

NYS Statewide Language RBE-RN at NYU

UNPACKING THE BILINGUAL COMMON CORE PROGRESSIONS TO ENHANCE THE HOME LANGUAGE ARTS CLASSROOM: Grades 3 through 8

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Presenters:

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The Empty Chair



The Empty Chair

Let's envision an ELL who sits in that chair in one of our classrooms. We invite you to write his/her name on a sticker and place the sticker on the chair.

Throughout our workshop, if a different ELL comes to mind, feel free to add his/her name to the chair.

All our work today will focus on making instructional decisions that are in the best interest of the ELL who occupies the empty chair.

Goals for today

- Review of the Common Core Learning Standards
- View the EngageNY website
- Unpack the Bilingual Common Core Home Language Arts Progressions (BCCP HLAs)
- Use the BCCP HLAs Progressions to plan instruction
- Engage in a series of activities using the HLAs

ELA Common Core State Standards

(called Common Core Learning Standards P-12 in NYS)

Adopted by the NYS Board of Regents in January 2011

- Reading for Information – 10 standards
- Reading Literature – 11 standards
- Writing – 11 standards
- Speaking and Listening – 6 standards
- Language – 6 standards
- Foundations of Reading - 4 standards

The CCLS include content area literacy:

- Reading History/Social Studies – 9 standards
- Reading Science – 10 standards
- Writing History/Science – 9 standards

English Language Learners/ Multilingual Learners

In New York State, under Part 154 of the Commissioner's Regulations (CR Part 154), ELLs are students who, by reason of foreign birth or ancestry:

- Speak or understand a language other than English
- Speak or understand little or no English
- Require support in order to become proficient in English and are identified pursuant to CR Part 154-2.3

TOP TEN LANGUAGES SPOKEN BY ELLs ACROSS NEW YORK STATE

Spanish – 64.3%	Urdu – 1.7%
Chinese – 10.6%	Haitian – 1.6%
Arabic – 4.3%	French – 1.2%
Bengali – 3.1%	Karen – 1.0%
Russian – 1.7%	Nepali – 0.8%

Source: NYS Education Department ELL Demographics 2015-2016

NYSED Public Schools ELL Enrollment—2015-2016 data

• Total student enrollment:	2,741,196
• ELL total enrollment K – 12:	241,068 (8.8%)
• ELLs with Disabilities:	50,793 (23%)
• Economically Disadvantaged:	183,682 (84%)
• ELL males:	119,932 (55%)
• ELL females:	97,872 (45%)

NYS Subpopulations of ELLs

Newcomers: Students who have been in NYS schools for <u>3 years or less</u> and have been identified as ELLs	152,629 (63.3)
Developing ELLs: Students who have received ELL services for <u>4 to 6 years</u> .	60,144 (24.9%)
Long-Term ELLs: Students who have received at least <u>six years</u> of ELL services and continue to require these services because they have not met the Commanding level on the NYSESLAT.	28,294 (11.7%)
Special Education ELLs: ELLs served by an IEP. An IEP team determines a student's eligibility for special education services and the language in which special education services are to be delivered.	52,890 (21.9%)
Students with Interrupted/Inconsistent Formal Education (SIFE): ELLs who have entered a school in the United States after second grade; have had at least two years less school than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language.	21,037 (8.7%)
Former ELLs: Students who have successfully reached the Commanding Level on the NYSESLAT and exited out of ELL status. Although these students do not require ENL services, the school must continue to provide support services to support language development and academic progress for <u>two years</u> after they exit ELL status.	

NYCDOE Public School ELL Enrollment – 2014-2015 data

Total ELL enrollment: **152,455**

• Queens	44,678	(29.31%)
• Brooklyn	43,639	(28.62%)
• Bronx	40,065	(26.28%)
• Manhattan	20,582	(13.50%)
• Staten Island	3,491	(2.29%)

NOVEL IDEAS (new ideas each time!)

Complete the following statement stem;

“I think that the word PROGRESSION is an important word because it means...”

1. _____
2. _____
3. _____

K-W-L

With your learning partner, please complete the following K-W-L chart.

What I <u>know</u> about the BCCP HLAs	What I <u>want</u> to know about the BCCP HLAs	What I <u>learned</u> about the BCCP HLAs

Let's get ready to learn about the Bilingual Common Core Progressions!

EngageNY Website

Let's find the Common Core Learning Standards, the Bilingual Common Core Progressions and other wonderful instructional resources.

