



Proficiency and Literacy: *World Language Learning and the Common Core*

DECTFL
March 18, 2016



Delaware
Department of Education

Session Participant Outcomes

- I can articulate how Delaware's Refreshed *World-Readiness Standards for Language Learning* reflect both proficiency and literacy.
- I can articulate how Delaware's three-year world language professional learning plan helps me focus my teaching on proficiency and literacy (CCSS for ELA).

Delaware's Focus on Proficiency

Governor's World Language Expansion Initiative: Preparing a Globally Competitive Delaware Workforce (2011)

- 10-year initiative
- Focus on Advancing Student Proficiency



REFRESHED DELAWARE WORLD LANGUAGE STANDARDS



Why Refresh?

- 2007—Delaware Adopts Current Standards
- 2010—Delaware Adopts Common Core State Standards
- 2011—Governor’s World Language Expansion Initiative—Focus on Proficiency
- 2012—ACTFL Publishes *National World Language Standards Crosswalk to CCSS*
- 2013—ACTFL Refreshes National World Language Standards
- 2013—*NCSSFL-ACTFL Can-Do Statements*—Connecting Standards to Proficiency

Who was Involved?

- **Delaware World Language Teacher Leader Network**
 - All 19 Districts and Several Charters
- **Subcommittee for Refreshing Standards**
 - Bronwen DuHadaway, Chair, Brandywine School District
 - Linnea Brandshaw, Appoquinimink School District
 - Etienne Seck, Christina School District
 - Oscar Gonzalez, Capital School District
 - Erin Sosa, MOT Charter School
 - Kerry Stewart, Sussex Technical School District

What's Different?

ACTIVITY 1:

Scan the Refreshed *Delaware World-Readiness Standards for Language Learning* and the *One-Page Now Vs. Then Standards Document*. What do you notice that is different? Be prepared to share at least three differences.

What's Different?

- **More Precise Language** of Standards to Align with Expectations of the Common Core State Standards for ELA
- **Focus on the Learner and Proficiency**—More Transparent in What Learners Can Do with Language

Refreshed Standards



Example of a Refreshed Standard

Current Delaware World Language Standard 1.3 Presentational Communication	Refreshed Delaware World Language Standard 1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

