

Helping English Learners Meet the CCRS in Language Arts: PD for Educators

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Improving Outcomes for English Language Learners



About AIR and EHDW

Established in 1946, American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research on important social issues and delivers technical assistance, both domestically and internationally, in the areas of education, health, and workforce productivity.

AIR's Education, Human Development, and the Workforce (EHDW) program focuses on improving teaching and learning to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education. Our reputation is built on a solid foundation of providing high-quality services in research, analysis, technical assistance, assessment, and strategic planning to school districts, states, and the federal government as well as to industry, organizations, and foundations.

About the English Language Learner Center and Staff

The English Language Learner Center at AIR is committed to reducing the achievement gap and improving outcomes for English language learners (ELLs) by connecting rigorous research to policy and practice.

Our ELL team is led by two nationally renowned experts, Diane August, Ph.D., and Jennifer O'Day, Ph.D., both of whom are distinguished researchers with deep expertise about ELLs. They are supported by skilled AIR team members who have worked with schools, districts, universities, nonprofits, and government agencies to improve outcomes for ELLs.

For More Information

For additional information about the English Language Learner Center at AIR, please contact Diane August, Ph.D., Managing Director, by e-mail (ELLCenter@air.org).

Overview of Presentation

- SEA responsibility related to the CCRS: the waiver provisions
- Quality review criteria that guide instructional methods and materials
- Professional development for educators: the foundations
- Professional development for educators: the process

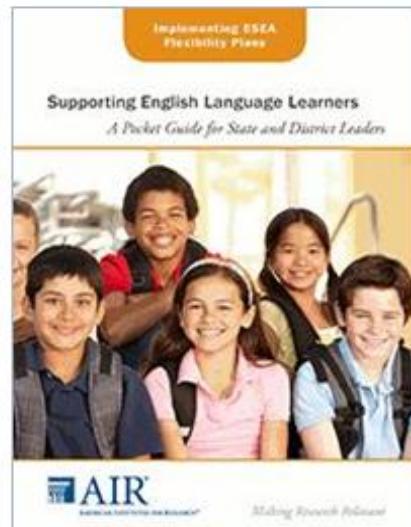
Waiver Provisions Related to the CCRS*

- (SEA) must show that it has college- and career-ready expectations for all students by:
 - Adopting college- and career-ready standards in at least reading/language arts and mathematics;
 - Transitioning to and implementing such standards statewide for all students and schools;
 - Developing and administering annual, statewide, aligned, high-quality assessments, and corresponding academic achievement standards, that measure student growth;
 - Committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards; and
 - Committing to develop and administer aligned ELP assessments

New Guide Helps Leaders and Practitioners Improve Instruction for English Language Learners

The need to serve English language learners (ELLs) has never been more pressing, as their numbers increase and their achievement continues to be poor compared to their English-proficient peers. State and district leaders need high-quality research and information to improve instruction for ELLs and promote student learning.

File: English Language Learner Pocket Guide (PDF)



Supporting English Language Learners: A Pocket Guide for State and District Leaders summarizes the ELL-relevant information presented in 34 approved applications for Elementary and Secondary Education Act (ESEA) flexibility waivers and suggests promising practices and policies to address these students' needs. The guide, developed by the Center for English Language Learners at AIR, is designed for state and district leaders who play a key role in ensuring that all students—including ELLs—graduate from high school well prepared for college and careers.

This Pocket Guide is the first of three developed to help state and local policymakers and practitioners implement ESEA flexibility plans approved by the U.S. Department of Education. The guide's authors reviewed the approved plans to identify policies relevant to ELLs. The guide includes:

- Requirements for each principle related to ELLs in the flexibility waivers
- Descriptions of how the plans addressed ELLs
- Considerations for research-based enhancements to current policy and practice
- Examples of state and district innovations for ELLs related to the waiver provisions

Quality Review Criteria

Guidelines for teaching that meets the standards



Guidelines: Quality Review Criteria

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 2.0

Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** <input checked="" type="checkbox"/> Makes reading text(s) closely a central focus of instruction and includes sequences of text-dependent questions that cause students to examine textual evidence and discern deep meaning.** <input checked="" type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** <input checked="" type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. <input checked="" type="checkbox"/> (Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. [Disciplinary rubrics for grades 6-12 under development.] 	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** <input checked="" type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** <input checked="" type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.** <input checked="" type="checkbox"/> Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS (p.5) and indicated by instructional time.** <input checked="" type="checkbox"/> Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. <input checked="" type="checkbox"/> Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.** <input checked="" type="checkbox"/> Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.** <input checked="" type="checkbox"/> Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking. <input checked="" type="checkbox"/> Integrates appropriate supports for students who are ELL, have disabilities, or read well below the grade level text band. <input checked="" type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Includes a progression of learning where concepts and skills advance and deepen over time.** <input checked="" type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities. <input checked="" type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. <input checked="" type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. <input checked="" type="checkbox"/> Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. <input checked="" type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).** <input checked="" type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.** <input checked="" type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

Rating Scale for Each Dimension:

- 3: Meets all "must have" criteria (**), and most of the other criteria in the dimension.
- 2: Meets many of the "must have" criteria and many of the other criteria in the dimension.
- 1: Meets some of the criteria in the dimension.
- 0: Does not meet the criteria in the dimension.

Overall Rating for the Lesson/Unit:

- E: **Exemplar Lesson/Unit** - meets all the "must have" criteria (**) and most of the other criteria in all four dimensions (mainly 3's).
- E/I: **Exemplar if Improved** - needs some improvement in one or more dimensions (mainly 3's and 2's).
- R: **Needs Revision** - is a "work in progress" and requires significant revision in one or more dimensions (mainly 2's and 1's).
- N: **Not Recommended** - does not meet the criteria in the dimensions (mainly 1's and 0's).

Quality Rubric created by the Tri-State Collaborative (Massachusetts, New York, Rhode Island) – facilitated by Achieve with consultation from Student Achievement Partners

4/12/12

Guidelines: Alignment to Rigor

- Focuses teaching and learning on a targeted set of grade-level CCS Standards in ELA/Literacy
- Includes a clear and explicit purpose for instruction and selects texts that are of sufficient quality and scope for the stated purpose
- Makes reading text closely a central focus of instruction and include sequences of text-dependent questions that cause students to examine textual evidence and discern deep meaning

Guidelines: Key Areas of Focus

- Text-based evidence—facilitates rich and rigorous evidence based discussions and writing through specific thought-provoking questions about common texts
- Writing from sources—routinely expects that students draw evidence from text to inform, explain, make an argument in written forms
 - Notes, summaries, short responses, essays
- Academic vocabulary—focuses on building students academic vocabulary through context throughout instruction

Guidelines: Instructional Supports

- Cultivates student interest and engagement in reading, writing, and speaking about texts
- Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text
- Integrates appropriate supports for students who are ELLs, have disabilities, or read well below the grade level text band
- Provides extensions and/or more advanced text for students who read well above the grade level text band

Guidelines: Assessment

- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level standards with appropriately complex texts
- Assesses student proficiency using methods that are unbiased and accessible to all students
- Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance

Steps in the Process

Follow the Path



Acknowledgements

We acknowledge the support of the Mid-Continent Comprehensive Center (MC3) and DSF Consulting in the preparation of these materials



Overview of the Process

1. Focus teaching and learning on a set of grade appropriate standards
2. Select texts that are of sufficient quality and scope for the stated purpose.
3. Make reading closely a central focus of instruction.
4. Provide instructional supports
 - Cultivate interest and engagement
 - Include appropriate scaffolding so students experience complexity of the text
 - Integrate appropriate supports for students who are ELLs, students with disabilities or students who read below the grade level
5. Assess students' knowledge and skills.

Exemplar: Gettysburg Address



The Gettysburg Address, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

twenty

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

a war
between
citizens of
the same
country

But, in a larger sense, we can not hallow—struggled here, here we may detract. The world

declare a
place sacred

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

accomplishing
anything

1. Target Grade-Level Standards

Focus Teaching & Learning
on Grade-appropriate Standards



Target Grade-Level Standards

- For all students (including ELLs)
 - Select standards for several content areas:
 - In ELA, teachers are required to use informational text
 - 50% at the elementary grades
 - 55-70% at the secondary grades
 - In the content areas, teachers are required to address academic language and literacy.
 - Encourage collaboration:
 - At the elementary level, classroom teachers and resource teachers collaborate to select standards.
 - At the secondary level, ELA teachers collaborate with other content area teachers to select standards.

Target Grade-Level Standards

Gettysburg Address exemplar: Reading standards for informational text

- RI.7.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.10 Range of Reading and Level of Text Complexity: Read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Target Grade-Level Standards

Gettysburg Address exemplar: Literacy standards for history/social studies

- RH.6-8.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.7 Integration of Knowledge and Ideas: Integrate visual information (e.g. in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

Target Grade-Level Standards

Gettysburg Address exemplar: state social studies core curriculum standards for Grades 7-8

- Understand the development and progress of the Civil War
- Investigate key turning points in the Civil War and explain why these turning points are significant
- Identify and collect information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources

Target Grade-Level Standards

- For ELLs

- Incorporate English language proficiency standards that are aligned with the ELA standards.

Framework for English Language Proficiency Development Standards:

<http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf>

- At all levels, classroom teachers and ESL teachers collaborate to select standards.

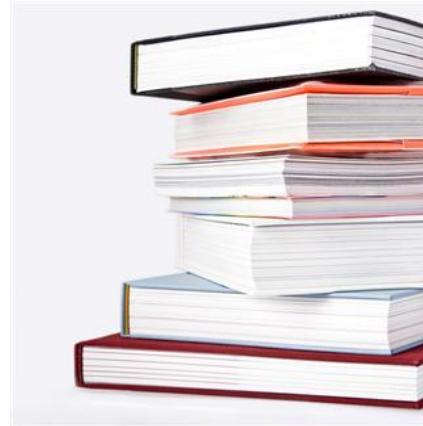
1. Target Grade-Level Standards

Questions or Comments?



