Common Core and English Language Learners: Aligning the Standards with a Workshop Model to Enhance Instruction for Linguistically Diverse Students

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Goals
Discuss Ways to Address the Common Core and Support ELLs in Your Workshop Model

Overview of CCSS
Overview of Reading/Writing Workshop
Supporting ELLs
Units of Study with specific learning experiences, text suggestions, student samples, alignment with CCSS, and accommodations to support ELLs.

Reading/Writing Workshop Model
- Framework for facilitating meaningful interactions with text
- Not a script or specific program
- Range of learning experiences with extensive time devoted to students engaging with text

What Should Be Included?
- A Literacy-Rich Environment
- Read Aloud Experiences
- Extended Dialogue and Discussions about Literature
- Reading, Reading, Reading
- Lessons in Comprehension
- Conferring
- Literacy Assessment

Sample Schedule
- Getting Started (10 minutes)
- Read-Aloud and Mini-Lesson (20 minutes)
- Workshop Experiences (50 minutes)
- Sharing (10 minutes)

Workshop Menu
- Independent and Paired Reading
- Listening Center
- Author / Illustrator Studies
- Response Experiences
- Units of Study
- Comprehension Strategy Groups
- Literature Study Groups
- Readers’ Theater
- Connections to Writing Workshop
- Inquiry Projects, etc.

CCSS Anchor Standards for Reading
- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge & Ideas
- Range of Reading and Level of Text Complexity
CCSS Anchor Standards for Writing
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Instructional Strategies and Support for ELLs
- Language Proficiency Level Characteristics
- Units of Study
  Fiction
  Informational
  - Learning Experiences
  - Sample Children’s Literature
  - Integrating Reading, Writing, Speaking, Listening, Viewing and Visually Representing

Unit of Study: What Authors and Illustrators Do
- Unit of Study: Doesn’t always have to be an author, genre or specific theme
- Connect to your Writing Workshop
- “Read like writers”
- Identify “elements” that are required at your grade level
- Learning experiences and scaffolds

Unit of Study
- Cornerstone Text: Voices in the Park
- Objectives:
  Discuss “What Authors and Illustrators Do” - the craft of writing and illustrating
  Understand perspective
  Understand figurative language as part of the writing craft
  Utilize their understanding from mentor texts to support their creation of “text”
- Learning Experiences
  Reader’s Theater
  Literary Dinner Party
  What Does It Mean
  Scavenger Hunt

Text Set Suggestions
Anthony Browne:

Leo Lionni:

Culminating Experience
- Text Creation
- Sharing
- Solicited Feedback
- Revision
- Text Share (family, peers, reading buddies, upcoming students, etc.)
- Differentiation for language proficiency levels
  - Starting
  - Emerging
  - Developing
  - Expanding
  - Bridging

Connections to CCSS
- What Does it Mean?
- Simile and Metaphor Scavenger Hunt
- Reader's Theater
- Literary Talk Show
- Differentiation for language proficiency levels

Unit of Study: Informational Text
- Anchor Text: Volcanoes
- Objectives:
  Utilize research skills to answer curiosities
  Understand informational text structure and features
  Present their research
- Learning Experiences
  Questioning
  Researching
  Documenting their learning
  Presenting
Text Sets and Culminating Experiences
- Text Sets: Informational topics of students’ choice
- Culminating Experience:
  Presentation of final projects documenting their research
  Parent/Teacher Conferences
  Student Assemblies
  Family and Community “Fair”
  Reading Buddies
  Peers

Tools for Inquiry
- Inquiry Strategies
  Viewing
  Questions/I Wonder
  I Learned
  Interactive Components
  Documenting Schema/I Think
  Connecting Thinking
  Visual Representation Strategies
  Text Features
  Sources
  Sharing/Presenting

Suggestions for Management and Assessment
- Inquiry Notebooks with daily goal setting (similar to your reading workshop notebooks).
- Peer feedback with written Interactive Components
- Small group conferencing based on needs
  Research skills
  Reading difficult texts
  Text features
  Organization
  Citing sources
  Writing
  Presentations
- Develop Inquiry Project Menus/Checklists/Rubrics

Connections to CCSS
- Re-represent understanding in illustration
- Summarize understanding
- Timelines, sequencing, cause and effect, scientific inquiry and problem solving

Additional Research/Inquiry Projects
- Television, Newspaper, Radio Production, Blogs and Reviews
• Expert Roles
• Research and integration of all Language Arts in a meaningful and authentic context
• Research in Action
Questions
Research
Interviews
Rehearsal
In Action
Editing

Supporting and Scaffolding ELLs
• Naturally provides differentiation
• Scaffolds for genre, text complexity, text navigation, vocabulary, content, social and academic vocabulary
• Focus on Curiosity
Research
Developing theories
Acquiring and sharing knowledge

References: