

English Language Development Standards: The Common Core and More!

Language, Culture and Equity Leadership Academy
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Margo Gottlieb, Ph.D.
Illinois Resource Center and
World-Class Instructional Design and Assessment Consortium

Today's Topics

- Defining Academic Language and Its Role in Standards
- Making Connections Between Sets of Standards
- Exploring the Components of Language Development Standards
- Using Language Development Standards in Colorado Classrooms

Today's Big Idea

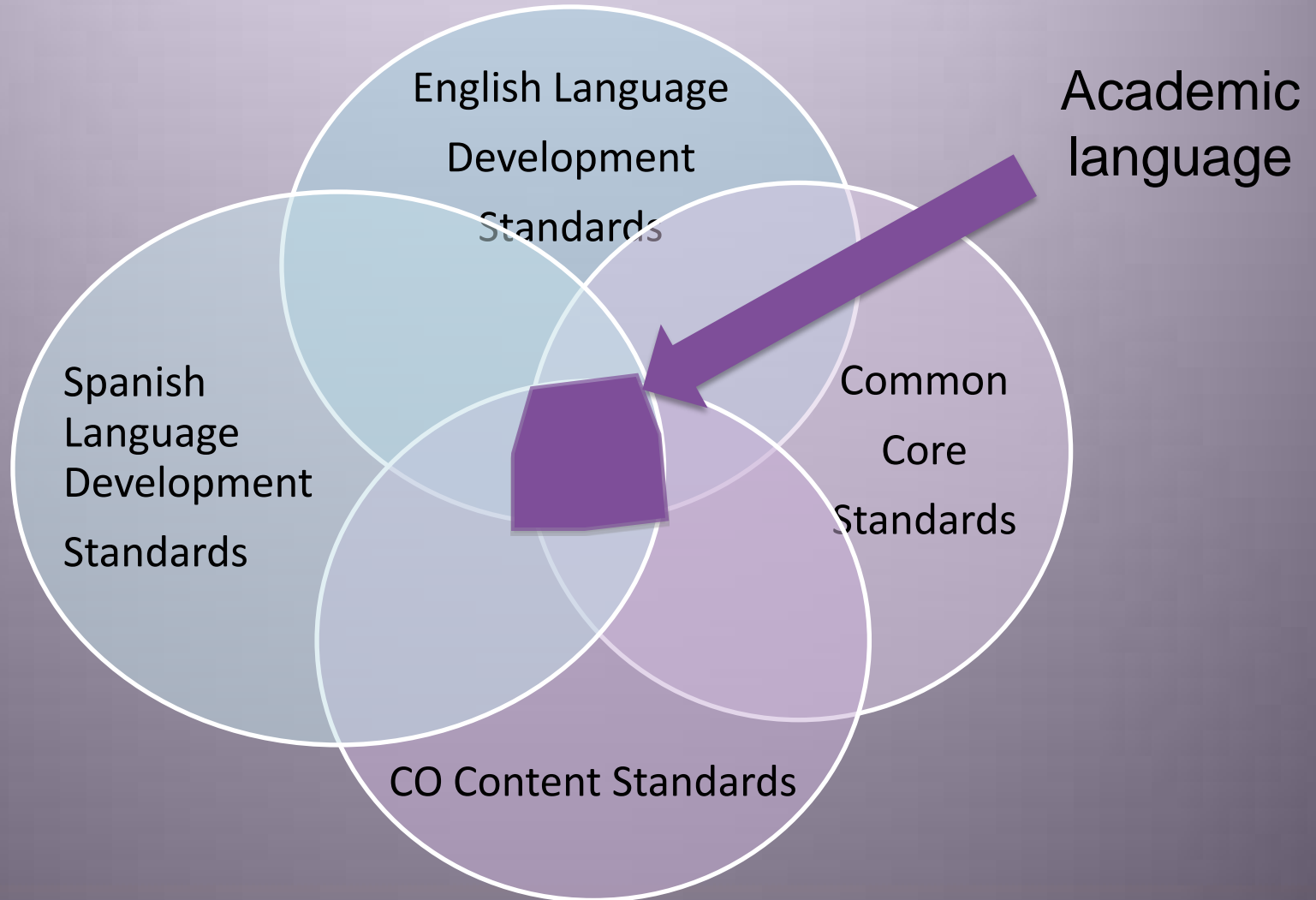
Language Development Principles exemplify WIDA's CAN DO philosophy and help shape its language development standards.

