

Tulare County Office of Education

Jim Vidak, County Superintendent of Schools

ENGLISH LEARNERS AND THE PROMISE OF THE COMMON CORE



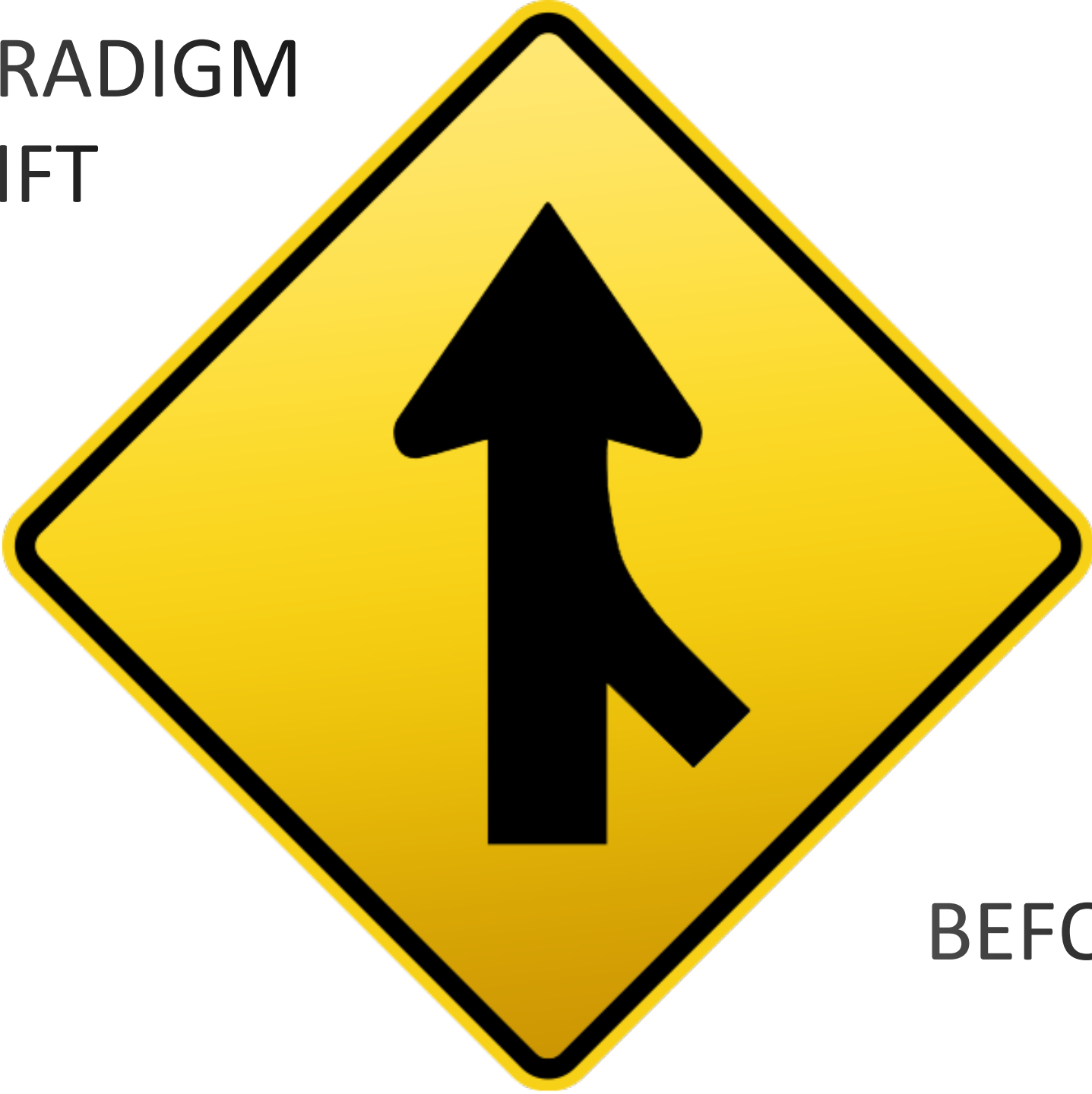
Presented by:
Laura A. Gonzalez
Alesha Ramirez

