SIFE in Our Classrooms: Best Practices for their Success
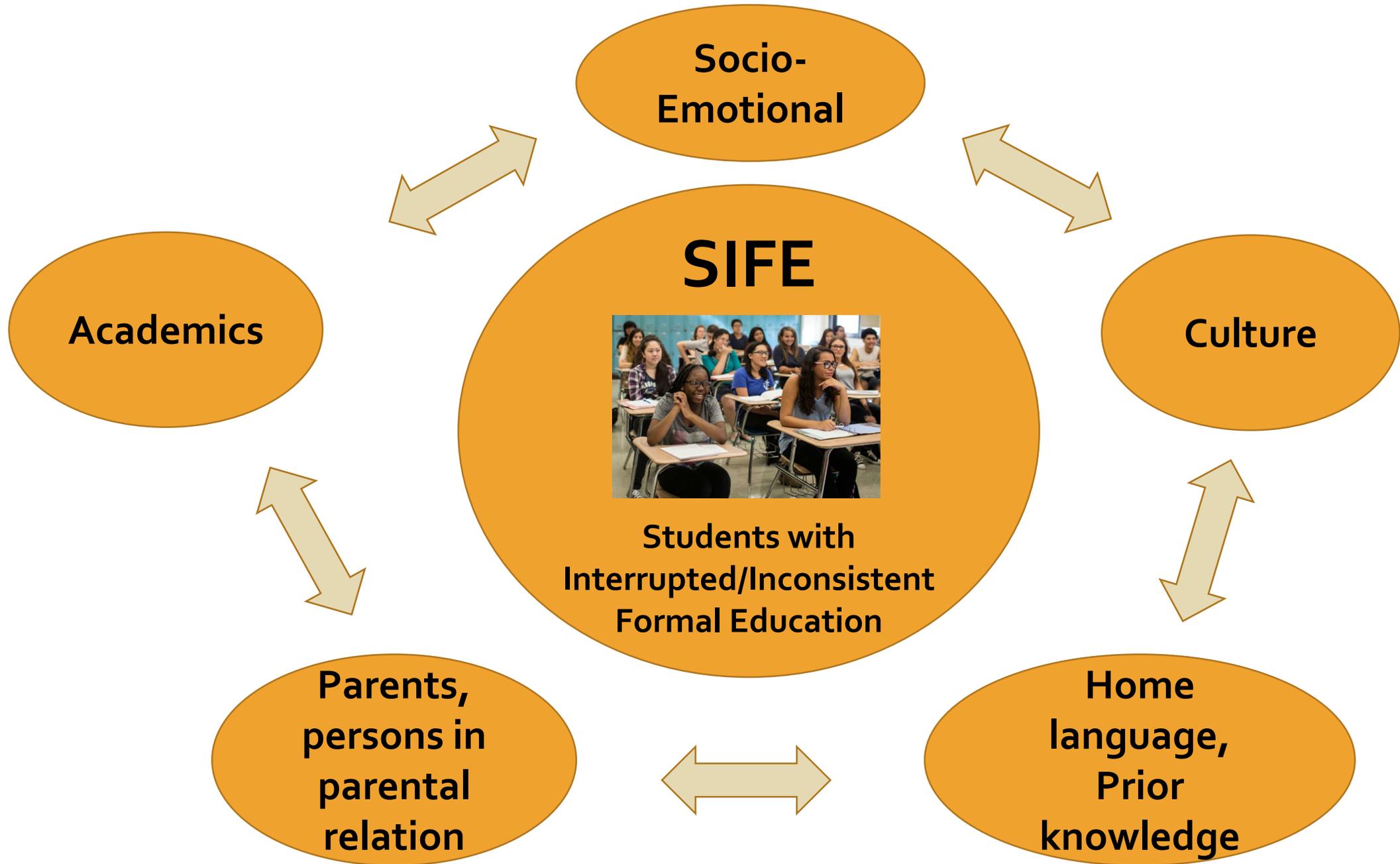
Presenters: Myriam Augustin and Dr. Maria V. Diaz

Resource Specialists

Tuesday, January 22, 2019 – 8:30 AM – 12:00 PM

New York University

The NYS Statewide Language Regional Bilingual Education Resource Network (RBE-RN) at NYU

Goals for January 22, 2019 workshop:

- Review the NYSED definition of SIFE

- Review the CR Part 154 process for screening, identification, administration of the Multilingual Literacy Screener (MLS) for SIFE, and sharing of MLS data gathering homework assignment

- Reflect on the steps you have taken thus far to improve the education of SIFEs in your school

- Complete SIFE teacher self-reflection survey for improvement of instruction

- Review pre-literacy skills before building foundational literacy

- Model strategies for a SIFE literacy lesson, based on the theme of the immigration experience in the United States

- Introduce key math strategies to support the theme of the immigration experience

SIFEs in Our Classrooms:
Best Practices for their Success

NYSED Language RBERN professional development series focused
on ELLs who are additionally identified as
Students with Interrupted/Inconsistent Formal Education (SIFE)

Session 1: Tuesday, November 13, 2018
Session 2: Tuesday, January 22, 2019
Session 3: Tuesday, April 16, 2019

Invite your Principal/administrator to a special session on
Friday, May 17, 2019 – more information to follow

Opening:

-What do you know about your SIFEs?

-What do you know about their assets and Funds of knowledge?

-How do you use this knowledge in your classroom?

We serve SIFEs in countless ways!

Memorialize the countless times you:

MEN**T**OR

INSPIR**E**

EDUC**A**TE

COA **C**H

SHARE

INFLU**E**NCE

ENCOU**R**AGE

What is the definition of SIFE?

CR PART 154 Definition of SIFE

- In NYS, under the new (2014) CR Part 154, SIFE (a Student with Inconsistent/Interrupted Formal Education) is an English Language Learner (ELL) who may have attended school in the US for less than 12 months and who, upon initial enrollment, is two or more years below grade level in <u>literacy</u> in their home language and/or two or more years below grade level in <u>Math</u> due to inconsistent or interrupted schooling prior to arrival in the US.

- This definition is inclusive of Low Literacy SIFE, with <u>literacy at or below the third grade</u> level in their home language. This means that they are NOT yet fluent readers in <u>any</u> language and do not use text independently as a resource to build on knowledge.

Remind us of the SIFE identification process

Quick Sheet for the Multilingual Literacy SIFE Screener (MLS)

- **Reading comprehension component** available in Arabic, Bangla, Chinese, English, Haitian Creole, Maay-Maay, S'gaw Karen, Spanish, Urdu (9)

- **Vocabulary component** available in: English, Simplified Mandarin Chinese, Spanish, Urdu (4)

- Administer the **Writing Screener** to determine the student's basic writing skills in the <u>home</u> language

- **Writing Screener** available in Arabic, Bangla, Chinese, English, Haitian Creole, Maay-Maay, S'gaw Karen, Spanish, Urdu (9)

***To access the MLS, you must login to mls.gc.cuny.edu. The password is: mlsnysed, then click the submit button

HW For the January 22, 2019 session…
Review

Complete the Multilingual Literacy SIFE Screener (MLS) data gathering sheet.

| Student	Class/ Grade	Date administered MLS	Results of the Screening		Language for Home Language Arts Instruction	Proficiency in Home Language		Comments
			Reading Comp	Vocabulary		0 - 3	4+	

What are some challenges or "ahas" that you have experienced through the administration process of the MLS ?

Please answer the following questions regarding your SIFE instructional practices:

| Item	Never	Sometimes	Almost always
1. I encourage SIFEs to use their home language to process and develop ideas.			
2. I give clear instructions as to when SIFEs must only use English to express themselves and demonstrate mastery.			
3. I teach routines and model how to use resources to promote the academic independence of SIFEs.			
4. I model and promote a respectful classroom environment that allows ELLs to participate and take risks in the classroom.			
5. I provide SWIRL activities for my ELLs in my daily instruction. (Speaking, writing, interacting, reading, listening).			
6. I use Total Physical Response (TPR) and other ELL strategies to promote English language development.			
7. I plan instruction thoughtfully to identify unfamiliar content and language features that are needed for SIFEs to access the language and concept goals of my lesson.			
8. I allocate time during my classes to work in small groups with my SIFEs and provide time for them to work collaboratively with their peers.			
9. I assign independent practice after I have provided the necessary scaffolds.			
10. I provide daily practice with language and word study in English and in the home language of my SIFE.			
Personal thoughts…			

SIFE TEACHER SURVEY
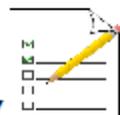
Based on the information you received during our first session, please complete the following items regarding the steps you've taken to improve instruction for SIFEs.

