



Identifying Effective Instruction for ELLs in the Common Core Era

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ELLs and the State of Connecticut

- ELL population continues to increase
- Top language spoken by ELLs in CT
 - Spanish, Portuguese and Creole – Haitian
 - 72% of the ELL population indicates Spanish as L1
- ELLs in Hartford
 - Over 3,800 ELLs
 - » 12% of the state's ELL population
 - Over 85 different languages

Hartford Public Schools

ELL district coaches supporting schools

- Capacity building: Best instructional practices for ELLs
 - Focus on : General education teachers
 - Continuing to support principals and ELL teachers through the portfolio model

Objectives

- Understand the importance of deconstructing the CCSS to identify the language needed for ELLs to demonstrate proficiency
- Understand the role language plays in instruction and assessment of ELLs
- Identify possible attributes of high-quality instruction and assessment designed for ELLs



Lily Filmore: Understanding Language

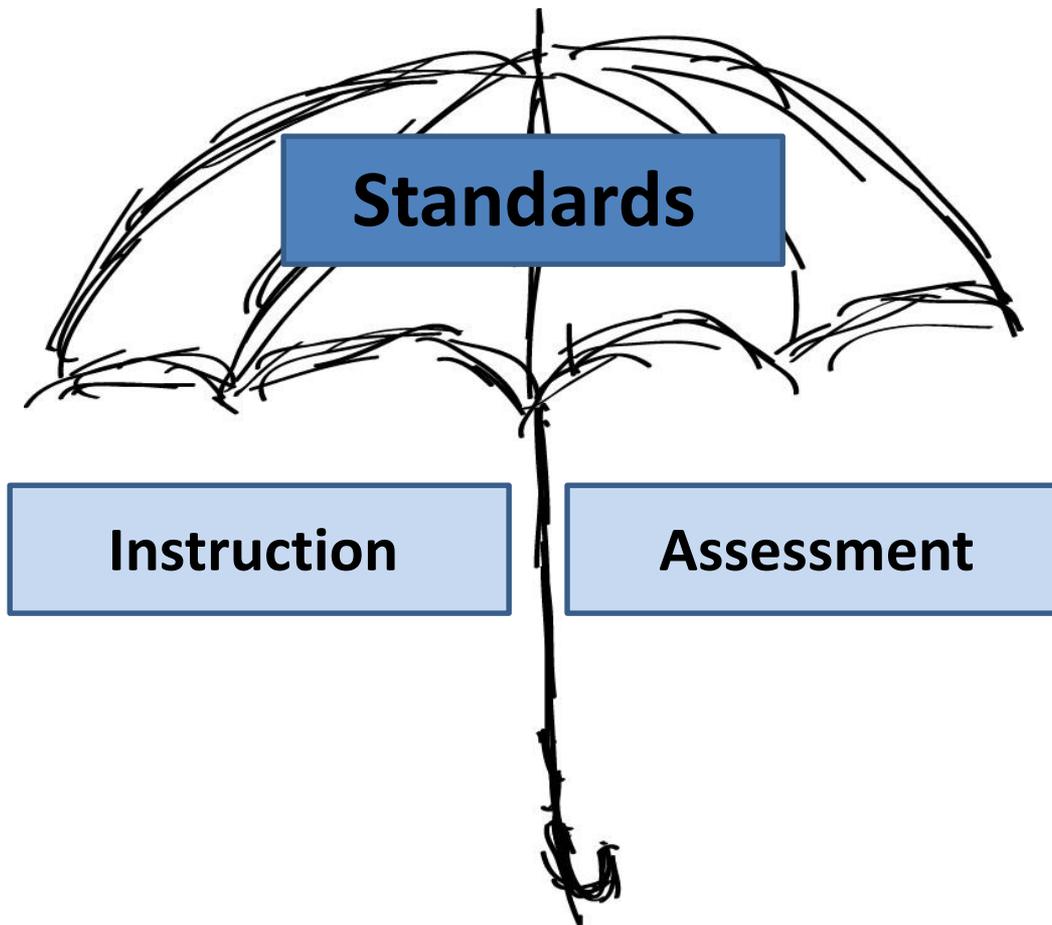


Language

Implications of CCSS

“The Common Core Standards provide an opportunity to implement significant changes to the way in which this diverse group of ELLs are served in American schools and to improve their educational outcomes.

