Improving Student Access to the Language Demands of Instruction Aligned to CCRS:
Technical Assistance Challenges and Solutions

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Session Overview

I. **Confluences that are changing how we think about English language proficiency**

II. **Looming impact of new CCR standards' increased language demands on students**

   – **Analysis of ELLs' language access needs for the CCSS for ELA & Literacy, the CCSS for Mathematics, and the NGSS**

III. **Activity**

IV. **Ideas for technical assistance around Flexibility Waiver application technical assistance**
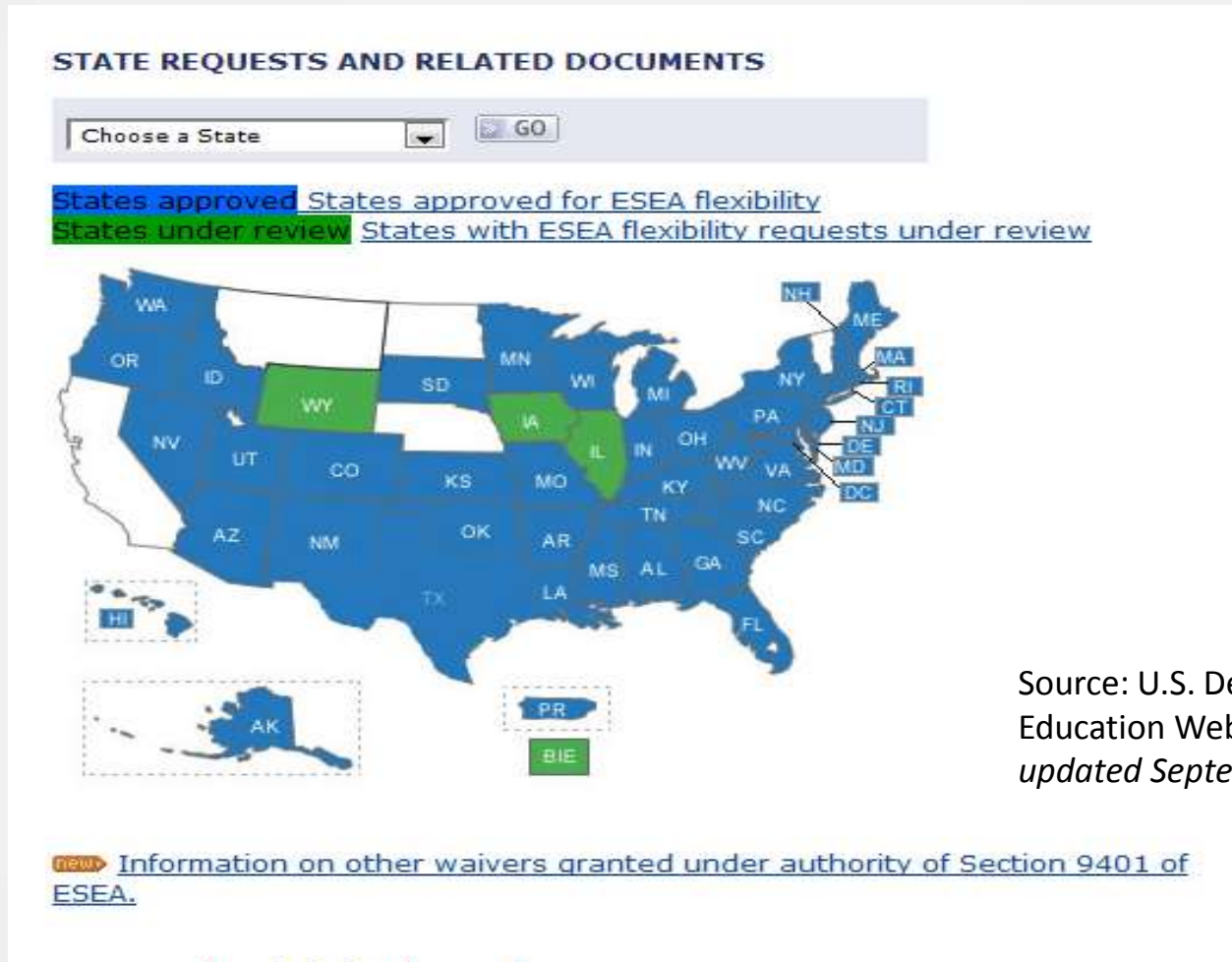
I. Confluences

- **Federal requirements**
  - **ESEA Flexibility Waivers**
  - **Common Definition of an ELL**

  Key shifts in Standards
  - **Content standards**
  - **ELP standards**

1. ESEA Flexibility Waivers

STATE REQUESTS AND RELATED DOCUMENTS

Choose a State   ▼   ⊳ GO

States approved   States approved for ESEA flexibility
States under review   States with ESEA flexibility requests under review

Source: U.S. Department of Education Website *(Graphic last updated September 27, 2013)*

new⊳ Information on other waivers granted under authority of Section 9401 of ESEA.

Implications: Those states without waivers could be subject to federal sanctions if they fail to meet the 100 percent proficiency deadline in 2014 (unless ESEA reauthorization is passed before then).

Flexibility Waiver Assurances Around ELP Standards and Assessments

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

Common Definition of an ELL

- **Who: RTTT assessment consortia (Smarter Balanced and PARCC) and two ELP assessment consortia (WIDA and ELPA21)**

- **Task: Create**

  – **initial ELL classification tools and procedures,**

  – **determinations of what "English proficient" means on ELP assessments, and**

  – **performance ranges on any commonly shared ELP assessments**

(Linquanti & Cook, 2013)

Major Language-Related Shifts in CCSS

- read and comprehend a range of sufficiently complex texts independently

- write effectively when using and/or analyzing sources

| Major Shift 1: Emphasizing Informational Text | Major Shift 2: Literacy Standards for All Content Areas | Major Shift 3: Text Complexity | Major Shift 4: The Special Place of Argument |

- build and present knowledge through research and the integration, comparison, and synthesis of ideas

- express reasoning by constructing arguments and critiques in a form specific to that content-area

Fundamental Shift in How ELP is Viewed in Relation to Standards and Assessments

1. Renewed interest in using ELP standards and assessment to measure the academic language proficiency needed for the content areas (Bailey, 2013)

2. Focus ELP performance on communicative functions of language, not just language forms: *What does it look like when English language learners (ELLs) use language effectively as they progress toward independent participation in grade-appropriate activities?* (van Lier & Walqui, 2012)

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Implications: 3-Dimensional Way to Think about Rigor

Academic Language and Language Complexity

DOK and Cognitive Complexity

Curriculum

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II. Analysis of CCRS' Language Demands

