

Module 2 – EL  
Participant Guide

Accessing the Connecticut  
Core Standards in English  
Language Arts

# Meeting the Challenge: CT Core Standards Success for English Learners and Students with Disabilities

Grades K–12

*A Professional Learning Series for  
School Teams Dedicated to the Success  
of ALL Students*



### Connecticut Core Standards Systems of Professional Learning

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The *Meeting the Challenge* project includes a series of professional learning experiences for school teams on Connecticut Core Standards Success for English Learners and Students with Disabilities.

Participants will have continued support for the implementation of the standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the *Meeting the Challenge* materials were Dr. Barbara Flanagan, Mary Ellen Hannon, Elizabeth Stein, Michelle Wade, and Melissa Pierce from Public Consulting Group; and Lauren Keppler, Anne Luering, and Jeanette Gordon from The Center: Resources for Teaching and Learning which includes the Illinois Resource Center.

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## **Warm-Up Activities**

## Warm-Up Activities

### Think-Pair-Share: Your Learning and Applications from Module 1

#### DESCRIPTION

Participants reflect on previous learning from Module 1 and then share their reflections with a partner.

#### DIRECTIONS

**Think:** Reflecting on previous learning in Module 1, think about:

- an “aha” moment
- a time you “designed to the edges” (term from Module 1 video)
- something that affirmed your current practices
- an application with your school or with your students

**Pair-Share:** Share your reflection with a table partner.

## Benefits for ELs

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How does **Think-Pair-Share** benefit English learner students?

- Provides think time.
    - Suggestion: younger learners - “Put on your thinking caps.”
  - Promotes home language retention and development through homogeneous pairings.
  - Promotes English language development when a partner shares in English what his/her non-English speaking partner said: i.e., now that person is also hearing his/her idea expressed in English.
  - Provides opportunity to rehearse language with a partner in a lower-stress situation prior to sharing; such rehearsal opportunities can have a profound effect on language production.
  - Promotes receptive language development when hearing and idea more than once.
  - Provides every student with an opportunity to participate:
    - Students who most need language growth are not typically the ones with their hands up to volunteer.
    - It may also be culturally inappropriate to do so for students with collective cultural backgrounds; however, it is generally appropriate across cultures to share a group or partner idea.
  - Provides models for language growth of all learners through differentiated sentence frames to support ELs.
    - Easier for students with less confidence/language to share if they have a starting point.
-

- Structure younger learners’ partner talk further; e.g., ask “birds” to share, then when done, tell “bees” to share.
- Tell younger students who their partner is before the sharing begins; e.g., students come to rug in pairs; there would be no more than one triad; no one left out; no time wasted.

## Sentence Frames

### DESCRIPTION

Participants share their most important learning from Module 1 using sentence frames.

### DIRECTIONS

1. Think of how you might share your most important learning using one of the frames below:
  - I learned that \_\_\_\_\_.
  - I was surprised to learn that \_\_\_\_\_.
  - \_\_\_\_\_ was the most interesting to me.
  - Another important big idea was \_\_\_\_\_.
  - I felt that \_\_\_\_\_ would have the greatest impact on my teaching.
  - The emphasis on \_\_\_\_\_ seems particularly relevant for teaching students in multicultural, multi-level classes.
2. When prompted, stand up while one person volunteers to share his/her sentence frame (sit down if you had the same/similar idea as the volunteer).
3. The person who shared calls on the next person to share.

## Benefits for ELs

How do **Sentence Frames** benefit English learner students?

- Gives a starting point as well as provides modeling for the range of learners.
  - Teacher hears all statements.
  - Write the sentences in the order of complexity: simplest on the top.
- Provide models that can be later be applied to writing.
- Promotes additional sentence variety:
  - Use more than sentence starters.
  - Provide omissions at the beginning of a sentence.

- Model varied syntax to promote development of complex language; transferable to writing.
- Consider audience when constructing sentence frames; i.e., with younger ELs use only 2 or 3.
- Use color:
  - Separates frames.
  - Can indicate level of difficulty.

**Note:** When asking students to share learning, use “I learned that” rather than “I learned” so that students are forced to express a complete idea, either an important fact, or better yet, a statement of understanding. Otherwise students will say I learned “about” a topic or “how.” Neither requires statement of important learning.

