derivation
<input type="checkbox"/> Inflection	<input checked="" type="checkbox"/> Synonym	<input type="checkbox"/> Related Word	

Next >

Stoplight Partner Talk

- What is different about building vocabulary for ELs ?
- What are the implications for practice?
- What methods might you incorporate into instruction?

ELs may not know all of the words on the 4000 most frequent words list, impeding their ability to understand text.

Thus, ELs may need additional vocabulary support for words that their English-proficient peers already know.

Some ELs may be able to draw on first-language cognate knowledge.

p. 7

Grade: Literacy Lesson/Unit Title:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ○ Targets a set of grade-level CCSS <p><i>○ Selects text(s) that measure with the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).</i></p> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ○ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ○ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). ○ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ○ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ○ Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at 	<p><i>The lesson/unit</i></p> <ul style="list-style-type: none"> ○ Cultivates st ○ speaking abo ○ Addresses in ○ Provides all s ○ appropriate ○ scaffolding s ○ text. ○ Focuses on c ○ productive s ○ build toward ○ Integrates ap ○ for students ○ level text ba ○ Provides ext ○ above the gr <p><u><i>A unit or longer</i></u></p> <ul style="list-style-type: none"> ○ Include a pro ○ deepen over ○ units).

READING TEXT CLOSELY/ TEXT-BASED EVIDENCE

Read Closely and Answer a Sequence of Text-Dependent Questions

Overview of Key Shifts

- Reading text closely/text-based evidence: Read closely and answer a sequence of text-dependent questions.
- Additional supports for ELs:
 - Present text in smaller chunks.
 - Engage students in multiple readings.
 - Provide supplementary questions, sentence starters, sentence frames, and word banks to ensure that ELs understand task demands.
- Academic vocabulary: Build academic vocabulary throughout instruction.
- Writing from sources: Draw evidence from text to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, short responses, summaries, or formal essays).

Close Reading: All Students

Ensure Questions Are Text Dependent

Non-Text-Dependent Questions

What is it like to go to an open-air concert?

Who is Russell Freedman? Why did he write this book?

Describe different types of concerts people go to.

Text-Dependent Questions

Why had so many people come to the concert?

Explain how the words Freedman uses in the first two paragraphs set the scene.

Use the context of the second paragraph to explain what the word *extending* means.

Source: Pook, D. (2012). *Implementing the CCSS: What teachers need to know and do.*



Close Reading: All Students

Align Questions With Reading Standards

Cluster	Standard	Generic Stem	The Voice
Key Ideas and Details	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)	<ul style="list-style-type: none">• What is the central idea of the text?• What details illustrate this?• Summarize the text without including any personal opinions or judgments.	Describe the scene as people began to arrive. What details illustrate this?
Key Ideas and Details	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)	<ul style="list-style-type: none">• How was [individual/event/idea] introduced and portrayed in the text?• How did the [individual/event/idea] relate to [individual/idea/event]?	Why had so many people come to the concert?

Close Reading: All Students

Align Questions With Reading Standards

Cluster	Standard	Generic Stem	The Voice
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)	What does the word/phrase _____ mean in this text?	Use the context of the second paragraph to explain what the word <i>extending</i> means.
Craft and Structure	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5)	How does the sentence/paragraph/ chapter/section connect to the overall structure of the text?	Explain how the words Freedman uses in the first two paragraphs set the scene.

*Thayer, E. L. (1888). Casey at the bat. In H. Ferris (Ed.), *Favorite poems old and new*. Doubleday (1957).



Close Reading: Additional Support for ELs

Divide Text Into Smaller Sections

- Identify two or more main occurrences within the text excerpt.
- Divide text into sections such that each contains one occurrence.

Occurrence 1 <i>We learn about the concert.</i>	Occurrence 2 <i>We learn about Marian Anderson.</i>
Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial...	Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States...



Close Reading: Additional Support for ELs

Engage Students in Multiple Readings

- Give students multiple opportunities to interact with the text.
- Have students work in pairs or groups for most readings.

1. Preview	2. Reading for Key Ideas and Details	3. Reading for Craft and Structure and Integration of Knowledge and Ideas
<ul style="list-style-type: none">• <u>Preassessment</u>: Students read the text independently and answer questions to evaluate their level of comprehension.• <u>Read Aloud</u>: The teacher reads the text aloud to demonstrate native speaker fluency and teach vocabulary.	<ul style="list-style-type: none">• <u>First Close Read</u>: Students read the text in pairs or groups and answer questions focused on key ideas and details.• <u>Annotation</u>: Students reread the text and note vocabulary and details they do not yet understand.	<ul style="list-style-type: none">• <u>Second Close Read</u>: Students read the text in pairs or groups and answer questions focused on craft and structure and integration of knowledge and ideas.