Language Development Principle:

Students' home, school, and community experiences influence their language development..

Defining Academic Language and Its Role in Standards

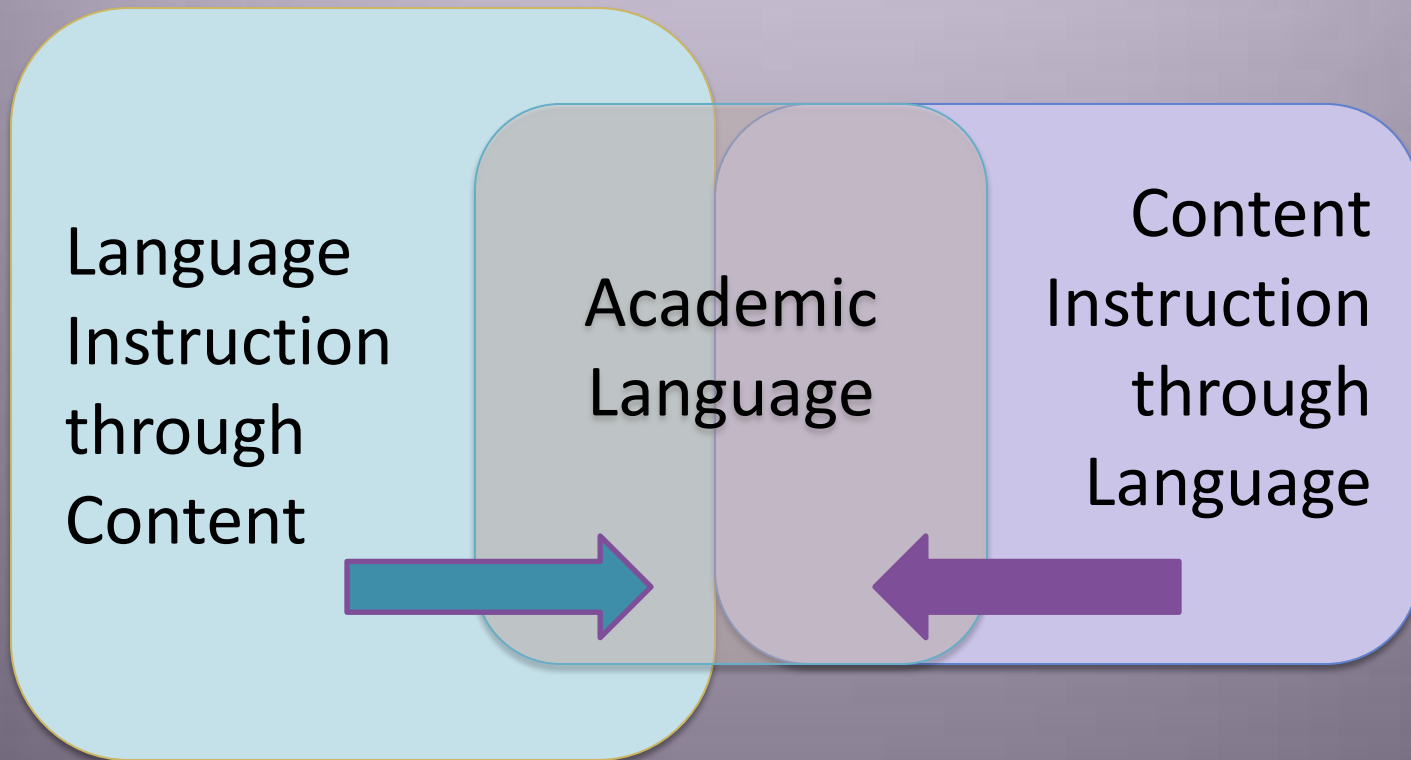
What anchors student learning standards?



Language development standards define the academic **language** requisite for accessing grade-level content.

Academic content standards define grade-level **skills and knowledge** of core curricular areas.

Academic language serves as a bridge between the two sets of standards.



Language Development Principle:

Students' development of academic language and academic content knowledge are inter-related processes.

Academic language as an evolving construct....

