

# telac times

Teaching English Learners Academic Content

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TELAC Times is brought to you by the TELAC program funded by the US Department of Education through the Department of English in the College of Liberal Arts and Sciences at Arizona State University. The primary goal of the TELAC program is to make a difference for English learners in science, math, technology and English middle and secondary school classrooms. TELAC Times offers articles, tools and resources to help achieve this goal.



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## ESL and Classroom Teachers Team Up to Teach Common Core

Collaboration may be the new norm for teachers of ELL students

Education Week, November 4 2013

By Lesli A. Maxwell

It started with a simple after-school conversation last spring between two teachers.

Barbara Page, a veteran English-as-a-second-language teacher, and Meredith Vanden Berg, an 8th grade science teacher, were discussing a student from Somalia who had just arrived from a refugee

camp in Yemen and landed at their ethnically diverse middle school in Beaverton, Ore.

Ms. Vanden Berg wanted to know what more she could do to help the girl-who was just beginning to learn a few words of English-understand what was going on in her science classroom.

The discussion was the spark for what has evolved into a much closer collaboration between ESL and content teachers at the 600-student Meadow Park Middle School as they fully embrace the Common Core Standards in English/language arts and mathematics this academic year.

[Read Full Article](#)

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## Arizona's College and Career Ready Standards (AZCCRS)

As the result of an Executive Order issued by Governor Jan Brewer in September 2013, the Common Core Standards adopted in 2010 are referred to as Arizona's College and Career Ready Standards. Across the state, the standards are being implemented to ensure that all students have the academic knowledge and skills they need to be successful in college, career and life. The Arizona Public Engagement Task Force-an independently formed statewide collaborative of more than 30 organizations-has worked in a partnership with the ADE to create resources, including the *Communications Tool Kit* which provides teachers and other community leaders with the tools to communicate to families and community members about the standards.

[Arizona Department of Education Office of English Language Acquisition Services \(OELAS\)](#)



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## Common Core Ratchets Up Language Demands for English-Learners

New standards are accelerating the push to teach ELLs to speak 'academic'

Education Week, November 4 2013

By Lesli A. Maxwell

No one is a native speaker of academic English.

As the formal written and spoken language of classrooms and professional workplaces, academic English often bears little resemblance to the social, everyday language one needs to communicate effectively in most situations.

It encompasses precise vocabulary, complex grammatical structures, and sophisticated forms of discourse. For English-language learners, acquiring academic language is often the highest hurdle to clear before they can be deemed proficient in English and able to fully engage in the kind of rich and rigorous content necessary to succeed later in college and a professional work life.

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The Center for Applied Linguistics is a private, nonprofit organization working to improve communication through better understanding of language and culture. Established in 1959, CAL is headquartered in Washington, DC. CAL Practitioner Briefs are designed to help translate research into practice for education practitioners.



**Online Resources: Briefs**

[\*Implementing the Common Core for English Learners: Responses to Common Questions\*](#)

In the course of conducting professional development and other activities designed to improve outcomes for English learners, CAL staff have encountered questions for educators about integrating the Common Core State Standards into content area curricula for English learners.

This brief, designed for practitioners, provides information and answers based upon CAL's practical experience and academic expertise on language learning and English learners.

[Read the PDF online](#)



*The Teachers Edition is a publication of the US Department of Education with links and news articles representing examples of the numerous education reference materials currently available to teachers and the public.*

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Teachers Edition, October 31

**Igniting a passion for learning.** Some of the nation's leading teachers have joined forces to help educators and parents understand the theory and practice behind the Common Core Standards. [NNSTOY](#) (National Network of State Teachers of the Year) has partnered with the **Hunt Institute**, **American Federation of Teachers**, the **National Education Association**, and the **Parent Teacher Association** to produce four 30-minute episodes of Georgia Public Television's [The Ignite Show](#) each focusing on the new standards. Each video features an exemplar lesson taught by a State Teacher of the Year, interviews with policy makers and business leaders, and parent or student perspectives. In the first program, Annice Brave (2011 Illinois Teacher of the Year) talks with educators about the Common Core - [view program](#).

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## TEACHERS CORNER

### Think-**Ink**-Pair-Share

Tying writing to assignments is a great way to increase language output and to get evidence of student learning. A strategy that can be implemented into grouping situations is "Think-Ink-Pair-Share." This strategy takes the classic, "Think-Pair-Share," one step farther by asking students to sketch or write their thoughts before sharing with a partner.

To implement "Think-Ink-Pair-Share," pose a question that you want student to discuss in pairs or groups. Give students time to think about their response, giving a sentence frame for support. Then, instruct students to write or sketch their answer in their notes, on a post-it, scratch piece of paper, exit slip, etc. This step will allow them to take their thinking and put it in to words, giving them additional rehearsal before they are to share their responses with a partner or group. After time has been given to write their thinking, invite them to share their written response with their partner or group.

You'll notice that many students will read their thoughts to their partner or group, while expanding what they say orally. This is a scaffold for speaking and allows the learner to practice writing in a safe space, which can increase output in speaking and writing.

Tracey Flores is currently a doctoral student in English Education at Arizona State University and taught for 8 years in Phoenix and Glendale before entering the PhD program full time.

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