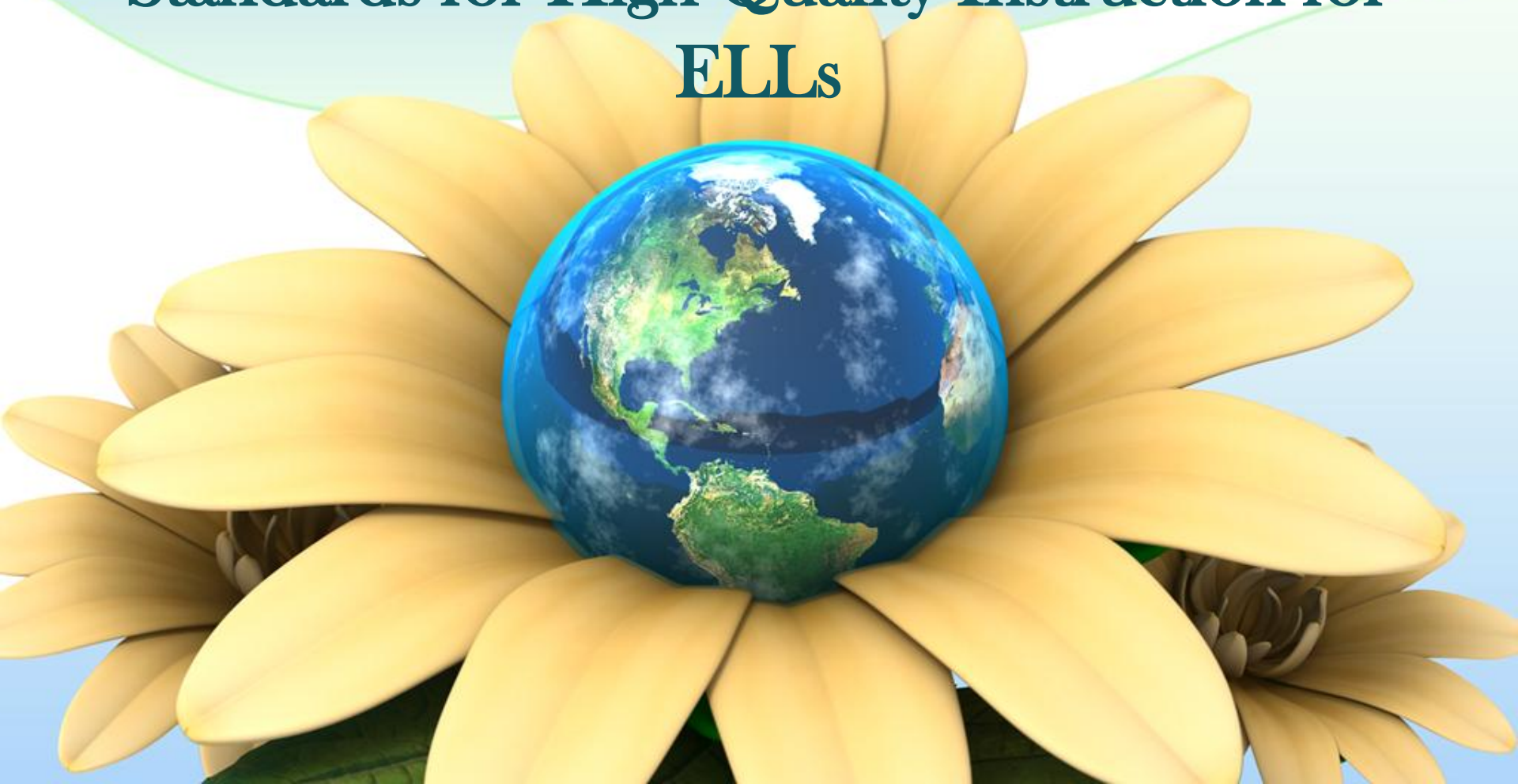


RITELL Presentation

May 4, 2013

Linking the CCSS and WIDA ELD Standards for High Quality Instruction for ELLs



Pawtucket's Team

Julie Motta,

Karen
Hammarstrom
and Jennifer
Walker
Shea High ESL
ELA Teachers

April Marquis
and Alicia
Migliore
Goff and Slater
Jr. High ESL
ELA Teachers

Pat Jaspers,
Melinda
DeCorte, Ruth
Donth
Cunningham,
Curtis and
Winters K and
Grade 1 ESL
Teachers



Driving the Idea of Academic Language Home

Describe the image as...

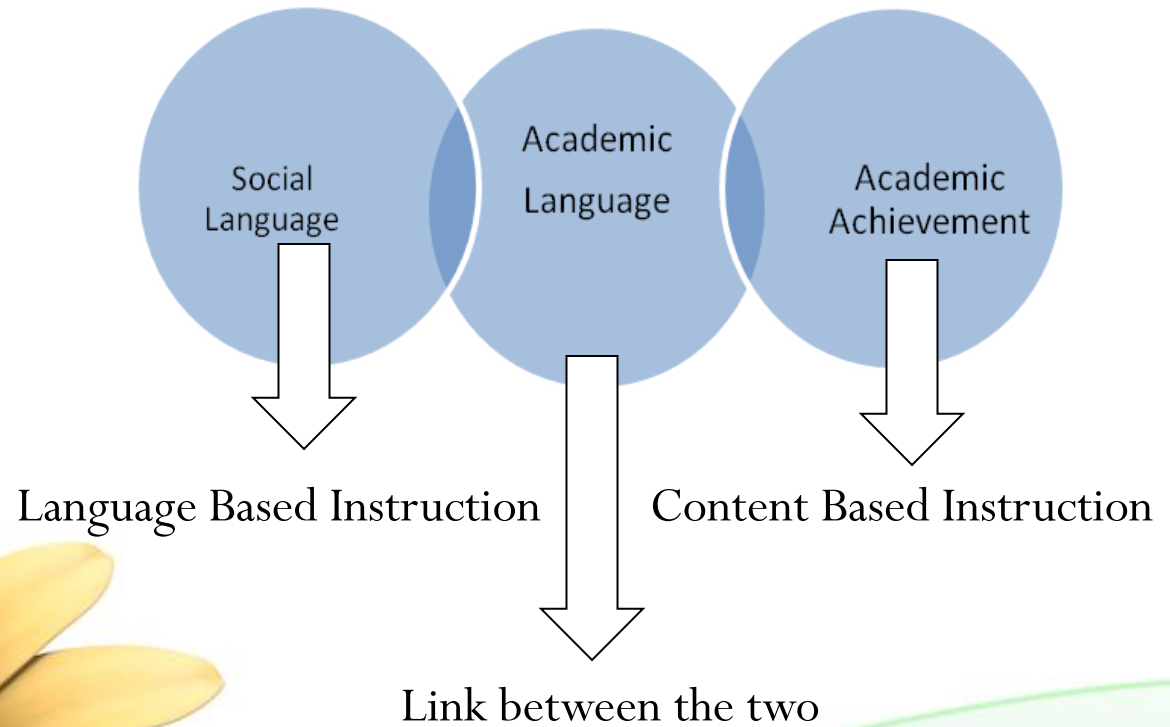


Both the CCSS and WIDA Emphasize Academic Language

Mastery of academic language is arguably the single most important determinant of academic success for individual students. It is not possible to overstate the role that language plays in determining students' success with academic content. Proficient use of and control over academic language is the key!



1. Social and academic language are linked to language-based instruction and assessment.
2. Academic language and academic achievement are linked to content-based instruction and assessment.



