

English Language Proficiency Development (ELPD) Framework

The ELPD Committee

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Common Core State Standards & Next Generation Science Standards

- Provide a benchmark for college and career readiness in English Language Arts (including literacy in History/Social Science), Mathematics, and Science.
- Articulate high expectations for students in these content areas, for example, ranging from :
 - Identifying a speaker's key points
 - Elaborating on these ideas in group settings
 - Evaluating complex texts
 - Constructing effective arguments

Common Core State Standards & Next Generation Science Standards

- Demand all students develop **ever increasing levels of language competency** in order to acquire and perform the knowledge and skills articulated in the standards
- Involvement of language skills:
 - Identifying a speaker's key points
 - Elaborating on these ideas in group settings
 - Evaluating complex texts
 - Constructing effective arguments

The Double Challenge for English Learners

To fully meet the demands of the Common Core State Standards (CCSS) & the Next Generation Science Standards (NGSS) English Learners must

- learn how to effectively employ a second language in an academic setting
- while learning through that second language the knowledge and skills in multiple disciplines.

Reconceptualizing Language

- Moving from language as structures and/or functions to “**language practices**”
 - Language-embedded practices of the math classroom, science classroom, ELA classroom, etc.
- English learners must be able to engage in language practices across the curriculum to meet CCSS & NGSS.

Need for an English Language Proficiency Framework

- States have adopted the more rigorous academic content expectations of the CCSS & NGSS and are explicitly required within NCLB to develop ELD standards.
- CCSS & NGSS expectations require dramatic changes in assessment of language use and acquisition.
- States must fundamentally re-envision ELD standards to meet these expectations.

Purposes of the ELDP Framework

- The ELDP Framework is a mechanism to help states understand the relationship between content area standards of the CCSS & NGSS and the developing language needs of English Learners.
- The ELDP Framework creates a procedure that can be used to align the state ELD standards to the ELDP framework. By fully aligning to the ELDP Framework, ELD standards will then correspond to the language demands of the CCSS and NGSS.

Aspects of the ELPD Framework

- Premises to Guide the Development of the ELD Standards that correspond to the CCSS & NGSS
- Description of the Analytic Tasks and the Language Practices embedded in the CCSS & NGSS
- Protocol for Aligning State ELD Standards to the ELPD Framework
- Sample ELPD standards (in progress)

Guiding Premises

- There are eight premises to guide the development of ELD Standards that correspond to the demands of the CCSS & NGSS.
- There is an underlying supposition that teachers will use developmentally appropriate pedagogy to create content-rich environments in which students acquire language by participating in meaningful activities.
- The implication is that all teachers (content teachers and ELD/ESL teachers) will be responsible for the language and literacy practices that the EL students need to acquire to perform the activities of the various disciplines.

ELD Standards:

1. Support the development of language practices needed to engage with content.
2. Facilitate the development of discipline-specific language competencies.
3. Respect and build upon language and culture by leveraging students' linguistic and cultural resources.
4. Include different types of communicative activities embedded in academic settings and promote quality interaction.

ELD Standards:

5. Afford opportunities for students to engage in meta-linguistic and meta-cognitive processes.
6. Support the academic rigor as demanded by the CCSS and the NGSS.
7. Are organized in meaningful ways to help teacher scaffold students' ability to engage in sophisticated content knowledge practices as they develop conceptual, academic, and linguistic skills.
8. Are supported by research and best practice in language acquisition with respect to the language functions and discourse elements in schooling.

Cognitive Expectations and the Language Practices Embedded in the CCSS & NGSS

- In examining the the relationship between the cognitive expectations and the language practices reflected in those expectations, three areas are being explored:
 - 1. The core ideas and disciplinary practices of the subject areas
 - 2. The way language is used in subject area classrooms
 - 3. The language functions students are asked to perform when engaging in analytical tasks in a subject area

Dimensions of ELA CCS Standards

Key CCSS ELA Performances

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 and critique the reasoning of others
4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas
5. Build upon the ideas of others and articulate their own when working collaboratively
6. Use English linguistic structures to communicate context specific messages

Key Features (one area)

Reading

1. Read complex **literature** closely and support analyses with evidence
2. Read complex **informational** texts closely and support analyses with evidence
3. Use context to determine the meaning of words and phrases
4. Engage in the comparison and synthesis of ideas within and/or across texts

Dimensions of Math Standards

Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Some Core Ideas

K-5

Counting and Cardinality (K only)
Operations and Algebraic Thinking
Numbers and Operations in Base Ten
Numbers and Operations - Fractions
(3-5 only)
Measurement and Data
Geometry

6-8

Ratios and Proportional Relationships
Number System
Expressions & Equations
Functions (8 only)
Geometry
Statistics and Probability