*Adapted Stand and Share (Kagan)*

- Opportunity for rehearsal, repetition, building comprehension, and hearing other ideas.
- Used at the beginning of class provides review of previous learning as well as an orientation for students who were absent the day before.
- Used at the end of class, promotes summary statements; encapsulation of essential learning.
- Productive use of class time:
  - Beginning of class: “bell ringer” activity; students not present do not miss essential new learning.
  - During class: encourages engagement and physical activity; reinforces new learning.
  - End of class: for older students, eliminates ‘packing up/checking out’ before the bell; for younger students, utilizes every moment including just before lunch, recess, or dismissal.

### TIPS

- Use when students need to move. Use at the beginning of class to review previous learning. Use at the end of class to reflect on essential learning.
- Use to support language development but do not use them all the time.
- Write to specifically support the content.
- Observe to make sure most reserved students are ready. Observe to seek out students who regularly sit before sharing and appoint them to share first.
- Know that once students are comfortable with this form of sharing, many will try to think of another idea to remain standing.

### RESOURCES

- The Positive Engagement Project. Retrieved from [http://pepnonprofit.org/uploads/2/7/7/2/2772238/pep\\_language\\_lines\\_sentence\\_frames.pdf](http://pepnonprofit.org/uploads/2/7/7/2/2772238/pep_language_lines_sentence_frames.pdf)

## Module 2 – Session Agenda

### Accessing the Connecticut Core Standards in English Language Arts

- Opportunities for ELs using the Connecticut Core Standards
- Speaking and Listening to Work Collaboratively
- Reading Engagement with Complex Texts
- Using Evidence in Writing and Research

### Goal of Today’s Professional Development

Deepen participants’ understanding of the Connecticut Core Standards (CCS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and their impact on instruction in meeting the needs of ALL learners, with an emphasis on English learners.

### Pre-Assessment of Today’s Activities

**Instructions:** Check the box on the scale that best represents your knowledge or feelings about the Connecticut Core Standards in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I feel equipped to differentiate for the language development needs of my EL students in the Connecticut Core Standards.				
I understand key principles of instruction for ELs and how they apply to my own lesson planning and instruction.				
I know strategies to scaffold skill development for ELs.				
I know what resources are available to me to support my instruction for EL students.				



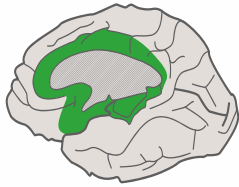
**Part 1: Opportunities for ELs Using CCS**

## Part 1: Opportunities for ELs Using the CCS

### Universal Design for Learning Guidelines

Reflect on the revised grade 6 assignment in the presentation. Share with a partner how the guidelines were reflected in this revised assignment. How would all students benefit from the revision?

# Universal Design for Learning Guidelines



## Provide Multiple Means of Engagement

*Purposeful, motivated learners*

### Provide options for self-regulation

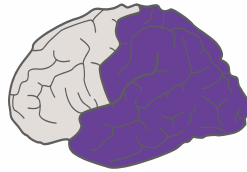
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

### Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

### Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



## Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

### Provide options for comprehension

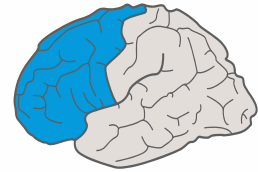
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

### Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

### Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



## Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

### Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

### Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

### Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

## Activity 1: Chalk Talk

### DESCRIPTION

Participants are introduced to the article, *Key Principles for ELL Instruction* on page 10, and engage in a Chalk Talk instructional strategy as they view the six key principals for EL instruction on chart paper.

### DIRECTIONS

1. Maintain total silence.
2. Read each of the six principles and respond to each prompt on the chart paper provided, building upon others' responses.
3. Responses can be words, symbols, images, questions, statements, or observations.
4. Revisit chart paper posters as (silent) Chalk Talk discussion unfolds.
5. Stand back and ponder as others are adding to Chalk Talk.
6. Make two rounds to all six of the Chalk Talk posters. Once for initial response, and then again to build off of others' ideas and to see how the discussion is unfolding.