WIDA ELD
Standards guide
language
instruction through
content that leads
to academic
language
development

Common Core
State Standards
guide content
instruction
through language
that leads to
academic
language
development



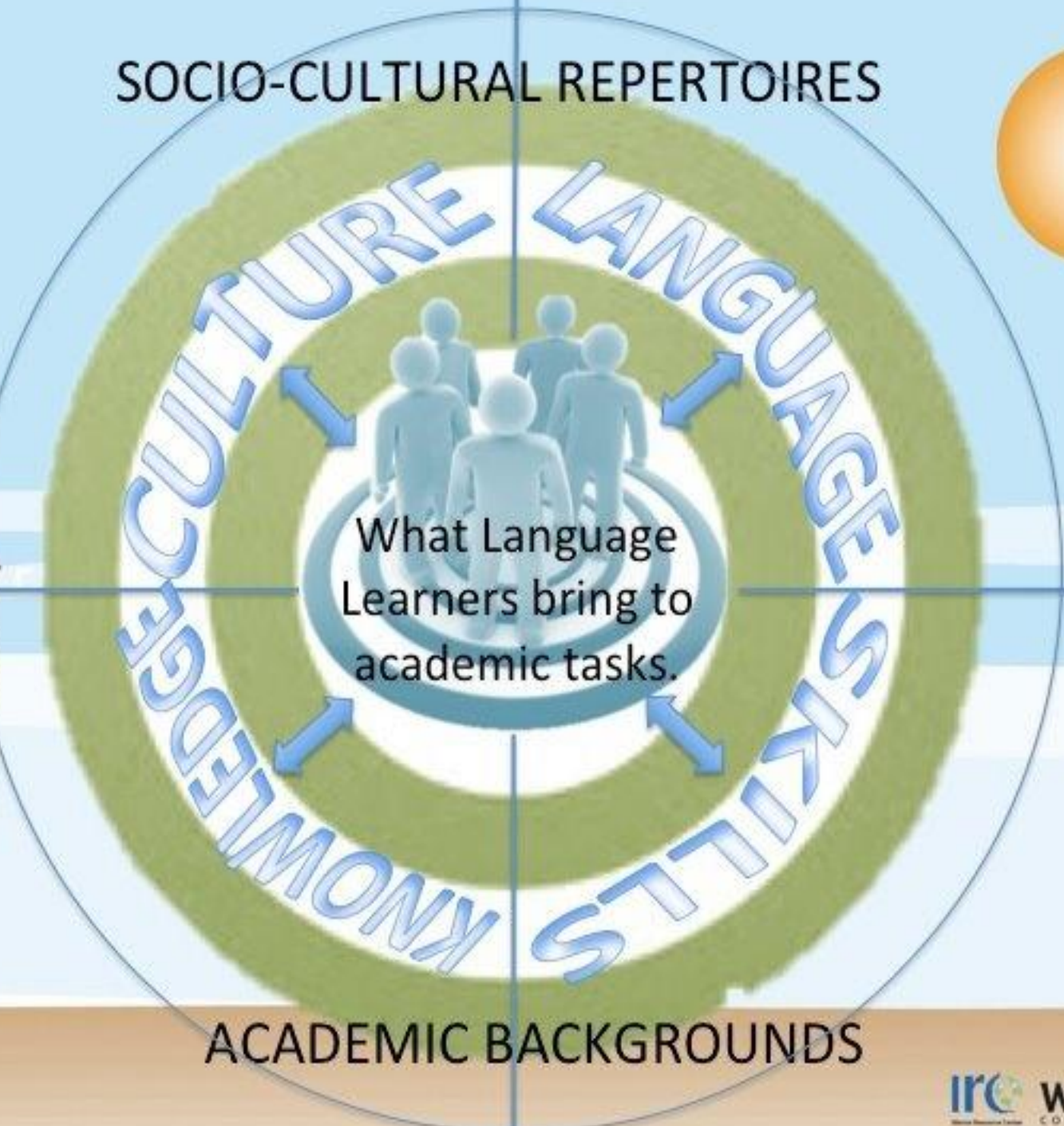
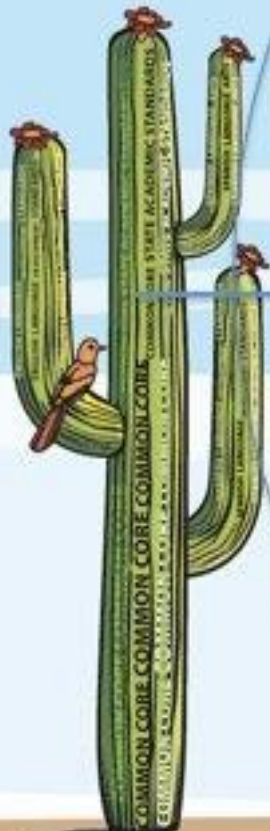
What Our Students Bring to the Classroom

