The Bilingual Common Core Initiative

New York State Regional Bilingual Education Resource Network
NYU Steinhardt
Metropolitan Center for Research on Equity and the Transformation of Schools

Patricia Velasco, Ed.D.

Bilingual Education Program

Queens College, CUNY

November 1, 2016

Agenda

O __Topic 1:__ Overview of the CCLS and introduction to the Bilingual Common Core Initiative

O __Topic 2:__ Understanding the structure and purpose of the templates

O __Topic 3:__ The forgotten ones: The Speaking and Listening Standards

O __Topic 4:__ Presence of the home language in the new language

O __Topic 5:__ The importance of background knowledge in reading comprehension

Overview of the Common Core Learning Standards and introduction to the BCCI.

Topic 1

THE NYSED ELA CCLS

O Reading for Information (10 standards)

O Reading Literature

O (11 standards)

O Writing

O (11 standards)

O Speaking and Listening

O (6 standards)

O Language Standards

O (6 standards)

O Foundations of Reading

O (4 standards)

O The CCLS include content area literacy:

O Reading History/Social Studies

(9 standards)

O Reading Science
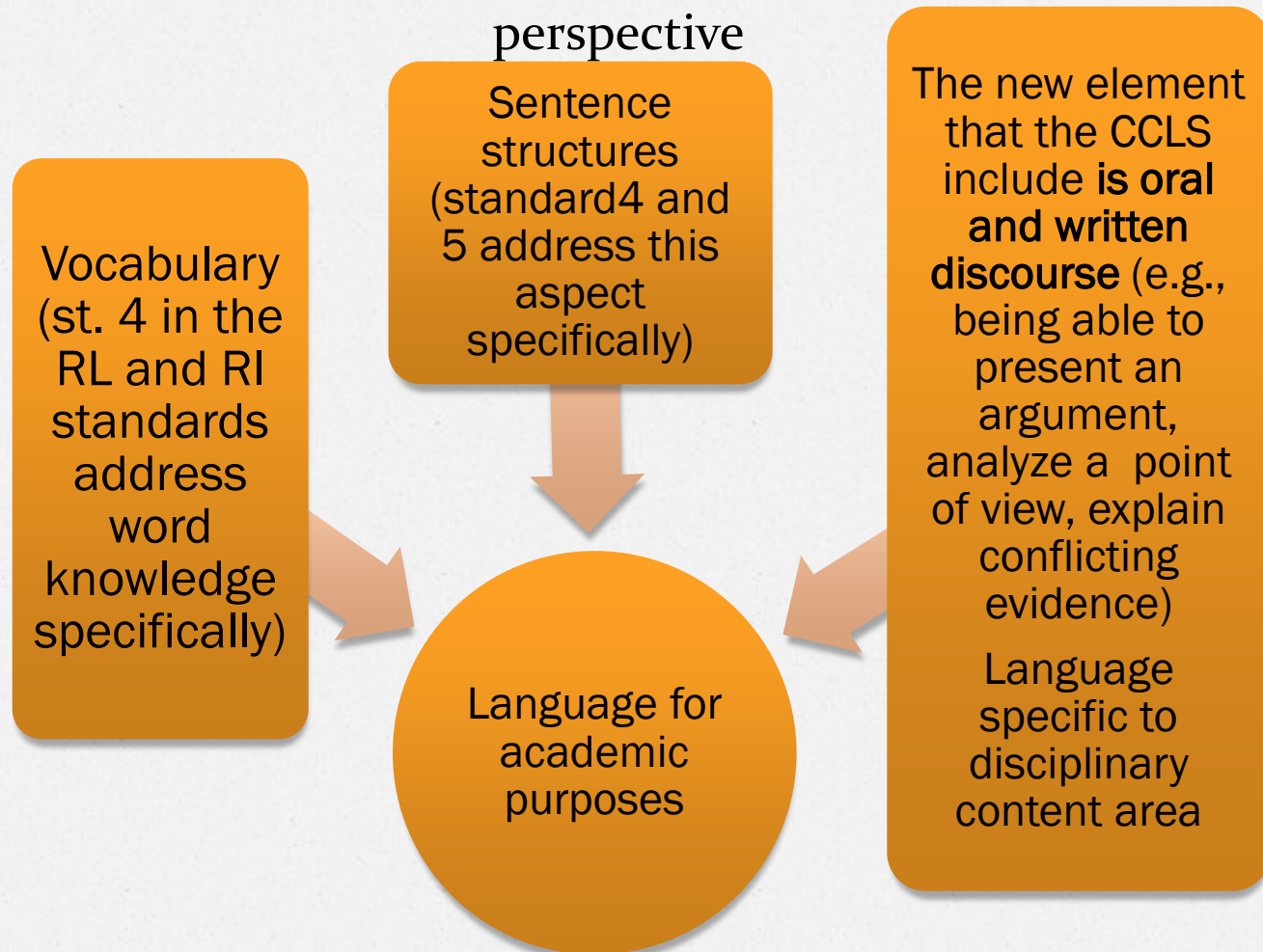
(10 standards)