2. Select Appropriate Text

Sufficient Quality and Scope for Goals of Instruction



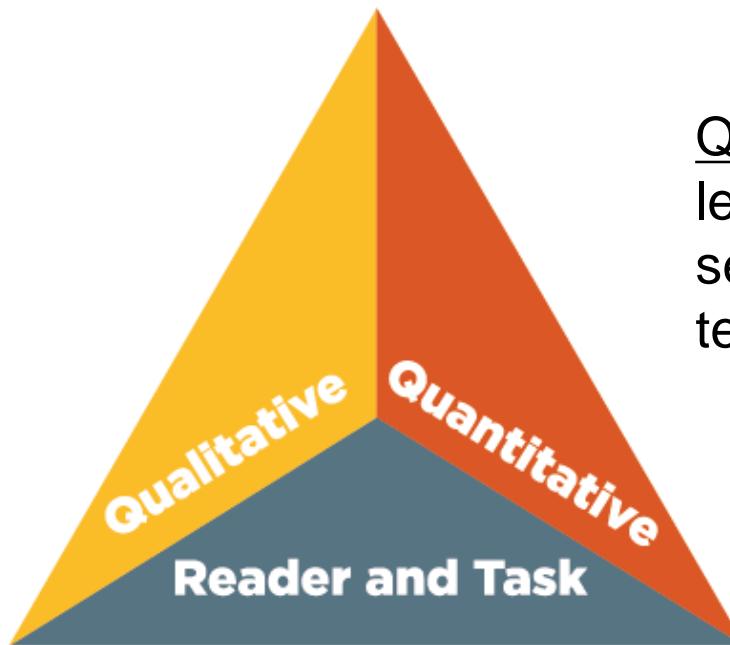
Select Appropriate Text

- In selecting text for all students consider:
 - Quantitative attributes of text
 - Qualitative attributes of text
 - Reader characteristics (e.g. motivation, knowledge, and experiences)
 - Task characteristics (i.e. purpose and complexity of task assigned and questions posed)
 - Text characteristics
 - Representative of divergent cultures, periods and world views
- In selecting text for ELLs consider:
 - First and second language proficiency levels

Select Appropriate Text

Qualitative: levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands

Quantitative: word length or frequency; sentence length; and text cohesion



Reader and Task: specific to particular readers (e.g., motivation, knowledge, and experiences) and to particular tasks (e.g., purpose and the complexity of the task)

Select Appropriate Text

Quantitative measures for selecting text

■ Narrative texts

- The Lexile framework can be used to measure the quantitative difficulty of text entered electronically.
- Lexile also rates a large number of print texts, though not many are informational

<http://www.lexile.com/fab/>

Select Appropriate Text

Quantitative measures for selecting text

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K–1	N/A	N/A
2–3	450L–725L	420L–820L
4–5	645L–845L	740L–1010L
6–8	860L–1010L	925L–1185L
9–10	960L–1115L	1050L–1335L
11–CCR	1070L–1220L	1185L–1385L

The higher the Lexile number, the more quantitatively complex the text.

Select Appropriate Text

Resource to find leveled texts beyond the basal series

- Learning Oasis
 - Built on the Lexile framework for reading
 - Allows students to engage in differentiated reading, writing, and vocabulary activities based on their individual ability levels
 - Students can find books and articles on a number of topics at their reading level
 - Website: <http://www.alearningoasis.com/>
 - Tutorial: <http://www.youtube.com/user/learningoasis>

Select Appropriate Text

Other Quantitative measures for selecting text

- Informational Texts and Textbooks
 - The AR BookFinder
 - Uses the ATOS book level
 - Created by Renaissance Learning, Inc.
 - [AR BookFinder](http://www.arbookfind.com) (<http://www.arbookfind.com>)
 - The Questar Textbook Readability
 - Uses the Degree of Reading Power Score
 - [Questar Textbook Readability](http://www.questarai.com/products/drpprogram/pages/textbook_readability.aspx)
(http://www.questarai.com/products/drpprogram/pages/textbook_readability.aspx)

Select Appropriate Text

Quantitative measures for selecting text

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid ⁸	The Lexile Framework®	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Select Appropriate Text

Gettysburg Address Exemplar: Lexile and grade band

Text	Lexile Level	Grade Band
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.		
Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.		
But, in a larger sense, we can not dedicate—we can not consecrate —we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.	1500	11+

Select Appropriate Text

Qualitative Measures for Selecting Text

- Text with multiple levels of meaning
- Distortions in organization of text (e.g. time sequences)
- Sophisticated figurative language
- Significant use of variations to standard English
- Specialized or technical content knowledge assumed/required
- Limited use of text features and graphics to cue the reader
- Extensive and unfamiliar general and domain-specific vocabulary
- Use of language that is archaic

**Select Appropriate Text

Qualitative Measures for Selecting Text

- Partner work: read handout, pages 2-3
- Discuss handout with partner

Select Appropriate Text***

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty and dedicated to the proposition that all men are created equal.

1. Text with multiple levels of meaning
2. Distortions in organization of text (e.g. time sequences)
3. Sophisticated figurative language
4. Significant use of variations to standard English
5. Specialized or technical content knowledge assumed/required
6. Limited use of text features and graphics to cue the reader
7. Extensive and unfamiliar general and domain-specific vocabulary
8. Use of language that is archaic

Select Appropriate Text: ELLs

Qualitative Measures for Selecting Text: Attributes that make text particularly challenging for ELLs

- Lexical or word level
 - Words with multiple meanings
 - Nominalization
- Sentence level
 - Complex syntax
 - Linking ideas (e.g. connectives)

Select Appropriate Text: ELLs

Qualitative Measures for Selecting Text: Attributes that make text particularly challenging for ELLs (cont.)

- Discourse level
 - Referential chains
 - anaphora (e.g., he, she, it)
 - ongoing themes
 - Organizational structure (e.g., dialogue)
 - Academic stance (authoritative, detached language)

Select Appropriate Text: ELLs

Four score and seven years ago our fathers brought forth on this continent,
a new nation, conceived in Liberty, and dedicated to the proposition that all
men are created equal

1. Words with multiple meanings

2. Nominalization

3. Complex syntax

4. Connectives

5. Referential chains

6. Dialogue

7. Academic Stance

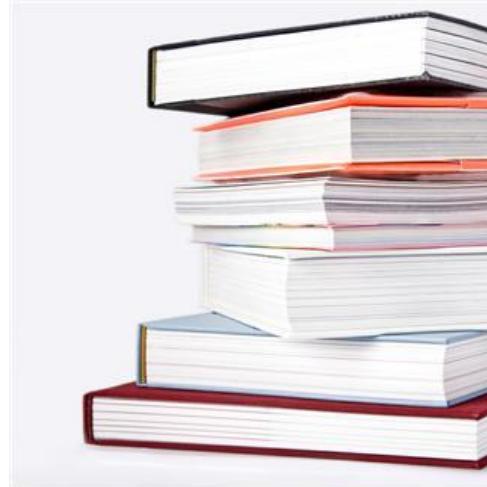
8. Use of non-standard dialects

Select Appropriate Text

- Consider text characteristics
 - Culturally relevant materials
 - Scholastic's How to Choose the Best Multicultural Books
<http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books>
 - Jane Addams Children's Book Award winners
<http://www.janeaddamspeace.org/jacba/docs/JACBAawards.pdf>
 - Pura Belpré Award winners (Latino/a culture)
<http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal/belprepast>
 - Carter G. Woodson Awards (social studies books)
<http://www.socialstudies.org/awards/woodson/winners>

2. Select Appropriate Text

Questions or Comments?



3. Read Closely

Make Reading Closely a Central Focus of Instruction



Read Closely

- For all students (including ELLs)
 - Ask text dependent questions
 - Some text dependent questions are lower the level
 - Require evidence from text
 - Revisit the standards
- For ELLs
 - Include additional lower the level questions if necessary
 - Teach vocabulary in the context of reading
 - Use graphic organizers and visuals
 - Provide sentence frames as necessary

Read Closely

Overview: Creating text dependent questions for close analytic reading

1. Identify the core understandings and key ideas of the text.
2. Start small to build confidence.
3. Target vocabulary and text structure.
4. Tackle tough sections head-on.
5. Create coherent sequences of text dependent questions.
6. Identify the standards that are being addressed.
7. Create the culminating assessment.

Read Closely

- Partner Activity: Read pages 6-7 and discuss with partner
- Presenter will call on groups to summarize a step, so be prepared to put the ideas embodied in each step into your own words.

Read Closely

Gettysburg Address exemplar: Create text-dependent questions

Steps	Examples
Identify key ideas	What were the two main characteristics of the new nation?
Start small to build confidence	What does “four score and twenty years ago” mean? What does Lincoln mean by “our fathers”? What was the “new nation”?
Target vocabulary and text structure	“Our father brought forth on this continent a new nation.” What does “brought forth” mean in this phrase? Who can restate this phrase in your own words?
Tackle tough sections	Entire first paragraph
Create coherent sequences	What does “conceived” mean? What does “liberty” mean? What is one thing Lincoln tells us about the “new nation”? Restate this in your own words.
Identify standards	See Section 1 (“Target Grade-Level Standards”).
Create culminating assessment	Require students to summarize the text in their own words.

Read Closely

Gettysburg Address exemplar: Create lower-the-level questions.

Level	Example
Word/Phrase Level	What does Lincoln mean by “our fathers”? The new nation was conceived in liberty. What does the phrase “conceived in liberty” mean?
Sentence Level	What nation was brought forth or created four score and seven years before the Gettysburg address?
Passage Level	What is the unfinished work that those listening to the speech are asked to achieve?
Story Level	What four specific ideas does Lincoln ask his listeners to commit themselves to, or promise to do at the end of his speech?

Read Closely

Gettysburg Address exemplar: Ask questions that require text-based evidence.