- BICS and CALP (Cummins, 1980/1981)
- Language skills perspective (Scarcella, 2003)
- Systemic functional linguistic perspectives (Gibbons, 1998; Schleppegrell, 2004)
- Sociocultural perspectives (Gee, 2005)

The Theoretical Backdrop for Our Language Standards

The construct of academic language

- The language of school (Gottlieb, Katz, & Ernst-Slavit, 2009)
- The marker of academic success (Frances, et.al, 2006)
- Multifaceted and multidimensional language competencies within systemic frameworks

The Theoretical Backdrop for Our Language Standards

Principles of systemic functional linguistics (Halliday, 1985) as applied to language education and the schooling of language learners (Gibbons, 2009; Schleppegrell, 2004)

- Language is social, semiotic resource that is contextually bound
- Language is a fluid system where language users have choices
- Language is sensitive to discipline-specific, communicative goals

Language Principles:

Students learn language and culture through meaningful use and interaction.

Students use language in functional and communicative ways that vary according to context.

What constitutes **ACADEMIC LANGUAGE**?

The language of school consists of:

1. Language Functions
2. Vocabulary (Words & expressions)
3. Grammatical Features (Forms of language use)
4. Discourse (Genres/ Text types)

1. Language Functions.....

how language is used to communicate...

how language conveys the purpose of a message

For example, for their given level of proficiency, what is the language English learners need to know and use to:

- ❖ compare and contrast two objects?
- ❖ evaluate characters' actions?
- ❖ distinguish between literature & informational text?

2. Math Vocabulary

General

Terms associated multiple content areas: **combine, describe, therefore**

Specialized

Terms associated with a content area: **divisor, least common denominator**

Technical

Terms associated with a specific content area topic:
ratio, integrals, Pythagorean theorem

3. Grammatical Forms

Math: Logical connectors (e.g., consequently, however); Comparative structures (e.g., greater than, less than)

Science: Passive voice sentence frames, (e.g., The polio vaccine was discovered by Salk.)

Social Studies: Historical present (e.g., in his journal, Lewis writes...)

Language Arts: Metaphor (e.g., break a leg)

4. Discourse Features: Genres or Text Types

Language Arts: biographies, blogs, expository essays, narratives

Mathematics: tables, graphs, problems, explanations, proofs

Science: field notes, lab reports, arguments, research

Social Studies: historical fiction, timelines, travelogues

Making Connections Between Sets of Standards

English language development and Spanish language development standards

Language Development Principle:

Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.



K-12 Benchmarks of Academic Achievement

The language proficiency of English learners influences their academic achievement!



Levels of Language Proficiency

ENGLISH Language Development Standards

ELDS 1

English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Social and Instructional Language

ELDS 2

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

The language of Language Arts

ELDS 3

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

The language of Mathematics

ELDS 4

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**

The language of Science

ELDS 5

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**

The language of Social Studies

WIDA's 5 Spanish Language Development Standards

Spanish language learners **communicate** for **Social** and **Instructional purposes** within the school setting

Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**

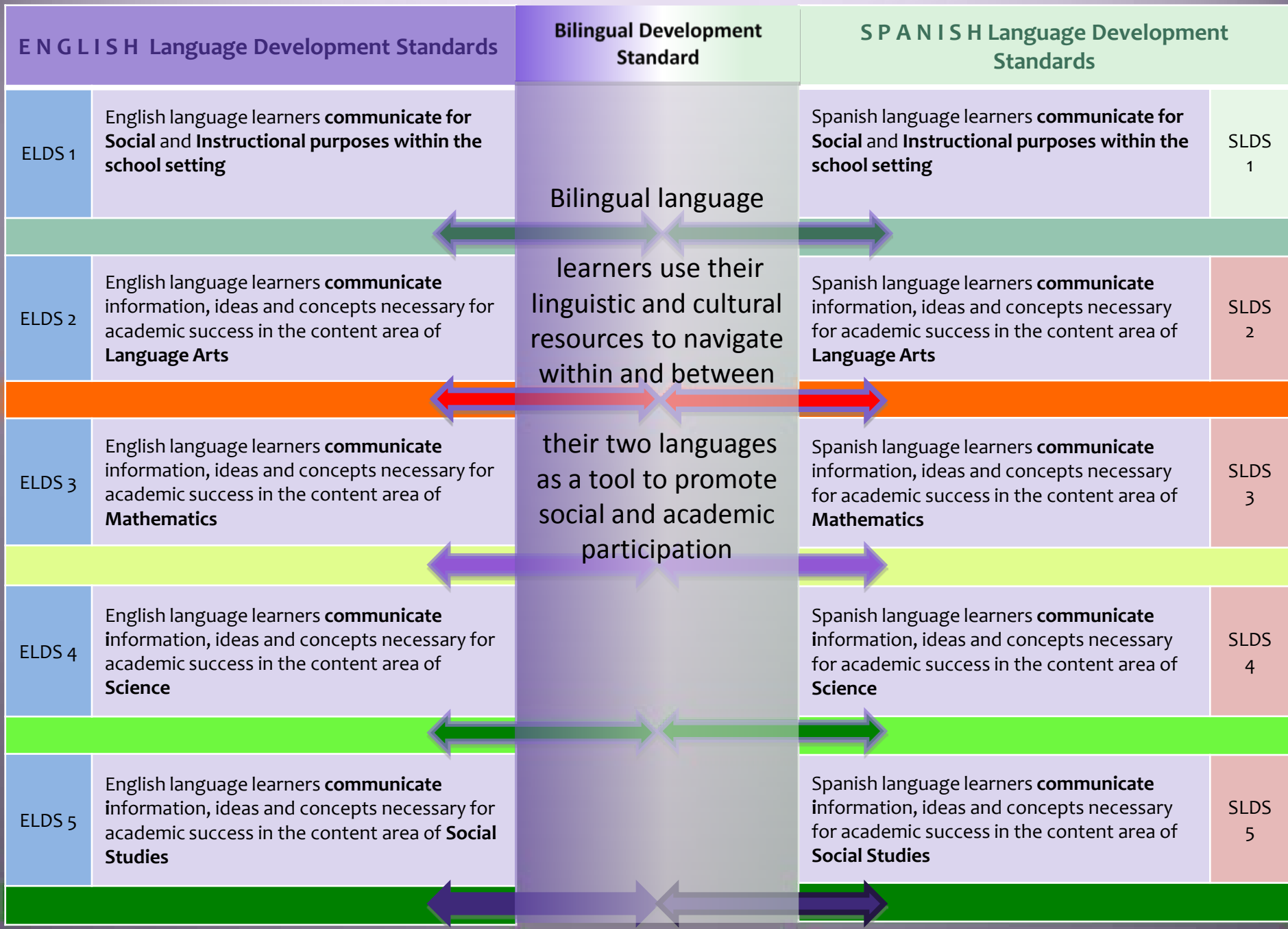
Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**

Language Development Principle:

Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

WIDA's
Bilingual
Development
Standard

Bilingual language learners use their linguistic and cultural resources as a tool to promote social and academic participation as they navigate within and between their two languages.



Language Development Principle:

Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in multiple languages.

Making Connections Between Sets of Standards

English language development and
Common Core State standards

Connecting the Common Core State Standards to the English Language Development Standards: A 4th Grade Mathematics Example

- Operations and Algebraic Thinking, 4.OA

Use the four operations with whole numbers to solve problems.

1. ***Interpret*** a multiplication equation as a comparison
2. Multiply or divide to solve ***word problems***
3. Solve ***multistep word problems*** posed with whole numbers and having whole-number answers using the four operations

A CORRESPONDING STRAND OF MODEL PERFORMANCE INDICATORS, STANDARD 3, THE LANGUAGE OF MATHEMATICS, GRADE LEVEL CLUSTER 3-5

TOPIC: BASIC OPERATIONS

LANGUAGE DOMAIN: SPEAKING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
State and confirm operation, represented visually, with a partner (in L1)	Relate how to solve problems from models with a partner (e.g., “I need to put groups together.”)	Use sequential language to outline steps to solve everyday problems, and share with a partner	Give everyday, descriptive examples of how to solve problems with a partner or in small groups	Explain how to use information from solving problems in everyday situations

Similarities and differences between the WIDA English language development standards and the Common Core State Standards

WIDA PreK-12 ELD Standards	Common Attributes of the Standards	Common Core State Standards
<p>Coverage- Grades K-12, working with developmental language progressions for each grade level cluster</p> <p>Content- Social & instructional language; Academic language of the core content areas</p>	<p>Purposes- To ground curriculum, instruction, and assessment; drive school-based reform</p> <p>Views- Acknowledgement of discipline-specific literacies</p>	<p>Coverage- Grades K-12, starting from the anchor College and Career Ready standards</p> <p>Content-Language Arts, Mathematics; Literacy in History/Social Studies, Science & Technical Subjects</p>

Alike, yet different

English language development standards...