CCSS EXPECTATIONS

All students are expected to use language to explain, argue and rationalize



PARADIGM
SHIFT



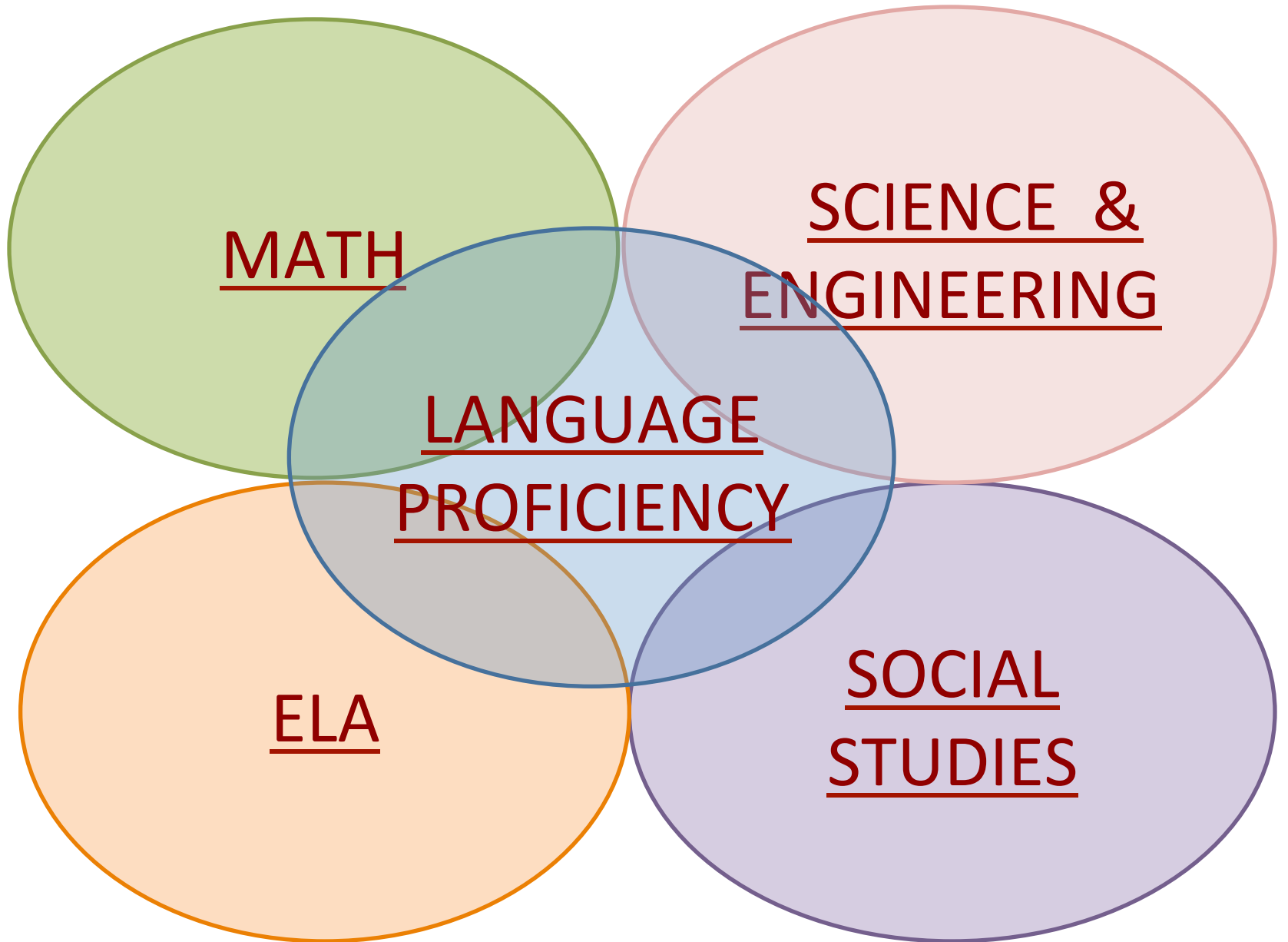
BEFORE

**DIAMOND
LANE**



PARADIGM
SHIFT

AFTER



LANGUAGE IS THE MAIN VEHICLE OF THOUGHT



The basic unit of language is conversational interaction, not sentence structure or grammatical pattern.

Aida Walqui

What will instruction look like and sound like in the year 2025?

What will students need to know and be able to do?

