



Our Students. Their Moment.

# Common Core Bilingual Standards

English as a Second Language and Native Language Arts Standards



# Importance of Common Core for English Language Learners

## 2011 National Assessment of Educational Progress (NAEP) Reading Results

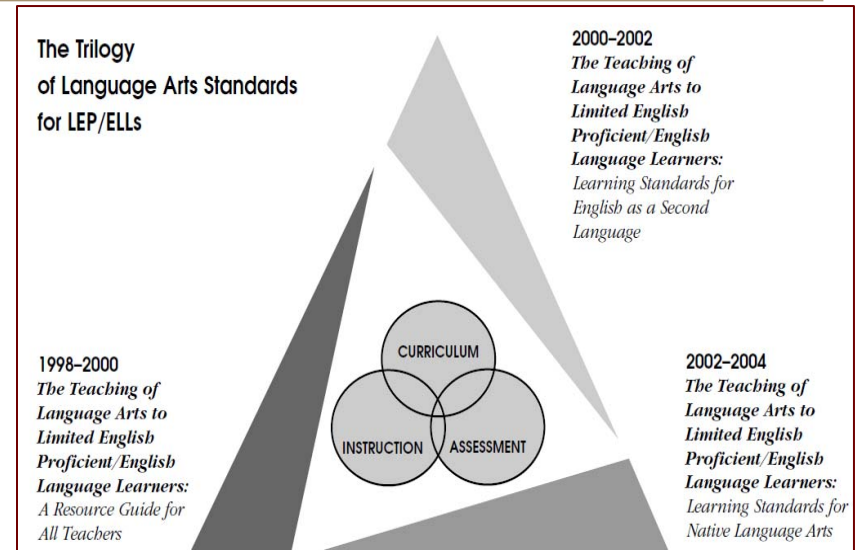
Grade 4						
	All Students	White	Black	Hispanic	Low Income	ELLs
National	220	230	205	205	207	188
New York State	222	232	208	209	212	187

Grade 8						
	All Students	White	Black	Hispanic	Low Income	ELLs
National	264	272	248	251	251	223
New York State	266	276	251	251	255	216

# 1998-2004 Trilogy of Resources

The Board of Regents has adopted English as a Second Language (ESL) and Native Language Arts (NLA) standards to help English Language Learners (ELL) meet the Language Arts standards:

- The purpose of the ESL standards is to be a “spring-board to content area standards; they provide the knowledge and skill development for high-level student achievement” ESL standards also “serve as a framework” for the New York State ESL Achievement Test (NYSESLAT).
- The NLA standards were “adapted from the New York State learning standards for English Language Arts (ELA), and use them as their foundation.” The purpose of the NLA standards is to serve “as a bridge to meeting the requirements and demands of an all-English curriculum and assessment system.”



# Sample Intermediate Standards: ELA & ESL

Standards Grades 5-8	1996 ELA Standards	2002 ESL Standards
Standard 1: Language for Information & Understanding Students will read, write, listen and speak for information and understanding.	✓	✓
Standard 2: Language for Literary Response & Expression Students will read, write, listen and speak for literary response and expression.	✓	✓
Standard 3: Language for Critical Analysis & Evaluation Students will read, write, listen and speak for critical analysis and evaluation.	✓	✓
Standard 4: Language for Social Interaction Students will read, write, listen and speak for social interaction.	✓	✓
Standard 5: Students will demonstrate cross-cultural knowledge and understanding.		✓

# Sample Intermediate Standards: ELA & NLA

Standards Grades 5-8	1996 ELA Standards	2004 NLA Standards
<b>Standard 1: Language for Information &amp; Understanding</b> Students will read, write, listen and speak for information and understanding.	✓	✓
<b>Standard 2: Language for Literary Response &amp; Expression</b> Students will read, write, listen and speak for literary response and expression.	✓	✓
<b>Standard 3: Language for Critical Analysis &amp; Evaluation</b> Students will read, write, listen and speak for critical analysis and evaluation.	✓	✓
<b>Standard 4: Language for Social Interaction</b> Students will read, write, listen and speak for social interaction.	✓	✓

# 2008 Regents Standards Review: ELA and ESL

---

- In March 2008, the Regents convened a Steering Committee for Standards Review, beginning with the standards for English Language Arts (ELA) and English as a Second Language (ESL).
- The Steering Committee was supported by an ELA/ESL Content Panel.

