



Great Public Schools for Every Student

Using Standards to Plan for ELL Students

Educator applies knowledge of their state and the national English Language Learner Standards in lesson plans and instructional practice.

Key Method

The educator designs learning opportunities that include both their state and the national English Language Learning Standards and also shows the differentiation of their ELL students' proficiency levels.

Method Components

The educator will

- Include state and ELL standards in each lesson plan.
- Differentiate lessons for ELLs to provide scaffolding to the next level of proficiency.
- Choose researched strategies to support ELLs at their proficiency levels.
- Accommodate and/or modify for different ELL levels while maintaining rigor.

Supporting Research

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<http://textproject.org/professional-development/text-matters/text-complexity-and-english-learners-building-vocabulary/>

"Interacting With Complex Texts: Scaffolding Meaning Making." The Teaching Channel and Understanding Language, The Teaching Channel, [Video file], 2013,

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Kea, Cathy, et al. "Becoming Culturally Responsive Educators: Rethinking Teacher Education Pedagogy." Teacher Ed Brief, NCCREST, 2006,

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<https://www.colorincolorado.org/blog/text-dependent-questions-ells-part-1>

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Resources

Five Stages of Second Language Acquisition
<http://education.cu-portland.edu/blog/news/five-stages-of-second-language-acquisition/>

TESOL Pre-K–12 English Language Proficiency Standards Framework
https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2

Middle School ELA Unit–Persuasion
<https://www.teachingchannel.org//videos/middle-school-ela-unit-persuasion>

Reconcilable Differences? Standards-Based Teaching and Differentiation
http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/Reconcilable_Differences%C2%A2_Standards-Based_Teaching_and_Differentiation.aspx

Five Stages of Second Language Acquisition
<https://www.beaconeducator.com/courses/download/185/Stages2ndAcqRev2.pdf>

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Colorin Colorado. (2015). Writing a cooperative paragraph [Video file]. <https://www.colorincolorado.org/classroom-video/writing-cooperative-paragraph>

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Haywood, S. (n.d.). Academic vocabulary: The AWL highlighter. <http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>

How to Develop Lesson Plans that Include ELLs
<http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells>

How to support ELL Students <http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes>

Staehr Fenner, D. & Snyder, S. (2014). Creating text-dependent questions for ELLs: Examples for second grade (Part 2) [blogpost].
<https://www.colorincolorado.org/blog/creating-text-dependent-questions-ells-examples-second-grade-part-2>

Staehr Fenner, D, and Snyder, S. (2014, December). Effective collaboration to meet the needs of ELs in mathematics. Presentation given in Takoma Park, MD. Teaching Channel. (2012). Using sentence frames to jumpstart writing [video file]. <https://www.teachingchannel.org/videos/jumpstart-student-writing>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

Part 1. Overview Questions

200 - 250 words per question

Please give context to your situation by answering the following three questions.

What do you see as your strengths in the practice of standards-based instruction?

What are some strategies that you already use that you see as valuable for instructing ELLs?

What is your instructional experience working with ELLs?

- **Passing:** Answer each question completely from your personal knowledge and instructional experience. Writing should be well-organized.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following artifacts:

Artifact 1: Identification of ELL Students in Classroom

A table that shows the various levels and stages of the ELLs in the classroom where the lessons will be delivered.

Artifact 2: Lesson Plans

An instructional unit with three lesson plans that includes:

- State and ELL Standards
- Demonstrates differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high ELLs.
- Rationale for the strategies and how they will be implemented.

Artifact 3: Evidence of Student Work

Sample of ELL student writing from one of the lessons that includes:

- Teacher comments and feedback that relates to the standards.
- Opportunities for student re-assessment or correction and submission of same.

	Proficient	Basic	Developing
Artifact 1: Identification of ELL Students in Classroom	<p>The table includes all of the following:</p> <ul style="list-style-type: none">-Students (names can be re-assigned for the purposes of collecting data)-Stage of Second Language Acquisition-State or district coding (ex. Level 1)-Explanation of student-level or short academic background/profile	<p>The table includes three of the following:</p> <ul style="list-style-type: none">-Students (names can be re-assigned for the purposes of collecting data)-Stage of Second Language Acquisition-State or district coding (ex. Level 1)-Explanation of student-level or short academic background/profile	<p>The table includes one or two of the following:</p> <ul style="list-style-type: none">-Students (names can be re-assigned for the purposes of collecting data)-Stage of Second Language Acquisition-State or district coding (ex. Level 1)-Explanation of student-level or short academic background/profile
Artifact 2: Lesson Plans	<p>Three completed lesson plans that include:</p> <ul style="list-style-type: none">-State and ELL Standards-Demonstration of differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high ELLs-Rationale for the strategies and how they will be implemented <p>Writing should be clear without grammar, spelling, or sentence structure errors</p>	<p>Two completed lesson plans that include:</p> <ul style="list-style-type: none">-State and ELL Standards-Demonstration of differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high ELLs-Rationale for the strategies and how they will be implemented <p>Grammar, spelling, and sentence structure allow ideas to be communicated</p>	<p>One completed lesson plan that includes:</p> <ul style="list-style-type: none">-State and ELL Standards-Demonstration of differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high ELLs-Rationale for the strategies and how they will be implemented <p>Grammar, spelling, and sentence structure errors inhibit clear communication</p> <p>OR</p>

Artifact 3: Evidence of Student Work

There is a sample of student writing with feedback and comments that connect to the standards and clear evidence that the teacher understands the student level and how to scaffold the student in order to move the student forward.

Student re-assessment or correction artifact is submitted.

There is a sample of student writing and feedback, but comments do not connect to the standards

No re-assessment or student correction based on the feedback is submitted

Submitted lesson plans, regardless of number, are incomplete

There is no sample of student writing with feedback

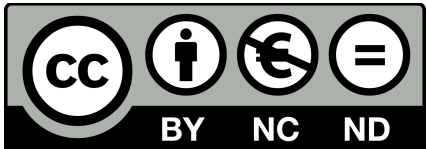
No opportunity for student correction

Reflection

400 - 500 words

How do you see the readings you have done and the state and national ELL Standards affecting your instructional practice in the future regarding the ELLs in your classroom? What are some changes you will make as you challenge ELL students while differentiating and maintaining rigor?

- **Passing:** The reflection shows new understanding and includes specific examples of changes that will be made to support ELL students.



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