ENGLISH LEARNERS AND THE PROMISE OF THE COMMON CORE

Presented by:
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CCSS EXPECTATIONS

All students are expected to use language to explain, argue and rationalize
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
FOCUS ON READING COMPLEX TEXT

The Golden Gate Bridge Celebrates its 75th!

The San Francisco Bay is a picturesque place. About 40 million people call it home, making it one of the largest cities in the United States. It is a major transportation hub, with airports, ports, and highways connecting it to the rest of the country.

The Golden Gate Bridge is a stunning example of engineering. It was built in 1933 and is 1.7 miles long. It has three lanes in each direction and a sidewalk for pedestrians. The bridge was designed by the famous engineer, Irving IK. The bridge is painted red and white, which is the colors of the American flag.

The Golden Gate Bridge is a busy place. Each day, it carries over 100,000 vehicles across the bay. It is also a popular tourist destination, with thousands of people visiting it each year.

The Golden Gate Bridge is a symbol of San Francisco. It is a place where people come to take pictures and enjoy the beautiful view of the bay.

This year, the Golden Gate Bridge is celebrating its 75th anniversary. There will be a variety of events throughout the year to commemorate this special milestone.

The bridge has had its share of challenges. In 1980, a large earthquake caused damage to the bridge. The bridge was later strengthened to withstand future earthquakes.

The Golden Gate Bridge is a symbol of San Francisco and a reminder of the city's rich history.

What's Happening in California?
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-Filmore
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.

E.g., from NOAA’s education website
storms
3 PROVIDE CLEAR TARGETS

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

*Implementing RTI with EL* by Douglas Fisher, Nancy Frey and Carol Rothenberg
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PROVIDE STUDENTS WITH LINGUISTIC FRAMES FOR ACADEMIC DISCOURSE
<table>
<thead>
<tr>
<th>Subject</th>
<th>Language Function</th>
<th>Sentence Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics: geometry</td>
<td>Compare and contrast</td>
<td>A _______ has more _______ than a _______.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A _______ is like a _______ because _______.</td>
</tr>
<tr>
<td>Science: Habitat</td>
<td>Cause and Effect</td>
<td>Many animals cannot live in a desert because _______.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to _______, _______.</td>
</tr>
<tr>
<td>Social Studies: Immigration</td>
<td>Describe events over time</td>
<td>During _______, many people _______.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early immigrants to the United States had to _______. Now immigrants must _______.</td>
</tr>
</tbody>
</table>
| English: Persuasive essay | Persuade readers        | I agree that _________, a point that needs emphasizing since so many people believe that _________.
MODEL AND TEACH INFORMATIONAL WRITING
TEACH THE STRUCTURES OF WRITING INFORMATIONAL TEXT

Expository

Topic

RDF

E

RDF

E

RDF

E

why

formats

- inform
- explain
- persuade
- describe

Body

- essay
- report
- news article
- reference book
- text book

Introduction

- body
- conclusion

3 parts

- introduction
- body
- conclusion

Body

- topic
- RDF
- E
- RDF
- E
- RDF
- E

Earlimart 2nd gr.

STRATFORD ELEMENTARY
KINDERGARTEN ELL

Kingsburg 1st gr.
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

Implementing RTI with EL by Douglas Fisher, Nancy Frey and Carol Rothenberg
8 BUILD AND ACTIVATE BACKGROUND KNOWLEDGE
“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

- Light task
  - Cognitively demanding content

- Less cognitively demanding content
  - Difficult task

Jill Hamilton-Bunch
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
10 USE THE NATIVE LANGUAGE STRATEGICALLY
Remember...

Integrate listening, speaking, reading, and writing skills

by Douglas Fisher, Nancy Frey and Carol Rothenberg
Thank you for attending the session

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

http://commoncore.tcoe.org