ELLs' language access needs for CCRS in

- **ELA & Literacy**
- **Mathematics**
- **Science**

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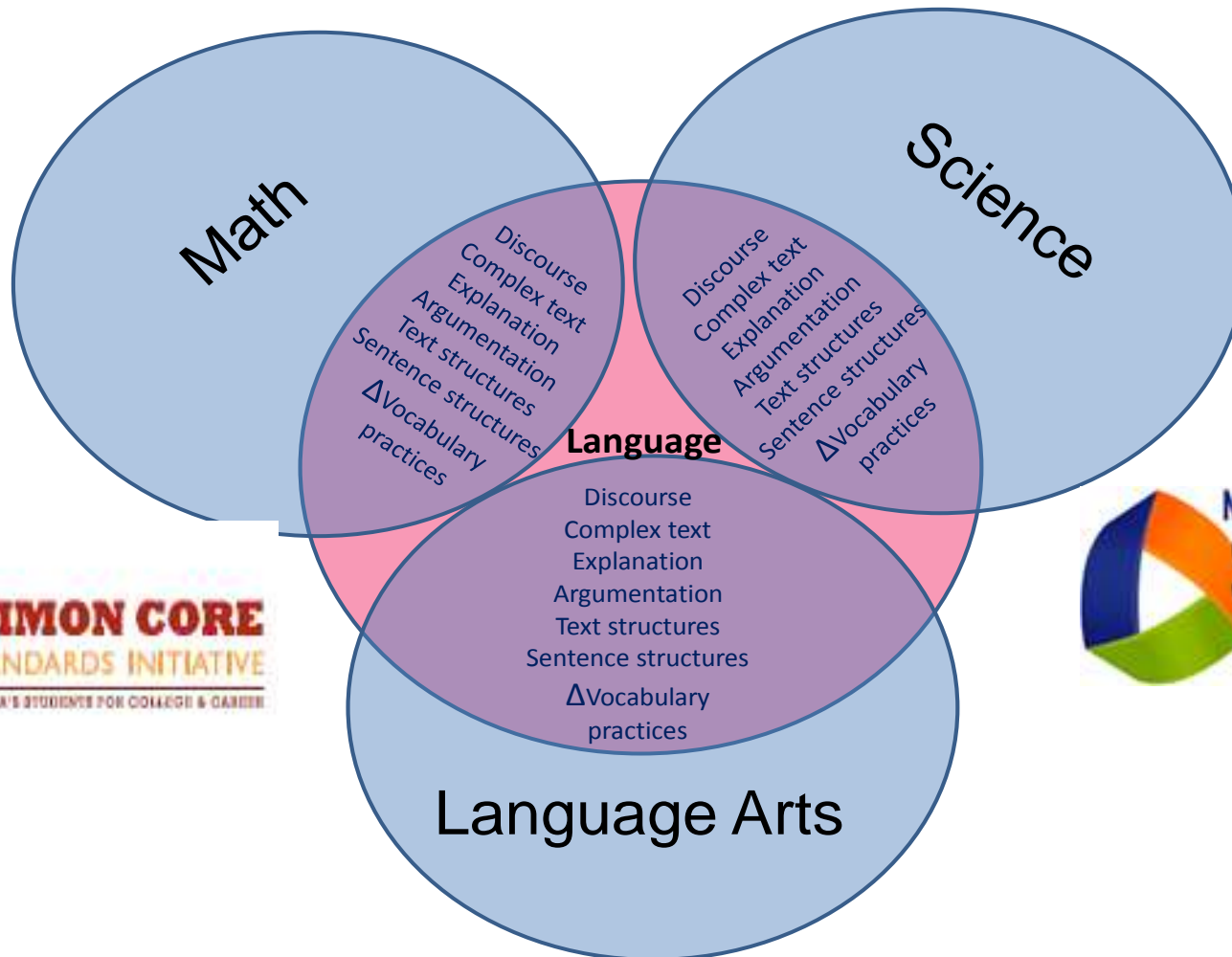ASSESSMENT
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Used Newly-Created Tools to Analyze the Language Demands of CCSS and NGSS