Four C's

1. Communication
2. Collaboration
3. Critical Thinking
4. Creativity

“There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns.”
— Edward de Bono



**TEN THINGS YOU CAN DO
TO PREPARE ENGLISH
LANGUAGE LEARNERS**

1 FOCUS ON READING COMPLEX TEXT



AIG RUTTLE—AP

Fact is, the only way anyone can learn the language that figures in advanced literacy is through literacy, and only by noticing, grappling with, and thinking about the way forms and structures relate to meaning in the materials one reads.

Lily Wong-Fillmore

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ADD VISUALS

2,500 Pictures

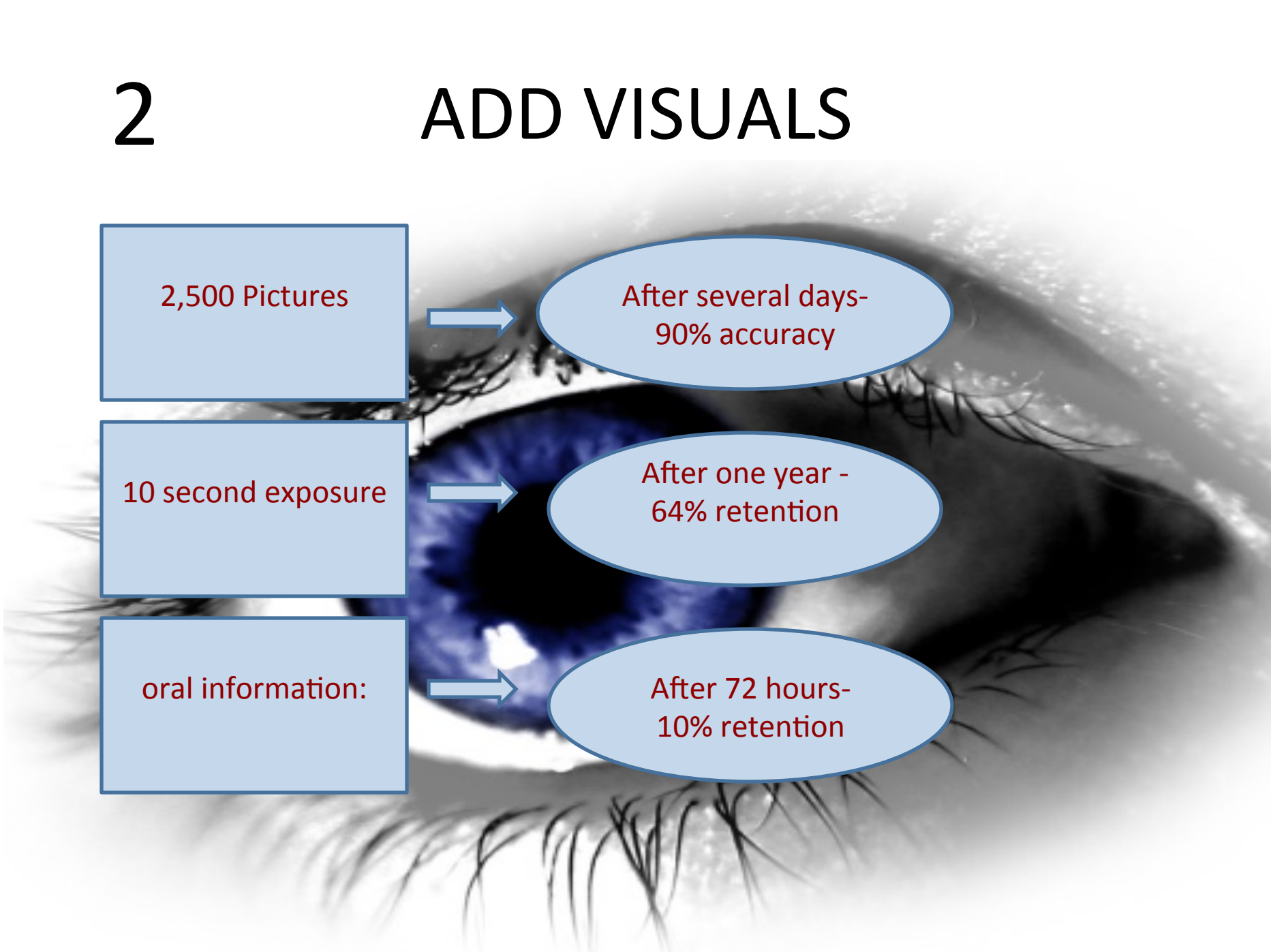
After several days-
90% accuracy

10 second exposure

After one year -
64% retention

oral information:

After 72 hours-
10% retention

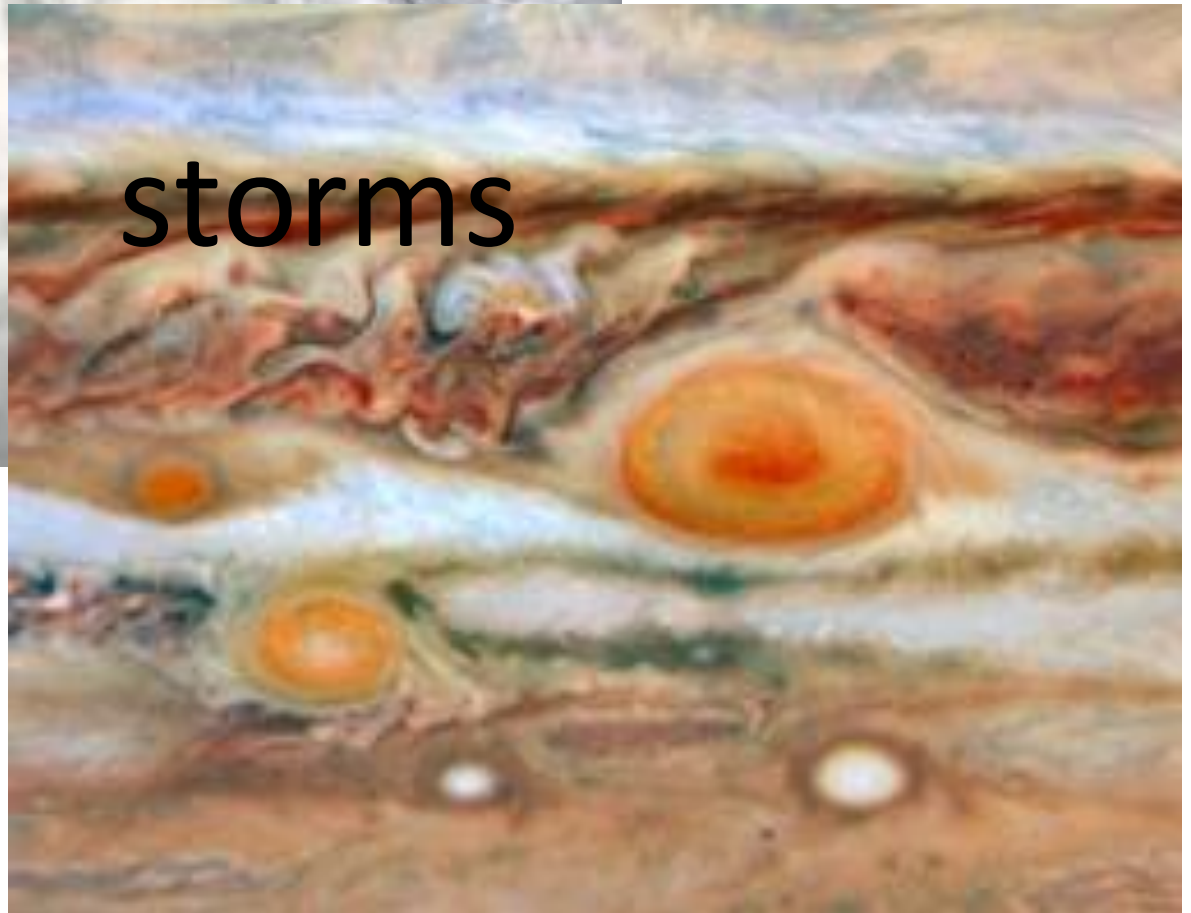


Hurricanes

There are no other storms like hurricanes on earth. Views of hurricanes from satellites located thousands of miles above the earth show how unique these powerful, tightly coiled weather systems are.