<https://www.engageny.org>

Call to Action for the BCCP

- ELL academic performance lagged behind their English proficient peers
- The gap between ELLs and English proficient students is greatest in ELA
- In ELA and Math, the performance gap tends to increase between grades 3 and 8
- Public education in the US emphasizes standardized assessments combined with the adoption of the Common Core State Standards
- Population of students in United States schools has grown increasingly diverse in culture and in language

New Terminology

Adopted by the New York State Board of Regents for implementation during the 2013-2014 school year.

New Terminology:

- ✓ Home Language Arts Progressions:
Formerly Native Language Arts Learning Standards
- ✓ New Language Arts Progressions:
Formerly English as a Second Language Learning Standards

Why the change in terminology?

Common Core Anchor Standard (RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i>	
Common Core Grade 4 Standard (RI.4.1): Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				GRADE LEVEL ACADEMIC DEMAND <i>Refer to Text Details to Explain and Draw Inferences</i>	
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify key details from the text, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify key details from the text, as text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify key details from the text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a main-idea-and-details graphic organizer</i> to identify key details from the text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a Text says/I infer T-chart</i> to identify details and draw inferences	Reading-Centered Activity: Organize <i>preidentified words and phrases on a Text says/I infer T-chart</i> to identify details and draw inferences	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Text says/I infer T-chart</i> to identify details and draw inferences	Reading-Centered Activity: Organize <i>sentences on a Text says/I infer T-chart, after teacher modeling</i> , to identify details and draw inferences
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

HOME LANGUAGE ARTS PROGRESSIONS (ELA/NLA)

Grade 4: Reading for Information 1

Common Core Anchor Standard (RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i>	
Common Core Grade 4 Standard (RI.4.1): Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				GRADE LEVEL ACADEMIC DEMAND <i>Refer to Text Details to Explain and Draw Inferences</i>	
5 Levels of Literacy Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When developing home language literacy, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize preidentified words and phrases on a main-idea-and-details graphic organizer to identify key details from the text, as text is read aloud in partnership and/or small groups.	Listening-Centered Activity: Organize phrases and sentences on a partially completed main-idea-and-details graphic organizer to identify key details from the text, as text is read aloud in partnership, small group and/or whole class settings.	Listening-Centered Activity: Organize sentences on a main-idea-and-details graphic organizer to identify key details from the text, as text is read aloud in partnership, small group and/or whole class settings.	Listening-Centered Activity: Organize information on a main-idea-and-details graphic organizer to identify key details from the text, as text is read aloud in partnership, small group and/or whole class settings.
		Reading-Centered Activity: Organize preidentified words on a Text says/I infer T-chart to identify details and draw inferences.	Reading-Centered Activity: Organize phrases and sentences from a bank on a partially completed Text says/I infer T-chart to identify details and draw inferences.	Reading-Centered Activity: Organize sentences on a Text says/I infer T-chart, after teacher modeling, to identify details and draw inferences.	Reading-Centered Activity: Organize information on a Text says/I infer T-chart, with teacher prompting, to identify details and draw inferences.
					Reading-Centered Activity: Organize information on a self-created Text says/I infer T-chart, independently, to identify details and draw inferences.

Common Core Anchor Standard (RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from Text</i>	
Common Core Grade 7 Standard (RI.7.1): Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.				GRADE LEVEL ACADEMIC DEMAND <i>Cite Several Pieces of Textual Evidence to Support Inferences</i>	
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advancing)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on an evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text	Reading-Centered Activity: Organize <i>preidentified words and phrases on an evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text	Reading-Centered Activity: Organize <i>information on an evidence-based graphic organizer, after teacher modeling</i> , to cite textual evidence that supports analysis of a text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

Common Core Anchor Standard (RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from Text</i>	
Common Core Grade 7 Standard (RI.7.1): Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.				GRADE LEVEL ACADEMIC DEMAND <i>Cite Textual Evidence to Support Analysis of Text</i>	
5 Levels of Literacy Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When developing home language literacy, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize preidentified words and phrases on a double column chart to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership and/or small groups.	Listening-Centered Activity: Organize phrases and sentences on a partially completed double column chart to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership, small group and/or whole class settings.	Listening-Centered Activity: Organize information on a double column chart to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership, small group and/or whole class settings.	Listening-Centered Activity: Organize information, when taking notes independently, to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership, small group and/or whole class settings.
		Reading-Centered Activity: Organize preidentified words on an evidence-based graphic organizer to cite textual evidence that supports analysis of a text.	Reading-Centered Activity: Organize phrases and sentences from a bank on a partially completed evidence-based graphic organizer to cite textual evidence that supports analysis of a text.	Reading-Centered Activity: Organize information on an evidence-based graphic organizer; after teacher modeling, to cite textual evidence that supports analysis of a text.	Reading-Centered Activity: Organize information in a note taking guide, independently, to cite textual evidence that supports analysis of a text.