Simply Google ELPD Framework to download this document.
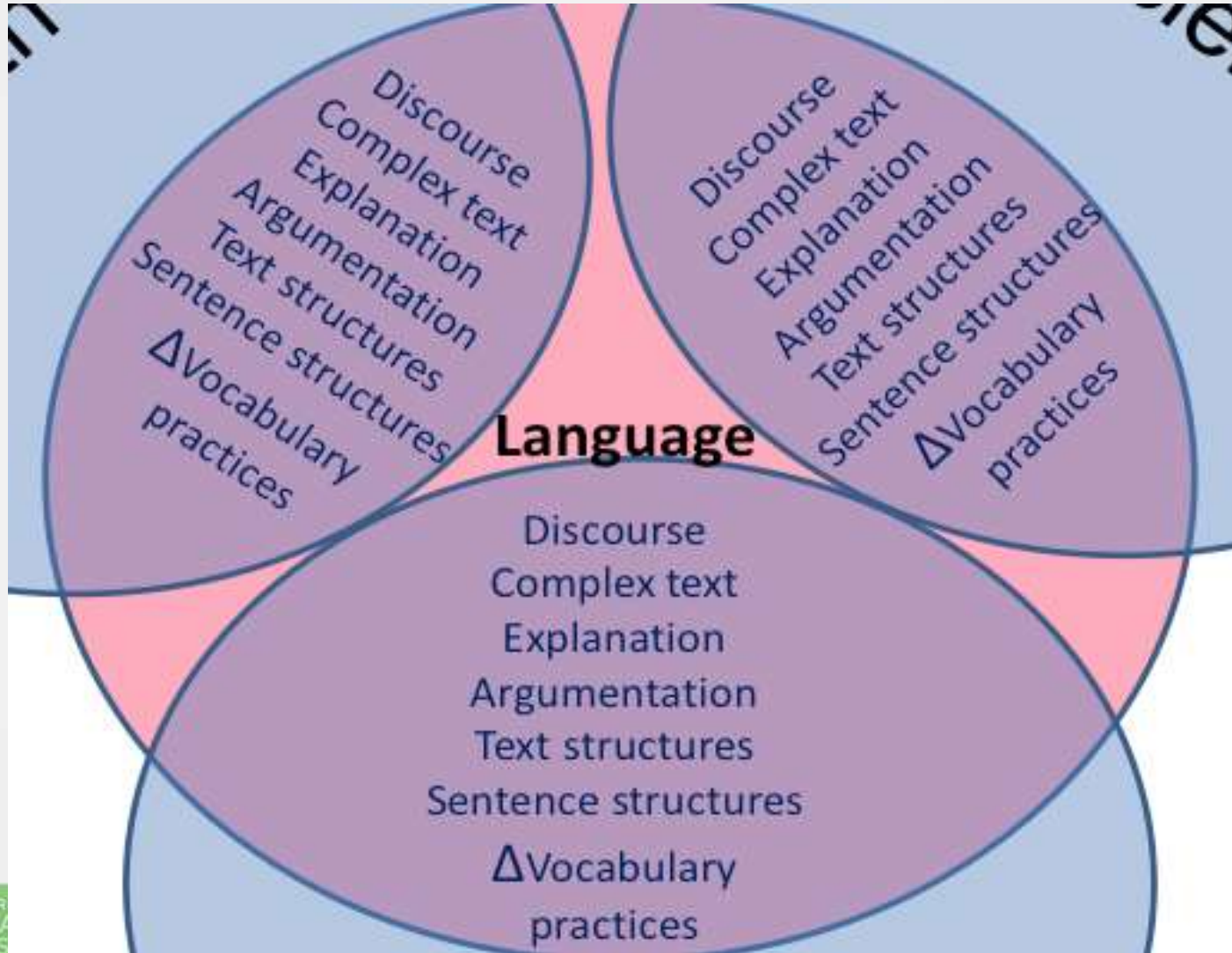
Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards

High Level Constructs Identified in the CCSSO ELPD Framework

Venn diagram with three overlapping circles: Math, Science, and Language Arts. Overlapping regions labeled **Language** contain: Discourse, Complex text, Explanation, Argumentation, Text structures, Sentence structures, ΔVocabulary practices.

Linquanti & Hakuta (2012)

High Level Constructs Identified in the CCSSO ELPD Framework

Key Features of 2013 CCSSO ELP Standards

1. **Applies Understanding Language Initiative conceptual framework**

   – Focus ELP performance on communicative functions of language, not just language forms: *What does it look like when English language learners (ELLs) use language effectively as they progress toward independent participation in grade-appropriate activities?*

2. **Align with core features in WIDA and CA 2012 ELD Standards**

3. **Use Practice-oriented analysis of CCSS and NGSS language demands to initially develop standards themselves and then create correspondence mappings.**

Approach: Tie Instruction Related to Student Language Access to Use of the Practices

"By explicitly calling attention to these practices, ELP Standards [and their analyses of the language demands of the CCSS can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, ELPD Framework, 2012, p. 16).