## Grade Level

The standards review process broke out standards for each grade, rather than by elementary, middle and high grade bands.

## Standards by Modality

The standards review proposed ELA/ESL standards specified by modalities, i.e. separate standards for speaking, listening, reading and writing.

## Performance Indicators

The standards review process compared the ESL and ELA performance indicators and identified correlation, differences and gaps between the two.



# New in Common Core ELA Structure

---

Grade Level

Standards for each grade kindergarten through 8<sup>th</sup> grade, and two year bands in grades 9-12 (9-10 and 11-12)

Standards by 4 Modalities

Standards specified by Reading, Writing, Speaking & Listening, and Language

Reading Standards

Reading standards include separate standards for Informational Text and Literature, as well as Foundational Skills in K-5

Standards for Literacy in the Disciplines

Reading and Writing Standards for Literacy in History/Social Studies, Science & Technical Subjects for grades 6-12

# New in Common Core ELA Instruction

---

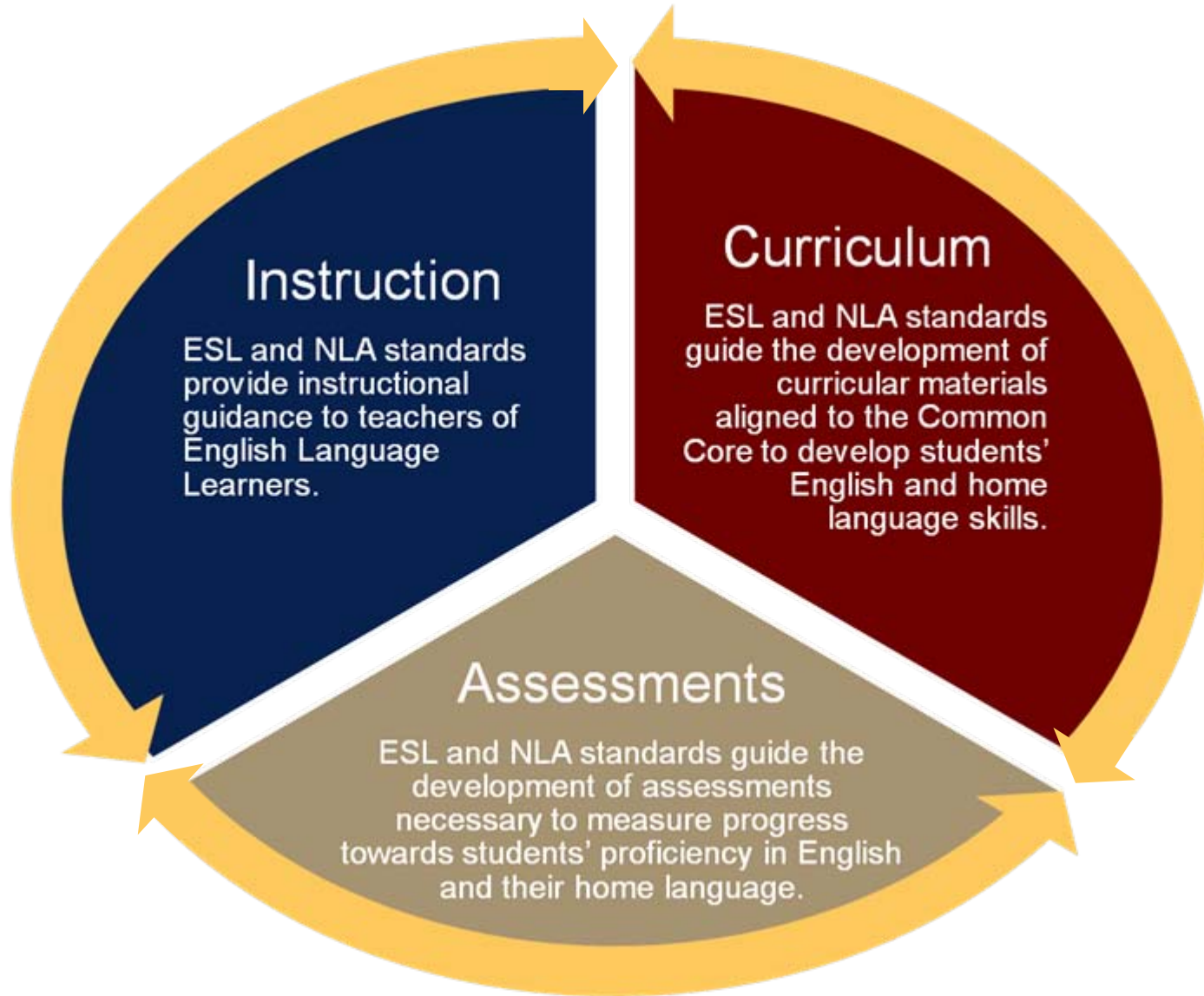
## *6 Shifts* in ELA/Literacy

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary



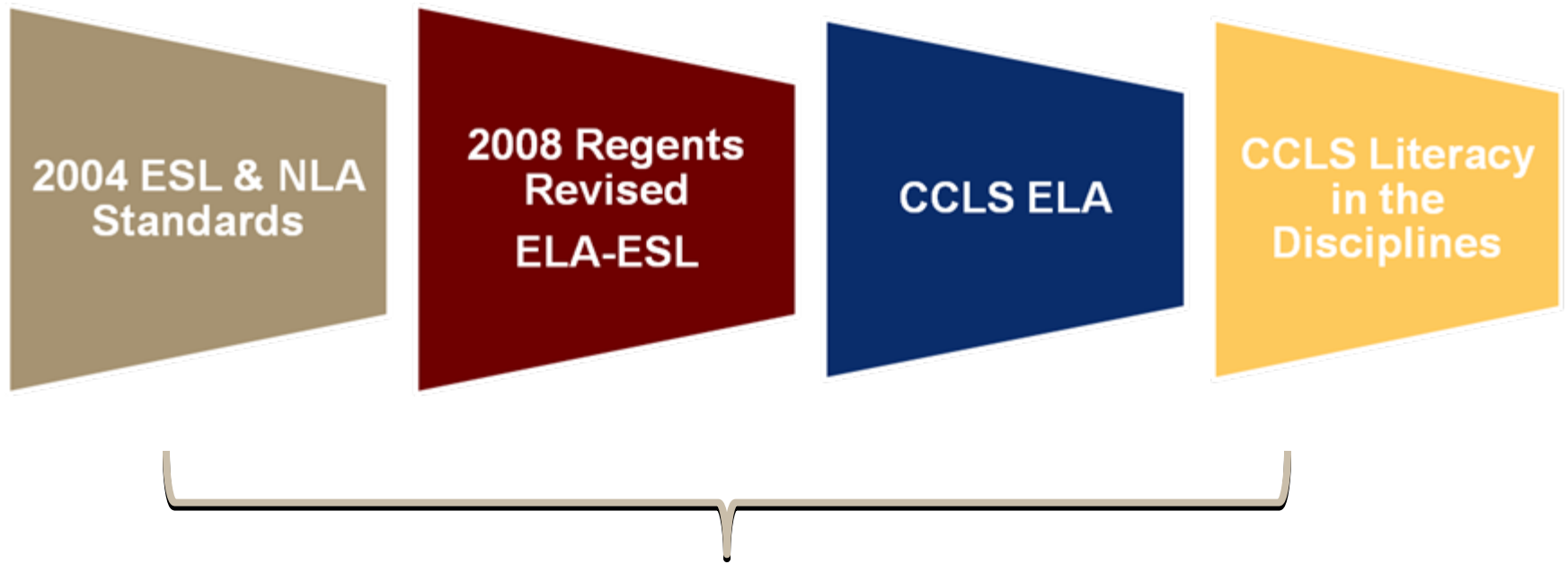
# Why Revisit the ESL and NLA Standards Now

