Academic Language Instruction for the Common Core

E.L. Achieve's Constructing Meaning

The Presenters

- Scott Townsend
  Associate for Secondary Initiatives, E.L. Achieve
  Background
  - K-12 ELL District Coordinator, Eagle Point
  - 7-12 Social Studies & ELD teacher, Medford
- Lysha Wasser
  Assistant Principal, Duniway Middle School, McMinnville
  Background
  - 6-8 ELA & ELD teacher, McMinnville

Today's objectives

- Understand how the increased emphasis on oral and written academic language in the Common Core State Standards will impact Long-Term English Learners (LTEs)
- Learn how secondary teachers can meet the demands of the CCSS by infusing explicit academic language instruction into their classroom practice

Today's agenda

1. Analyze a CCSS assessment with Long-Term English Learners in mind.
2. Meet a site that is prepared to address the demands of the CCSS.
3. Learn six key teaching skills for addressing the rigor of the CCSS.

The Common Core

The Challenge for LTEs

"No longer can students mark a bubble when they know the answer. Now they must also have command of vocabulary and syntax to explain their reasoning."

- Ellen Levy, Director of Secondary Services, E.L. Achieve

Sample 9th grade ELA Assessment Task

What cognitive and linguistic skills and knowledge will students need to successfully write this essay?

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that analyzes how Icarus' experience of flying is portrayed differently in the two texts. Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Record your ideas on page 1 of the session handout.
Sample 9th grade ELA Assessment Task

**Cognitive Skills**
- Distinguish between points of view
- Identify criterion for comparison
- Develop thesis and support it with textual evidence and explanation
- Organize ideas

**Linguistic Skills**
- Word choice
- Sentence fluency
- Compare & contrast language structures
- Punctuation of citation
- Command of rhetorical devices

What if it was a multiple-choice question?

**Increased demand of Cognitive and Linguistic Skill**

The Smarter Balance Assessment Consortium (SBAC) and the Partnership for Assessment of Readiness for College and Career (PARCC) are designing rigorous performance tasks for both ELA and Math that align to the CCSS.

In addition to more robust critical thinking skills, students will be expected to use academic English to express their ideas in concise and cogent ways.

How must instruction change to ensure students meet this new challenge?

**Best Practices for LTELs**
- Focus on Oral Language
- Focus on Student Engagement
- Focus on Academic Language
- Focus on Expository Text (Reading and Writing)
- Consistent Routines
- Goal Setting
- Empowering Pedagogy
- Rigor
- Community & Relationships

**McMinnville School District Professional Development**
- Constructing Meaning (CM) Institutes offered district wide 2011-2013
- CM and PSET Staff Development Intersection 2012-2013

**Student Demographics**
- McMinnville Public Schools, McMinnville, Oregon
  - 6,609 students; 34% Hispanic; 15% LEP; 58% Free/Reduced; 13% SPED
- Duniway Middle School: 40 Teachers and 26 EAs
  - 752 students; 31% Hispanic; 7% LEP; 54% Free/Reduced; 11% SPED
McMinnville School District

Why we needed Constructing Meaning

OAKS Testing and Statewide Ranking 2011-2012

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>6th Grade Reading</th>
<th>7th Grade Reading</th>
<th>8th Grade Reading</th>
<th>Composite Reading</th>
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<tbody>
<tr>
<td>All</td>
<td>72.9%</td>
<td>64.4%</td>
<td>84.0%</td>
<td>74.2%</td>
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<tr>
<td>LEP</td>
<td>26.3%</td>
<td>9.0%</td>
<td>43.8%</td>
<td>14.3%</td>
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<tr>
<td>Sped</td>
<td>18.2%</td>
<td>24.1%</td>
<td>57.1%</td>
<td>32.4%</td>
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</table>

Oregon

<table>
<thead>
<tr>
<th>Grade</th>
<th>Composite Mathematics</th>
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<tbody>
<tr>
<td>6th</td>
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<tr>
<td>7th</td>
<td>59.0%</td>
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<tr>
<td>8th</td>
<td>76.7%</td>
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<tr>
<td>Composite</td>
<td>62.5%</td>
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</tbody>
</table>

Duniway Middle School

| All | 92.0% | 59.0% | 76.7% | 62.5% | 81.0% | 65.0% | 83.1% | 62.2% |
| LEP | 78.9% | 18.3% | 18.8% | 19.3% | 33.3% | 20.8% | 44.0% | 19.3% |
| Sped | 50.0% | 21.8% | 57.1% | 23.5% | 30.4% | 25.3% | 46.6% | 23.5% |

District

Planning, Launching, and Sustaining

Video Testimonials

- Ryan Chambers, 8th Grade Language Arts Teacher
- Doug Barsotti, 8th Grade Math Teacher
- Jessica Sloan, 7th Grade Social Studies Teacher
- David Holmes, 6th/7th Grade SPED Teacher
- Shannon Botten, 6th - 8th Reading Boosters Teacher
- Olivia Brown, 6th – 8th Grade ELD Teacher

Success Stories

Power Strategy that Strengthens Literacy: Cornell Notes

Guiding Question: What strategies can be used to further scaffold Cornell Notes for English Language Learners and struggling readers and writers?

Constructing Meaning Tools:
Summary Sentence Frames and Flipbooks

Reflection:
- How adept are your students at writing an effective summary?
- How could these scaffolds impact student learning in your classroom?

Constructing Meaning alongside other initiatives

- Power Strategies for Effective Teaching (PSET)
- Rigorous Curriculum Design
- Data Teams

Traditional Instruction Parody

Jerry Seinfeld SNL skit

Compare traditional instruction against current best practices in supporting LTELs to meet the challenges of the CCSS.

Think, Write, Pair, Share

- Draft a sentence from your compare/contrast graphic organizer.
- Then, use the Compare/Contrast page from the CM Student Flipbook to revise your sentence.
- Turn your seat and share your sentences with a new partner.
- Be prepared to share if called on.
### Refining Our Practice

**Implementing the Skills of CM**

1. Understand Backward Design
   - Address cognitive and linguistic demands required to meet learning goal

2. Language as Part of Content Teaching
   - Model production of content vocabulary and academic language during instruction

3. Oral Language Practice
   - Structure frequent opportunities to use language in speech — target language

4. Interactive Reading and Note-making
   - Provide tools and processes to focus on critical aspects of text

5. Academic Writing Support
   - Provide tools and processes to produce complex academic writing

6. Continuous Improvement
   - Reflect on how to improve achievement and refine language instruction

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### Constructing Meaning

**How could you use these tools?**

- Student Flipbook
- Discussion Cards
- Ways We Express Our Thinking

### Rubric for Self-Assessment

The rubrics are for individual and group reflection. They provide detailed descriptions of the competencies at varying levels of implementation.

### Six Skills

**Rubric for Self-Assessment**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<td>1. Understand Backward Design</td>
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### E.L. Achieve – Secondary Initiatives

**Constructing Meaning**

**Explicit Language for Content Instruction**

- Secondary education is a complex endeavor and now the rigor will be greater than ever with the CCSS.
- For long-term English learners, who must tackle the coursework while acquiring English, the demands intensify significantly.
- CM provides explicit instruction in learning analytical language and processes for college-ready work.

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### The CCSS Performance Assessment

Take another look

**The CCSS Performance Assessment**

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that analyzes how Icarus’ experience of flying is portrayed differently in the two texts. Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

How would these language support tools help students complete the task?

Could students internalize this language over time with regular practice?

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### Constructing Meaning in Aurora, Colorado

**The administrator’s perspective**

- The administrator’s perspective

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### E.L. Achieve's Constructing Meaning

- E.L. Achieve's Constructing Meaning
Because...
All students deserve our best

- **Websites**
  
  - [www.elachieve.org](http://www.elachieve.org)
  
  - [www.msd.k12.or.us](http://www.msd.k12.or.us)

- **Evaluation**
  Please complete the session evaluation

- **Resources**
  Complete CM ELA Units and other resources are located on the back table. Resources can be ordered online.

  Thank you!