O Writing History/ Science

(9 standards)

What has changed in the CCLS?

O Mostly, conceptualizations about how to embed academic language in our practice.
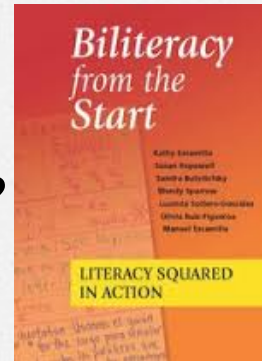
Reflection Point

What are the elements that conform academic language?

How the CCLS are presenting the concept of language for academic purposes from a more coherent and demanding perspective

Vocabulary (st. 4 in the RL and RI standards address word knowledge specifically)

Sentence structures (standard4 and 5 address this aspect specifically)

The new element that the CCLS include is oral and written discourse (e.g., being able to present an argument, analyze a point of view, explain conflicting evidence)

Language specific to disciplinary content area

Language for academic purposes

How does this affect multilingual learners/emergent bilinguals?

O Escamilla and her colleagues have studied over 4,000 children and 250 teachers in five different states (2014, p. 13). These researchers identified vocabulary, sentence structures and conversations as key elements that have to be part of every unit.

O Escamilla and her colleagues also point out to the importance of oral language development, a topic we will address later on.

From the perspective of the CCSS:

O "It is possible to meet the standards in reading, writing, speaking and listening without displaying native like control of conventions and vocabulary".

(National Governors Association Center for Best Practices, Council of Chief State School Officers, Appendix A, 2010, p.1)

The importance of scaffolding language and literacy development in the five levels of language proficiency in the NLAP and the HLAP

O The BCCI acknowledges that language development is progressive but not necessarily linear.

O There is always a need for scaffolding. Research by Saunders, Goldenberg and Marcelatti (2013) found that language learners typically require four to six years to achieve what would be Expanding.

The new element that Saunders *et al.*, found was that progress from beginning to middle levels of proficiency is fairly rapid (from level 1 to 2), but progress from middle to upper levels of proficiency (level 3 to 5) slows considerably.

Language Proficiency Levels in the BCCI:

Entering   Emerging   Transitioning   Expanding   Commanding

Activity: Deciding the language proficiency
of one of your students

O Use handout 2 which describes the language proficiency levels and think of one of your

students.

O Try to think/imagine how s/he understands and expresses his/her understanding across the language proficiency levels. For example, when doing math, your student might perform better than when engaged with a non fiction text.

O The proficiency level might change in the new and home language.

O Language development is a gradual process, but is not necessarily linear. You will probably find when you analyze your student's performance, that s/he can not be 'boxed' into one category.

The purpose of the Bilingual Common Core Progressions

O The purpose of the Bilingual Common Core Progressions (BCCP) is to describe language and content scaffolds to support bilingual students at each of the five language proficiency levels.

O The BCCP is a tool that allows teachers to differentiate instruction in the common core classroom.

O The underlying assumption is that students can reach the demands described in the CCLS if appropriate support is given.

O The BCCP take a bilingual stance. The supports are not just described for students learning English but also and no less important, for students developing their home language.

O The standards presented in the BCCP are not a different set of standards as described in the CCLS.

What the BCCP entails:

New Language Arts Progressions (NLAPs) for reading, writing and speaking and listening

Home Language Arts Progressions (HLAPs) for reading, writing, speaking and listening.

New York State Bilingual Common Core Initiative

Understanding the structure and purpose of the templates

Topic 2

The first two pages of each template

O Present receptive (listening and reading) and productive (speaking and writing) language skills.

