

# More than words: What English Learners Can Do en Ingles and the Common Core State Standards

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# What does it mean to be “proficient” in English?

## Structural aspects

- Morphology
  - Phonology
  - Vocabulary
  - Syntax rules
- 
- Produce and understand oral language
  - Produce and understand written text



# What does it mean to be “proficient” in English?



# Speech acts

- “Doing” with language
- Interested in talk as action, not in grammatical features

Refusal:

- I don't think we should do that OR
- How about we write about lizards instead?  
OR
- You crazy?



# What can English learners do with their emerging English?



# An example...

Ideational: Used to express feelings, propositions and exchange information about knowledge.				
Sub-function	Speech Act	Definition (as applied to academic content)	Example	Context
Display Knowledge	Academic comment	Express an opinion or reaction	<i>Dominic: I think that the falls is healthy to drink because it, it has no garbage inside it</i> <sup>6</sup>	In a small group, students are working to identify the main idea of a passage about Yosemite Falls. Dominic comments that he thinks the falls are healthy to drink.
	Academic think aloud/ brainstorm	The verbal process of thinking through and negotiating ideas before they are set. Could be a student saying possible sentence ideas aloud to peers, adults or to self and can be prompted or unprompted.	<i>Alexandra: The opposite of ugly i:s pretty. The opposite of ye:s is °no:° °I already did mu:s:t° She blank quickly down the street. She ra:n quickly down the °street?° ((looks up at C<sup>7</sup>)) The opposite [of-]</i>	One-on-one with C, Alexandra verbalizes her thoughts as she works through a worksheet problem. Her head is down as she studies the worksheet. “She ra:n quickly down the °street?°” is not identified as academic think aloud because she looked up and posed the question to C.



# Activity #1: English language proficiency and student talk

1. In groups, identify two students under the Example column of Table 3
2. For each of the two students, guess their English language proficiency level
  - Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced



Focal Student	CST ELA Score (gr 3)	CELDT score (gr 4)	Reclassified
Silver	Far Below Basic	Early Intermediate	
Alexandra	Far Below Basic	Beginning	
Jack	Below Basic	Intermediate	
Jenny	Below Basic	Intermediate	
Dominic	Proficient	Early Advanced	Y
Josey	Basic	Early Advanced	Y
Olivia	Proficient	Intermediate	
Tommy	Proficient	Early Advanced	Y



How can we use student  
talk to analyze  
progression under the  
new standards?



# English Language Arts

## 4.SL.1c

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others



# Step 1: Identify the expectations embedded within the standard

- (1) Pose specific questions to clarify or follow up on information
- (2) Respond to specific question to clarify or follow up on information
- (3) Make comments that contribute to the discussion
- (4) Make comments that link to the remarks of others



## Step 2: Identify the speech acts within the expectations

What must students do to

*Make comments that link to the remarks of others?*

- confirm, disagree, agree, supportive assertion



# Activity #2: Student talk and the new CCSS

1. In groups, select one standard
2. Identify the expectations embedded within the standard
3. Identify the speech acts (using Table 3) that students must be able to do



# Thank you!

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