



# Developing Curriculum Aligned the New English Language Proficiency Standards and Common Core State Standards

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# Shifts in the Common Core State Standards

- Small group conversation:
  - How would you describe the key shifts in the Common Core State Standards?
  - What implications do these shifts have for ELLs?
- Resources for summarizing the key shifts:
  - [http://achievethecore.org/content/upload/122113\\_Shifts.pdf](http://achievethecore.org/content/upload/122113_Shifts.pdf)
  - <https://www.teachingchannel.org/videos/common-core-standards-ela?fd=1>

# New ELP Standards at a Glance

|    |   |
|----|---|
| 1  | Construct meaning from oral presentations and literary 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 literary 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 literary 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  |

Standards 1-7 involve the language necessary for ELLs to engage in content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices

Standards 8-10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

See a summary of standards by grade band [here](#).

# Previous Model: Focus on Forms and Functions

## *Example:*

- Function: Expressing and Supporting Opinions
  - Beginning: “I like/don’t like \_\_\_\_ (concrete topics).”
  - Early Intermediate: “I think/agree with (don’t) \_\_\_\_.”
  - Intermediate: “I I think/agree with (don’t) \_\_\_\_ because \_\_\_\_.”
  - Early Advanced: “In my opinion \_\_\_\_ should \_\_\_\_ because/so \_\_\_\_.”
  - Advanced: Complex sentences using modals and clauses.
- We got pretty good at creating sentence frames.
- But is this getting students where we want them to be?

# Selected Shifts in the New ELP Standards

| From  | To   |
|---|--|
| <i>ELP Standards as “junior” to, or as a precursor to, ELA/literacy standards</i> | ELP Standards working in coordination with diverse Common Core Standards and seen as a way to <i>support ELL participation in a range of grade-appropriate content-area activities</i> |
| Language development focused on <i>accuracy and grammatical correctness</i>       | To language development focused on <i>interaction, comprehension, and communication</i> , with the provision of strategic scaffolding  |
| <i>Simplified texts and activities</i> , often separate from content knowledge    | <i>Complex texts and intellectually challenging activities</i> with language integral to content learning  |

- From [Shafer-Wilner, 2013](#)
- See also [Walquí, Koelsch, & Schmida, 2012](#) (part of Understanding Language ELA unit)

# Shifts in the New English Language Proficiency Standards

- Aída Walqui: Language and the Common Core State Standards  
– <http://www.youtube.com/watch?v=T3YJx8ujoto>

# Let's analyze some curriculum: Example #1

- Watch this lesson on connecting ideas with conjunctions
- Key questions to consider:
  - What's the end goal of the unit (if known)?
  - What's the end goal of the lesson?
  - What language scaffolds are present?
    - Materials
    - People
    - Participant Structures
    - Teacher Moves

## Let's analyze some curriculum: Example #2

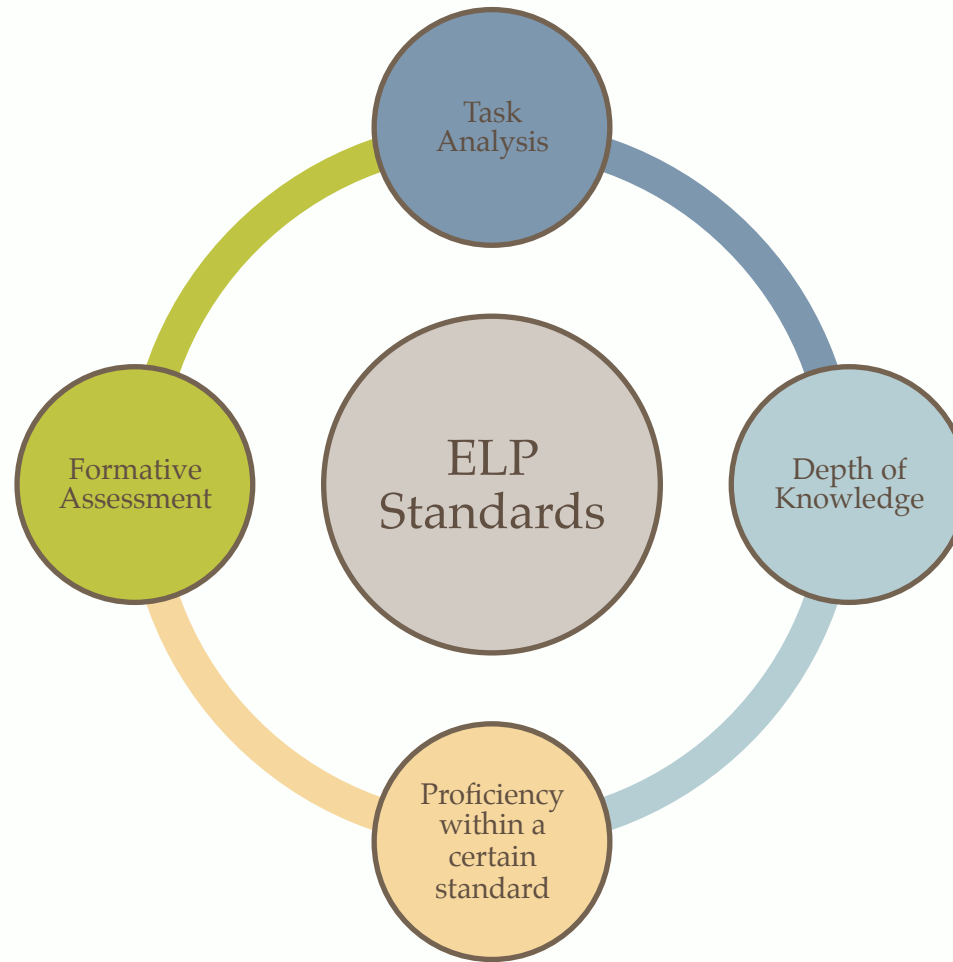
- Watch this elementary science lesson
- Key questions to consider:
  - What's the end goal of the unit (if known)?
  - What's the end goal of the lesson?
  - What language scaffolds are present?
    - Materials
    - People
    - Participant Structures
    - Teacher Moves



## Considerations when using sentence frames

- Will these particular sentence frames **extend rather than constrain** my particular students' language?
- Will these sentence frames help students internalize chunks of academic language that will be **useful in other contexts**?
- Does my curriculum involve other activities that push students beyond the sentence level to **extended discourse**?

# Developing curriculum aligned to the new ELP Standards



<https://wested.app.box.com/ELPStandardsResources>

# Features of Lessons and Activities that Strategically Prepare ELLs for Increased Language Demands

1. Emphasize use of language in context
2. Connect with central concepts of content
3. Connect with standards of practice
4. Emphasize ELLs' interaction with other students
5. Provide avenues for broader modes of communication
6. Include educative/formative assessment

- From Shafer-Wilner, 2014



# Relationships and Convergences

Found in:

1. CCSS for Mathematics (practices)
- 2a. CCSS for ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

## Notes:

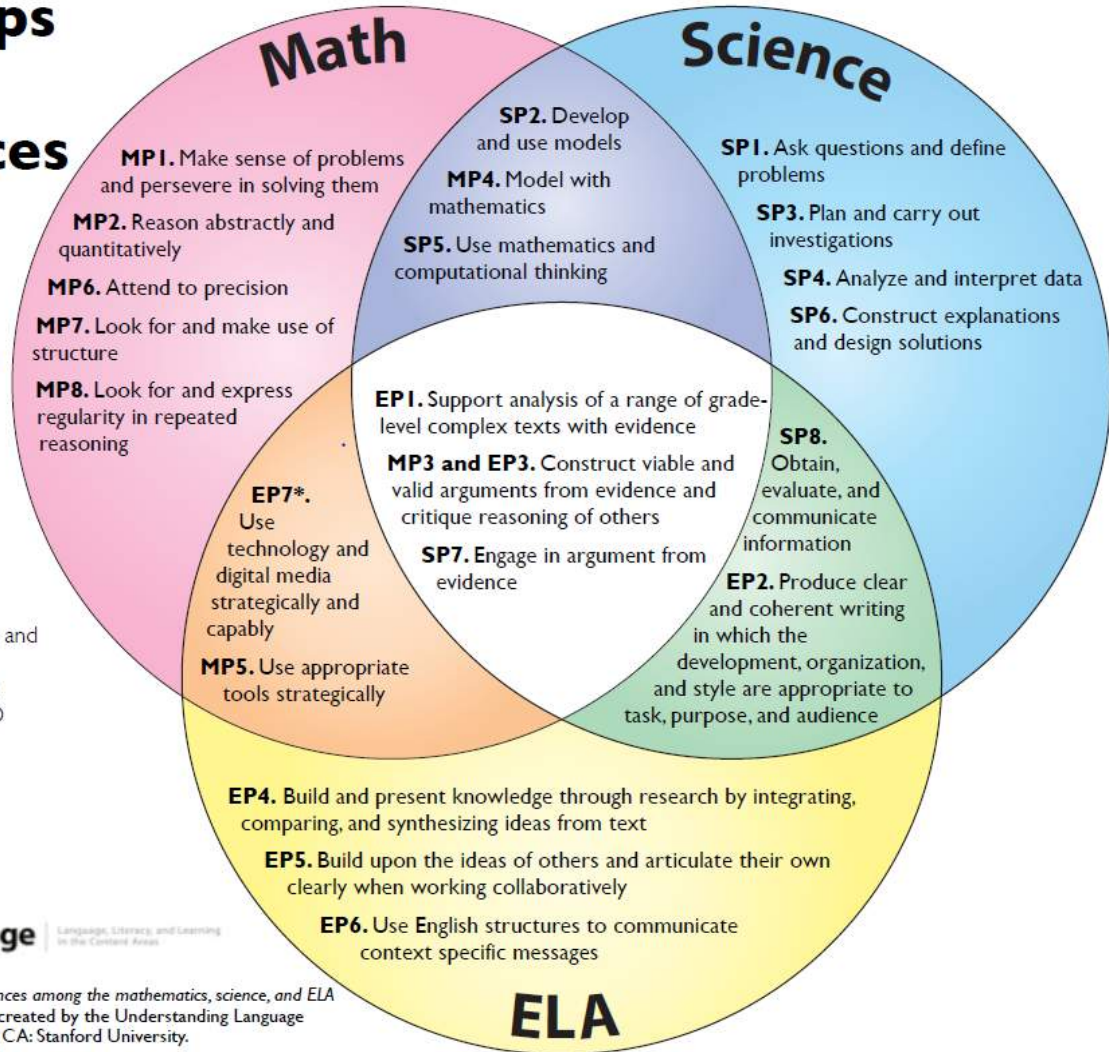
1. MPI–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SPI–SP8 represent NGSS Science and Engineering Practices.
3. EPI–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7\* represents CCSS for ELA student "capacity" (p. 7).

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## Understanding Language Language, Literacy, and Learning in the Content Areas

Suggested citation:

Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University.



# Resources for developing CCSS and ELPA21-aligned curriculum

Specifically targeting ELLs:

- [Understanding Language](#)
- [Academic Language Development Network](#)
- [Colorín Colorado](#)
- [Education Connections](#) (just starting)

Can be adapted for ELLs:

- [Engage NY](#)
- [BetterLesson](#)
- [Literacy Design Collaborative](#)
- [Math Design Collaborative](#)
- [Mathematics Assessment Project](#)

# Students deserve more than just window-dressing

## Research Questions Common-Core Claims by Publishers



William Schmidt, a professor of statistics and education at Michigan State University, said many claims by textbook publishers that their materials are aligned with the Common Core State Standards are a "sham."  
—Brian Widdis for Education Week