Close Reading: Additional Support for ELs

Ask Supplementary Questions

- Supplementary questions can inquire about word meanings as well as larger sections of text.
- Sequence supplementary questions to support ELs' understanding of the main idea.
- Make it easier for ELs to answer supplementary questions:
 - Define key words prior to asking the question.
 - Restate phrases or sentences that will help ELs answer the question.
- ELs with lower levels of proficiency also may need sentence starters, sentence frames, and/or word banks to help them answer all questions.

Close Reading: Additional Support for ELs

Ask Supplementary Questions

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

Guiding Question: Describe the scene as people began to arrive.

Text Dependent	Sequence to Support Understanding	Inquire about word meanings	Which words describe the weather? What do they mean?
		Inquire about word meanings	It says that people arrived despite the threatening weather. What does <i>despite</i> mean? What does this sentence mean?
		Restate phrases or sentences	It says people arrived in large animated groups. What does <i>animated</i> mean? What other words describe how people arrived?
		Define key words prior to asking the question	Remember the Mall is a national park. Which words describe the streets leading to the Mall?



Close Reading: Additional Support for ELs

Use Sentence Starters, Frames, and Word Banks if Necessary

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

Guiding Question: Describe the scene as people began to arrive.

1. Which words describe the weather?

The words cold and threatening describe the weather.

2. Did the weather prevent people from assembling? How do you know?

The weather did not prevent people from assembling. I know this because the author uses the word despite.

3. Which words describe the streets leading to the Mall?

The words jammed with thousands of people describe the streets leading to the Mall. d

Stoplight Partner Talk

- What is different for ELs with regard to close reading?
What are the implications for practice?
- What methods for close reading do you incorporate into your instruction?
- What methods might you incorporate into instruction?

Text may be presented in smaller sections.

ELs engage in multiple readings of the text.

ELs benefit from supplementary questions to help them comprehend the text.

ELs with lower levels of proficiency may benefit from sentence starters, sentence frames, and word banks to help them answer all types of questions (adjusted by level of proficiency).

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose <p>qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).</p> <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at 	<p><i>The lesson/unit</i></p> <ul style="list-style-type: none"> Cultivates speaking and listening Addresses in Provides all appropriate scaffolding Focuses on productive scaffolding Integrates for students Provides extension above the grade level text band <p><u>A unit or longer</u></p> <ul style="list-style-type: none"> Include a progression of deepening over units).

WRITING FROM SOURCES

Draw Evidence From Text to Produce Clear and Coherent Writing

Overview of Key Shifts

- Reading text closely/text-based evidence: Read closely and answer a sequence of text-dependent questions.
- Academic vocabulary: Build academic vocabulary throughout instruction.
- Writing from sources: Draw evidence from text to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, short responses, summaries, or formal essays).
- Additional support for ELs:
 - Restatement of the prompt, graphic organizers, word banks, and paragraph frames

Writing: All Students

Writing Types

Type	Example
Argument	<ul style="list-style-type: none">• Make a claim about the worth or meaning of a text.• Analyze evidence from multiple sources to support a claim.
Informational/ Explanatory	<ul style="list-style-type: none">• Describe how a scientific process works.• Describe a historical event.
Narrative	<ul style="list-style-type: none">• Write a fairy tale.• Write an autobiography.

- Elementary: 30% argument, 35% informative/explanatory, 35% narrative
- Middle School: 35% argument, 35% informative/explanatory, 30% narrative
- High School: 40% argument, 40% informative/explanatory, 20% narrative

Source: Common Core State Standards for English Language Arts Appendix A



Writing: Additional Support for ELs

- Students respond to the mainstream lesson essay prompt but with additional scaffolding.
- Teacher-developed scaffolds can include restatement of the prompt, graphic organizers, word banks, and paragraph frames.
- Paragraph frames should align with the text type requirement of the essay prompt.
 - Argument
 - Informative/Explanatory
 - Narration



Writing: Additional Support for ELs

Essay prompt:

Why was Marian Anderson's concert on the Mall in Washington an important event in the struggle for civil rights?

Restated essay prompt:

The author says that Marian Anderson's concert was "a historic event in the struggle for civil rights." This means that it was an important event in the fight for equal rights for African Americans. Why was the concert an important event in the struggle for civil rights?

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Writing: Additional Support for ELs

Graphic Organizer

Why was Marian Anderson's concert on the Mall in Washington an important event in the struggle for civil rights?

Claim

Write what you are going to argue for.

Marian Anderson's concert on the Mall in Washington, DC, was an _____ event in the struggle for _____.

Support 1

Write one thing that shows how the concert was an important event for civil rights.

One reason it was important was _____

_____.

Evidence 1

Write how you know this from the text.

We can tell this from the text because _____

_____.

Support 2

Write another thing that shows how the concert was an important event for civil rights.

Another reason it was important was _____

_____.

Evidence 2

Write how you know this from the text.

We know this because _____

_____.

Writing: Paragraph Frame

Paragraph Frame

Why was Marian Anderson's concert on the Mall in Washington an important event in the struggle for civil rights?

[Claim – *Write what you will argue for*] Marian Anderson's concert on the Mall in Washington, DC, was an _____ in the struggle for _____.

[Support 1] One reason it was important was

_____.

[Evidence 1 – *Provide evidence from the text*] We can tell this from the text because

_____.

[Support 2] Another reason it was important was

_____. [Evidence 2 – *Provide evidence from the text*] We know this because

Stoplight Partner Talk

- What is different about writing for ELs?
- What are the implications for practice?
- What methods might you incorporate into instruction?

ELs may need support in understanding the essay prompt (e.g., by restating it).

ELs may need additional scaffolding, such as graphic organizers, paragraph frames, and word banks, to help them respond to mainstream essay prompts.

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units). Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units). Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

INSTRUCTIONAL SUPPORT

Integrate Additional Instructional Support

Build Background Knowledge

- Overview
 - Background knowledge should provide cultural, historical, chronological, or spatial context for the text.
 - Not all texts require the development of background knowledge.
- Methods for developing background knowledge:
 - Draw information from a variety of sources.
 - Create or adapt existing resources, as necessary.
 - The target text itself can be used to develop background knowledge.
 - Be as brief as possible.
 - Background knowledge should not summarize, replace, or reveal the meaning of the target text.
 - Scaffold the content (in the background pieces) to make it comprehensible.

Build Background Knowledge

Interactive Reading of Additional Text

Civil Rights in the United States

African Americans—people whose **ancestors** came from Africa—have not always had the same rights, or freedoms as everyone else. Before 1863, many African Americans were **slaves**. In 1863, President Abraham Lincoln signed the Emancipation **Proclamation**, which freed the slaves.

However, many White people found ways to **discriminate** against African Americans. They **banned** or **barred** African Americans from using the same schools and **public** places. African Americans could not serve on **juries** and they were often prevented, or stopped from voting. They did not receive fair treatment under the law, or the **justice** that all people should receive, or get according to the United States **Constitution**. In 1964, the United States passed the **Civil Rights** Act. The Civil Rights Act made it **illegal** to discriminate against people.

ancestor –family from a long time ago

slave –when someone owns another person

proclamation –a public announcement

discriminate –treat someone badly because of their race

ban/bar –to make a rule against something

public –something that is open to everyone

jury –a group of people who decides if someone did something wrong

justice –fairness

Constitution –laws of a country

civil rights –basic freedoms

illegal –against the law

Build Background Knowledge

What does it mean if a person is African American?

It means their ancestors came from Africa.

Which president banned slavery with the Emancipation Proclamation?

President Abraham Lincoln banned slavery.

How were African Americans treated badly or differently?

African Americans could not serve on juries and could not study at the same schools. They were prevented from voting.

Build Foundational Skills and Knowledge

Learning Progressions

- ELs with poor or interrupted schooling will benefit from mastering precursor skills prior to tackling grade-level skills.
- “Staircased” progressions
 - Show the development of the knowledge and skills for each anchor standard from kindergarten through Grade 12.
 - Enable educators to identify precursor knowledge and skills associated with each grade-level standard, and provide targeted instruction on these precursor skills with the goal of getting students prepared to meet the grade-level standard.



Build Foundational Skills and Knowledge

Learning Progressions

- Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
 - RI.1.2—Identify the main topic and retell key details of a text.
 - RI.2.2—Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
 - RI.3.2—Determine the main *idea* of a text; recount the key details, and explain how they support the main idea.
 - RI.4.2—Determine the main *idea* of a text and explain how it is supported by key details; summarize the text.
 - RI.5.2—Determine *two or more main ideas* of a text and explain how they are supported by key details; summarize the text.

Reading Standard for Informational Text, Grades 1–8.

Instructional Support: ELs

Learning Progressions

- Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.
 - RI.6.2—Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text *distinct from personal opinions or judgments*.
 - RI.7.2—Determine *two or more central ideas* in a text and *analyze their development* over the course of the text; provide an *objective* summary of the text.
 - RI.8.2—Determine a central idea of a text and *analyze its development over the course* of the text, *including its relationship to supporting ideas*; provide an *objective summary on the text*.

Reading Standard for Informational Text, Grades 1–8.

Table Talk

- What additional support helps ELs?
- What are the implications for practice?
- What methods might you incorporate into instruction?

ELs may benefit from acquiring background knowledge or have background knowledge activated prior to close reading of target text.

ELs may be helped by learning precursor skills prior to tackling grade-level skills.

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