



**English Language Development 2.0**

English Language Development to Meet the Language Demands of New Standards  
 Council of the Great City Schools  
 NCSTIII Directors July 23, 2014




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**+ ELLs in the Council of the Great City Schools and in the Nation**

- Council of the Great City Schools is a membership organization of 67 of the nation's largest urban public school districts
- CGCS: over 1.2 million English Language Learners (ELLs) or about 26 percent of the nation's total; and 400,000 teachers. (ELLs in America's Great City Schools, 2013)
- The nation: 74% of schools in the nation enroll at least one ELL, ranging from 94% of schools in CA to 22% in Montana. (U.S. Dept. of Education, NCES, Schools and Staffing Survey, 2011-12)

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**+ ELLs and Common Core—Challenge and Opportunity**

The academic success of ELLs is critical to the success of our urban school districts and to the nation as a whole.

- **Challenge**—success for ELLs requires more instructional shifts
  - Instructional shifts called for by the Common Core must also be visible in ELL instructional programs
  - Shift in expectations for what ELLs are capable of learning
  - Shift in the role of ESL teachers
- **Opportunity**—new standards also apply to ELLs
  - Language demands figure prominently—an opportunity to purposely address ELL language development needs
  - Renewed and recast commitment to equity for ELLs

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+ Language development central to meeting the challenge

... "language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world... especially for children, language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world" (Cazden, 1977:42)

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+ Meeting the Challenge: Upgrade ELD to ELD 2.0

- *Vision:* Accelerate academic English language development and access to grade-level, rigorous instruction in all content areas.
  - Purposeful language development anchored in CC
  - Grade-level content, appropriately scaffolded
  - Instructional practices and materials built on high expectations and rigor for ELLs
- Framework for raising expectations and instructional rigor for ELLs
  - New vision and structure for ELD (ELD 2.0)
  - Examples of instructional delivery models
  - Criteria and guide for selection of instructional materials

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+ Building ELD 2.0--embracing diversity and reaching consensus

- Diversity of ELLs and educational settings:
  - ELLs are a diverse group with varying background experiences, academic proficiencies and levels of English proficiency
  - English Language Development is defined differently across districts (ELD, ESL, ESOL, ELA-acquisition)
  - Instructional delivery varies—how and by whom is ELD provided
  - Use of native language—districts vary in whether and how they use native language to support English acquisition and content learning
- Consensus around two overarching goals:
  - Access to Common Core/new standards
  - ELD to ensure ELLs meet the language demands of the new standards

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### + Expectations for ELLs— a Cornerstone for ELD 2.0

- Theory of Action—what we believe about ELLs, what we want from instructional staff and leaders, and what we expect of ELD
- ELLs are capable of engaging in complex thinking, reading, and engaging with complex text (reading and writing)
- Teachers are supported by instructional leaders who understand important shifts needed to engage ELLs in complex thinking, talk, and tasks anchored in complex, grade-level texts
- ELD ensures that ELLs acquire the reasoning, language skills, and academic registers to be successful across the curriculum and **throughout the school day**

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### ELD 2.0—Key Element of the Framework

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### + Components of ELD 2.0

**Shared responsibility**—Both targeted services or instructional programs for ELLs and general education share the responsibility for developing discipline-specific content knowledge and academic language proficiency

**Two essential components:**

- **Focused language study (FLS)** time, where ELLs are grouped together to concentrate on specific elements of the English language that their native English-speaking peers already know
- **Discipline-specific and academic language expansion (DALE)** that is on-going and integrated into the different content areas, which ELLs, along with their native English-speaking peers, must study throughout the school day

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**+ Focused Language Study**

WHAT	HOW
<ul style="list-style-type: none"> <li>■ Focused English Language Development: A dedicated time for very targeted ELD. Instruction focuses on HOW English works (Fillmore &amp; Fillmore, 2012.)</li> <li>■ Focus on functional/purposeful use of language – appropriate to varying language proficiency levels</li> <li>■ In some districts ESL/ELD serves as the ELA course for ELLs. (CCSS and ESL Standards)</li> <li>■ Instruction is applicable to functional aspects of schooling, as well as language needs across the content areas</li> </ul>	<ul style="list-style-type: none"> <li>■ Students may be grouped by English proficiency levels (not isolated in a single-level group)</li> <li>■ A specified number of minutes (e.g. 30-60) is allotted in elementary grades, or a class period(s) at the secondary level, either as a stand-alone class or in combination with ELA</li> <li>■ Instruction may be provided by:               <ul style="list-style-type: none"> <li>■ ESL teacher (push-in, pull-out)</li> <li>■ Classroom teacher (as a small group)</li> <li>■ Co-teachers (each with a small group at similar language levels)</li> </ul> </li> </ul>

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**+ Discipline-Specific Academic Language Expansion**

WHAT	HOW
<ul style="list-style-type: none"> <li>■ Integrated, grade-level specific language development</li> <li>■ Embedded in, and informed by, content across the subject areas</li> <li>■ Identifies lesson's language demands, challenges, and opportunities</li> <li>■ High-utility, cross-discipline academic language development is a focus</li> </ul>	<ul style="list-style-type: none"> <li>■ Instruction is in the context of grade-level content, and focuses on deliberate language development through complex thought, texts, and tasks</li> <li>■ It is not decontextualized</li> <li>■ May be provided by:               <ul style="list-style-type: none"> <li>■ Content-area teacher</li> <li>■ Co-teachers: Content-area teacher and ESL teacher planning and teaching together</li> </ul> </li> <li>■ Needs targeted, job-embedded professional development</li> </ul>

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**+ English Language Development 2.0**

**ELD = FLS\* + DALE\***

**Focused Language Study**    **Discipline-Specific Academic Language Expansion**

\*Essential Component – regardless of program model.

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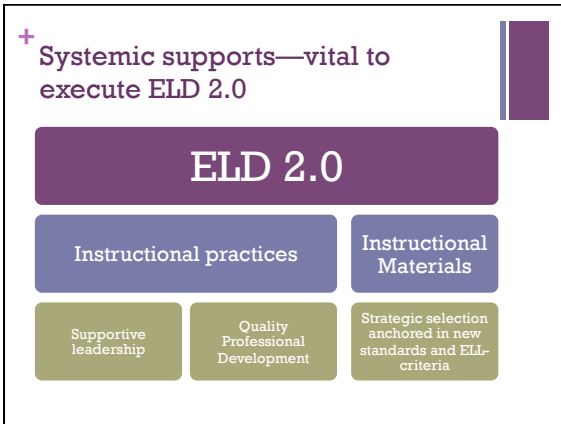
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Thank you

Gabriela Uro  
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The full document includes several additional key elements:

- Effective Instructional Practices
- Program Models and Delivery Options
- Selection of Instructional Materials for ELLs

visit [www.cwcs.org](http://www.cwcs.org)

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