Table 3: Key Practices and Disciplinary Core Ideas ("Domains") of the Mathematics CCSS

This table summarizes key standards for mathematical practice.

Standards for Mathematical Practices[24]	Disciplinary Core Ideas ("Domains")
1. Make sense of problems and persevere in solving them	**K-5**
2. Reason abstractly and quantitatively	Counting and Cardinality (K only)
3. Construct viable arguments and critique the reasoning of others	Operations and Algebraic Thinking
4. Model with mathematics	Numbers and Operations in Base Ten
5. Use appropriate tools strategically	Numbers and Operations - Fractions (3-5 only)
6. Attend to precision	Measurement and Data
7. Look for and make use of structure	Geometry
8. Look for and express regularity in repeated reasoning	
	6-8
	Ratios and Proportional Relationships
	Number System
	Expressions and Equations
	Functions (8 only)
	Geometry
	Statistics and Probability
	9-12
	Number and Quantity
	Algebra
	Functions
	Modeling
	Geometry
	Statistics and Probability

Table 5: Key Practices, Crosscutting Concepts and Disciplinary Core Ideas of the Science NGSS[28]

This table summarizes key science and engineering pactices.

Scientific and Engineering Practices	Disciplinary Core Ideas
1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3 Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. btaining, evaluating, and communicating information	**Physical Sciences** PS 1: Matter and its interactions PS 2: Motion and stability: Forces and interactions PS 3: Energy PS 4: Waves and their applications in technologies for information transfer **Life Sciences** LS 1: From molecules to organisms: Structures and processes LS 2: Ecosystems: Interactions, energy, and dynamics LS 3: Heredity: Inheritance and variation of traits LS 4: Biological Evolution: Unity and diversity
Crosscutting Concepts	
1. Patterns, similarity, and diversity 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change	**Earth and Space Sciences** ESS 1: Earth's place in the universe ESS 2: Earth's systems ESS 3: Earth and human activity **Engineering, Technology, and the Applications of Science** ETS 1: Engineering design ETS 2: Links among engineering, technology, science, and society

Table 1: Key Practices and Disciplinary Core Ideas of the ELA CCSS

This table summarizes key practices in the CCSS for ELA.

Key CCSS ELA "Practices"[10]	Disciplinary Core Ideas from the CCSS
1. Support analyses of a range of grade level complex texts with evidence 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 3. Construct valid arguments from evidence and critique the reasoning of others 4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts 5. Build upon the ideas of others and articulate their own when working collaboratively 6. Use English structures to communicate context specific messages	<u>Reading</u> • Read complex literature closely and support analyses with evidence • Read complex informational texts closely and support analyses with evidence • Use context to determine the meaning of words and phrases • Engage in the comparison and synthesis of ideas within and/or across texts <u>Writing</u> • Write analytically (e.g., write to inform/explain and to make an argument) in response to sources • Write narratives to develop craft of writing • Develop and strengthen writing through revision and editing • Gather, synthesize, and report on research • Write routinely over various timeframes <u>Speaking and Listening</u> • Participate in purposeful collaborative conversations with partners as well as in small and large groups • Comprehend information presented orally or visually • Share information in a variety of formats (including those that employ the use of technology) • Adapt speech to a variety of contexts and tasks <u>Language</u> • Use the English language to achieve rhetorical and aesthetic effects and recognize and use language strategically • Determine word meanings and word nuances

Funneled and Narrowed Selected Language Functions to Meet Access Needs Described in Cheuk/ELPD Framework Venn Diagram

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. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
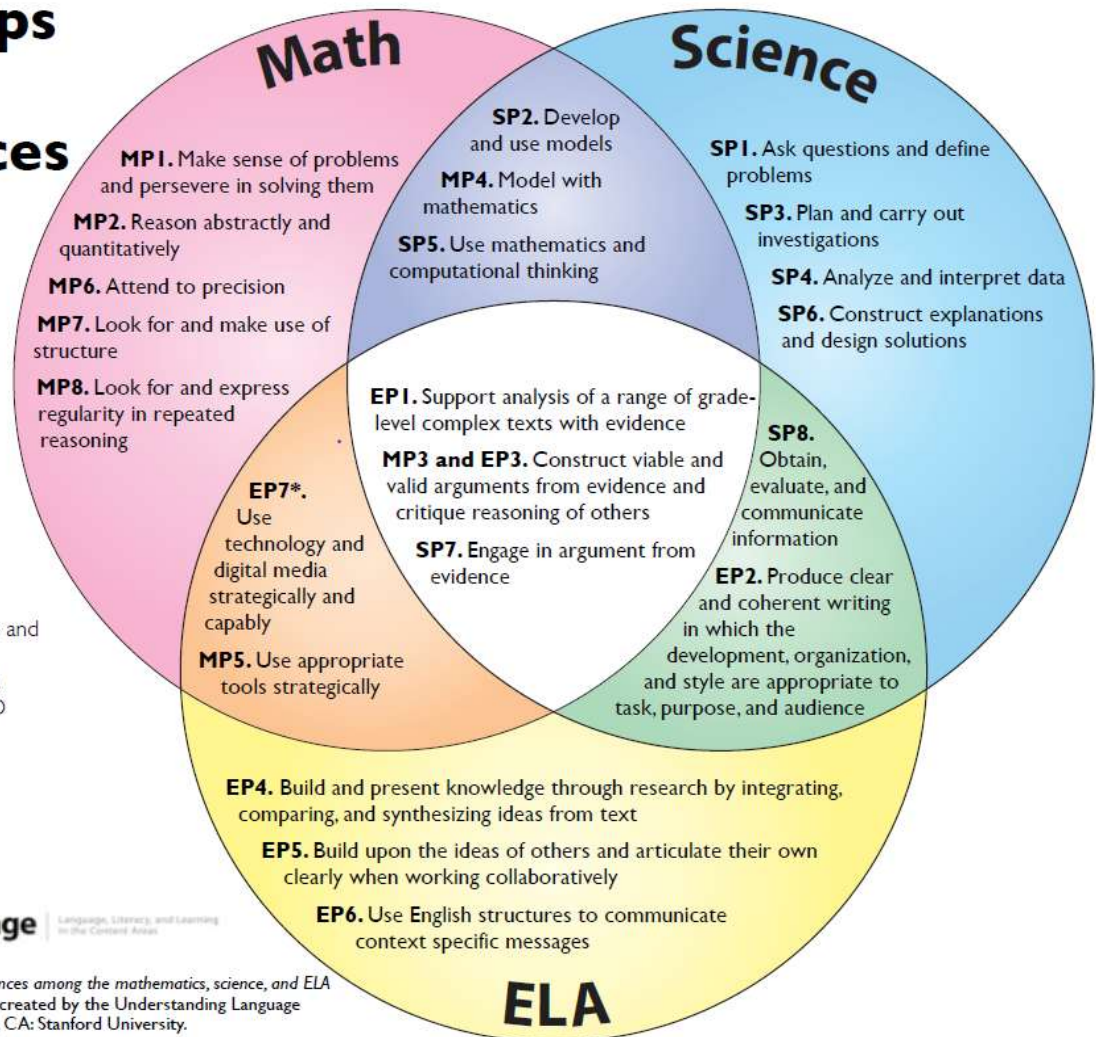4. EP7* represents CCSS for ELA student "capacity" (p. 7).