### RESOURCES

- *Key Principles for ELL Instruction* from the Understanding Language Project, Stanford Graduate School of Education (January 2013). Retrieved from <http://ell.stanford.edu/content/six-key-principles-ell-instruction>.
- National School Reform Faculty. Retrieved from: [http://www.nsrffharmony.org/system/files/protocols/chalk\\_talk\\_0.pdf](http://www.nsrffharmony.org/system/files/protocols/chalk_talk_0.pdf)

## Benefits for ELs

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How and why is **Chalk Talk** an effective instructional strategy for English learners?

- Students in the “silent period” or early stages of language development have as much opportunity to offer their thoughts as students who are more proficient.
- Use of pictures and symbols is encouraged allowing students of all levels of English language development to participate equally to share their ideas; more articulate students do not dominate the learning environment.
- Dissenting viewpoints can often be more easily “heard” and responded to in a thoughtful fashion.
- A method for assessing prior knowledge / assessing what was learned.
- A way to discuss difficult issues (e.g., if someone said something culturally inappropriate without realizing it).
- A format for ELs to have a representational model of what is being discussed.

## *Key Principles for ELL Instruction*

January 13, 2013

Reprinted with permission. Stanford University: Understanding Language – Language, Literacy, and Learning in the Content Areas. Retrieved from [http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references\\_0.pdf](http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf).

The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that English Language Learners (ELLs) meet rigorous, grade level academic standards. The following principles are meant to guide teachers, coaches, ELL specialists, curriculum leaders, school principals, and district administrators as they work to develop CCSS-aligned instruction for ELLs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Finally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

- 1. Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
- 2. Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge.** ELLs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
- 3. Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
- 4. Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.

- 5. Instruction fosters ELLs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.
- 6. Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students’ learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

*These principles are based on papers and discussions from the January 2012 Understanding Language Conference at Stanford University. In developing these principles, the Understanding Language District Engagement Subcommittee drew directly from theory, research, and professional knowledge related to the education of ELLs and the papers presented at the conference. These principles explicitly reference the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, the Common Core State Standards for Mathematics, and a Framework for K-12 Science Education: Practices, Cross-cutting Concepts, and Core Ideas.*

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### Principle 1

- Lantolf, J. P., & Thorne, S.L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford, UK: Oxford University Press.
- Lee, O., Quinn, H., & Valdés, G. (2013, April). Science and Language for English Language Learners in Relation to Next Generation Science Standards and with Implications for Common Core State Standards for English Language Arts and Mathematics. *Educational Researcher*, published online: DOI: 10.3102/0013189X13480524.
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### Principle 2

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- Moschkovich, J. (2012, January 13---14). Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core. Paper presented at Understanding Language Conference, Stanford, CA.

Trueba, H. T., Moll, L. C., Diaz, S., & Diaz, R. (1984). *Final report: Improving the functional writing of bilingual secondary students*. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED240862). Retrieved April 1, 2011, from EBSCOHost ERIC database.

### Principle 3

Council of Chief State School Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO.

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### Principle 4

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Valdés, G., Bunch, G. C., Snow, C. E., & Lee, C. (2005). Enhancing the development of students' language(s). In L. Darling---Hammond, J. Bransford, P. LePage, K. Hammerness & H. Duffy (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 126-68). San Francisco, CA: Jossey---Bass.

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### Principle 5

Allwright, D., & Hanks, J. (2009). *The developing language learner: An introduction to exploratory practice*. London, UK: Palgrave Macmillan.

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Wong Fillmore, L., & Fillmore, C. (2012, January 13-14). What does text complexity mean for English Learners and language minority students? Paper presented at the Understanding Language Conference, Stanford, CA.

### Principle 6

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Heritage, M. (2010). *Formative assessment and next-generation assessment systems: Are we losing an opportunity?* Washington, DC: Council of Chief State School Officers.

Heritage, M., Walqui, A., & Linquanti, R. (2013, May). Formative assessment as contingent teaching and learning: Perspectives on assessment as and for language learning in the content areas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

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**Part 2: Speaking and Listening to Work Collaboratively**

## Part 2: Speaking and Listening to Work Collaboratively

### Activity 2: Closed Sort

#### DESCRIPTION

Participants will use a Closed Sort to familiarize themselves with the ELPA21 Standards.

