



Using Standards to Plan for ELL Students

Competency

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.
- Develop an awareness of the various cultures within the classroom.

Supporting Rationale and Research

August, Diane, et al. "Scaffolding Instruction for English Language Learners: A Resource Guide for ELA. *Text Project*, Text Project, Incorporated, 2014, <https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Supporting English Language Learners

Last Revised on Mar 17, 2022

Baker, Scott, et al. (2014). "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School." *Institute for Education Sciences* (NCEE 2014-4012). Washington, DC: U.S. Department of Education, National Center for Education Evaluation and Regional Assistance.

https://ies.ed.gov/ncee/wwc/Docs/practiceguide/english_learners_pg_040114.pdf

Ballantyne, Keira Gebbie, et al. (2008). "Dual Language Learners in the Early Years: Getting Ready to Succeed in School." *Files.eric.ed.gov*, National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs 2008,

<https://drive.google.com/file/d/1B7wJGg6csZTLqz8mUGWrJwMNYu3YE34k/view?usp=sharing>

Echevarria, Jana, and Deborah Short. "The SIOP Model: A Professional Development Framework for a Comprehensive School-Wide Intervention." (CREATE) Brief.*cal.org/CREATE*, Center for Research on the Educational Achievement and Teaching of English Language Learners, November 2011.

<https://www.cal.org/siop/pdfs/briefs/professional-development-framework.pdf>

Espinosa, Linda M. "Challenging Common Myths About Young English Language Learners." *Foundation For Child Development*, New York, NY: Foundation for Child Development, 2008,

<http://fcd-us.org/sites/default/files/MythsOfTeachingELLEspinosa.pdf>

Faircloth, Susan C., and John W. Tippeconnic. "The Dropout/Graduation Crisis Among American Indian and Alaska Native Students: Failure to Respond Places the Future of Native Peoples at Risk." *ucla.edu*, The Civil Rights Project, 2010,

<https://drive.google.com/file/d/1nrxCcKXBHdHz23LNOHg8ojccVJnnlabbb/view?usp=sharing>

Hamayan, E., et al. (2013). *Special Education Considerations for English Language Learners: Delivering a Continuum of Services*. Philadelphia, PA: Caslon Publishing. Hiebert, E. (2013).

"Text Matters: Text Complexity and English Learners – Building Vocabulary."

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

Magy, Ronna. "Writing With Scaffolds: Using Paragraph Frames." *Palm Beach County Schools*,

https://www.quia.com/files/quia/users/donnamp/Magy_ParaFrame_HO_042214.pdf



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Supporting English Language Learners

Last Revised on Mar 17, 2022

Man, Jessica. Cultural Competence: The Ultimate Guide to Cultural Proficiency [2021] | Diversity for Social Impact
<https://diversity.social/cultural-competence/>

Next Generation Science Standards (2013).
<https://www.nextgenscience.org>

Robertson, Kristina, and Susan Lafond. "How to support ELL students with interrupted formal education (SIFEs)." *Colorin Colorado!*, WETA, 2008,
<https://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes>

Shanahan, Timothy. (2013). "Letting the Text Take Center Stage: How the Common Core Will Transform English Language Arts Instruction." *aft.org*, American Educator, 2013,
<http://www.aft.org/sites/default/files/periodicals/Shanahan.pdf>

Staehr Fenner, Diane. "Determining How Much Background Knowledge to Provide for ELLs" [blog post]. *Colorin Colorado*, WETA, 2013,
<https://www.colorincolorado.org/blog/determining-how-much-background-knowledge-provide-ells>

Valdés, Guadalupe, et al. (2014). "Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards." *TESOL*, TESOL International Association, 2014,
<http://www.tesol.org/docs/default-source/papers-and-briefs/professional-paper-26-march-2014.pdf?sfvrsn=4>

Resources

[Interacting With Complex Texts: Scaffolding Meaning Making](#)

[Text Complexity, Common Core, and ELLs.](#)

[Text-Dependent Questions for ELLs](#)



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Supporting English Language Learners

Last Revised on Mar 17, 2022

[Common Core for ELLs](#)

[The Five Pillars of Equitably Grading ELLs.](#)

[Five Stages of Second Language Acquisition](#)

[TESOL Pre-K-12 English Language Proficiency Standards Framework](#)

[Middle School ELA Unit-Persuasion](#)

[Reconcilable Differences? Standards-Based Teaching and Differentiation](#)

[Five Stages of Second Language Acquisition](#)

[Colorin Colorado. \(n.d.\). Reading non-fiction text with high school ELLs \[Video file\].](#)

[Colorin Colorado. \(2015\). Writing a cooperative paragraph \[Video file\].](#)

[Wordsmyth. \(2015\). Wordsmyth: The premier educational dictionary-thesaurus.](#)

[Haywood, S. \(n.d.\). Academic vocabulary: The AWL highlighter.](#)

[How to Develop Lesson Plans that Include ELLs](#)

[How to support ELL Students](#)

[Creating text-dependent questions for ELLs: Examples for second grade \(Part 2\)](#)

[Effective collaboration to meet the needs of ELs in mathematics.](#)



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Supporting English Language Learners

Last Revised on Mar 17, 2022

Submission Guidelines and 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 (Provides Context)

What do you see as your strengths in the practice of standards-based instruction? (200 - 250 words)

What are some strategies that you already use that you see as valuable for instructing ELLs? (200 - 250 words)

What is your instructional experience working with ELLs? Describe the cultural groups you work with, and your level of comfort as it pertains to understanding their beliefs, customs, etc. (200 - 250 words)

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

Part 2. Work Examples/Artifacts/Evidence

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.
- Lessons acknowledge various cultural groups within the classroom environment.

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.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Supporting English Language Learners

Last Revised on Mar 17, 2022

Part 2. Rubric

	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 -Lessons acknowledge various cultural groups within the classroom environment. 	<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 -Lessons partially acknowledge various cultural groups within the classroom environment. 	<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 -Lessons do not acknowledge various cultural groups within the classroom environment.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Supporting English Language Learners

Last Revised on Mar 17, 2022

	Writing should be clear without grammar, spelling, or sentence structure errors	Grammar, spelling, and sentence structure allow ideas to be communicated	Grammar, spelling, and sentence structure errors inhibit clear communication OR Submitted lesson plans, regardless of number, are incomplete
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 reassessment or student correction based on the feedback is submitted	There is no sample of student writing with feedback No opportunity for student correction

Part 3. Reflection

400 - 500 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

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.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

Supporting English Language Learners

Last Revised on Mar 17, 2022