Dimensions of Science Standards

Scientific & Engineering Practices

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. Obtaining, evaluating, and communicating information

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

Some Disciplinary Core Ideas

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

Earth and Space Sciences

ESS 1: Earth's place in the universe

ESS 2: Earth's systems

ESS 3: Earth and human activity

MATH

M1. Make sense of problems & persevere in solving them

M6. Attend to precision

M7. Look for & make use of structure

M8. Look for & express regularity in repeated reasoning

S2. Develop and use models

S5. Use mathematics & computational thinking

M4. Model with mathematics

E2. Build strong content knowledge

E4. Comprehend as well as critique

E5. Value evidence

M2. Reason abstractly & quantitatively

M3. Construct viable argument & critique reasoning of others

S7. Engage in argument from evidence

S6. Construct explanations & design solutions

S8. Obtain, evaluate & communicate information

E6. Use technology & digital media strategically & capably

M5. Use appropriate tools strategically

E1. Demonstrate independence

E3. Respond to the varying demands of audience, talk, purpose, & discipline

E7. Come to understand

other perspectives & cultures

SCIENCE

S1. Ask questions & define problems

S3. Plan & carry out investigations

S4. Analyze & interpret data

ELA

Major Shifts in CCSS/NGSS

ELA

1. Spotlight on text complexity and its language
2. Increased emphasis on informational text and building knowledge
3. New grounding in reading and writing based on evidence from text

Math

1. Mathematical practices
2. Relationship between conceptual and procedural knowledge
3. Reasoning and sense making
4. Beliefs that mathematics is sensible, worthwhile, and doable