4 language domains-
listening, speaking,
reading, and writing-
evident across all standards

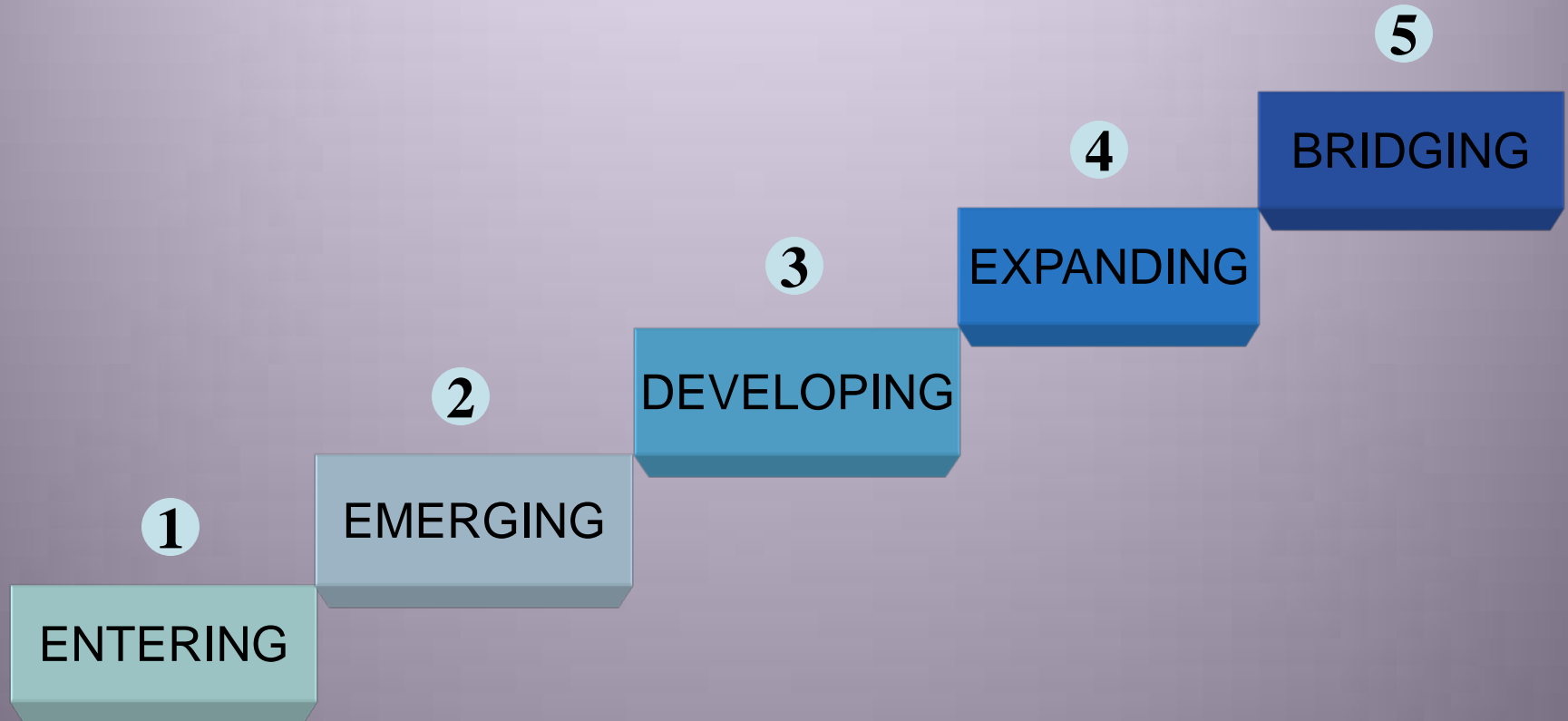
Common core standards

4 language domains-
listening/speaking,
reading, and writing-
present only in English
Language Arts

Language Development Principle:

Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

Levels of English language proficiency are only recognized in the ELD standards!



and differentiation of instruction and assessment for ELLs are sensitive to and contingent on these levels.