#### DIRECTIONS

1. Using the cards provided, review the Grade Band 4-5 descriptors for ELPA21 Standards 1 and 3.
2. As a team, discuss and sort the cards, organizing according to language complexity level.
3. When complete, review with your team to make sure you are confident in how you have sorted the cards.
4. An answer key will be provided at the end of the activity.

#### RESOURCES

- Activity cards
- Answer key
- ELPA21 – English Language Proficiency Standards At A Glance:  
<http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf>
- Connecticut English Language Proficiency Standards (CELP):  
[http://ctcorestandards.org/wp-content/uploads/2015/06/CELP\\_Standards\\_DRAFT\\_Rev\\_June\\_15\\_2015.pdf](http://ctcorestandards.org/wp-content/uploads/2015/06/CELP_Standards_DRAFT_Rev_June_15_2015.pdf)

### Benefits for ELs

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How and why is a **Closed Sort** an effective instructional strategy for English learners?

- Oral English language is modeled by peers.
- Students are provided the opportunity for structured talk.
- Students use prior knowledge to organize and make sense of words and concepts.
- Students may be required to defend their sorting by talking about the common features of the categories and how each specific term/phrase/indicator meets these criteria.
- Students at all levels use higher order thinking skills.
- Incorporates these best practices for ELs:
  - Activate prior knowledge
  - Explicit vocabulary introduction/practice
  - Preview of lesson's key concepts

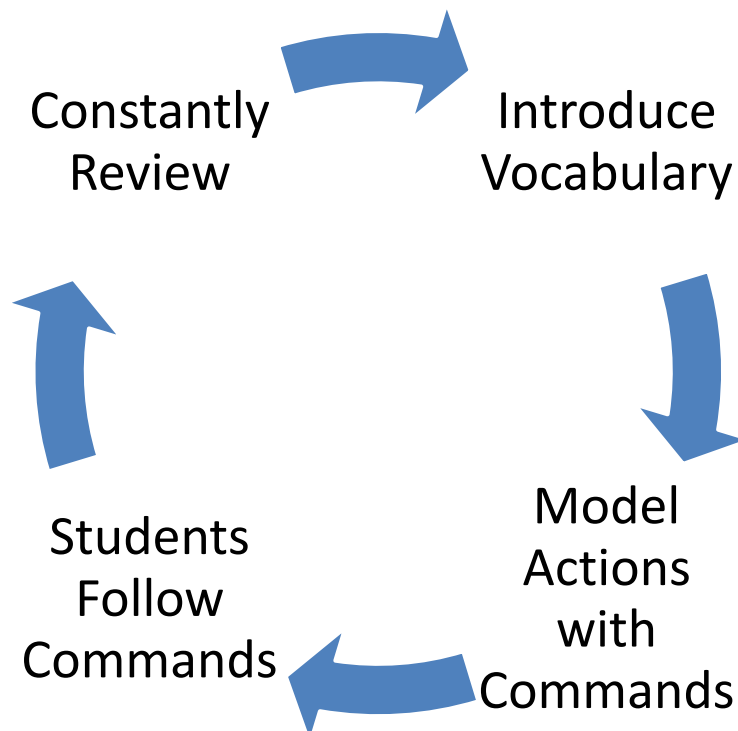


## Total Physical Response (TPR)

### DESCRIPTION

TOTAL PHYSICAL RESPONSE is an ESL strategy for beginning learners, used primarily by ESL instructors to preview language for classroom activities and readings.

### Body-Language Conversation



- The easiest thing to learn in any language is a command.
  - E.g., “Look at Mama. Touch your nose, etc.”
- TPR builds on this universal way of teaching children language by identifying key nouns, giving related commands, and demonstrating the commands.
- Avoid the tone many use for teaching babies.
- Even for older learners, it is helpful to be playful with the language.
- One modification is to say different key words with a unique rhythm or intonation to facilitate comprehension quickly, to promote retention, and to make learning even more fun.

- Apply Total Physical Response to:
  - teach entering and beginning ELs.
  - progress to EL-friendly literacy tasks.
  - incorporate TPR (giving directions) into multilevel classes.
  - teach the strategy to mainstream students, so they can use it to assist ELs.

General education teachers in early grades can begin a lesson by incorporating TPR commands in situations where the content vocabulary would be new to all students. All can be engaged in physical activities related to the new content. However, the language would progress quickly in complexity. All general education teachers with ELs should be familiar with TPR if they have beginning students in their classes.