---

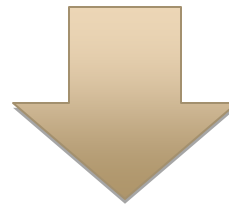


# Development of New ESL and NLA Standards

---



**Alignment Analysis**



**New Common Core Bilingual Standards**

# Sample ESL Common Core Analysis: Grade 6 Reading for Information

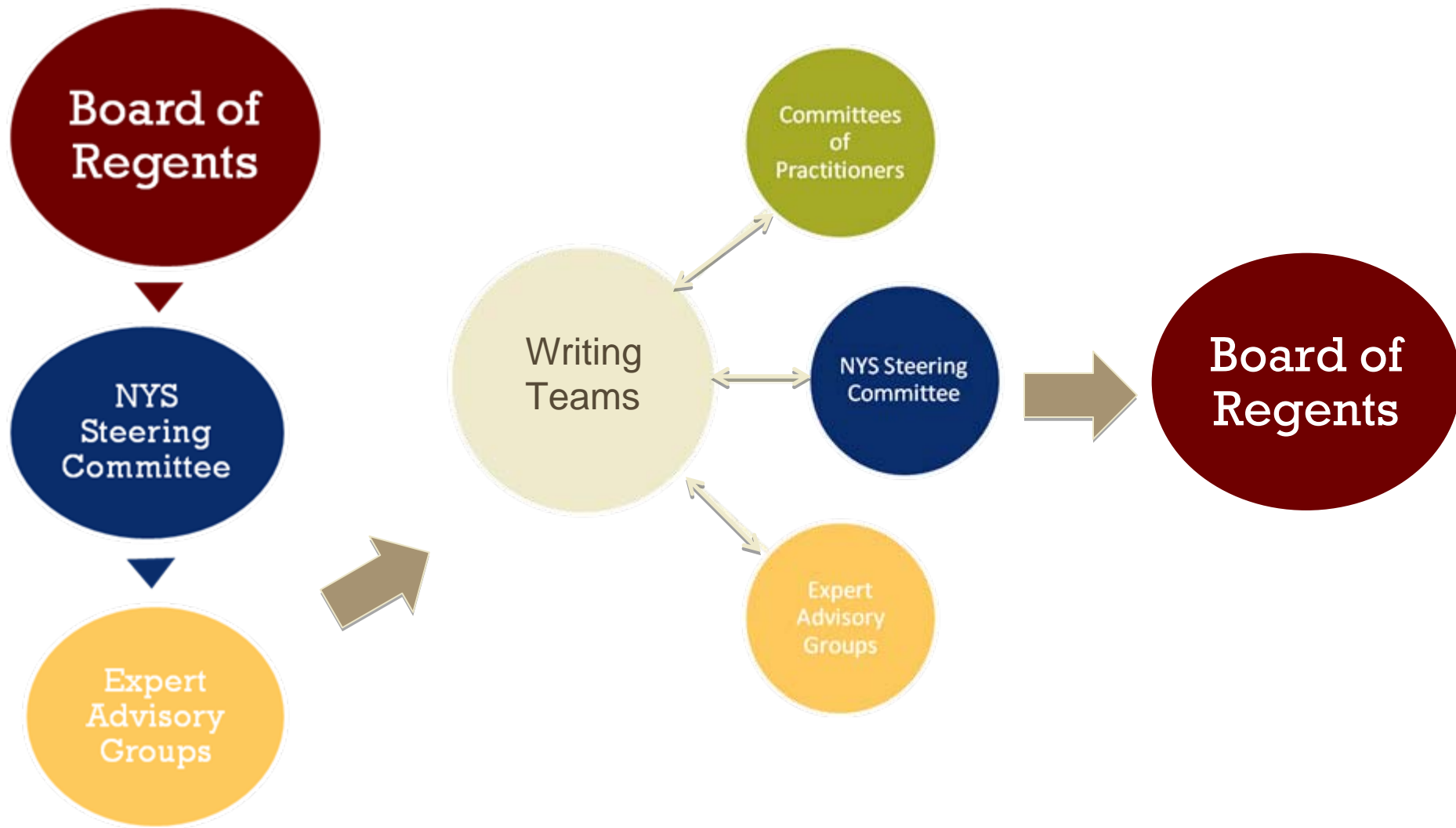
	2004 ESL Standard 1 Grades 5-8	2008 Regents ELA Performance Indicators Grade 6	2008 Regents ESL Missing Performance Indicators Grade 6	CC ELA & Literacy: Reading Standards for Informational Text Grade 6	CC ELA Reading Standards for Literacy for History/Social Studies Grade 6-8
Standard	Students will listen, speak, read, and write in English for information and understanding.			10 Anchor Standards for reading, organized into Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.	
Key Ideas & Detail	Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written and electronically produced texts.			<p>1. Cite to textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).</p>	<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
Sample Indicator/ Craft and Structure (for CCLS)	Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences.	Use a variety of comprehension strategies to support understanding of texts.	Use knowledge of structure, content, and vocabulary to understand texts.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