Exploring the Components of the English Language Development Standards

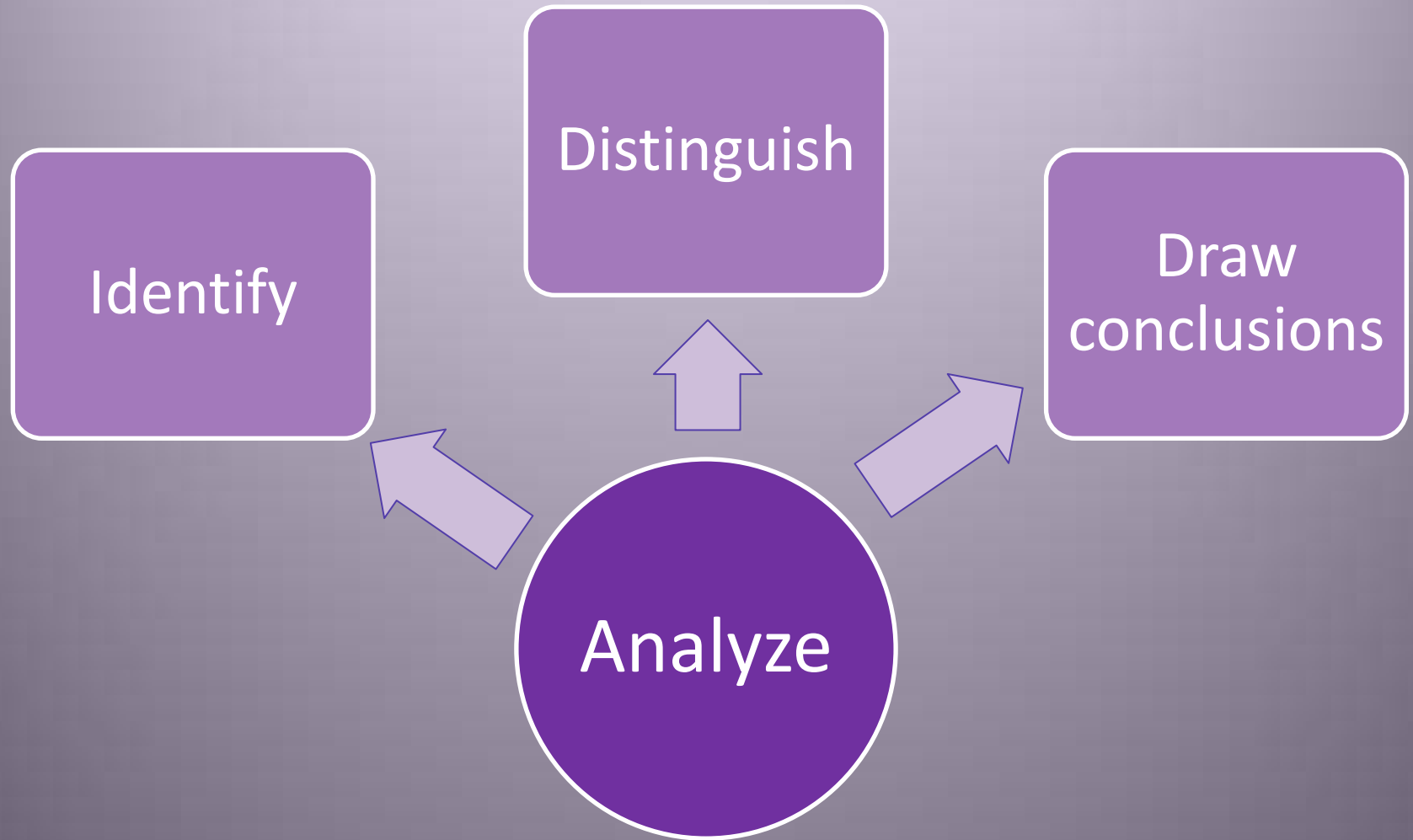
Organization of the Strands of Model Performance Indicators (MPIs) within ELD Standards