Unpack:

- There are other storms on earth.
- But none are like hurricanes, at least not on earth.
- There is a possible existence of hurricane-like storms in other places.



storms

3 PROVIDE CLEAR TARGETS

Learning Objectives

Language Objectives



SUBJECT	CONTENT PURPOSE (Students will learn to...)	LANGUAGE PURPOSE (Students will learn to...)
Science	Understand the properties of liquids	Describe two properties of liquids using the frame “Two properties of _____ are _____ and _____.”
English Language Arts	Identify the main idea for a given set of supplemental details in a single paragraph	Formulate a topic sentence in writing
English Language Arts	Use knowledge of text features to identify author’s purpose	Discuss the author’s purpose with a peer
Social Studies	Differentiate between food production and consumption	Use technical vocabulary to discuss examples with group members
Mathematics	Identify ratios as relationships between two quantities	Use the correct mathematical terms to describe the type of ratio in a given problem

Implementing RTI with EL by Douglas Fisher, Nancy Frey and Carol Rothenberg



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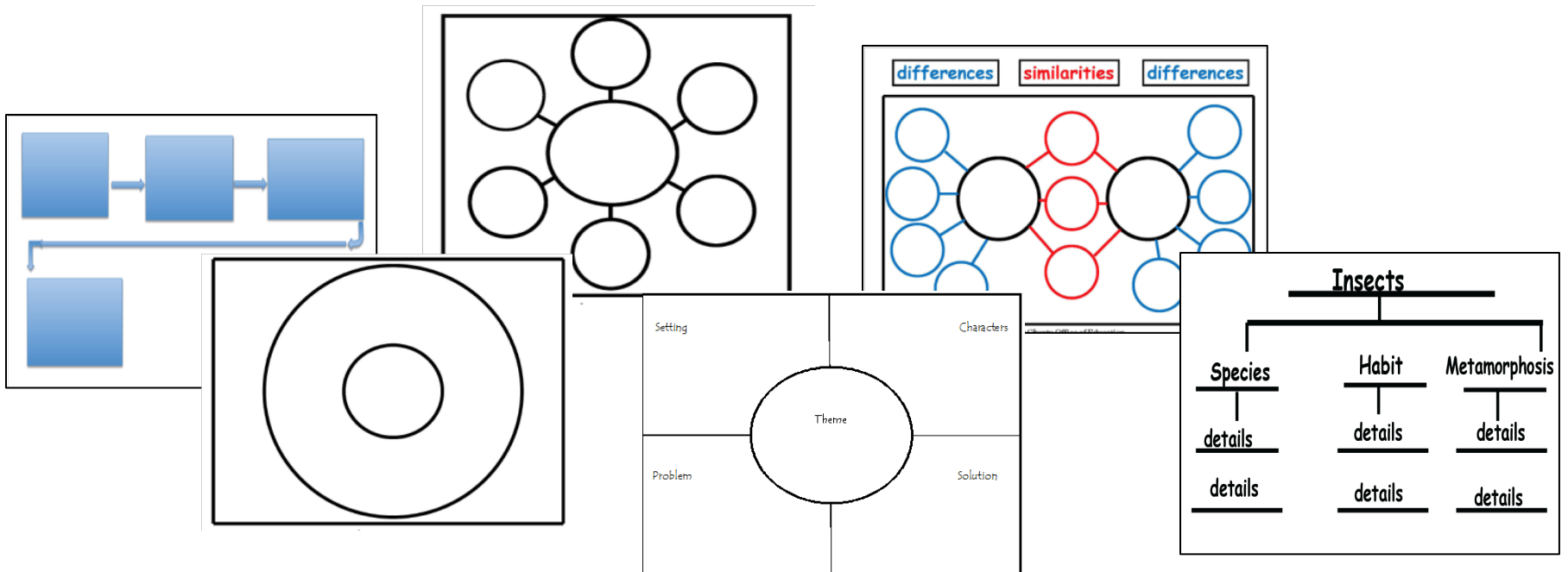
**PROVIDE STUDENTS WITH
LINGUISTIC FRAMES FOR
ACADEMIC DISCOURSE**

Subject	Language Function	Sentence Frame
Mathematics: geometry	Compare and contrast	<p>A _____ has more _____ than a _____.</p> <p>A _____ is like a _____ because _____.</p>
Science: Habitat	Cause and Effect	<p>Many animals cannot live in a desert because _____.</p> <p>Due to _____, _____.</p>
Social Studies: Immigration	Describe events over time	<p>During _____, many people _____.</p> <p>Early immigrants to the United States had to _____. Now immigrants must _____.</p>
English: Persuasive essay	Persuade readers	<p>I agree that _____, a point that needs emphasizing since so many people believe that _____.</p>