# Sample NLA Common Core Analysis: Grade 6 Reading for Information

	2004 NLA Standard 1 Grades 5-8	CC ELA & Literacy: Reading Standards for Informational Text Grade 6	CC ELA Reading Standards for Literacy for History/Social Studies Grade 6-8
Standard	Students will listen, speak, read, and write in their native languages for information and understanding.	10 Anchor Standards for reading, organized into Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. 10 Anchor Standards for reading, organized into Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.	
Key Ideas & Detail	As listeners and readers of the native language, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written and electronically produced texts.  As speakers and writers of the native language, students will use oral and written language that follows accepted linguistic conventions to acquire, interpret, apply, and transmit information.	1. Cite to textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).	1. Cite specific textual evidence to support analysis of primary and secondary sources.  2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Sample Indicator/ Craft and Structure (for CCLS)	Apply thinking skills such as defining, classifying, and inferring to interpret data, facts, and ideas from informational texts.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

# Proposed Standards Revision Process

---



# Proposed Standards Revision Timeline

---

March 2012:	Board of Regents considers proposed plan; if directed by Regents, SED staff organizes NYS ESL and NLA Steering Committee.
April 2012:	SED staff convene ESL and NLA Expert Advisory Groups, identify and contract lead writers for ESL and NLA standards, and select writing teams that conduct correspondence analysis and begin to write new standards.
May 2012:	Writing team releases ESL and NLA standard exemplars for comments from the field; writing teams continue developing new ESL and NLA standards.
June 2012:	Writing teams finalize a completed draft, gather feedback from Committees of Practitioners, Expert Advisory Groups and NYS Steering Committee.
July 2012:	New ESL and NLA standards presented to Regents for consideration.
Sept 2012:	If approved by Regents, NYSED publishes new standards with phased in implementation beginning in September 2012.

## Next Steps: ELL Video Exemplars

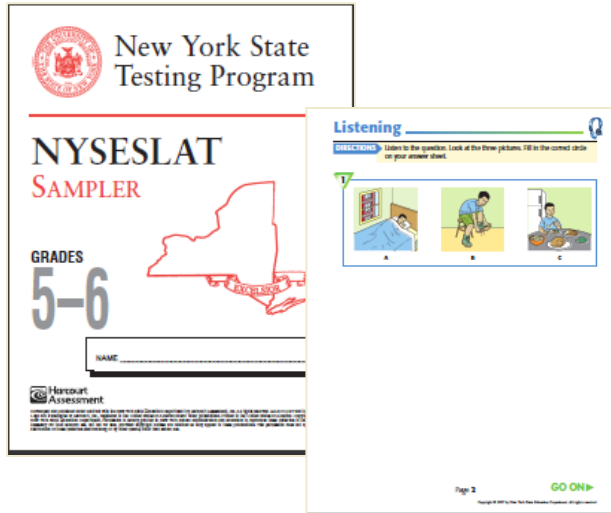
Materials	July 2012	Fall/Winter 2012	Spring/Summer 2013	Winter 2013/14
Common Core Shifts	2	7	11	100 Videos Total
Teacher Practice Videos		45	114	227 Videos Total
Principal Practice Videos		27	68	135 Videos Total
Data Driven Instruction	2	6	15	30 Videos Total
Studio Videos				24 Videos Total

- NYSED is delivering more than 500 videos to:
  - Exemplify CCSS aligned instruction from NYS teachers
  - Use for calibration of teacher and principal evaluation
  - Model data driven instruction cycles
  - Instruct and Inform regarding CCSS, DDI, TLE
  - Demonstrate Common Core Instruction for ELLs and Students with Disabilities
- Videos delivery begins Summer 2012, Continues in Fall 2012