Understanding the structure of a Template: Anchor Standard, grade level standard, receptive language skills

in the *new language.*   in the *new language.*

guage.

NLAP Reading for Information (RI)
RI.3: RI.2.3

engage^{ny}

Presence of small group work in the BCCI

ge.   in the *new language.*

engage^{ny}

The third (and in some cases, fourth page)

O Presents the linguistic demands. It refers to the language that students can develop in order to reach the demands of the standard.

O We are going to analyze this section in more detail.

Understanding the structure of a Template. Page 3: Linguistic Demand Section

shot: The flight of Apollo 11. New York: Atheneum. (From Appendix B, CCSS, p. 56.)

NLAP Reading for Information (RI)
RI.6: RI.3.6

engage^{ny}

Examples of first and second hand accounts. What linguistic markers are associated with these texts?

First hand account: Interview with Neil Armstrong, first man to walk on the Moon (published in the Huffington Post, 2011)

In **my** view, the emotional moment was the landing. That was human contact with the moon, the landing. It was at the time that **we** landed that **we** were in the lunar environment, the lunar gravity. That in **my** view, was the emotional high. And the business of getting down the ladder was for **me**, much less significant.

Second hand account: *Moonshot: The Flight of Apollo 11* (Floca, 2009)

High above there is a moon, cold and quiet, no air, no life but glowing in the sky. Here below are three **men** who close **themselves** in special clothes, who – click- lock hands in heavy gloves, who – click- lock heads in large round helmets. It is summer here in Florida, hot and near the sea. But **these** men are dressed for colder, stranger places. **They** walk with stiff and awkward steps in suits not made for Earth. **They** have studied and practiced and trained and said good-bye to family and friends.

Vocabulary. Target word: **stiff**

	stiff	rigid	frozen
Not moving		✔	
Temporarily not moving			✔
Moving with difficulty	✔		

Target word: significant
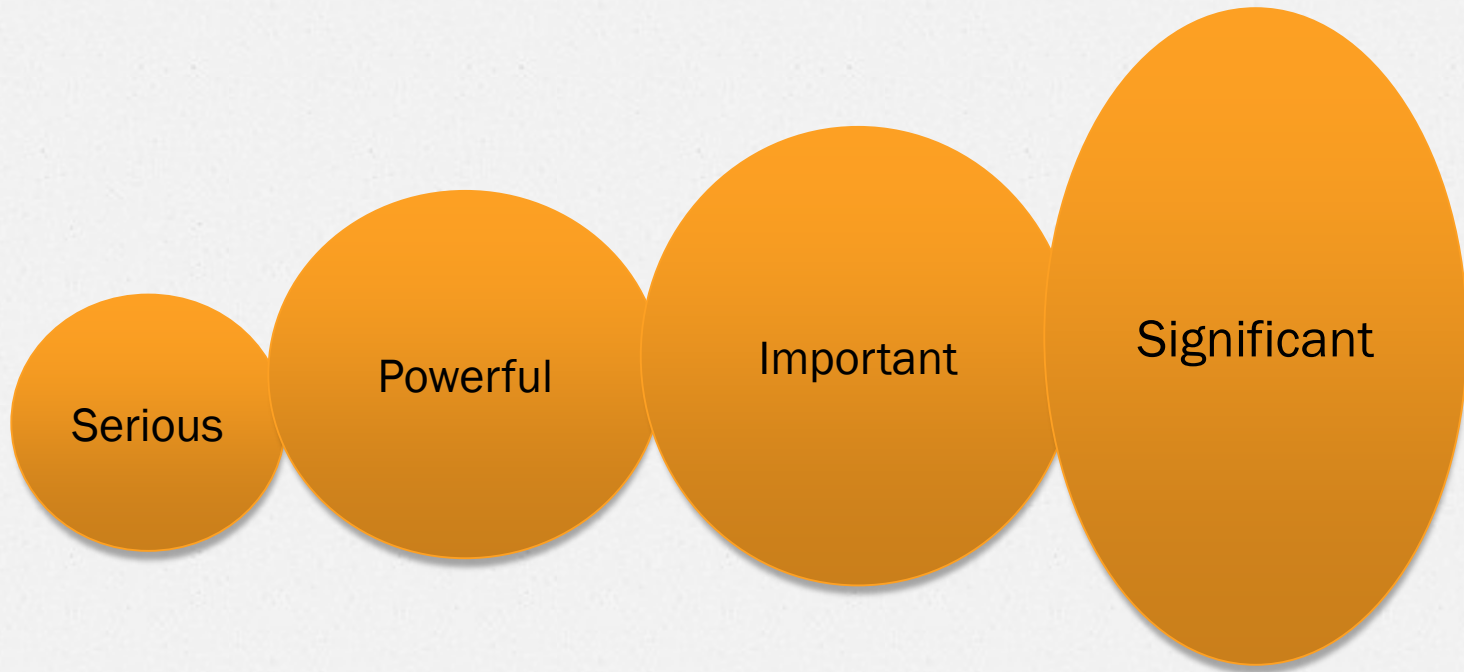
More vocabulary (morphology)