Type	Examples
<i>Direct Citation v. Paraphrase</i>	<u>Direct citation</u> : Which phrase tells us the nation was created to be free? (conceived in liberty) <u>Paraphrase</u> : In your own words, tell us what conceived in liberty means? (created to be free)
<i>Drawing v. Supporting Conclusions</i>	<u>Drawing a conclusion</u> : Lincoln says the nation was conceived in liberty. What does this tell us about the United States? <u>Supporting a conclusion</u> : The United States was created to be free. What does Lincoln say that supports this?
<i>Evidence for One v. Multiple Conclusions</i>	<u>Single v. multiple conclusions</u> : What is one thing that Lincoln tells us about the United States? What are two things that Lincoln tell us about the United States? Provide evidence for your answer(s).
<i>Supporting Own or Others' Conclusions</i>	<u>Evidence for your own conclusion</u> : What is one important thing Lincoln tells us about the United States? Find evidence for you r answer. <u>Evidence for someone else's conclusion</u> : Juan says that the nation was created to be free. Who can provide evidence for his answer.

Read Closely

- For ELLs
 - Include additional lower the level questions if necessary.
 - The type and quantity of lower the level questions need to be aligned with ELL's levels of English proficiency.
 - Teach vocabulary in the context of reading.
 - Use graphic organizers and visuals.
 - Provide sentence frames as necessary
 - Adjust for levels of ELL proficiency.

Collaboration with AFT

The screenshot shows a YouTube channel page for 'Innovation Fund: Teacher Modules' by Colorín Colorado. The channel has 1 subscriber and 7 views. The page features three video thumbnails:

- 1 Scripting Lesson Plans** by colorinColorado 7 views 5:56
- 2 Teacher-Researcher Connection** by colorinColorado 2 views 3:56
- 3 Student Engagement and the Common Core** by colorinColorado 2 views 4:02

Standards Questions Meet

Reading standards for literature:

- 7.1.1 Cite several pieces of evidence to support what the text says explicitly as well as what can be drawn from the text.
- 7.1.3: Analyze how several elements of the story or drama interact.
- 7.2.4: Determine the meanings of words or phrases as they are used in the text.

3. Read Closely

Questions or Comments?



4. Integrate Instructional Support



Integrate Instructional Support

- Support students throughout the lesson
 - Selecting text, close reading, and writing
- Cultivate interest and engagement
 - Selecting text: allow students to choose text that interests them and do some reading at levels that are manageable
 - Close reading and writing: use partner and group work
- Include appropriate scaffolding
 - Vocabulary development
 - Close reading: additional lower the level questions and sentence frames
 - Writing: modeling and group practice

Integrate Instructional Support

- Provide additional instructional supports for ELLs, students with disabilities and those reading well below the grade level
 - Teach skills and knowledge precursor to those required at grade level
 - Learning progressions
 - Develop academic language in the context of reading and writing
 - Word and phrase level (vocabulary)
 - Sentence level (syntax)
 - Discourse level
 - Build background knowledge important for understanding the text

Integrate Instructional Support

- Provide additional instructional supports for ELLs, students with disabilities and those reading well below the grade level
 - Teach skills and knowledge precursor to those required at grade level
 - Learning progressions
 - Develop academic language in the context of reading and writing
 - Word and phrase level (vocabulary)
 - Sentence level (syntax)
 - Discourse level
 - Build background knowledge important for understanding the text

Provide Additional Support: Progressions

Use learning progressions**

- The regular version of the standards is formatted to show progressions for several standards across three grade levels.
- The re-formatted version of the standards shows the development of one standard (at a time) across all grade levels
- This formatting may be useful in creating lessons that develop precursor skills.

Provide Additional Support: Progressions

CCSS Reading Standards, Grades 2-7: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI 2.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI 3.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI 4.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI 5.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI 6.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI 7.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Provide Additional Support: Progressions

CCSS Writing Standards, Grades 2-7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.2.7 Participate in shared research and writing projects.
- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Provide Additional Support: Vocabulary

Select Vocabulary (words and phrases)

- Criteria
 - Frequency in grade-level text
 - Importance for understanding the text
- More intensive instruction:
 - Abstract word and phrases
- Less intensive instruction:
 - More concrete words
 - Less frequent words and phrases (including archaic words and Idiomatic expressions)
- Reinforcement is important

Provide Additional Support: Vocabulary

Select vocabulary: List for the first 4,000 words

Rank	Word	Variations
1	little	
2	even	evening
3	good	goods
4	long	
5	year	years, year's
6	day	days, day's
7	use	used, uses, using
8	work	worked, working, works
9	go	goes, going
10	thing	things
11	well	
12	look	looks, looked, looking
13	another	

14	around	
15	man	man's
16	great	
17	same	
18	came	
19	come	comes, coming
20	right	rights
21	small	
22	old	
23	think	thinking, thinks
24	take	taken, taking, takes
25	still	

Provide Additional Support: Vocabulary

Select vocabulary: The Academic Word List Highlighter

1 2 3 4 5 6 7 8 9 10

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate we can not consecrate we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion that we here highly resolve that these dead shall not have died in vain that this nation, under God, shall

Provide Additional Support: Vocabulary

Select vocabulary: The Academic Word List Highlighter (results)

Four score and seven years ago our fathers brought forth on this continent, a new nation, **conceived** in Liberty, and dedicated to the proposition that all men are **created** equal.