COMMON CORE WRITING ANCHOR STATEMENTS

CCSS.ELA-LITERACY.CCRA.W.1

Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

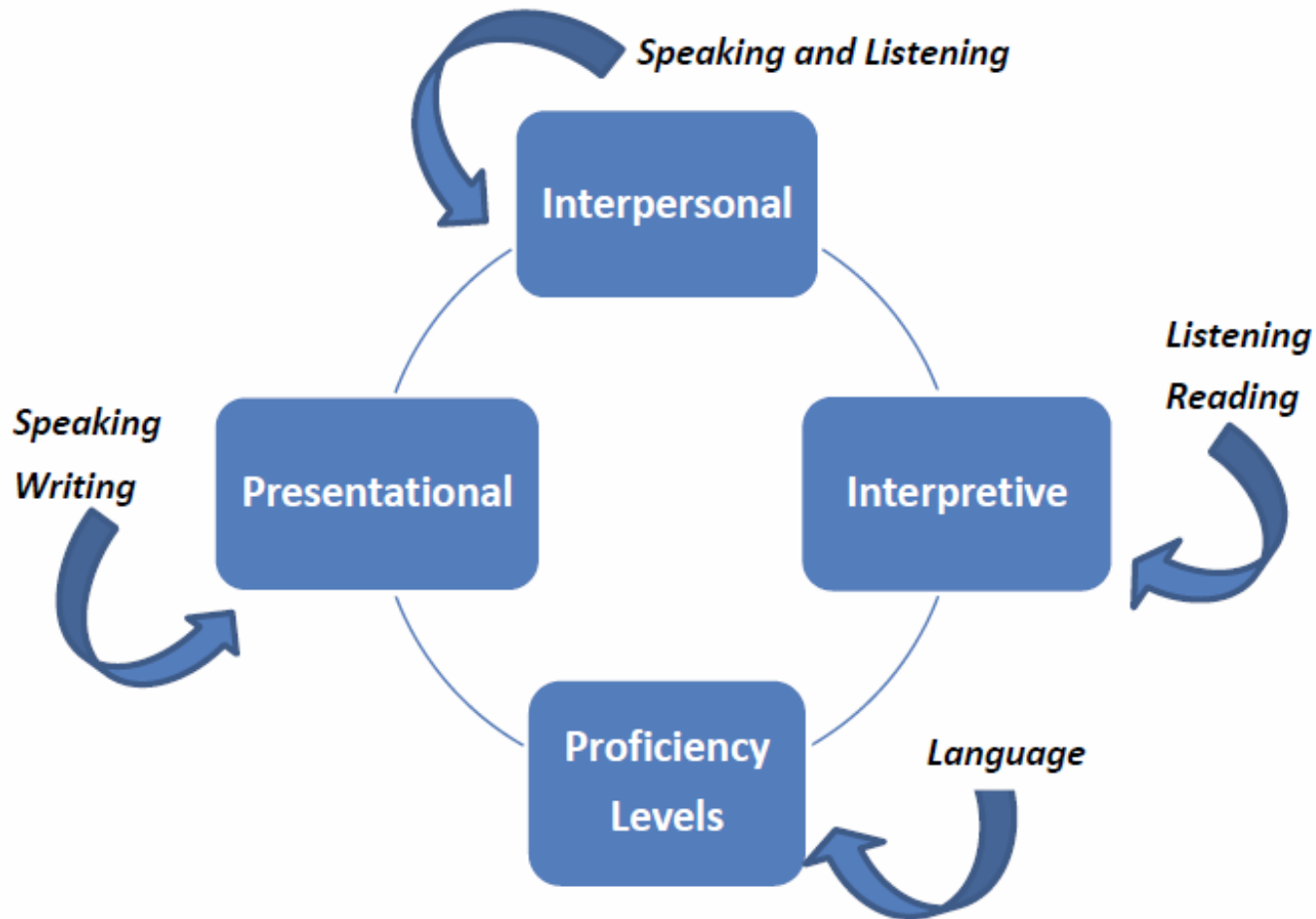
CCSS.ELA-LITERACY.CCRA.W.2

Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3

Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Connecting Common Core and World Languages



Crosswalk of Standards

Common Core State Standards ELA	World-Readiness Standards for Language Learning
Writing	Presentational Communication (Writing, Speaking, Visually Representing)
<i>Text Types and Purposes</i> (3 Standards)	
<i>Production and Distribution of Writing</i> (3 Standards)	
<i>Research to Build and Present Knowledge</i> (3 Standards)	
<i>Range of Writing</i> (1 Standard)	

Crosswalk of Standards

Common Core State Standards ELA	World-Readiness Standards for Language Learning
Writing	Presentational Communication (Writing, Speaking, Visually Representing)
<i>Text Types and Purposes</i> (3 Standards)	
<p data-bbox="703 672 1224 708">CCSS.ELA-Literacy.CCRA.W.1</p> <p data-bbox="170 719 1760 815">Write <i>arguments</i> to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	
<p data-bbox="703 836 1224 872">CCSS.ELA-Literacy.CCRA.W.2</p> <p data-bbox="195 883 1734 1033">Write <i>informative/explanatory texts</i> to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p data-bbox="703 1055 1224 1090">CCSS.ELA-Literacy.CCRA.W.3</p> <p data-bbox="185 1102 1744 1198">Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	

Refreshed Standards

WL Standard 1.3 Presentational Communication (Writing, Speaking, Visually Representing)

Learners present information, concepts, and ideas to **inform**, **explain**, **persuade**, and **narrate** on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Proficiency Level	To Persuade	To Explain/Inform	To Narrate
Novice			
Intermediate			
Advanced			

Refreshed Standards

WL Standard 1.3 Presentational Communication (Writing, Speaking, Visually Representing)

Learners present information, concepts, and ideas to **inform**, **explain**, **persuade**, and **narrate** on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Proficiency Level	To Persuade	To Explain/Inform	To Narrate
Novice	Write a script for a podcast on which season is the best for target-language students to visit your school.	Create a brochure explaining activities for visiting partner school students to do in Lewes, based on survey of those students' interest in arts, sports and food.	Describe your healthiest day of the week and why you consider it so.
Intermediate	Create a presentation citing multiple sources of information to highlight ways to encourage a balanced lifestyle for teenagers.	Write a blog post about two things our school could do to be more environmentally conscious and how this will help.	Post on a website hosted by the German Tourist Office a summary of your trip to Berlin and share experiences of cultural differences.
Advanced	Write a review of your favorite French movie by developing claim(s) and counterclaims and supplying evidence for each to convince others your age to see it.	Explain what part of teenage life in Shanghai would be the hardest for you to adapt to.	Write about a time you dealt with extraordinary stress, share the cause, how you dealt with it and how you think others your age may have responded in similar situations.