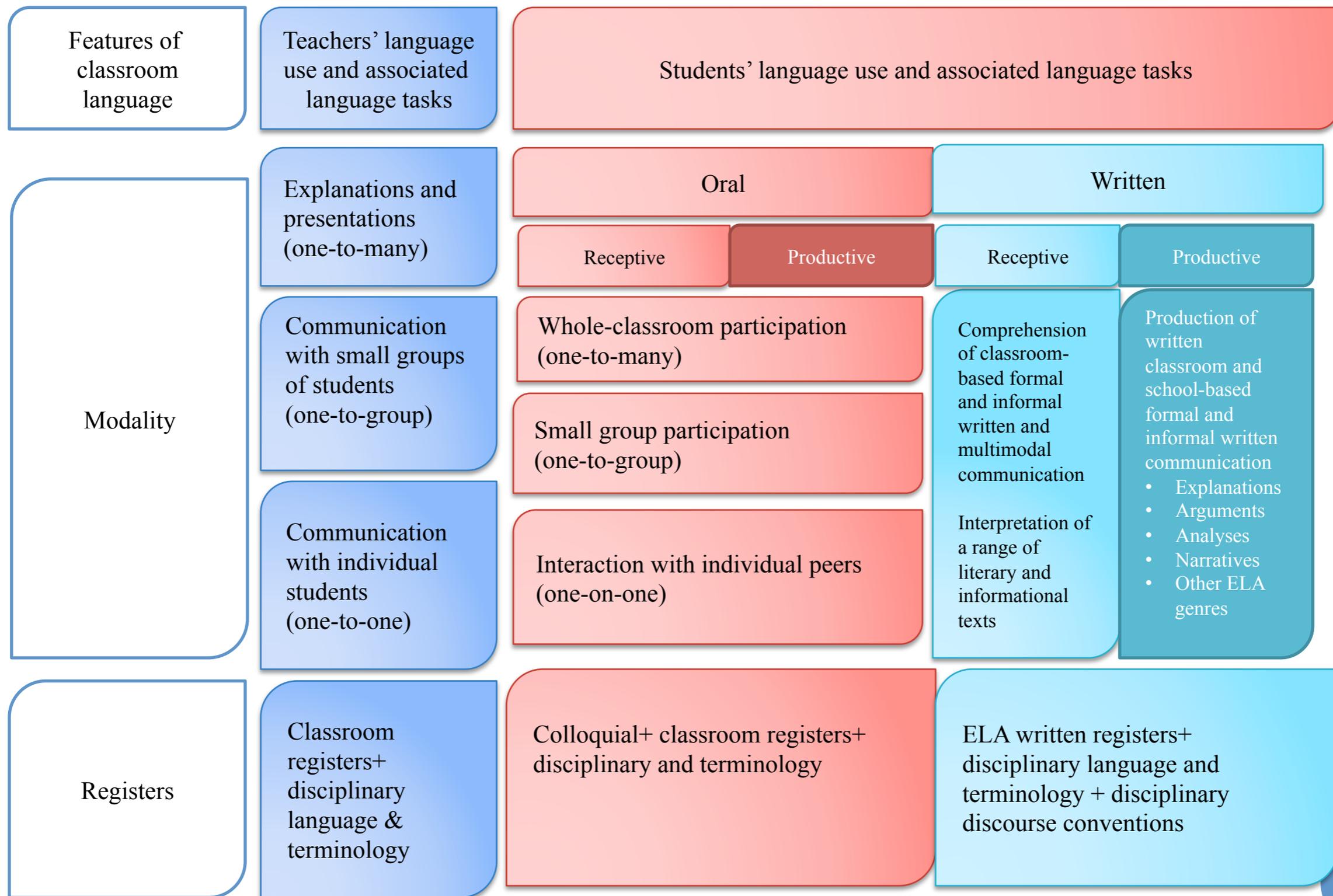
Science

1. Standards as performance expectations
2. Integration of science and engineering practices, crosscutting concepts, and disciplinary core ideas
3. Greater focus on understanding and application of content as opposed to memorization of scientific facts
4. Science concepts build over K-12
5. Coordination with Common Core State Standards in ELA and math

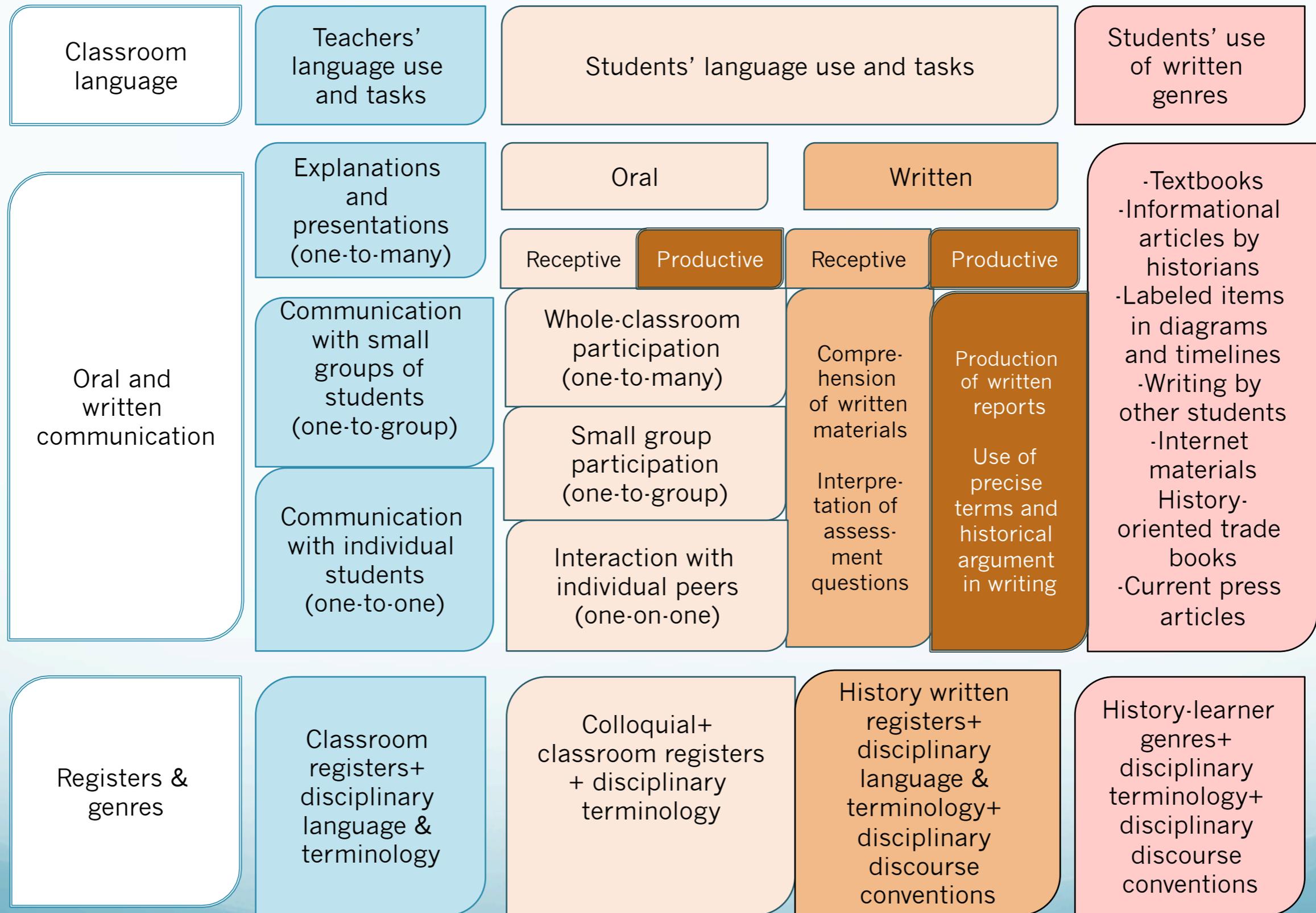
Shifting from the Notion of “Academic Language”

- Although there is general consensus that students, especially ELs, need development of “**academic language**” and “**academic literacy**,” the understanding of the concepts is not always clear.
- Often academic language is viewed as different from ordinary everyday language or refers generally to content vocabulary and various language functions needed in school.
- In light of the CCSS & NGSS, the ELPD Framework expands the concept with a broader view of classroom language and disciplinary practices.