Item	Completed	In Process	Not Started
1. I shared the SIFE identification process information with my school leaders.			
2. I shared the SIFE Questionnaire with my school leaders.			
3. I shared the Multilingual Literacy SIFE Screener (MLS) with my school leaders.			
4. My school leader has signed up for the MLS.			
5. I shared the SIFE Writing Screener with my school leaders.			
6. I am using the information gained from the previous session to improve my delivery of instruction for my SIFEs.			
7. I have shared the information gained from the previous session with my colleagues to strengthen everyone's understanding of SIFEs.			
8. When planning instruction for SIFEs, I consider the elements of the SIFE grid: Academics, Culture, Socio-Emotional, Home Language, Prior/Background Knowledge, Parents, and Persons in Parental Relation.			
9. I incorporate foundational literacy features (for example: how print works, the English alphabet, phonetic system of English, directionality, sight words, etc.) and scaffolding in my instruction for SIFE.			
10. I am engaged in conversations with my school leaders regarding developing a specific program for SIFE.			
COMMENTS			

In small groups, let's review some pre-literacy skills and concepts that we covered last time, which your SIFEs need

WE CAME TO AMERICA
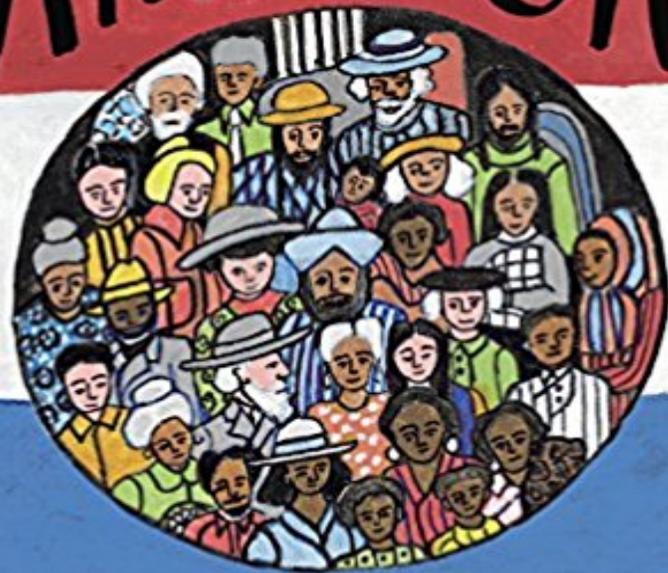
FAITH RINGGOLD

Caldecott Honor-winning author of *Tar Beach*

Today, we're going to model several strategies
for a SIFE literacy lesson from a unit based on the theme of
the immigration experience in the United States

During the modeling

- Keep your students in mind at all times.

- You will be playing two roles: that of your SIFEs, and yourselves.

- You will be observing and participating.

- You will take notes of the various strategies you will observe.

- From time to time, I will stop to ask you to state and describe the strategies you saw. Do you think that such a strategy would work for your SIFEs? Why? Why not? What adaptations would you consider making in order to better serve your students as you know them?

Introduction to the unit

This is a **unit** on the immigration experience in the United States. It provides a context for students to explore the various experiences of people who have immigrated and those who are currently immigrating to the United States. This is intended for SIFEs.

Throughout this **unit**, students will recall their own and their family's experiences with immigration to this country. They will also develop basic literacy skills as needed.

Students will listen to stories read aloud, read books, watch videos, go on field trips, and explore other visual materials on the history of immigration in this country, and much more.

Unit theme: "The Immigration Experience in the United States"

Content objectives

Students will be able to: write/draw their partners' immigration experience

Listen to a read aloud, and answer questions

Write a book with illustrations about their immigration experience

Language Objectives

Students will: listen to, speak, read, write and draw about their immigration experience in the United States

They will use sentence frames such as: "I come from_____"

"I came to the United States because_____".

Vocabulary words: came, color, race, religion, country, world

Questions for the first Activity (the teacher's story)

1- Where do you come from?

2- Why did you come to the United States?

3- How did you travel to the United States?

4- How did you feel when you left your country?

5- How did you feel when you arrived in the United States?

6- Who do you live with now?

7-What was it like on your first day of school?