With new content standards, changes to the WIDA frameworks, and rigorous curriculum units to implement, we cannot lose sight of what our students bring to us!

All of our work should be based on the Socio-Cultural Foundations of our students



SOCIO-CULTURAL REPERTOIRES



ACADEMIC BACKGROUNDS

New Features of the 2012 WIDA ELD Standards

Rationale for new WIDA Framework:

- Strive to (1) Reflect the most current theory and thinking and
- (2) make implicit elements explicit
- (3) acknowledge the Common Core State Standards and the Next Generation Science Standards

Terminology Changes:

- From ELP for ELD standards (English Language Development)
- From Beginning to Emerging in Level 2
- From Language Control to Language Forms and Conventions .
- The Speaking and Writing Rubrics will stay in place until we move to ACCESS 2.0 (working with CAL to develop for 2015-16)



The 5 Standards Did Not Change!!!!

Undergirds of the ELDs

Can Do Philosophy

The Language of School

The Language Development Principles

Language in Context

Basis of the Frameworks

Features of Academic Language

Performance Definitions

Standards Matrix



WIDA's ELD Standards



Social
Instructional
Language



Language of
Language
Arts



Language of
Mathematics



Language of
Science



Language of
Social
Studies

Academic Language

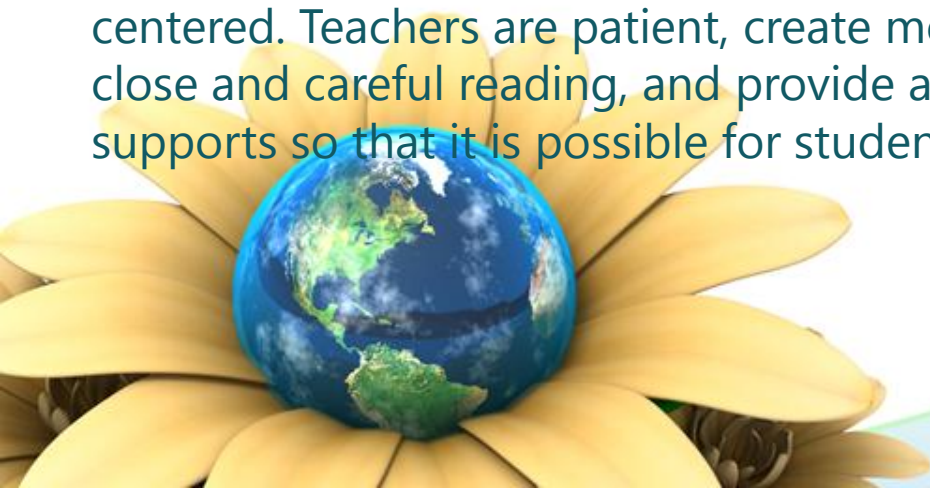
Sociocultural Context



Key Ideas to Consider from the CCSS

6 Instructional Shifts

1. **Balancing Informational and Literary Text** (PK–5): Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world — science, social studies, the arts and literature — through text. At least 50 percent of what students read is informational.
2. **Building Knowledge in the Disciplines** (6–12): Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms — rather than referring to the text, they are expected to learn from what they read.
3. **Staircase of Complexity**: To prepare students for the complexity of college- and career-ready texts, each grade level requires a “step” of growth on the “staircase.” Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.



Shifts Continued

4. **Text-Based Answers:** Students have rich and rigorous conversations that depend on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation and in writing to assess comprehension of a text.

5. **Writing from Sources:** Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts and arguments presented in the texts they read.