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral statements	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse	
SPEAKING	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information on socially-related topics from illustrations or text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrations or paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text	
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

MPI

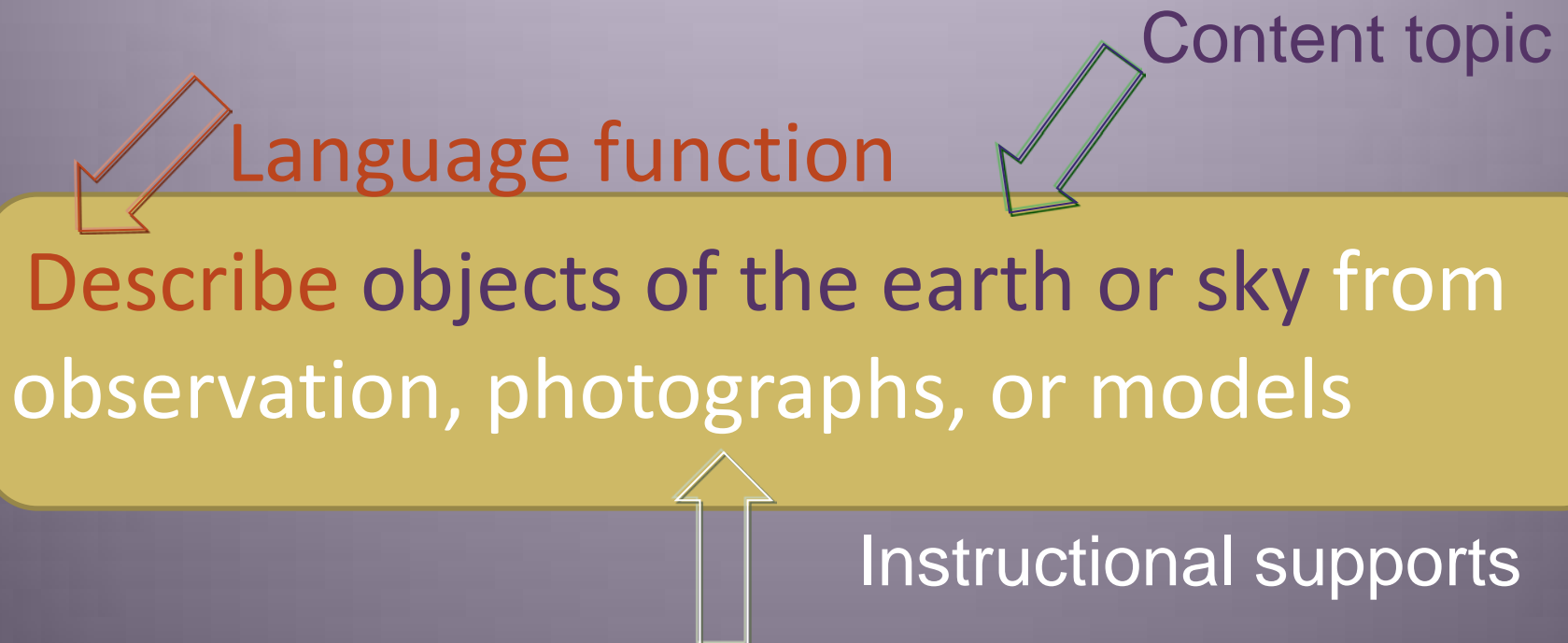
STRAND

Relationship Between Cognitive and Language Functions



The Elements of a Model Performance Indicator

- Grade level cluster: 1-2
- ELP Standard 4: The language of science
- Language domain: Speaking
- Language proficiency level: 2



Using the English Language Development Standards in Colorado Classrooms



Programmatic Uses of the **English Language Development Standards**

- Anchor the English Language Development curriculum
- Help in the selection of topics/ themes/ units for study
- Serve as a source for designing language and content targets
- Contribute to local accountability

Programmatic Uses of **Spanish Language Development Standards**

- Guide the selection of curricular resources
- Offer a focus for Spanish language instruction and assessment
- Lend credibility to dual language and developmental bilingual programs
- Provide for internal instructional accountability
- Serve as guideposts for program evaluation