O Text 2 says:

But **these** men are dressed for **colder, stranger** places.

cold	colder	coldest
+	++	+++
strange	stranger	strangest
+	++	+++

Sentence Structures

O Text 1 states:

O *And the business of getting down the ladder was for me, much less significant.*

O What does it mean: **Much less significant?**

O **Does it mean that it was important or that it wasn't?**

O **Can you think of another way of saying it?**

Pronoun substitution

O In the first text, Armstrong is talking about himself, but he also employs *we*. He is referring to Buzz Aldrin and Michael Collins who were also in the Apollo 11.

O In **my** view, the emotional moment was the landing. That was human contact with the moon, the landing. It was at the time that **we** landed that **we** were in the lunar environment, the lunar gravity.

Conversations:

O In order to compare and contrast, you can use sentence starters:

    O I notice that in the firsthand account____ **but** in the secondhand account__; In the firsthand account___ **whereas** in the second hand account____

O What information does the first hand account give us that the second hand doesn't?

O What information does the second hand account give us that the first hand doesn't?

The forgotten ones: The speaking and listening standards

Topic 3

The importance of speaking and listening for literacy development

O Given that the speaking and listening standards are not part of the testing obsession, they are not prioritized as the reading and writing standards are.

O This has resulted in a distortion of the implementation of the standards themselves but most importantly, ignoring the speaking and listening standards disregards the body of research on literacy development that points to oral language development as a precursor for successful reading and writing.

What we know about oral language and language learners/emergent bilinguals.

O The work of emergent bilinguals/multilingual learners improves when they are allowed to be able to work in small groups. This has a positive impact in their comprehension and engagement. Independent work might not be so beneficial to many multilingual learners.

O According to Escamilla and her colleagues,25% of instructional time should be devoted to oral language development.

Example of kindergarten template emphasizing oral language development

				Read Closely Make Inferences and Cite Evidence	

explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Common Core Kindergarten Standard (RI.K.1): With prompting and support, ask and answer questions about key details in a text.				GRADE LEVEL ACADEMIC DEMAND *Inquire and Recall Key Details*	
5 Levels of Language Development		**Entering** (Beginner)	**Emerging** (Low Intermediate)	**Transitioning** (High Intermediate)	**Expanding** (Advanced)	**Commanding** (Proficient)

		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**	Organize *illustrated, pretaught words on a class poster* to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize *illustrated, preidentified words on a class poster* to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize *illustrated, preidentified words and phrases from a bank on a class poster* to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize *illustrated, preidentified words and phrases on a class poster* to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize *illustrated, preidentified words and phrases on a class poster* to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time
PRODUCTIVE		Use *illustrated, pretaught words* to ask and answer questions about key details *in a text,* when speaking, dictating to teacher and/or drawing/writing	Use *illustrated, preidentified words* to ask and answer questions about key details in a text, when speaking, dictating to teacher and/or drawing/writing	Use *illustrated, preidentified words and phrases from a bank to ask and answer questions about key details in a text,* when speaking, dictating to teacher and/or drawing/writing	Use *illustrated, preidentified words and phrases to ask and answer questions about key details in a text,* when speaking, dictating to teacher and/or drawing/writing	Use *illustrated, preidentified words to ask and answer questions about key details in a text,* when speaking, dictating to teacher and/or drawing/writing
		in the *new and/or the home*	in the *new and/or the home*	in the *new and*	in the *new language*	in the *new language*

Fourth grade template

guage.   in the *new language.*

NLAP Reading for Information (RI)
RI.6: RI.3.6

engage^ny

Presence of the home language in the new language

Topic 4

Portraying a dynamic view of bilingualism in the New and Home

La[nguage Arts Progressio]ns

Each standard is presented twice.