The Language of the English Language Arts Classroom



The Language of the History Classroom



Disciplinary Practices and Language Functions

- The ELPD Framework goes further in expanding the concept of academic language by relating specific language functions to the disciplinary practices outlined in the CCSS & NGSS.
- As ELLs engage in practices and performances they rely on cognitive processes to construct knowledge.
- Students use receptive language functions to process and comprehend information, concepts and skills of the content area.
- Students use productive language functions to produce language related to the information, concepts, and skills of the content area.

Table: English Language Arts Practices and Language Functions

Analysis of complex text with evidence	Analytical tasks	<p>Read on-level complex texts from diverse cultures and time periods with fluency and understanding</p> <p>Identify ideas and key elements of a text like theme or main points</p> <p>Extract evidence from a variety of text structures</p> <p>Use evidence to make inferences beyond what is explicitly stated</p> <p>Build both vocabulary and content knowledge through comprehension of text</p>
	Receptive language functions	<p>Comprehend text being read aloud or silently</p> <p>Comprehend talk about the meaning of a text being read aloud or silently</p> <p>Comprehend oral and written classroom discourse about investigating text for details as well as assembling those details both orally or in writing</p>
	Productive language functions	<p>Communicate orally and in writing ideas, concepts, and information related to the reading of complex literary and informational texts and evidence supported analysis, including:</p> <ul style="list-style-type: none"> Identifying evidence with a text Explaining the meaning of particular details Explaining the meaning of the text as a whole

Table: Mathematical Practices and Language Functions

Reason abstractly and quantitatively	Analytical tasks	<p>Know when it is best to abstract a given situation, represent it symbolically, and manipulate symbols without necessarily attending to referents</p> <p>Know when it is best to pause as needed during symbol manipulation to use the meaning of the symbol involved</p> <p>Create coherent mental representation of problem, considering units</p> <p>Attend to meaning of quantities</p>
	Receptive language functions	<p>Comprehend the meaning of situation, problem, and quantities as presented in spoken language, texts, and diagrams</p> <p>Comprehend others' talk about the situation, problem, and quantities</p> <p>Coordinate texts and representations</p>
	Productive language functions	<p>Communicate (orally and in writing) ideas, concepts, and information related to abstract and quantitative reasoning</p> <p>Explain reasoning as it relates to situation, problem, and quantities</p> <p>Create and label coherent representation of the problem</p> <p>Ask questions to contextualize the situation, problem or quantities</p>

Table: Science and Engineering Practices and Language Functions

Develop models	Analytical tasks	Develop explicit representation of a model of a phenomenon or system Use a model to support an explanation of a phenomenon or system Make revisions to a model based on either suggestions of others or conflicts between a model and observation
	Receptive language functions	Comprehend others' talk about their models Interpret the meaning of models presented in texts and diagrams
	Productive language functions	Label diagrams of a model and make lists of parts Describe a model using words and pictures Describe how a model relates to a phenomenon or system Ask questions about others' models

Alignment Protocol

- The alignment protocol is being developed to serve as a guide to support states in examining the relationship between ELD standards and the ELPD Framework.
- The elements included focus on Foundation, Organization, Match, Extension, and Connection to Instruction.

The new standards afford a fresh opportunity to view language to support ELLs

- With support, ELLs can participate in classroom discourse focused on rich and exciting academic content.
- ELLs learn language best when they engage with academic content.
- Focusing on both text and discourse gives ELLs opportunities for extended engagement with complex ideas.

Summary

- The ELPD Framework outlines the premises to guide the development of ELD standards that correspond to the CCSS & NGSS.
- The ELPD Framework identifies the underlying **English Language Practices** students must engage in to access to the academic content found in the CCSS & NGSS.
- The ELPD Framework expands the notion of academic language with an examination of the language of the disciplinary classroom and the related language functions needed to engage in content area tasks.
- The ELPD Framework provides a protocol for alignment of ELD standards to the ELPD Framework.

Acknowledgements

- This presentation of the ELPD Framework has been based on the work of the ELPD committee in the draft document “*Framework for Aligning English Language Development Standards to the Common Core State Standards and the Next Generation Science Standards*” (2012).
- This presentation also draws from a TESOL presentation by Okhee Lee, Helen Quinn, and Guadalupe Valdez, *ELLs and Problematic Conceptualizations of School Literacy* (2012).