### RESOURCES

- TPR - world. Retrieved from <http://www.tpr-world.com/>

## Activity 3: Strike a Pose!

### DESCRIPTION

Teams create a “frozen scene” that reflects their assigned principle from the article, *Key Principles for ELL Instruction*.

### DIRECTIONS

1. Each team will be assigned one of the principles. Please keep your team’s principle a secret.
2. With your team, create a frozen scene that reflects your assigned principle. Consider, “How can I use my face and body to show my understanding of this text/principle?”
3. After sufficient time to plan the scene, groups will be individually called to the front of the room to “Strike a Pose” while other groups try to guess the principle being illustrated.
4. Be prepared to explain the “evidence” behind your guess.

### RESOURCES

- *Key Principles for ELL Instruction* from the Understanding Language Project, Stanford Graduate School of Education (January 2013). Retrieved from <http://ell.stanford.edu/content/six-key-principles-ell-instruction>.

## Benefits for ELs

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How and why is **Strike a Pose** an effective instructional strategy for English learners?

- Close reading skills can be taught through non-print text first (strike a pose, photographs, visuals, etc.), then ELs can read multi-level/differentiated reading based on ELD level.
- Physical actions can demonstrate understanding with or without reliance on text.
- Sharpens observation skills.
- Discussion starter.
- Encourages students to dig deeper into understanding of history, literature, or visual arts.
- A way to present diverse perspectives in a comprehensible manner.
- Students can participate equally regardless of language proficiency.