# Opportunities for Professional Learning

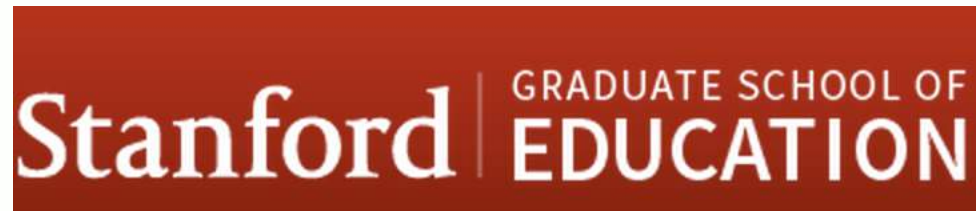




# A MOOC for Educators in Oregon and Beyond



## Understanding Language





# Building on a Pilot MOOC

<https://novoed.com/common-core>

Stanford University

8,000 enrolled, plus 1,000 auditors  
2,000 active participants joined 519  
teams of 1-8 per team

## INSTRUCTORS



Kenji Hakuta



Jeff Zwiers



Sara Rutherford-Quach

Oregon State  
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# Learning Sessions

Stanford University

## Constructive Classroom Conversations: Mastering Language for the Common Core State Standards

Powered by NovoEd

By Kenji Hakuta, Jeff Zwiers and Sara Rutherford-Quach, Stanford University

Home Lectures Assignments Team Community - Dashboard

Jeff Zwiers **29**

### LECTURES

Session 1 - Constructive Conversations

Session 2 - Teaching, Facilitating & Reflecting on Conversation Skills

**Session 3 - Modeling & Scaffolding Conversation Skills**

Session 4 - Cultivating Conversation Expertise

### COURSE INFORMATION

Syllabus

Additional Resources

Instructions for Uploading Audio Files

## Session 3 - Modeling & Scaffolding Conversation Skills

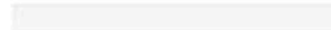
### Videos



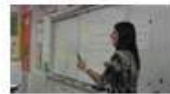
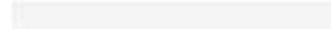
1. Modeling and Scaffolding Conversation Skills (~11 minutes) Transcript



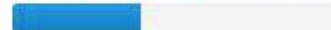
2. Scaffolded Discussions in Middle School ELA (~13 minutes) Transcript



3. Panel Discussion - 3rd Gr Conversation (~6 minutes) Transcript



4. Paired Conversations on Water Conservation (~7 minutes) Transcript



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# Online Collaboration in Teams



## Grades 2-5 English Language Arts's Journal

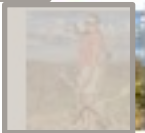
Subscribe

RSS feed



[Redacted] a 38 minutes ago.

Jessica - I loved everything you tied together to help your students understand the concept of "fortify". You even tied in ELU. I loved the visual



[Redacted] 2 days ago.