Stanford
GRADUATE SCHOOL OF
EDUCATION

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.

Math
MP1. Make sense of problems and persevere in solving them
MP2. Reason abstractly and quantitatively
MP6. Attend to precision
MP7. Look for and make use of structure
MP8. Look for and express regularity in repeated reasoning

SP2. Develop and use models
MP4. Model with mathematics
SP5. Use mathematics and computational thinking

Science
SP1. Ask questions and define problems
SP3. Plan and carry out investigations
SP4. Analyze and interpret data
SP6. Construct explanations and design solutions

EP1. Support analysis of a range of grade-level complex texts with evidence
MP3 and EP3. Construct viable and valid arguments from evidence and critique reasoning of others
SP7. Engage in argument from evidence

SP8. Obtain, evaluate, and communicate information

EP7*. Use technology and digital media strategically and capably
MP5. Use appropriate tools strategically

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

ELA
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text
EP5. Build upon the ideas of others and articulate their own clearly when working collaboratively
EP6. Use English structures to communicate context specific messages

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Mathematics Sense-Making and Language Use	
Key CCSS for Mathematical Practice 1: Make sense of problems and persevere in solving them	
Analytical Tasks	• Explain to self a problem's meaning, look for entry points to solution, and plan solution pathway • Analyze givens, constraints, relationships, and goals • Make conjectures about form and meaning of solution • Consider analogous problems • Monitor effectiveness of current selected solution strategy and decide when to pursue a different solution strategy • Check answers using different methods • Understand others' approaches to solving complex problems and identify correspondences between them • Create coherent representation of problems, considering units • Monitor use of resources such as time and effectiveness of current selected solution strategy • Monitor and evaluate reasonableness of intermediate and final results
Receptive Language Functions	• Comprehend the meaning of a problem as presented in multiple representations, such as spoken language, written texts, diagrams, drawings, tables, graphs, and mathematical expressions or equations • Comprehend others' talk about math problems, solutions, approaches, and reasoning • Coordinate texts and multiple representations
Productive Language Functions	Communicate (orally, in writing, and through other representations) about concepts, procedures, strategies, claims, arguments, and other information related to problem solving: • Create, label, describe, and use in presenting solutions to a math problem multiple written representations of a problem[26] • Explain in words orally or in writing relationships between quantities and multiple representations of problem solutions • Present information, description of solutions, explanations, and arguments to others • Respond to questions or critiques from others • Ask questions about others' solutions, strategies, and procedures for solving problems

Began with 2012 CA ELD Standards

Part I: Interacting in Meaningful Ways	Corresponding California Common Core Standards*
Collaborative	
1. Exchanging information and ideas with others through oral dialogue on a range of social and academic topics......................................	•SL.6.1,6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)................................	•W.6.6; WHST.6.6; SL.6.2
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	•W.6.4; WHST.6.4; SL.6.1
4. Adapting language choices to various contexts (based on purpose, interlocutors, and modality)	•W.6.4-5; WHST.6.4-5; SL.6.6; L.6.3,6
Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	•SL.6.2-3; L.6.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language..............................	•RL.6.1-7,9-10; RI.6.1-7,9-10; RH.6.1-7,9-10; RST.6.1-7,9-10; SL.6.2-3
7. Evaluating how well writers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area..................................	•RL.6.6,8; RI.6.6,8; RH.6.6,8; RST.6.6,8; L.6.3
8. Analyzing how writers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area..............................	•RL.6.4-5; RI.6.4-5; RH.6.4-5; RST.6.4-5; L.6.3-6
Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	•SL.6.4-6; L.6.1,3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology...	•W.6.1-10; WHST.6.1-10
11. Justifying own arguments and evaluating others' arguments in writing............................	•W.6.1,8; WHST.6.1,8; L.6.1-3
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	•W.6.4-5; WHST.6.4-5; SL.6.6; L.6.1,3,6

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Create ELP Standards in Relation to Participation in Content-Area Practices

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

Grades 4–5 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 5 ELA Standards

Standard 6.