## Part 3: Reading Engagement with Complex Texts

## Part 3: Reading Engagement with Complex Texts

### Activity 4: Visual Representation

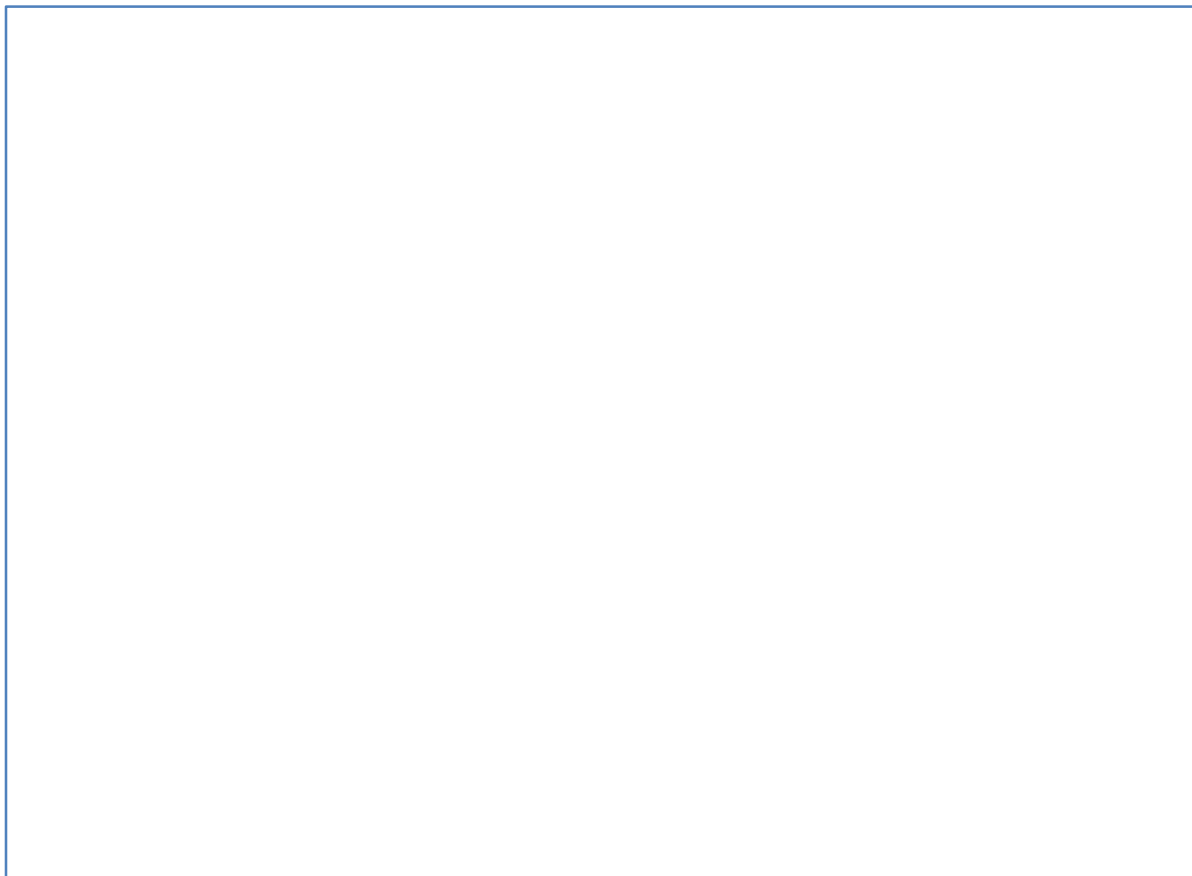
#### DESCRIPTION

Participants will complete a visual representation and take notes as they watch a video.

#### DIRECTIONS

1. Using the space below, begin to create a visual representation of how you might organize your class for a task using 3 levels of reading with the goal that students read and share with others what they read. Consider doing the “before viewing the video” portion in one medium (e.g., pencil) and “after viewing the video” in another (e.g., pen).
2. View the video, *Interacting with Complex Text: Scaffolding Reading*, taking notes on page 20 as you watch.
3. Add any additional thoughts after viewing the video.

Create your Visual Representation in the space below.



Notes While Viewing the Video

Key Principles	Evidence from the Video	My Ideas
1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.		
2. Instruction leverages ELs’ home language(s), cultural assets, and prior knowledge.		
3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.		
4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.		
5. Instruction fosters ELs’ autonomy by taking into account their English proficiency level(s) and prior schooling experiences.		
6. Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices.		

RESOURCES

The Teaching Channel. *Interacting with Complex Text: Scaffolding Reading*. Retrieved from <https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion>

## Benefits for ELs

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How and why is **Visual Representation** an effective instructional strategy for English learners?

- Students can demonstrate comprehension using non-linguistic representations.
- Students are challenged to use higher order thinking skills to create visual metaphors for information needed to be communicated in a visual representation.
- Students viewing visual representations can gain comprehension without reliance on language or text.

How and why are **Graphic Organizers** an effective instructional strategy for English learners?

- Organizers help students to understand text structure and promote organized note-taking.
- Students don't have room to just copy the text; they need to paraphrase and summarize.
- Students need to use some of their own words to retell.
- All students can have assignments to complete a common graphic organizer, but could use different readings or media to do so.
- Whenever students share their graphic organizers with others, the information is organized and easier to process.
- Organizers prepared by more advanced students one year can provide a "preview read" to an EL.
- Ways to organize information may differ across cultures.

## Activity 5: Line Up

### DESCRIPTION

Participants form two lines and take turns sharing evidence-ideas-theme from their graphic organizer in the previous activity with a partner. The partner listens for position and for evidence.

### DIRECTIONS

1. When prompted by the facilitator, form two lines. You will be asked to share your evidence-ideas-theme from your graphic organizer from the previous activity.
2. Round 1: Partner A shares first. Partner B responds with affirmation, question, or extension of ideas.
3. Line A moves 2 people to the left.
4. Round 2: Repeat process with Partner B sharing first.
5. Repeat line movement.
6. Round 3: Partners reflect on use of differentiated/multi-level readings.

### RESOURCES

- Notes from Activity 4's graphic organizer

## Benefits for ELs

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How and why is **Line Up** an effective instructional strategy for English learners?

- Opportunities for oral language development; practice in a fun activity.
- Exposure to different views and summaries of learning.
- Interactions with all classmates.
- Promotes active listening.
- Provides a forum for the modeling and rehearsal of English oral language.
- Encourages oral summarization.
- Gets students up and moving.
- Exposes students to different points of view and ideas.
- Can partner beginning ELs with same-language partners (these native language buddies can move together throughout the activity).



## Activity 6: Reading Closely for Text Evidence

### DESCRIPTION

Participants read a section of an article and document text evidence, find patterns, and share their understandings. Participants focus on particular information in the text, instead of trying to read and take in everything all at once.