Every teacher will now need to be a teacher of the language and literacies ...”



Deconstructing the CCSS

All standards
for all
students

- *Identify what the students will know and be able to do*
- *Identify the implicit skills embedded within the standard*

For ELLs

- *Identify the language that ELLs will need in order to demonstrate proficiency for that standard*

Deconstructing the CCSS

Identify what the students will know and be able to do

Reading Standards for Science and Technical Subjects: CCSS.ELA-Literacy.RST.9-10.8

Assess the extent to which the **reasoning** and **evidence** in a text support the author's **claim or a recommendation** for solving a scientific or technical **problem**.

Deconstructing the CCSS

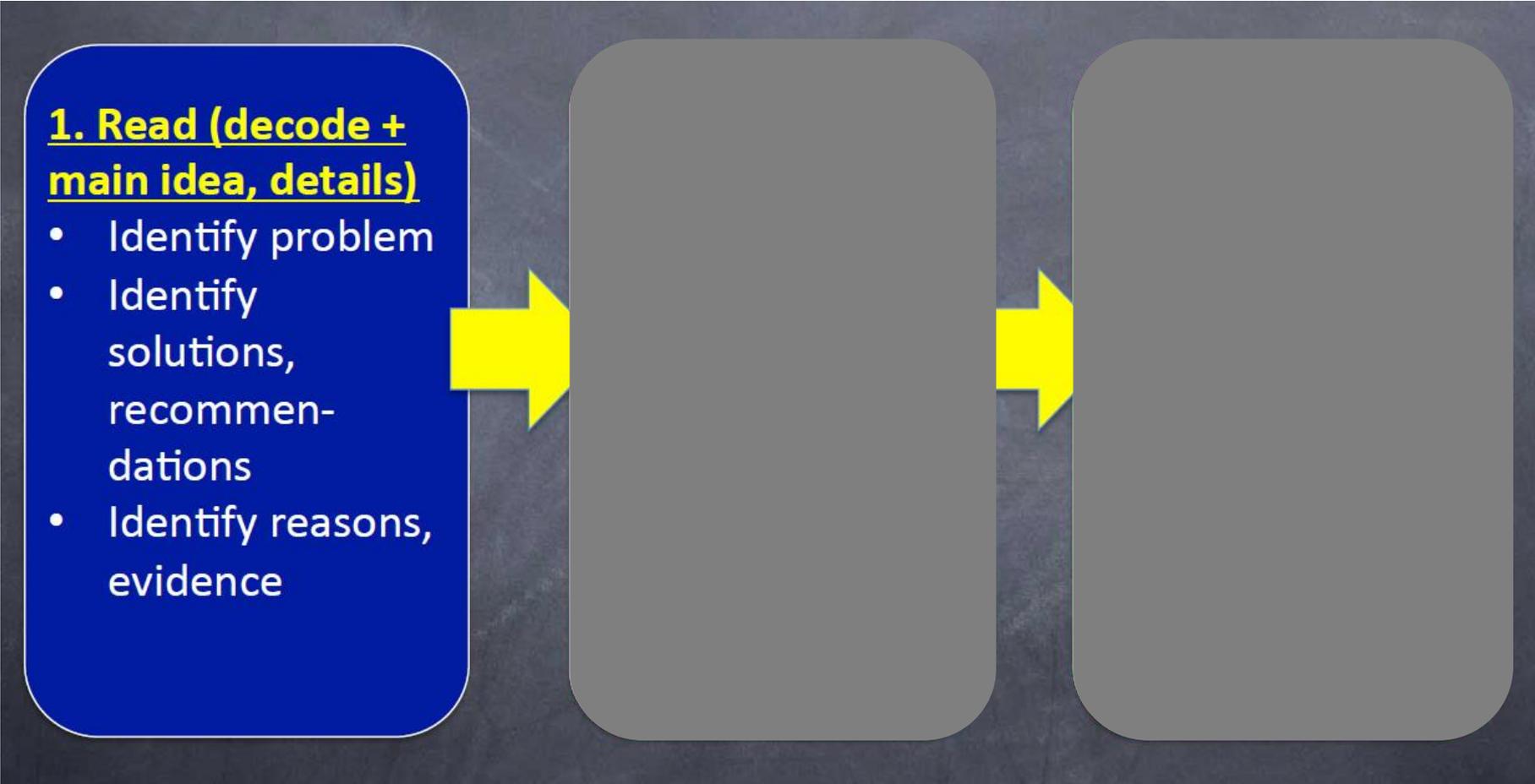
What are the implicit skills in this standard?