Prompts based on the teacher's story

1- "I come from_____"

2- "I came to the United States because_____

_____"

3- "I traveled by _____"

4- "When I left my country I felt _____because

_____"

5- "When I arrived in the United States, I felt_____

because _____"

6- "I live with_____ in New York."

7- "On my first day of school in the United States

_____

_____."

Semantic map based on the teacher's story

Comes from

Came to the United States because

Traveled by or Came by

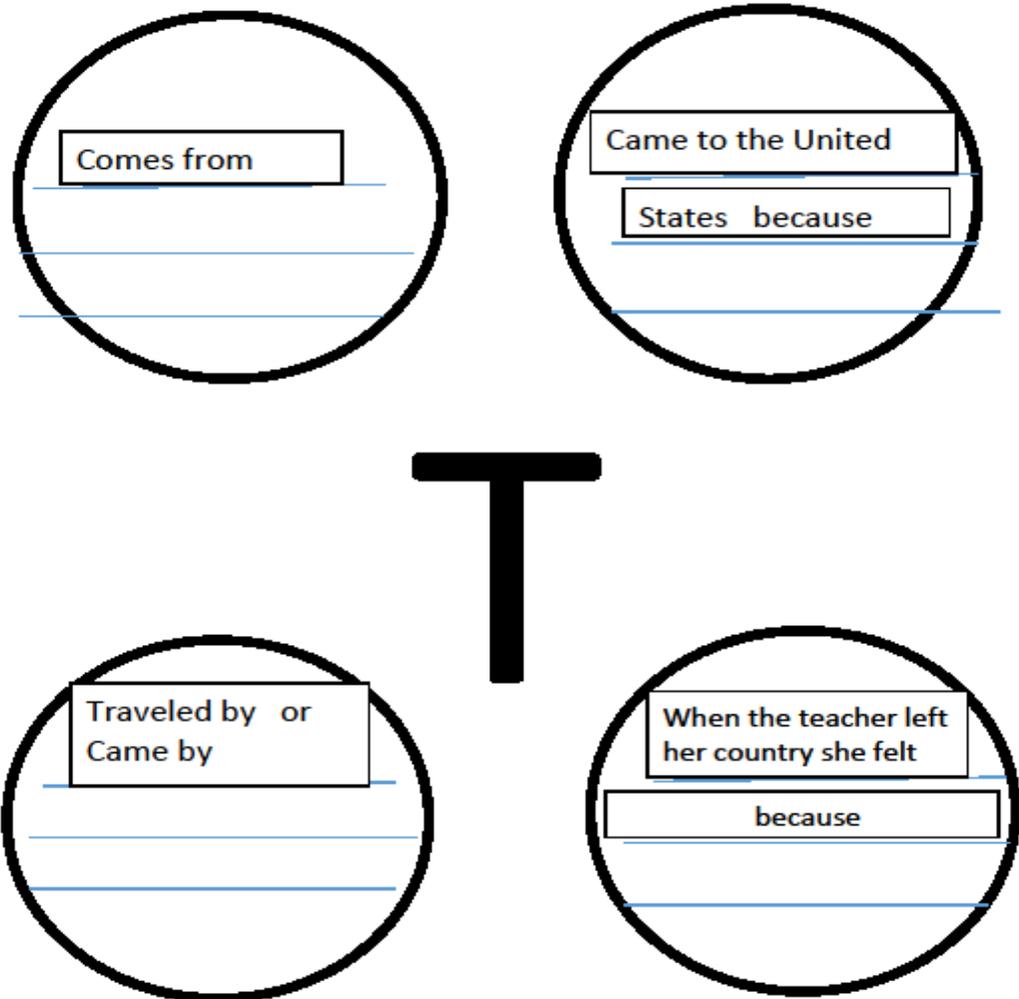When the teacher left her country she felt because

Chart for first Activity for Entering and Emerging-level students

Entering students could draw. **Emerging students** could also use this chart and jot down one word or a short sentence to write what their partner says

WHERE	WHY	HOW

Template for Individual Work

Post reading activity: "We Came to America", by Faith Ringgold

Entering students: answer the first three questions;
Emerging students: complete the whole page

-Where do people come from in the story?

People come from_____.

-Why do people come to America?
People come to America because _____.

-How do people come to this country?
People come by_____.

-What similarities did you find from the book, between your immigrant experience and other people's immigrant experiences in the United States?
-I found that_____.

-Do you agree or disagree with the statement at the end of the book: "In spite of where we came from, or how or why we came, we are ALL Americans, just the same." Why or why not?