Now we are engaged in a great **civil** war, testing whether that nation, or any nation so **conceived** and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a **portion** of that field, as a **final** resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate we can not consecrate we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great **task** remaining before us that from these honored dead we take increased **devotion** to that cause for which they gave the last full measure of **devotion** that we here highly **resolve** that these dead shall not have died in vain that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth.

Provide Additional Support: Vocabulary

Select vocabulary: Word Sift

65k characters max

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives

Sample Text: [King's Legacy](#) | [Darwin and evolution](#) | ['I Have a Dream' speech](#)

Sift

Provide Additional Support: Vocabulary

Select vocabulary: Word Sift (results)

birth brought civil come conceived created dead dedicate
dedicated detract devotion died endure father field final forth fought full
gave god government great hallow increased larger liberty life little living long
man **nation** new nobly person place portion proper remaining
remember resolve score seven task unfinished usthat vain **war** world

[Sort: Common to Rare](#) | [Rare to Common](#) | [A to Z](#) | [Z to A](#) | [Create Workspace](#) | [Squish Cloud](#) | [Unsquish](#) |

Provide Additional Support: Vocabulary

Teach vocabulary: More intensive instruction versus fast mapping

Four **score** and seven years ago our **fathers** brought forth on this **continent**, a new **nation**, conceived in Liberty, and **dedicated** to the proposition that all men are **created equal**.

More Intensive	Fast Mapping
conceived –form an idea liberty –freedom dedicated –set something aside for a special purpose proposition –suggested plan	score –twenty fathers –ancestors continent –one of several large land areas of earth nation –country create –make equal –having the same rights

Provide Additional Support: Vocabulary

Teach vocabulary: More intensive vocabulary instruction

conceive



1. To *conceive* is to form an idea.
[The nation was conceived as a place of liberty.]
2. En español “conceive” quiere decir formar concepto de.
3. Now, let’s look at a picture that demonstrates the word *conceive*. This man *conceived* a plan for a new house, and then he drew the design for the house.
4. Turn to your partner and *conceive* a plan for how you will spend the weekend.

conceive



5. To *conceive* can also mean to bring something to life.
6. En español “conceive” también quiere decir concebir.
7. Turn to your partner and talk about why this picture demonstrates the word *conceive*.

Provide Additional Support: Vocabulary

Teach vocabulary: Fast mapping vocabulary instruction

- score (twenty): ask students to use gloss
- fathers (ancestors): ask students to use context
- continent (one of several large land areas of earth): ask students to draw on their background knowledge
- nation (country): ask students for definition
- create (make; cause something to happen): ask students to use context
- equal (having the same rights): teacher defines

Collaboration with AFT

The screenshot shows the Colorín Colorado website, which is a bilingual site for families and educators of English language learners. The main navigation bar includes links for 'Inicio', 'Home', 'Site Map', 'About Us', and 'Contact'. The WETA logo is visible in the top right corner.

In English **En español**

For Educators

- + Back-to-School Resources
- + Background Information
- + Reaching Out to ELL Students and Families
- + ELL Resources by Grade
- + ELL Identification
- + ELL Assessment
- + Oral Language
- + Reading and Writing Instruction for ELLs
- + Content Instruction for ELLs
- + Differentiated Instruction & RTI for ELLs
- + Special Education and ELLs
- + Common Core State Standards
 - Common Core 101
 - ELLs and Common Core
 - **Common Core in the Classroom**
 - Project Overview
 - Meet the Teachers
 - Teacher Journals
 - Video
 - Parent Information

A bilingual site for families and educators of English language learners

Home > For Educators > Common Core State Standards for ELLs > Common Core in the Classroom

From Albuquerque, NM

Common Core in the Classroom

albuquerque TEACHERS FEDERATION

What will the Common Core look like on the ground? And what will it mean for English language learners?

Teachers in Albuquerque, New Mexico are tackling that question in a multimedia project that focuses on implementing the new standards with ELLs. The project, funded by the American Federation of Teachers (AFT) **Innovation Fund**, is a collaboration between the **Albuquerque Teachers Federation** (ATF), Dr. Diane August, and Colorín Colorado.

Multimedia and Materials

New resources from the project include the following:

ELLs and Policy is made possible by a generous grant from Carnegie Corporation of New York.

Major support for Colorín Colorado is provided by the American Federation of Teachers, AFL-CIO.