Assess the extent to which the **reasoning** and **evidence** in a text support the author's **claim or a recommendation** for solving a scientific or technical **problem**.

Reading, Thinking, Analyzing, Evaluating, Writing

Finding Implicit Skills

1. Read (decode + main idea, details)

- Identify problem
 - Identify solutions, recommendations
 - Identify reasons, evidence
- 

Language Functions

- Giving examples

- For example
- Such as
- For instance

- Cause-Effect

- Since
- Because
- As a result
- So
- If - then

- Organization & sequencing

- First, second...
- Next, then...
- Finally

- Compare

- Similar
- The same
- Both - and
- Like/alike

- Contrast

- Different/unlike
- However
- But
- In contrast

- Statement of opinion

- I think
- In my opinion

- Evidence

- According to
- Based on
- Reported speech

- Assess/evaluate

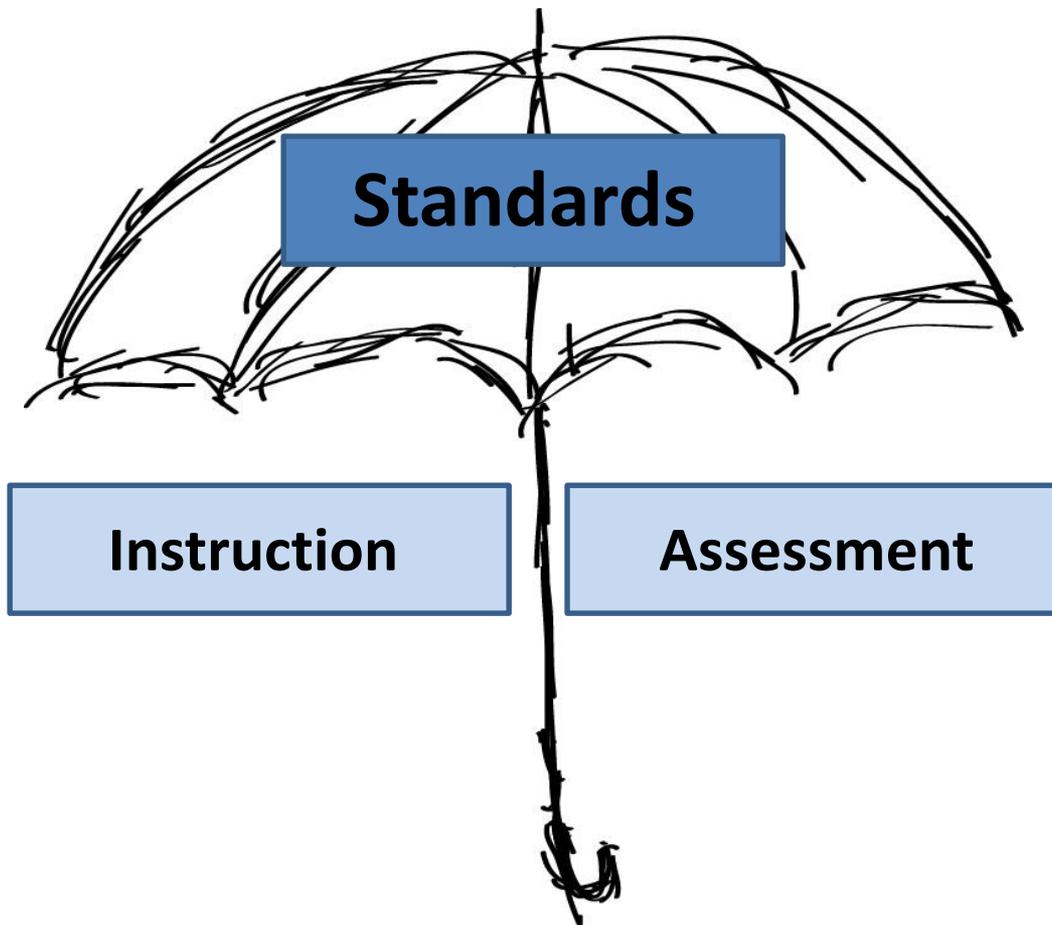
- Because
- As a result
- So, therefore
- In conclusion