ELP.4-5.6.	By the end of each English language proficiency level, an ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . analyze and critique the arguments of others orally and in writing . . .	identify a point an author or speaker makes.	identify a reason an author or speaker gives to support a main point, and agree or disagree.	tell how one or two reasons support the specific points an author or speaker makes or fails to make.	describe how reasons support the specific points an author or speaker makes or fails to make.	explain how an author or speaker uses reasons and evidence to support or fail to support particular points, (and at grade 5) identifying which reasons and evidence support which points).

when engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **EP3.** Construct valid arguments from evidence and critique the reasoning of others. **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	**MP1.** Make sense of problems and persevere in solving them. **MP3.** Construct viable arguments and critique reasoning of others.	**SP1.** Ask questions and define problems. **SP6.** Construct explanations and design solutions. **SP7.** Engage in argument from evidence. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 5 ELA Standards:

RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

W.1b. Provide logically ordered reasons that are supported by facts and details.

SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

K-12 Practices Matrix

Use the **K-12 Practices Matrix** to identify a practice and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard.

Practices	ELP Standards									
ELA "Practices"[5] (EP)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
EP1. Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Construct valid arguments from evidence and critique the reasoning of others.	EP3			EP3		EP3				
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.	EP5	EP5		EP5	EP5	EP5				
EP6. Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6

Mathematical Practices (MP)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										

Science Practices (SP)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					SP3					
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8

III. Proof of Concept Activity: How Improved Language Access Can Help Students

Two approaches to CCRS-based instruction

- **Content standards**
- **The practices**

Great *Standards for Practice* diagrams at http://maccss.ncdpi.wikispaces.net/Elementary

Part I of Activity: Perform a Content-Standards Aligned Task

CCSS.Math.Content.2.OA.B.2

- **Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers**

- **Explain the possible strategies a student could use to solve these problems?**

CCSS.Math.Content.2.OA.B.2

CCSS.Math.Content.2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Use strategies such as . . .
1. counting on;
2. making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14);
3. decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9);
4. using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and
5. creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Part II of Activity: Focus on the Standards for Practice

1. Decide with a partner (and then share with the group), what kinds of questions might you ask based on the M & M's you have in your bag?

2. Choose one question and complete it. (Be ready to share your question and how you reached your solution.)

3. Share your answer in Pig Latin.

4. Final Review: Circle the practices you used as you solved this problem. At what point in solving the problem did you use this practice?

Focus on Students' Communicative Abilities in the Academic Classroom

Language **forms***:* vocabulary, construction of sentences (includes grammar), discourse (text structures)

Language functions: Focuses on what students *do* with language to accomplish content-specific tasks.

Summary of ELLs' CCSS and NGSS Language Access Needs

I.   Engage with complex oral presentations and texts to build knowledge across the curriculum
II. Use evidence to argue, inform, and analyze
III. Speak and write collaboratively, understanding multiple perspectives, and presenting ideas appropriately to purpose, task, and audience
IV. Develop and use linguistic resources to do I-III above:

   I.   Academic and discipline-specific vocabulary
   II. Sentence [grammar] structure
   III. Discourse [text structures]

CSAI Training Resource
Being Developed

Create for teacher trainers (at school, district, and state levels) a vetted list of professional development resources to use when training teachers how to support the access of students, including ELLs, to the language demands of the CCSS and NGSS.

IV. Ideas for Technical Assistance

Principle 1: College- and Career-Ready Expectations for All Students

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Principle 3: Supporting Effective Instruction and Leadership

Examine the AEE's Recommendations for your Group's Topic

1. Discuss the challenges might you encounter.
2. Discuss possible solutions: Which to avoid? Which are the most meaningful?
3. Discuss which SEA capacities need to built?
4. What resources will you need?

Report out to the whole group.

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