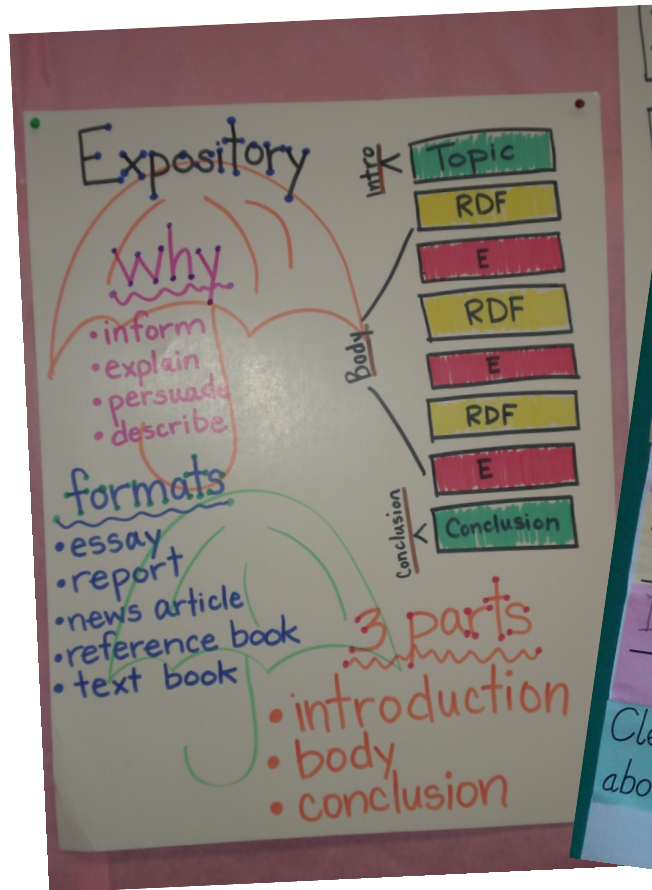
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MODEL AND TEACH INFORMATIONAL WRITING



TEACH THE STRUCTURES OF WRITING INFORMATIONAL TEXT



Earlimart 2nd gr.

Let me tell you three things about the circus.

First, I like popcorn.

It was just the circus with 20+.

Next, the balloons can fly.

They are fun to play with.

Finally, the bears are pro.

I like them too.

Clearly, I told you three things about the circus.

STRATFORD ELEMENTARY
KINDERGARTEN ELL

Date 2-21-18

Expository Story

Book fair

is how you check out a book. First we line up outside the library, where the books are you can see. In a straight line don't want to be mad! Then you enter the library, where the books are you can see. Next take the book to the library and she will slide it under a red light, click click. Last line up again and head back to the class room. That is how

Kingsburg 1st gr.

6

TEACH VOCABULARY



How many ways can you
use the word “run”?