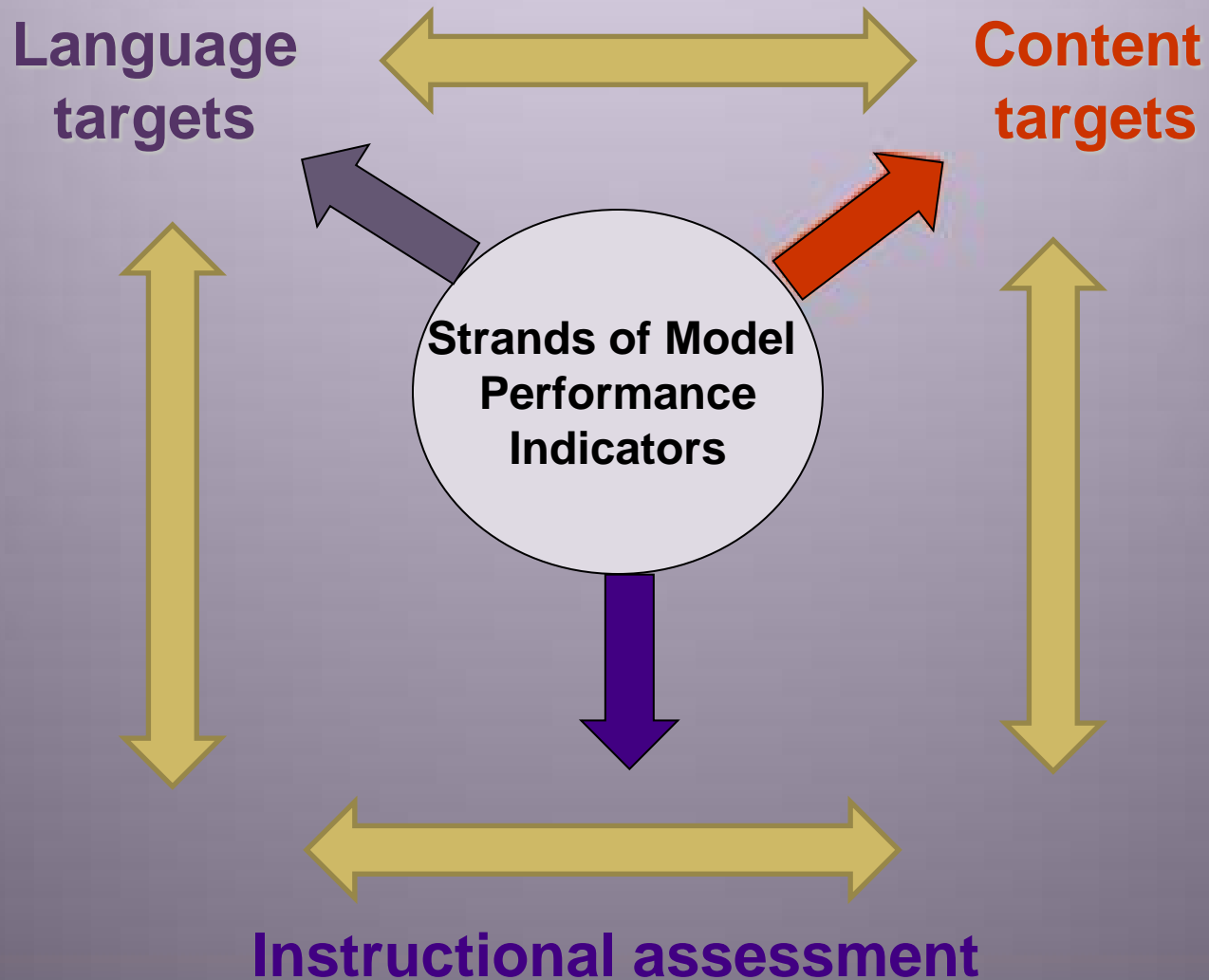
Uses of Standards for Instructional Assessment

- Promote collaboration and coordination of the instructional program for English Learners through the integration of language and content
- Plan for student learning
- Design and differentiate activities, tasks and projects by students' levels of language proficiency and prior knowledge
- Adapt, adopt, or design rubrics to document student performance
- Monitor students' language development
- Report information to students, family members, and other stakeholders

Language Development Principle:

Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Using the Strands of Model Performance Indicators for Instruction and Assessment



Language Development Principle:

Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

Academic language....

Academic standards>>>

Academic success!