Sentence Completion (Post reading activity)

Write in the correct words in the blank spaces

Americans, America, our music, every country in the world

1. People come to <u>America</u>. (Sample)

2. People come from _____ _____.

3. We bring our food, our stories, and _____.

4. We are all _____.

Language Experience Approach

Bar Graph of how people came to the United States

10
9
8
7
6
5
4
3
2
1

By air,

by water-sea,

by land

WORD STUDY FOR

We Came to America by Faith Ringgold

	Word	Times used in story	Tier 1, 2, 3*	Variations of the word	Cognate (if applicable) Spanish	Cognate (if applicable) Haitian Creole	Cognate (of other language/s as per students in class	ENL Linguistic demand
1	air	1	2		aire			noun
2	all	1	1					adjective
3	along	1	1					proposition, adverb
4	already	1	1					adverb
5	America	6	2		América	Amerik		noun; geographical name
6	Americans	1	2		americanos(as)	ameriken		noun; adjective; suffix "s"
7	and	10	1					conjunction
8	are	1	1					Present tense plural of Be
9	art	1	1	arts	arte			noun; adjective
10	beautiful	1	1	beautifully				adjective
11	before	1	1					adverb; adjective; preposition
12	birthplace	1	2					compound word; noun
13	boat	1	1	boats, boating	bote			noun; verb
14	brought	1	1	bring				past tense of bring
15	by	2	1					preposition;
16	came	8	1	come, comes				past tense of come
17	chains	1	1	chain, chained				noun, verb, suffix "s"
18	color	4	1	color, colors, coloring	color	koulè		noun, verb

1

WE CAME TO AMERICA: Word Study Extension Strategies

Cloze Sentences

Cloze sentences are sentences in which key words are deleted, covered up or blocked out in a systematic fashion. When presented with cloze sentences, students must use context clues to determine the missing word. As the strategy helps direct students' attention to particular words in a sentence, it can help students understand how language works. As such, cloze sentences may be particularly useful for English Language Learners and students with language processing difficulties. Additionally cloze sentence encourage all students to think critically about a text and monitor for meaning while reading. The strategy can be implemented across grade levels to support grammar and language skills. Cloze sentences are also an engaging way to reinforce content-specific vocabulary and academic language.

Example: Vocabulary practice using Cloze sentences

Word Bank from We Came to America: America   boat   freedom   joyful   birthplace

We came to _____.   We traveled from our _____. By _____ and by plane. Losing our _____ and our names. We brought along our _____ songs.

Sentence Starters

Sentence starters provide a frame for students to express their thoughts in writing or speaking. They can be used to assist students to focus and organize their thoughts as well as fostering their creativity.

Example: Sentence Starters

Responding to Text: We Came From America

This book reminds me of _____.

The main idea/theme of this book is _____.

I can connect to _____ because_____.

Exit Ticket: Closure

- What do you now know about SIFEs and how to teach them that you did not know before this workshop?

- Based on today's pre-literacy and foundational literacy skill development, how would you use a story to teach the skills we presented?

- What are <u>three</u> takeaways you will start incorporating with your SIFEs as soon as possible?

- Thank you for your work on behalf of SIFE and your participation in our workshop.

- We will see everyone again on Tuesday, April 16, 2019.

- Please complete our evaluation form.

- CTLE certificates will be distributed.

- Myriam Augustin – ma3342@nyu.educ

- Maria V. Diaz – mvd316@nyu.edu

Resources

- Center for Applied Linguistics: http://www.cal.org
- Colorín colorado - http://www.colorincolorado.org/teaching-english-language-learners
- Common Core State Standards - http://www.corestandards.org/ELA-Literacy/
- **Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fiarbairn and Stephaney Jones-Vo**
- Moll, L. et al, Funds of Knowledge, 2005 - http://cmmr.usc.edu/FullText/Luis_Moll_Hidden_Family_Resources.pdf
- NYCDOE SIFE Educator Resources - http://schools.nyc.gov/Academics/ELL/EducatorResources/SIFE.htm
- NYSED Bridges Program, Lisa Auslander, Project Director –http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sifeNYSED SIFE
- NYSED Engage NY - https://www.engageny.org/
- NYSED Office of Bilingual Education and World Languages - http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl
- NYSED Statewide Language RBERN - http://steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rbern/