Word parts

Ex. mal- such as
maladaptive,

7

TEACH LANGUAGE THROUGH CONTENT AND THEMES



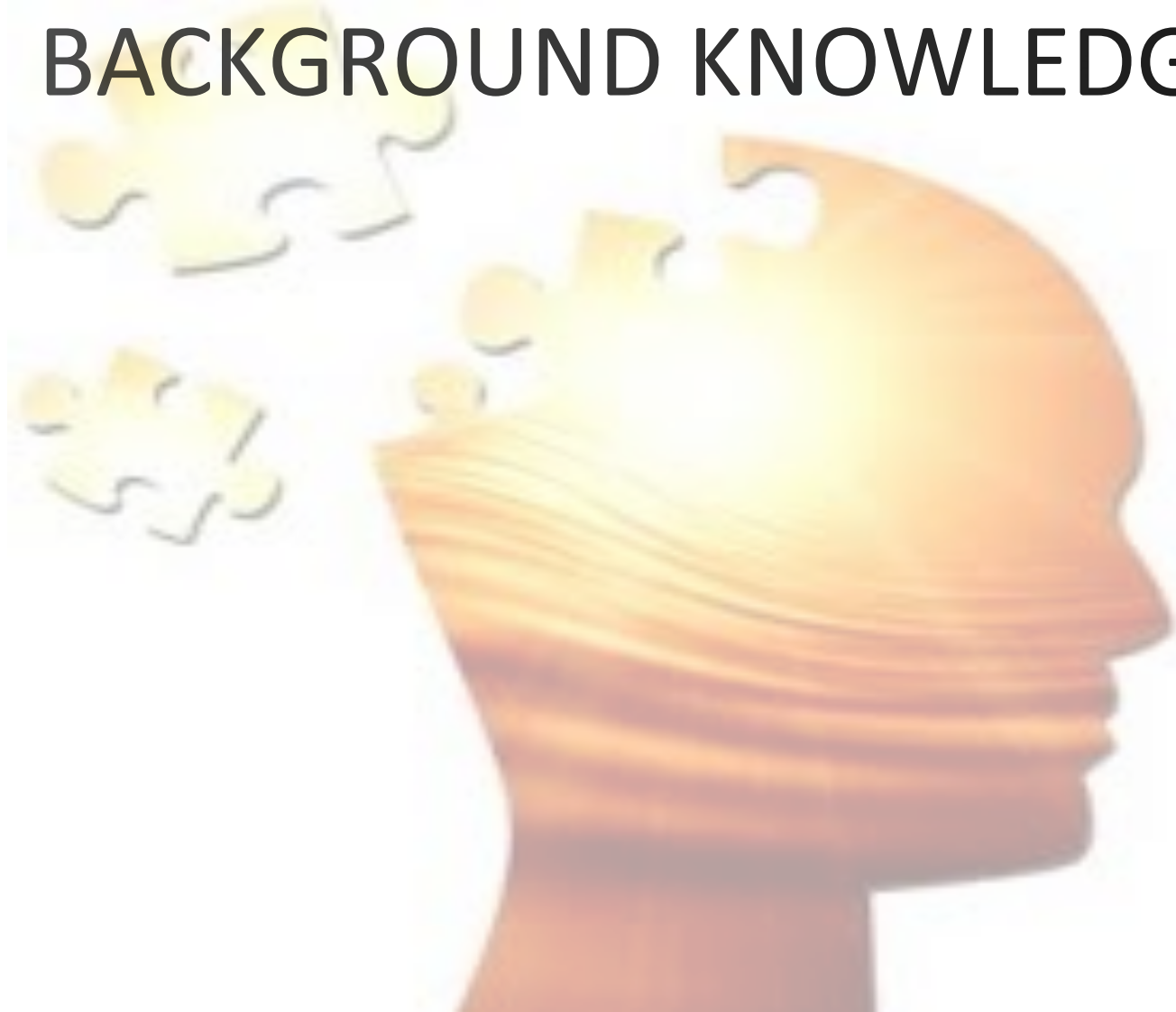
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KNOWLEDGE