Collaboration with AFT

The screenshot shows the homepage of the **Colorín Colorado** website. The header features a cartoon character reading a book and the text "¡Colorín colorado! Helping children read...and succeed!". Navigation links include "Inicio", "Home", "Site Map", "About Us", and "Contact". The WETA logo is present. The main content area displays a breadcrumb trail: Home > For Educators > Common Core State Standards for ELLs > Common Core in the Classroom > Meet the Teachers: New Mexico > Meet the Teacher: Clara Gonzales-Espinosa. Below this, there are social sharing icons for Print, Email, Twitter, and Facebook. The main article title is "Meet the Teacher: Clara Gonzales-Espinosa". It includes a photo of her, a brief bio ("Clara Gonzales-Espinosa is an elementary teacher in Albuquerque, New Mexico."), and three video options: "Video Interview", "Journal Entries", and "Interview Transcript". A sidebar on the right features the AFT logo and text about their support for the site, along with a "Free newsletters" sign-up form and a "Donate online" button. A video player at the bottom shows a woman speaking, identified as Clara Gonzales-Espinosa.

Provide Additional Support: Syntax

Clarify syntax: Functional analysis of the text

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

WHO (Actor): _____

WHAT HAPPENED (Action): _____

WHAT (Recipient): _____

DESCRIPTOR (Detail): *conceived in liberty*

DESCRIPTOR (Detail): *dedicated to the proposition that all men are created equal*

WHERE: _____

WHEN: _____

Provide Additional Support: Syntax

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. (Teacher PP and student chart)

WHO (Actor):

WHAT HAPPENED (Action):

WHAT (Recipient):

 DESCRIPTOR (Detail):

 DESCRIPTOR (Detail):

WHERE (Detail):

WHEN (Detail):

Provide Additional Support: Syntax

Four score and seven years ago **our fathers** brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. (Teacher PP and student chart)

WHO (Actor): **our fathers**

WHAT HAPPENED (Action):

WHAT (Recipient):

 DESCRIPTOR (Detail):

 DESCRIPTOR (Detail):

WHERE (Detail):

WHEN (Detail):

Provide Additional Support: Syntax

Four score and seven years ago **our fathers** brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. (Teacher PP and student chart)

WHO (Actor): **our fathers**

WHAT HAPPENED (Action): **brought forth**

WHAT (Recipient):

 DESCRIPTOR (Detail):

 DESCRIPTOR (Detail):

WHERE (Detail):

WHEN (Detail):

Provide Additional Support: Syntax

Four score and seven years ago **our fathers** brought forth on this continent, **a new nation**, conceived in Liberty, and dedicated to the proposition that all men are created equal.

WHO (Actor): **our fathers**

WHAT HAPPENED (Action): **brought forth**

WHAT (Recipient): **a new nation**

 DESCRIPTOR (Detail):

 DESCRIPTOR (Detail):

WHERE (Detail):

WHEN (Detail):

Provide Additional Support: Syntax

Four score and seven years ago **our fathers** brought forth on this continent, **a new nation**, **conceived in Liberty**, and dedicated to the proposition that all men are created equal.

WHO (Actor): **our fathers**

WHAT HAPPENED (Action): **brought forth**

WHAT (Recipient): **a new nation**

 DESCRIPTOR (Detail): **conceived in Liberty**

 DESCRIPTOR (Detail):

WHERE (Detail):

WHEN (Detail):

Provide Additional Support: Syntax

Four score and seven years ago **our fathers** brought forth on this continent, **a new nation**, **conceived in Liberty**, and **dedicated** to the proposition that all men are created equal.

WHO (Actor): **our fathers**

WHAT HAPPENED (Action): **brought forth**

WHAT (Recipient): **a new nation**

 DESCRIPTOR (Detail): **conceived in Liberty**

 DESCRIPTOR (Detail): **dedicated to the proposition that all men are created equal**

WHERE (Detail):

WHEN (Detail):

Provide Additional Support: Syntax

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

WHO (Actor): our fathers

WHAT HAPPENED (Action): brought forth

WHAT (Recipient): a new nation

_DESCRIPTOR (Detail): conceived in Liberty

DESCRIPTOR (Detail): dedicated to the proposition that all men are created equal

WHERE (Detail): **on this continent**

WHEN (Detail):

Provide Additional Support: Syntax

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

WHO (Actor): our fathers

WHAT HAPPENED (Action): brought forth

WHAT (Recipient): a new nation

 DESCRIPTOR (Detail): conceived in Liberty

 DESCRIPTOR (Detail): dedicated to the proposition that all men are created equal

WHERE (Detail): on this continent

WHEN (Detail): four score and seven years ago

Provide Additional Support: Syntax

Scaffold the functional analysis to unpack meaning: Students put sentence elements in their own words

Sentence Element	Gettysburg Address	Say It In Your Own Words
Who	our fathers	<i>the men who started the U.S.</i>
What happened	brought forth	<i>created</i>
What	a new nation	<i>the U.S.</i>
Descriptor	conceived in Liberty	<i>they made it a free country</i>
Descriptor	dedicated to the proposition that all men are created equal	<i>they planned it so that all men would be equal</i>
Where	on this continent	<i>North America</i>
When	four score and seven years ago	<i>87 years ago</i>

Provide Additional Support: Discourse

Scaffold the functional analysis to unpack meaning: Students use a functional frame to restate the sentence in their own words

Write the first sentence of the Gettysburg Address in your own words (use the sentence elements to guide you).