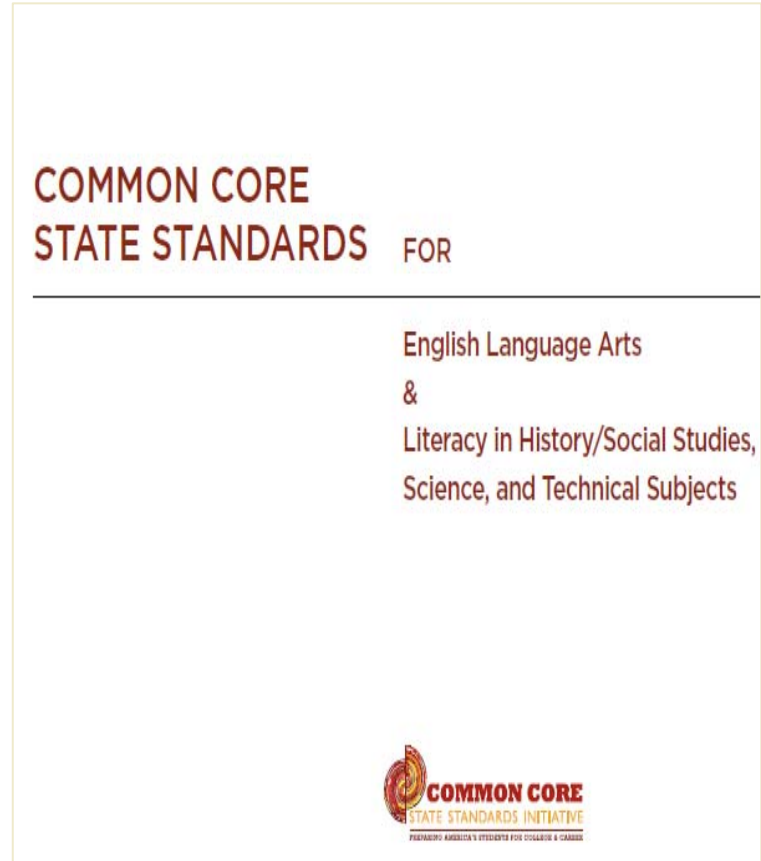
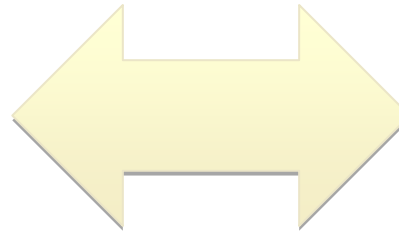


# Next Steps: NYSESLAT and Native Language Arts


## Aligning the NYSESLAT exam to the Common Core & Exploring Native Language Arts Assessments



The image shows the cover of the NYSESLAT SAMPLER for Grades 5-6, published by Harcourt Assessment. The cover features the New York State Testing Program logo and a map of New York. Below the cover is a sample listening test page. The page is titled "Listening" and includes instructions: "Listen to the question. Look at the three pictures. Fill in the correct circle on your answer sheet." There are three numbered pictures (1, 2, 3) showing a person in a room, a person sitting on the floor, and a person at a table.



The image shows the cover of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. The cover is white with a gold border and features the text "COMMON CORE STATE STANDARDS FOR" in large, bold, gold letters. Below this, the subject areas are listed in a smaller font. At the bottom right, there is a logo for the Common Core State Standards Initiative, which includes a stylized globe and the text "COMMON CORE STATE STANDARDS INITIATIVE" and "PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER".



The image shows a screenshot of an article titled "Learning the Language" from the New York Times. The article is dated June 11, 2009, and is written by Nancy Amato. The article discusses the trend of states providing native-language tests for English-language learners. It mentions that New Jersey recently began providing state tests for English-language learners in Spanish, and that Washington state has set a tentative goal of translating state tests into 10 languages by 2009. The article also mentions that the 2008 Washington state legislature has approved \$1.7 billion for translating state tests and expanding them for special education students. The article includes a quote from Mr. Stanfield, an assistant professor of Spanish at the University of Illinois at Urbana-Champaign, who discusses considerations for developing and using native-language assessments.