- Past/future tense

- Paragraph structure

Look Fors...

- Evidence of deconstructing the standard to allow for direct teaching of implicit knowledge and skills
 - Explicit language teaching may include:
 - Language functions
 - Academic language for discourse
 - Building background knowledge



Instruction

Selecting instructional materials to meet the standard and the linguistic needs of ELLs

Knowing What to Look For

Teachers will need to refine their eye to look for roadblocks

- Consider the progression of content
- Linguistic complexity
 - Grammatical and syntactical structures
 - Semantics and pragmatics

What language might challenge students?

The surface of the Earth is made up of huge blocks of rock. When these huge blocks move, an earthquake happens! Sometimes the blocks move just a little, causing a small earthquake. Other times the blocks move a lot, and the earthquake is strong. The strength of an earthquake is its *magnitude*.



Tricky Text

The surface of the Earth is **made up of** huge blocks of rock. When these huge blocks move, an earthquake happens! Sometimes the blocks move just a little, causing a small earthquake. Other times the blocks move a lot, and the earthquake is strong. The strength of an earthquake is its *magnitude*.

Phrasal Verbs

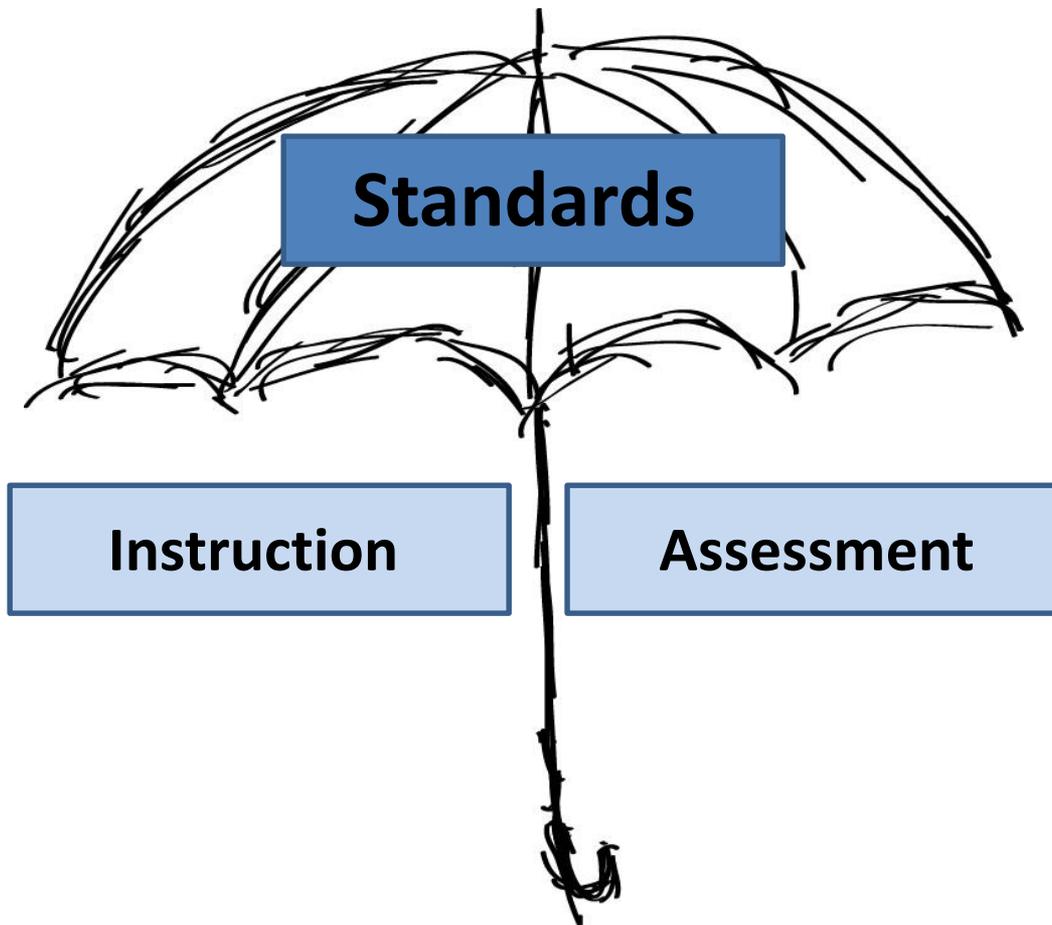
- Phrasal Verb (verb + preposition[s]) e.g.:
 - “to hand out something” (to distribute)
 - “to break in/break out/break up/break down...”
- Phrasal verbs are problematic for ELLs because...
 - may understand each individual word at face value, but not how they fit together
 - few to no contextual clues
 - unclear if the phrase is key information or not
- ELLs need explicit teaching to unlock phrasal verbs

Instructional Look Fors

- Explicit language instruction
 - Learning experiences that develop foundational skills in English
 - Opportunities for practice
- Grade appropriate text

Instructional Look Fors

- Opportunities for classroom discourse and interaction
- Scaffolding activities to help determine meaning