### DIRECTIONS

**Part 1:** Read through Lenses

1. Identify one section of the article per team member.
2. Highlight the things that the authors are telling teachers to do and students to do.
3. Document this **text evidence** in the T-chart below:

Teachers Do:	Students Do:

**Part 2: Find Patterns**

4. Identify patterns (make connections) that rise to the surface based on the text evidence.
  - Which details fit together in your section?
  - How do these details fit together?
5. Each member shares his/her T-chart to teach team (within-team-jigsaw).
  - The title of my section is \_\_\_\_\_.
  - The authors suggest that teachers \_\_\_\_\_.
  - \_\_\_\_\_ is/are also recommended.
  - Students should be taught to \_\_\_\_\_.
  - Another suggestion is that students \_\_\_\_\_.
  - I think \_\_\_\_\_ fit together because \_\_\_\_\_.
  - \_\_\_\_\_ seems to be another pattern \_\_\_\_\_.

**Part 3: Develop New Understanding of the Text**

6. In teams, discuss the question “How do these patterns help you to expand your own understanding of teaching ELs with the CCS?”
7. State your shared learning in a broad generalizing statement of deeper understanding.
8. Write your answer as a complete statement that could begin with the words, “We understand that...”
9. When prompted, a member of the team will share the team’s understanding.

**RESOURCES**

- *Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Retrieved from [http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01\\_Bunch\\_Kibler\\_Pimentel\\_RealizingOpp%20in%20ELA\\_FINAL\\_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf).
- A corresponding analysis has been done with the CELP Standards and the CCS-ELA & Literacy Standards. The CELP standards are available on the CT Core Standards website. Pages 73-248 provide detailed correspondences by grade level ([http://ctcorestandards.org/wp-content/uploads/2015/06/CELP\\_Standards\\_DRAFT\\_Rev\\_June\\_15\\_2015.pdf](http://ctcorestandards.org/wp-content/uploads/2015/06/CELP_Standards_DRAFT_Rev_June_15_2015.pdf)).

## Benefits of Reading Closely for Text Evidence for ELs

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How and why are **Reading Closely for Text Evidence** and **Within-Team-Jigsaw** effective instructional strategies for English learners?

- Encourages multiple readings.
- Sets a purpose for reading/previewing text.
- Encourages active, not passive, learning.
- Has built-in repetition.
- It is helpful for all students to summarize broader understandings in this way.
- For ELs, having a team collaborate to state the most important understanding from the details in a reading or topic of investigation can place the focus on what is most essential.
- As mentioned previously, focus on broader understandings promotes transfer of learning.

## Benefits of Within-Team-Jigsaw for ELs

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- Opportunity to develop oral language skills.
- Simpler explanations in student language of text material.
- Accountability for teaching others.
- The increased learning that comes from teaching others.

**Part 4: Using Evidence in Writing and Research**

## Part 4: Using Evidence in Writing and Research

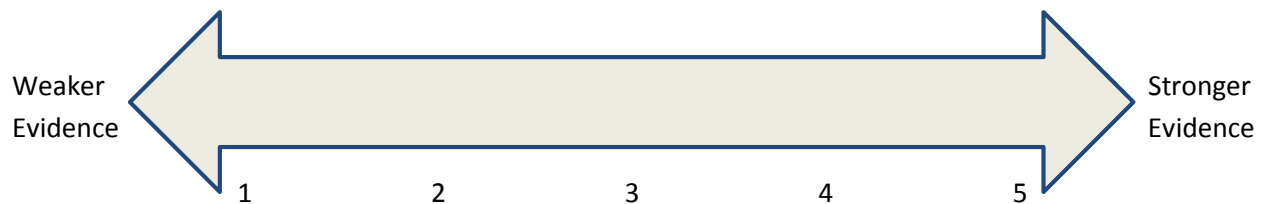
### Activity 7: Evidence and Valuation

#### DESCRIPTION

Participants will gather evidence on the benefits of working collaboratively to give ELs full access to the curriculum and the CCS.

#### DIRECTIONS

1. On note cards, write as many reasons as you can as to why collaboration is necessary to ensure that EL students have full access to the curriculum (one reason per notecard).
2. Rate your evidence cards from 1 to 5 using the continuum from weaker pieces of evidence to stronger pieces of evidence.



