



English Language Development 2.0

English Language Development to
Meet the Language Demands of
New Standards



National Council of State Title III Directors Meeting
July 23, 2014
Washington DC

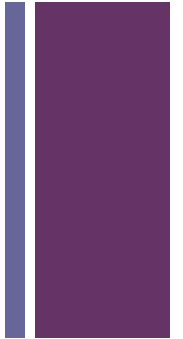
+ ELLs and Common Core— Challenge and Opportunity



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

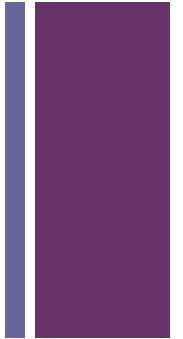
+ Meeting the Challenge: Upgrade ELD to ELD 2.0



- Vision: Accelerate academic English language development and provide 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 for ELLs



Building ELD 2.0--embracing diversity & 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

+ 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**

+ Components of ELD 2.0

Shared responsibility—ELL specific supports and services *and* general education share the responsibility for developing discipline-specific content knowledge and academic language proficiency

Two essential components:

- ***Focused language study (FLS)*** time during which instruction for ELLs concentrates on specific elements of the English language that their native English-speaking peers already know. *How English works.*
- ***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

+ Focused Language Study

WHAT

- Focused English Language Development: A dedicated time for very targeted ELD. Instruction focuses on HOW English works (Fillmore & Fillmore, 2012.)
- Focus on functional/purposeful use of language – appropriate to varying language proficiency levels
- In some districts ESL/ELD serves as the ELA course for ELLs. (CCSS and ESL Standards)
- Instruction is applicable to functional aspects of schooling, as well as language needs across the content areas

HOW

- Students may be grouped by English proficiency levels (not isolated in a single-level group)
- 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
 - Instruction may be provided by:
 - ESL teacher (push-in, pull-out)
 - Classroom teacher (as a small group)
 - Co-teachers (each with a small group at similar language levels)

+ Discipline-Specific Academic Language Expansion

WHAT

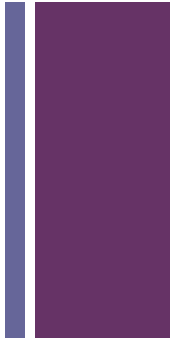
- Integrated, grade-level specific language development
- Embedded in, and informed by, content across the subject areas
- Identifies lesson's language demands, challenges, and opportunities
- High-utility, cross-discipline academic language development is a focus

HOW

- Instruction is in the context of grade-level content, and focuses on deliberate language development through complex thought, texts, and tasks
- It is not decontextualized
- May be provided by:
 - Content-area teacher
 - Co-teachers: Content-area teacher and ESL teacher planning and teaching together
- Needs targeted, job-embedded professional development

+

English Language Development 2.0



$$\text{ELD} = \text{FLS}^* + \text{DALE}^*$$

Focused
Language
Study

Discipline-Specific
Academic
Language
Expansion

*Essential Component – regardless of program model,
and Essential for ELLs.



visit
www.cgcs.org

Thank you

Gabriela Uro
guro@cgcs.org

The full document includes several additional key framework elements:

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



TM