DELAWARE'S THREE-YEAR WORLD LANGUAGE PROFESSIONAL LEARNING PLAN



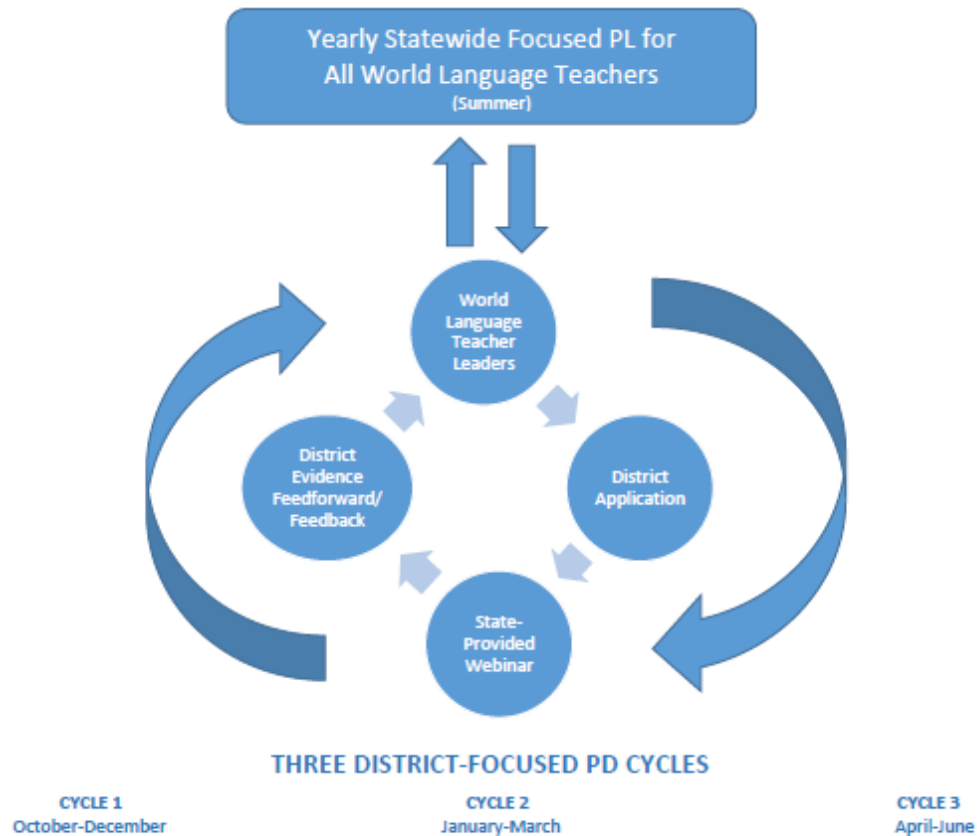
Statewide World Language Professional Learning Plan

By 2018, all Delaware world language teachers will engage in professional learning that will allow them to:

- ❑ Articulate a shared vision of the importance of teaching and learning for proficiency
- ❑ Articulate how world language learning enhances and supports the development of literacy by addressing the Common Core State Standards for ELA
- ❑ Maximize student language proficiency by using proficiency-focused instructional strategies (e.g., 90% target language use)
- ❑ Use performance assessments to monitor growth in learners' ability to use language
- ❑ Address the diverse needs of learners in a 21st century world language learning environment

Statewide World Language Professional Learning Plan

Delaware Statewide World Language Professional Learning Model



Proficiency and Literacy: World Language Learning and the Common Core

Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p><u>Summer 2015:</u></p> <ul style="list-style-type: none"> • Common Core Standards for ELA—focus on Speaking and Listening • Developing and Assessing Proficiency in Speaking and Listening (OPI Familiarization) <p>SUMMER DATES: SECTION 1: JUNE 22-24 SECTION 2: JUNE 29-JULY 1</p> <p><u>Three Cycles:</u></p> <ul style="list-style-type: none"> • Common Core and Teaching for Proficiency (Speaking and Listening) • Increasing Student Proficiency in Speaking and Listening (instructional strategies) • Assessing Student Proficiency in Speaking and Listening 	<p><u>Summer 2016:</u></p> <ul style="list-style-type: none"> • New Delaware Refreshed Standards and Common Core Standards for ELA—focus on Reading and Writing • Developing and Assessing Proficiency in Reading and Writing <p>TENTATIVE SUMMER DATES: SECTION 1: AUGUST 1-3 Wilmington, Session #41342 SECTION 2: AUGUST 8-10 Dover; Session #41343</p> <p><u>Three Cycles:</u></p> <ul style="list-style-type: none"> • Delaware’s Refreshed Standards, the Common Core Connections for Proficiency (Reading and Writing) • Increasing Student Proficiency in Reading and Writing (instructional strategies) • Assessing Student Proficiency in Writing 	<p><u>Summer 2017:</u></p> <ul style="list-style-type: none"> • New Delaware Refreshed Standards and Common Core Standards for ELA—focus Can-Do Learning in all Skill Areas • Developing and Assessing Proficiency via Integrated Performance Assessments <p>TENTATIVE SUMMER DATES: SECTION 1: TBD SECTION 2: TBD</p> <p><u>Three Cycles:</u></p> <ul style="list-style-type: none"> • Delaware’s Refreshed Standards, the Common Core and Can-Do Language Learning • Assessing student performance via Integrated Performance Assessments • Increasing Student Performance and Proficiency through Formative Assessment/Can-Do Language Learning

Self-Evaluation

- I can articulate how Delaware's Refreshed World-Readiness Standards for Language Learning reflect both proficiency and literacy.
- I can articulate how Delaware's three-year world language professional learning plan helps me focus my teaching on proficiency and literacy (CCSS for ELA).

Additional Information

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