

STANDARDS- BASED INSTRUCTION

STANDARDS-BASED INSTRUCTION FOR ALL STUDENTS WITH EQUITABLE AND MEANINGFUL ACCESSIBILITY FOR ENGLISH LEARNERS

This section specifically addresses the instructional needs of English learners. In Illinois, there are legally mandated standards that must be used for instructional delivery. These standards are applicable to all students, not exclusively to English learners. English learners require mandated English language development standards and meaningful access to core content.

CONTENT INSTRUCTION FOR ALL STUDENTS	Services for English Learners (driven by Legal (TBE/TPI requirements) and Instructional Designs)			
	ACCESSIBILITY TO CORE CURRICULUM FOR ELs	ENGLISH LANGUAGE DEVELOPMENT/ESL		
<i>Rigorous content instruction aligned to Illinois Learning Standards provided to ALL students.</i>	<i>Cohesive, district-wide, collective systemic and structural support to ensure equitable and meaningful access to content instruction for English learners.</i>	<i>Rigorous English Language Development/ English as a Second Language instruction aligned to WIDA ELD standards for English learners.</i>		FAMILY ENGAGEMENT
Language Arts Content and Literacy	Accessibility to Language Arts Content for ELs	Language of Language Arts	Social and Instructional Language	SCHOOL CLIMATE AND CULTURE
Math Content and Literacy	Accessibility to Math Content for ELs	Language of Math		ELs' NATIVE CULTURES AND HISTORIES
Science Content and Literacy	Accessibility to Science Content for ELs	Language of Science		
Social Studies Content and Literacy	Accessibility to Social Studies Content for ELs	Language of Social Studies		
Other Content Areas and Literacy ⁶	Accessibility to Other Content for ELs	Language of Other Content		

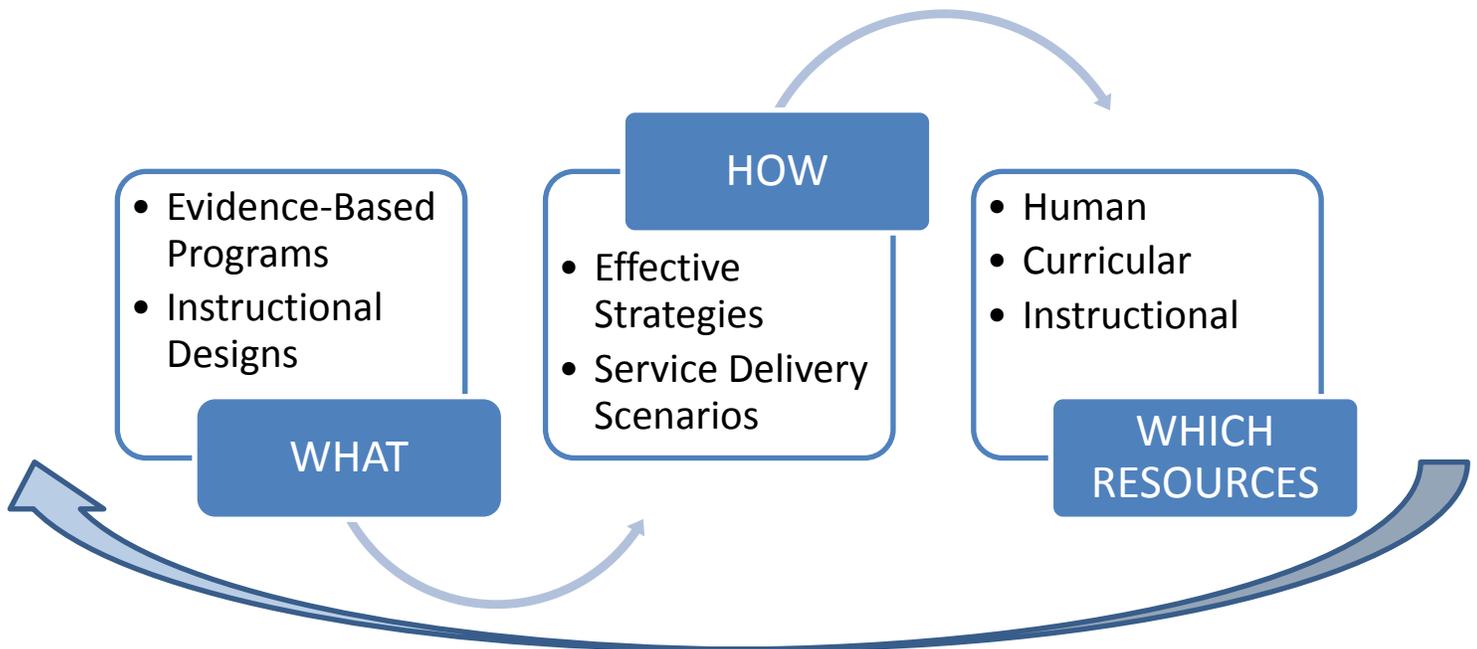
Table 2. The relationship of content instruction and English language development.

⁶ Instruction in subjects that are *either required by law* (see 23 Ill. Adm. Code 1) *or by the student's school district.*

WHAT IS MEANINGFUL ACCESS TO INSTRUCTION FOR ENGLISH LEARNERS?

Meaningful access to instruction for English learners must include these required components:

- Content-driven, standards-based, differentiated English language development instruction to ensure full access to the core curriculum.
- Home language instruction in all content areas and heritage culture and language (for all dual language and transitional bilingual instructional designs to ensure grade-level content learning, access to the core curriculum, and promote bilingualism and biliteracy).
- Home language support as needed to improve comprehension of and meaningful participation of ELs in core instruction in sheltered and English language instructional programs.



WHAT IS ACCESSIBILITY TO CORE CURRICULUM THROUGH CONTENT INSTRUCTION FOR ENGLISH LEARNERS?

Rigorous content instruction aligned to Illinois Learning Standards must be provided to ALL students, including English learners. The Standards focus on critical thinking, problem solving, and analytic skills. The Illinois Learning Standards for Content have established the standards that students are expected to master, however, how educators teach the standards may take on different pathways depending on the students' needs. Differentiation is the key to making the content comprehensible and accessible to all students as it gives students the tools they need so that they can handle whatever comes their way (Wormeli, 2006).

For English learners, access to core content is either through the home language in TBE programs or through ESL and sheltered instruction in TPI programs. Access to core curriculum for English learners requires intentional and deliberate decisions about instructional approaches/strategies, appropriate selection of materials, resources and assessment, aligning content learning with language learning. The collaboration between bilingual education/ESL teachers and general education teachers is essential to optimize students' educational attainment.

WHAT IS ENGLISH AS A SECOND LANGUAGE (ESL)/ENGLISH LANGUAGE DEVELOPMENT (ELD)?

Illinois State rules require English Language Development standards as an anchor for teaching English as a Second Language (ESL). Educators sometime refer to ESL as ELD instruction.

ISBE [23 ILLINOIS ADMINISTRATIVE CODE 228.10](#) SUBTITLE A SUBCHAPTER f
Section 228.10

ESL means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is designed to promote students' English language development; it is not to be confused with English language arts which is designed to promote students' conceptual development).

"English Language Development Standards":

"[2012 Amplification of English Language Development Standards Kindergarten-Grade 12](#)" for students in kindergarten through grade 12 published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium.

"[Early English Language Development Standards Ages 2.5-5.5 2013 Edition](#)" (2013) for students in preschool education programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium.

Both Illinois Learning Standards for Content and Illinois English Language Development Standards must be used in tandem when addressing the needs of ELs.

Illinois English Language Development Standards recognize that English language development occurs over multiple years, is variable, and depends on many factors (e.g. age, maturation, classroom experiences, programming, motivation, and attitudes).

ESL instruction is a required component of all EL programs of instruction. A well-designed ESL program should incorporate both of the following critical components:

- 1. Targeted English Language Development:** This component provides “...dedicated time for focused instruction in how English works, providing [ELs] with an understanding of the basic structures of language — in all four domains — for a variety of registers, especially the academic language register needed to engage in academic discourse across all content areas” (Council of the Great City Schools, 2014). In other words, ELs must have the opportunity to learn what makes English different from their home language, and the rules and structures of the English language. Targeted English language development may be provided as a stand-alone course or block or may be a designated time within the school day for a self-contained ESL or bilingual education teacher. It can be thought of as the learning of the language needed to engage with content-area instruction in English.

- 2. Content-Based English Language Development:** ELs must have opportunities to develop academic English within the content areas. “The language learning that occurs during a student’s experience with the different content areas...is especially valuable for [ELs] because it extends and stretches their language development in new and various directions” (Council of the Great City Schools, 2014). Content-based language development can be thought of as learning language through the content areas.

- 3.** In addition, time for **social-emotional development** are critical components of EL services.

ENGLISH LANGUAGE DEVELOPMENT (K-12)

English Language Development/ESL (K-12) ⁷		WIDA's Features of Academic Language		
Language Development Standard				
SOCIAL AND INSTRUCTIONAL LANGUAGE	English learners communicate for Social and Instructional purposes within the school setting.	<p>Social language is the everyday register used in interactions outside and inside school.</p> <p>Instructional language is the language that typifies classroom discourse from teacher to teacher across content areas.</p>		
LANGUAGE OF LANGUAGE ARTS	English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	<p>Academic language is used to communicate ideas, concepts, and information necessary for academic success. It is the oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment.</p> <p>The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing register, genre/text type, topic, task/situation, and participants' identities and social roles.</p>		
LANGUAGE OF MATH	English learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.		<i>Performance Criteria</i>	<i>Features</i>
		Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	<ul style="list-style-type: none"> • Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Organization/cohesion of ideas • Variety of sentence types
		Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	<ul style="list-style-type: none"> • Types and variety of grammatical structures • Conventions, mechanics and fluency • Match of language forms to purpose/perspective
LANGUAGE OF SCIENCE	English learners communicate information, ideas and concepts necessary for academic success in the content area of Science.			
LANGUAGE OF SOCIAL STUDIES	English learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	Word/Phrase Dimensions	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	<ul style="list-style-type: none"> • General, specific, and technical language • Multiple meanings of words and phrases • Formulaic and idiomatic expressions • Nuances and shades of meaning • Collocations

⁷ WIDA (2012).

RELATIONSHIP BETWEEN CONTENT INSTRUCTION AND ENGLISH LANGUAGE DEVELOPMENT

The Illinois Learning Standards⁸ apply to students in general education settings, as well as all students participating in a program for English Learners (ELs). This means that, for the EL population, districts must focus on both the content standards and the specific language needs of all ELs at their individual levels and in all domains of English language proficiency. Districts should have two main goals in mind for ELs:

- Access to standards-based instruction: All students must be able to meaningfully engage with rigorous, grade-level appropriate instruction that aligns with the Illinois Learning Standards for Content.
- Illinois English Language Development Standards: Districts must support ELs with the tools, resources, and program structures necessary to accelerate academic language achievement and ensure that students are fully engaged in rigorous instruction, preparing them for college, career, and life.

⁸ Illinois Learning Standards includes, but is not limited to, Common Core State Standards, Next Generation Science Standards, Illinois Early Learning and Development Standards, Illinois English Language Development Standards (WIDA), etc.