- Strategic chunking of content and text
- Use of L1 to explain content, when appropriate



Assessment

Supporting the language demands
embedded within assessment
practices

Assessment Look Fors

- Provide support to make the content comprehensible (even in assessment)
 - Scaffolding, chunking, visuals, grouping, etc.
- Allow ELLs the opportunity to demonstrate what they know and can do
 - Multiple measures and points of entry
- Use formative assessment to inform upcoming language, literacy, and content instruction

Assessment in Action

- Watch the clip
- Determine how the teacher is allowing students to demonstrate what they know in a linguistically appropriate way

Supporting ELLs through Project-Based Learning



Putting it All Together



Classroom Model

- Watch the clip
- Use the note catcher to record what you see

[The Writing Recipe: Essay Structure for ELLs](#)



Instruction & Assessment Look Fors

- Explicit language teaching to make the content comprehensible to ELLs
- Grade appropriate content
- Opportunities for interaction to develop understanding
- Scaffolding
- Chunking
- Use of visuals
- Effective use of technology
- Use of L1
- Grouping
- Formative assessment to inform instruction
- Opportunity to demonstrate what they can know and do

Reflection

How does this new learning change how I am going to identify and support effective instruction?

Learning without reflection is a waste. Reflection without learning is dangerous.

Confucius

meetville.com



District and School

- Professional development or collaboration time to learn best practices to meet the needs of ELLs
 - Deconstructing the standards
 - Teaching *all* language domains for *all* students
 - Reviewing assessment practices
- Access to appropriate instructional materials

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Work Cited

- Sicola, Laura. *ELs and Academic Literacy in the Common Core Era*.
- Walqui, Aida & Heritage, Margaret. Understanding Language: Instruction for Diverse Groups of English Language Learners. Stanford University. 2012.