6. **Academic Vocabulary:** Students constantly build the vocabulary they need to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

For K-8: [readworks.org](https://www.readworks.org)



A public service message:

PARCC Accommodations Guide for
ELLs- public comment period through
May 13, 2013

<http://www.parcconline.org/parcc-draft-accommodations-manual>



Summing it up



Our Curriculum-Designed to Merge Content and Language Standards

Please join an elementary, middle level , or high school group to explore the process we used to create curriculum units for our ELLs that include both the Common Core and WIDA ELD Standards, research-based strategies and formative and summative assessments

Pawtucket Teachers will walk you through a sample curriculum unit that they worked to develop collaboratively



Tri-State Rubric

- Rhode Island, Massachusetts and New York developed a rubric to assess new CCSS units and lessons.
- We used the rubric to self-assess our work, make revisions, and help us implement the instruction necessary to successfully teach our ELLs at varying levels of language development



Model Performance Indicators

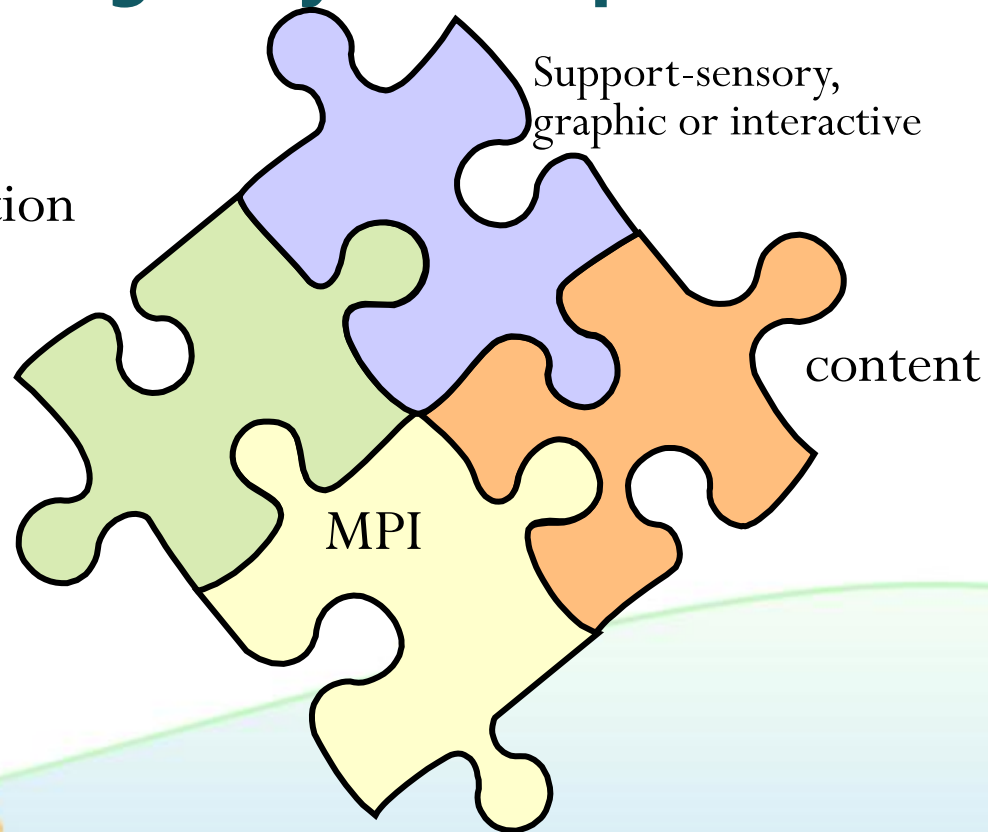
1. **Can you organize a strand of MPIs correctly by English development level?**
2. **Using the puzzle pieces, can you create MPIs?**
3. **Now, can you interchange any of the pieces to transform an MPI?**

Language function

Support-sensory,
graphic or interactive

content

MPI



Time for Reactions/Questions????



**Conga Line
Wrap Up**