Who?	What happened?	What?	Where?	When?
<i>The men who started the U.S. created it [the U.S.] in North America 87 years ago.</i>				
<i>Descriptor (detail)</i>				
<i>They made it a free country.</i>				
<i>Descriptor (detail)</i>				
<i>They planned it so that all men would be equal.</i>				

Build Background: Other Disciplines

Background Knowledge: Overview

1. Evaluate the text to determine the background knowledge required.
2. To develop background knowledge, draw information from a variety of sources.
 - In many cases, you will have to create or adapt existing resources.
 - Be as brief as possible.
 - Don't give away the meaning of the target text.
3. Scaffold the content (in the background pieces) to make it comprehensible.

Build Background: Other Disciplines

Students engage in a variety of activities to build background knowledge related to the Gettysburg Address prior to reading it.

- Watch a video clip of an actor playing Abraham Lincoln deliver the Gettysburg Address
- Read about the Gettysburg Address
- Watch a video clip about Abraham Lincoln
- Do an interactive reading about the Civil War
- Do an interactive reading about the Declaration of Independence (e.g., a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal).

Build Background: Other Disciplines

Students engage in interactive reading of background material to build knowledge about the Gettysburg Address. Difficult vocabulary is glossed.

U.S. President Abraham Lincoln ***delivered*** the Gettysburg Address during the Civil War. The Gettysburg Address was a speech delivered on November 19, 1863 at the ***dedication*** of the Soldiers' National Cemetery in Gettysburg Pennsylvania. This is the cemetery where soldiers who died during the battle of Gettysburg had been buried. It is one of the most well-known speeches in United States history.

delivered—gave a speech

dedication – setting apart for a special purpose

Build Background: Other Disciplines

Students engage in interactive reading of background material to build knowledge about the Gettysburg Address. Sentence frames are provided.

1. Who delivered the Gettysburg Address?

Abraham Lincoln delivered the Gettysburg Address.

2. What does “delivered” mean in this context?

“Delivered” means gave a speech.

Partner talk: What does “dedication” mean in this context? Why do you think Lincoln gave the speech? Start your sentences with:

“Dedication means _____.”

“I think Lincoln gave the speech to _____.”

4. Integrate Instructional Support

Questions or Comments?



5. Assess Student Achievement

Elicit Direct, Observable Evidence of Independent Mastery



Assess

NY State Common Core ELA Sample Questions

Questions	Standard	Additional Support for ELLs
<p>Which statement best summarizes the central idea of the passage?</p> <p>A Beth is not able to learn the piano without assistance. B Beth wants to practice her music in front of her neighbors. C Beth wants to try new things to please her family. D Beth is able to overcome her fear to pursue something she loves.</p>	<p>RL.8.2 <i>Determine a theme or central idea of a text</i></p>	<ul style="list-style-type: none">How to respond when a question requires a summaryVocabulary: statement; central idea, passage
<p>Closely reread this sentence from lines 1–2 of the passage. In this sentence, “yearning” most clearly means</p> <p>A reaching B desiring C pushing D worrying</p>	<p>RL.8.4 <i>Determine the meaning of words and phrases as they are used in a text</i></p>	<ul style="list-style-type: none">How to respond when a question requires a synonymVocabulary: closely, reread, sentence, passage, clearly means

Assess

Gettysburg Address Exemplar: Assessment Questions

Questions	Standard	Additional Support for ELLs
Why did Lincoln deliver the Gettysburg Address?	RI.8.6 <i>Determine the author's purpose.</i>	<ul style="list-style-type: none">How to respond when the question word is "why"
In the first paragraph, Lincoln states that the new nation was "conceived in liberty." The phrase "conceived in liberty" can mean two things in this speech. What does it mean?	RL.8.4 <i>Determine the meaning of words and phrases as they are used in a text.</i>	<ul style="list-style-type: none">Providing a complete answer to a two-part question.Vocabulary: states, paragraph, phrase
In the third paragraph, Lincoln says, "we can not dedicate —we can not consecrate —we can not hallow —this ground." What reason does Lincoln give for why they can't do these things?	RI.8.1 <i>Support an analysis of what the text says.</i>	<ul style="list-style-type: none">How to respond when the question words are "what reason"Vocabulary: reason

5. Assess Student Achievement

Questions or Comments?



Professional Development for Educators

The Process



AIR Professional Development Process

- PD Session 1
 - Participants learn about the CCSS and the steps that need to be taken to create standards-based lessons.
- PD Session 2
 - Participants practice applying the knowledge and skills acquired during Session 1 to new informational and narrative text.
- PD Sessions 3 and 4
 - Participants create their own standards-based units.

AIR Professional Development Process (Optional)

Optional Activities

- AIR staff collects data on classroom and school practices through observations, focus groups, and an on-line survey and prepares a report for district and school staff.
- AIR staff provides technical assistance to district and school administrators and coaches so that they can better support teachers.

Questions and Discussion



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