### Benefits for ELs

How and why is **Evidence and Valuation** an effective instructional strategy for English learners?

- Writing each piece of evidence on an index card helps ELs keep track of individual pieces of evidence.
- The index cards help to make the process of collecting evidence more concrete for ELs.
- Physically organizing the evidence cards on a continuum scaffolds the process of choosing the strongest evidence to support an argument.
- If needed, the index cards could also be sorted by type of evidence. Students could make sure that they are choosing a variety of different types of evidence (quotes, statistics, dates, sequence of events, etc.).

## Our Team’s Next Steps

### DESCRIPTION

Participants will reflect on today’s session by jotting down key words and phrases to summarize, synthesize, and create future steps. They will examine the educational models that exist for ELs in their schools (pull-out, push-in, co-teaching) and discuss how they might take their learning back and apply the strategies in their particular setting.

### DIRECTIONS

- 1. Reflect** on today’s session:
  - In the space below, jot down key words and phrases to summarize, synthesize, and create future steps to apply ideas shared during today’s session.
- 2. Examine** the educational models in your schools:
  - Consider EL programs: pull-out, push-in, co-teaching, etc.
- 3. Discuss** applications:
  - How you might take your learning back and apply the strategies in your particular setting?

Future Next Steps:

### Post-Assessment of Today’s Activities

**Instructions:** Check the box on the scale that best represents your knowledge or feelings about the Connecticut Core Standards in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I feel equipped to differentiate for the language development needs of my EL students in the Connecticut Core Standards.				
I understand key principles of instruction for ELs and how they apply to my own lesson planning and instruction.				
I know strategies to scaffold skill development for ELs.				
I know what resources are available to me to support my instruction for EL students.				

### Session Evaluation

Thank you for attending Module 2 – EL, *Accessing the Connecticut Core Standards in English Language Arts*. Your feedback is very important to us! Please fill out a short survey about today’s session.

The survey is located here: <http://surveys.pcgus.com/s3/CT-Module-2-EL>

## References

*Key Principles for ELL Instruction* from the Understanding Language Project, Stanford Graduate School of Education (January 2013). Retrieved from <http://ell.stanford.edu/content/six-key-principles-ell-instruction>.

*Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Retrieved from [http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01\\_Bunch\\_Kibler\\_Pimentel\\_RealizingOpp%20in%20ELA\\_FINAL\\_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf).

## Videos

The Teaching Channel. *Interacting with Complex Text: Scaffolding Reading*. Retrieved from <https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion>.

YouTube (2012). *The Language Experience Approach for ESL Reading: Part 2*. Retrieved from <http://youtu.be/IH7qoXvZ-6M>

## RESOURCES

- ELPA21 – English Language Proficiency Standards At A Glance: <http://www.elpa21.org/sites/default/files/12.22.14%20Standards%20At%20A%20Glance.pdf>
- Southern Connecticut University – Cultural and Linguistic Resources for English Learners in Connecticut: <http://www.southernct.edu/groups/tat/files/Teacher-Resources-Country-Cultur-Cards.pdf>
- The Positive Engagement Project: [http://pepnonprofit.org/uploads/2/7/7/2/2772238/pep\\_language\\_lines\\_sentence\\_frames.pdf](http://pepnonprofit.org/uploads/2/7/7/2/2772238/pep_language_lines_sentence_frames.pdf)
- TPR - world. Retrieved from <http://www.tpr-world.com/>

## ADDITIONAL RESOURCES

- A Framework for Raising Expectations and Rigor for English Language Learners – Council of the Great City Schools: <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>
- EL Strategy Cards and an power point presentation for local boards of education: [www.ctlearning.net/ell](http://www.ctlearning.net/ell)
- PBS Learning Media. <http://www.pbslearningmedia.org/resource/midlit10.soc.spiland/conflict-over-western-lands/>
- The Institute of Education Sciences (IES) publishes practice guides in education. Effective Literacy and English Language Instruction for English Learners: [http://www.p12.nysed.gov/biling/bilingual/documents/el\\_practice\\_guide.pdf](http://www.p12.nysed.gov/biling/bilingual/documents/el_practice_guide.pdf)