Purpose of the BCCPs

- The BCCP describe language and content scaffolds at each of the five language/literacy development levels: Entering, Emerging, Transitioning, Expanding and Commanding **AND** the four communication modalities: listening and reading (Receptive modalities) **AND** speaking and writing (Productive modalities).
- The BCCP is a tool, not a curriculum, that enables teachers to differentiate instruction.
- Underlying assumption of the BCCP is that ELLs can reach the same demands described in the CCLS, when appropriate supports and resources are provided.
- The BCCP takes a bilingual stance: *supports for students learning English but also, and equally as important, for students developing their home language.*

Purpose of the BCCPs

The BCCP...

- Integrate language experience and content knowledge
- Build on the linguistic foundations and background knowledge of ELLs
- Push ELLs toward improved language development in academic settings

Purpose of the BCCPs

- The BCCP contain a model of academic language development that addresses the variable nature of language development.
- Time and care must be provided as ELLs acquire Academic Language (moving from BICs to CALP).
- The five language proficiency levels, Entering, Emerging, Transitioning, Expanding and Commanding are referred to as “the Progressions” which convey the dynamic nature of language/literacy development.

BCCP templates

Organization of the HLA templates:

- Color coded: HLA templates are in shades of **orange**
- Common Core Anchor Standard
- Common Core Grade Standard
- Main Academic Demand (MAD)
- Grade Level Academic Demand (GLAD)
- Five Levels of Language/Literacy Development (just like the Language Proficiency levels of the NYSITELL and NYSESLAT)
- Each Literacy Development Level has Listening, Reading, Speaking and Writing activities
- Linguistic Demands and examples of how to meet the demand

The BCCP engage all four Communication modalities

Receptive Domain:

Listening – usually the first point of entry and the stepping stone to gaining information

Reading – allows for a deeper analysis and refining of information

Productive Domain:

Speaking – allows for brainstorming and the clarification of ideas

Writing – can be incorporated while listening, reading and speaking while the actual creation of a text can be done at the end of the cycle

HOME LANGUAGE ARTS PROGRESSIONS TEMPLATE UNPACKING SHEET

1. Identify what the student is expected to do for each of the language/literacy development levels and communication modalities.

MODALITIES		LISTENING	READING	SPEAKING	WRITING
LANGUAGE/LITERACY DEVELOPMENT LEVELS	ENTERING				
	EMERGING				
	TRANSITIONING				
	EXPANDING				
	COMMANDING				

Practice Unpacking an HLA emplate

With your learning group, for your assigned language/literacy development level:

- Identify what the student is expected to do
- Identify what the teacher is expected to do
- Identify the student grouping recommendations
- Underline and list key words that differentiate the task within your assigned proficiency level
- Complete the task identified in the Teacher Directions

Unpacking of a BCCP HLA template

What did we discover?



SWIRL Every Day

Let's engage *all* of our modalities for *all* of our learners across *all* of the BCCP *every* day:

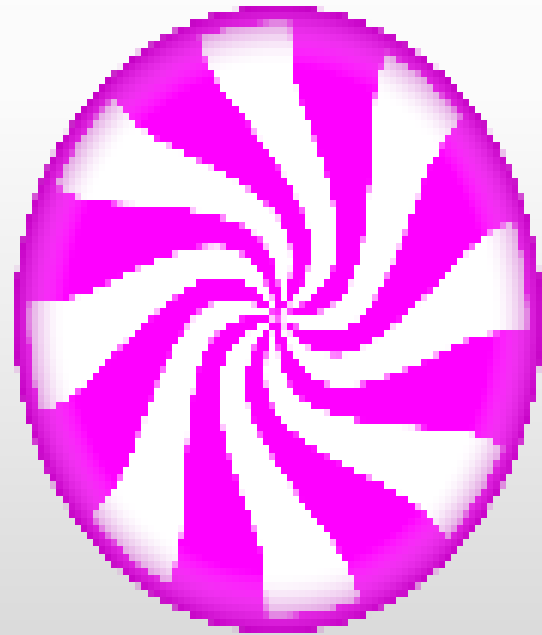
S – speaking

W – writing

I – interactive

R – reading

L - listening



Rewordify.com

Original Text:

- The three-toed sloth lives in the canopies of the Central and South American rain forests. Though sometimes it can be found sitting in the fork of a tree trunk, the sloth spends most of its life upside down. It clings to a branch with its specially adapted, long, curved claws. Even the sloth's fur is adapted to fit the animal's upside-down lifestyle. The fur grows from its belly toward its backbone, causing rainwater to run off its body as it hangs by all four legs.

“Rewordified” Text:

- The three-toed sloth lives in the **(leaf coverings that shelter)** of the Central and South American rain forests. Though sometimes it can be found sitting in the fork of a tree trunk, the sloth spends most of its life upside down. It clings to a branch with its specially **(changed for improvement)**, long, curved claws. Even the sloth's fur is **(changed)** to fit the animal's upside-down **(way of living)**. The fur grows from its belly toward its **(spine)**, causing rainwater to run off its body as it hangs by all four legs.

10 Steps to All-Inclusive Reading

Lee & Low Books, leeandlow.com



- Does your book list or collection include books with characters of color?
- Does it include books with a main character of color?
- Does it include books written and/or illustrated by people of color?
- Are there any books with a person of color on the cover?
- Think about your student population. Does your list or collection provide a mix of “mirror” books and “window” books—books in which your students can see themselves reflected and books in which they can learn about others?
- Do you have books featuring characters of color that are not primarily about race and/or prejudice?
- Think about the subject matter of your diverse books. Do your books featuring black characters focus on topics other than slavery? Do your books with Latino characters focus on topics other than immigration?
- Consider your classic books. Do any contain hurtful racial or ethnic stereotypes (e.g. Little House on the Prairie or The Indian in the Cupboard)? Do you know how to address those stereotypes with students? Does your list or collection include other books that provide more accurate depictions of the same groups or cultures?
- Don't forget about other kinds of diversity? Do you have books featuring LGBTQ characters and characters with disabilities?
- If your answer to any of these questions is No, consider revisiting your classroom library.

Let's work on a BCCP lesson



We will develop a lesson in Spanish using the Home Language Arts Progressions.

AND

We will develop a lesson in English using the New Language Arts Progressions.

Let's break up into our respective groups and develop our lessons.

BILINGUAL COMMON CORE PROGRESSIONS LESSON DEVELOPMENT TEMPLATE



Common Core Anchor Statement:	Main Academic Demand:
Common Core Grade	Grade Level Academic Demand:
Title of reading:	Date:



<p>What is the student expected to do in the Emerging language/literacy development level?</p> <p>Listening _____</p> <p>_____</p> <p>Reading _____</p> <p>_____</p> <p>Speaking _____</p> <p>_____</p> <p>Writing _____</p> <p>_____</p>	<p>What is the student expected to do in the Expanding language/literacy development level?</p> <p>Listening _____</p> <p>_____</p> <p>Reading _____</p> <p>_____</p> <p>Speaking _____</p> <p>_____</p> <p>Writing _____</p> <p>_____</p>
<p>What is the Student Grouping Recommendation for the Emerging language/literacy development level?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What is the Student Grouping Recommendation for the Expanding language/literacy development level?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Let's share our lessons...



K-W-L: What I learned about the BCCP HLAs

On your K-W-L chart, please complete the final column: What I learned about the BCCP HLAs during today's session.

What I <u>know</u> about the BCCP HLAs	What I <u>want</u> to know about the BCCP HLAs	What I <u>learned</u> about the BCCP HLAs

Let's summarize

- The BCCP address the same standards as the CCLS.
- The BCCP address the development of the five levels of language literacy development in the home language as well as in the new language
- Bilingualism is an ongoing continuum
- The supports for language and content are clearly defined and identified in the BCCP templates
- The four communicative skills (modalities) are addressed in the templates
- **What else would you add?**

Resources

Engage NY: <https://www.engageny.org>

NYS Bilingual Common Core Initiative:

<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

NYS Statewide Language RBERN at NYU:

http://steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rbern

Office of Bilingual Education and World Languages:

www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl

Rewordify.com

Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts: Engage NY

Spanish Native Language Arts Curriculum Guide (SNLACG), NYCDOE

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