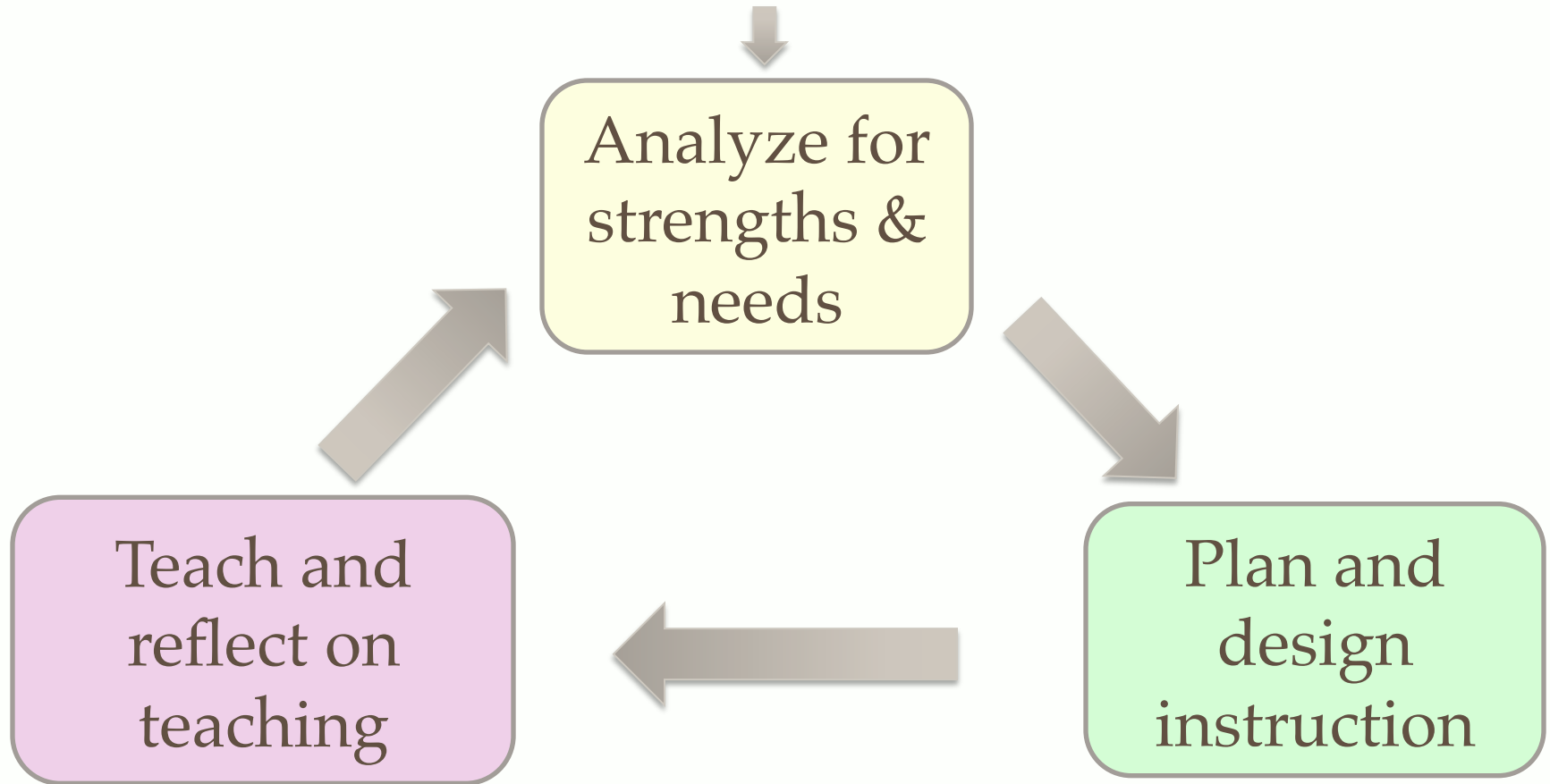
I'm looking at the academic conversations as ways to help students better master the content and think through options. For that reason, I'm focussing more on the results of the conversations than the actual format.

That [Redacted]ng a well planned prompt makes all the difference. I'm learning how to make the prompt challenging enough to elicit deeper thinking and different points of view. Since we weren't required to record the second conversation, I had them all talking at once with their partners and just asked them to share the outcomes of the conversations. I'm loving this course even though, I too, am finding it a bit more demanding than I had anticipated. I haven't even looked at the third assignment(s).



# MOOC Learning Cycle

Record Student Language



# Show Me the Evidence: Supporting English Language Learners in Constructing Claims across Content Areas

- A collaboration between the Oregon Department of Education, Oregon State University, Stanford Graduate School of Education, and Understanding Language
- Fall 2014
- 4 sessions over 8 weeks
- Focus on ELP Standard 4, constructing oral and written claims, supported by reasoning and evidence
- Free! (With options for PDUs and continuing education credit from OSU)
- If you have ideas of classrooms where great things are happening, let us know! We want classroom videos!

# Questions?

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