WILL MAKE YOU FREE

8 BUILD AND ACTIVATE BACKGROUND KNOWLEDGE



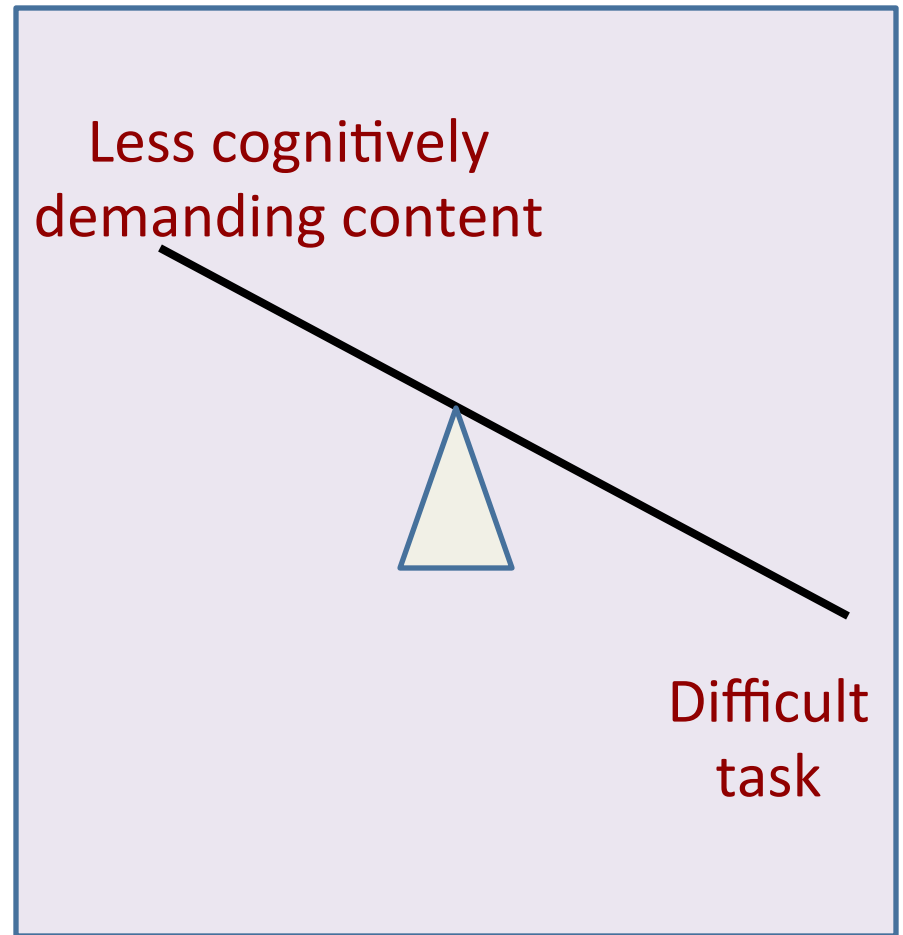
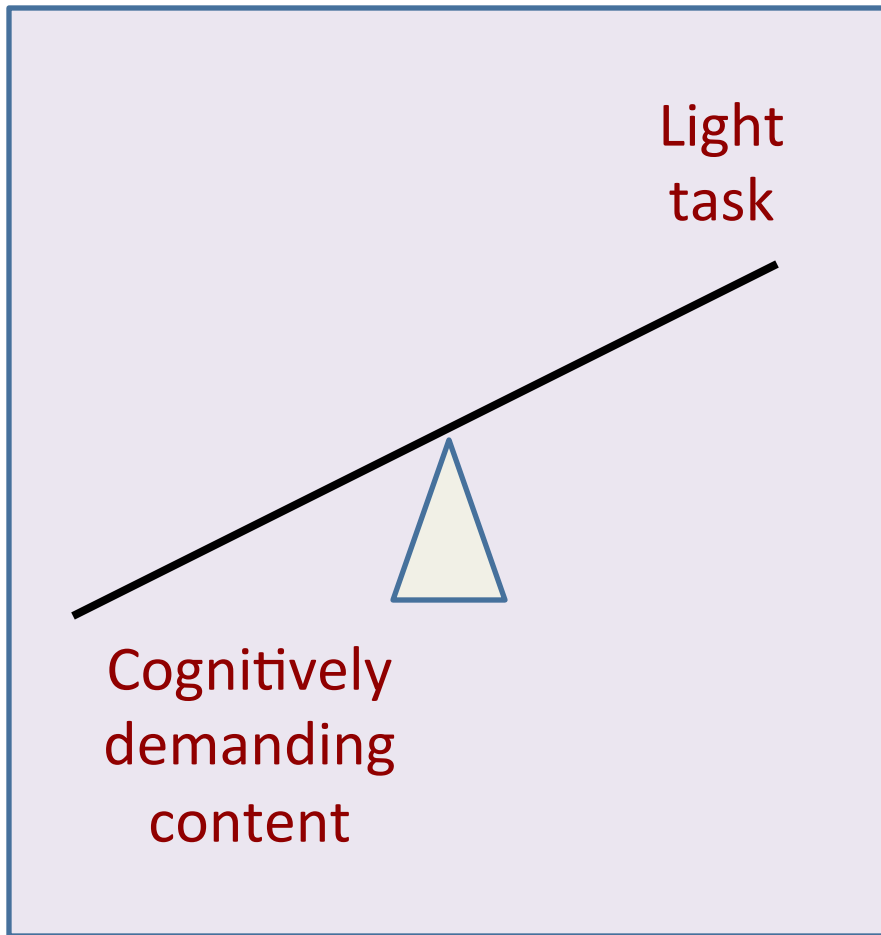
9 PROVIDE SCAFFOLDING



“A process of ‘setting up’” the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it.”

(Bruner, 1983: 60)

Levels of Support: Substantial, Moderate, and Light



INSTRUCTIONAL SCAFFOLDING

- ***Modeling***-Provide clear examples
- ***Bridging***-Build on previous knowledge
- ***Contextualizing***- Use manipulatives, pictures, few min. of film (without sound) and other types of realia.
- ***Schema Building***- “clusters of meaning” that are interconnected
 - Ex.- Non-fiction text- preview headings, subheadings, timelines, illustrations, captions
- ***Developing Metacognition***– Manage their thinking

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USE THE NATIVE LANGUAGE STRATEGICALLY



Short & Fitzsimmons, (2007, p. 38)

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Thank you for attending the session

***“English Learners
and the Promise of
the Common Core.”***

Tulare County
Office of Education

<http://commoncore.tcoe.org>

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