New Language Arts (NLAPs)

Formerly known as the English as a Second Language Learning Standards.

Targets students who are developing oral and literacy skills simultaneously.

Home Language Arts Progressions (HLAPs)

Formerly known as Native Language Arts Standards. Targets students who have developed oral language skills but are lagging behind in their literacy development (e.g., SIFE and heritage language users)

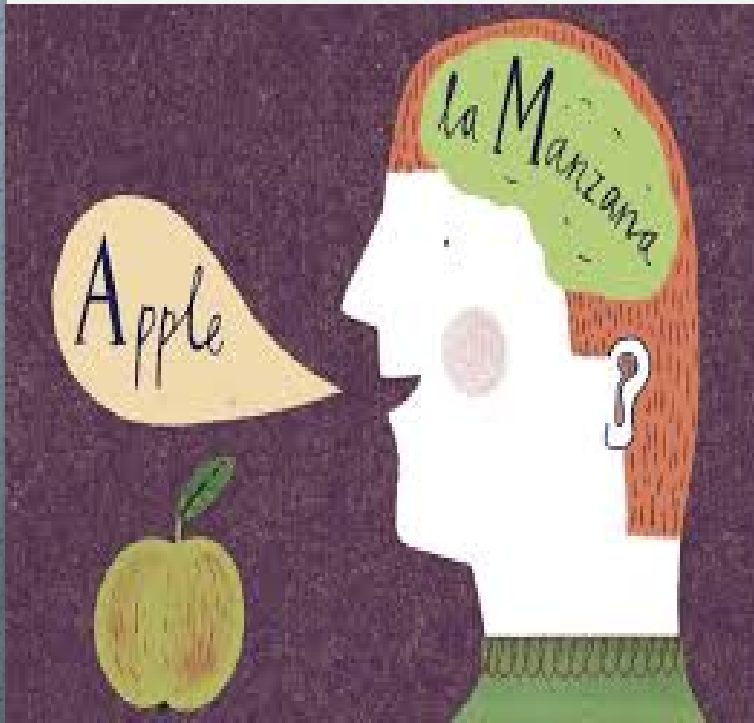# Portraying a dynamic view of bilingualism in the New and Home Language Arts Progressions

Bilinguals can process information in one language and express the concept in the other.

The home or new language can act as a scaffold to facilitate language development.

This practice can also act as a motivational mechanism for auto-regulation whereby students use what they know in order to accomplish what they don't.

Presence of the home language in the new language

		Text Elements

Common Core Grade 3 Standard (RI.3.3): Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.	GRADE LEVEL ACADEMIC DEMAND *Describe Relationships between Text Elements, Using Time, Sequence and Cause/Effect Language*

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 *pretaught words and phrases on a cause-and-effect graphic organizer* to identify relationships between text elements, as a teacher reads aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a cause-and-effect graphic organizer* to identify relationships between text elements, as a teacher reads aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and short sentences from a bank on a cause-and-effect graphic organizer* to identify relationships between text elements, as a teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, using a glossary, on a cause-and-effect graphic organizer* to identify relationships between text elements, as a teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created cause-and-effect graphic organizer to independently* identify relationships between text elements, as a teacher reads aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Highlight *pretaught words and phrases* in the text to identify time, sequence and cause/effect language	**Reading-Centered Activity:** Highlight *preidentified words and phrases* in the text to identify time, sequence and cause/effect language	**Reading-Centered Activity:** Highlight *phrases and short sentences from a bank* in the text to identify time, sequence and cause/effect language	**Reading-Centered Activity:** Highlight *language, using a glossary,* in the text to identify time, sequence and cause/effect language	**Reading-Centered Activity:** Highlight *language, independently,* in the text to identify time, sequence and cause/effect language
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home*	in the *new language.*	in the *new language.*

In the first three levels, students can use their home language.

Common Core Anchor Standard (W.10): Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3)	MAIN ACADEMIC DEMAND: *Write for a range of tasks, purposes and audiences*
Common Core Grade Level Standard: Same as the Common Core Anchor Standard	GRADE LEVEL ACADEMIC DEMAND: *Write for a range of tasks, purposes and audiences*

| Allowing students to use their home language will emphasize that writing is process-driven and not a product-driven approach. | **Students are:** composing texts in their new and/or home languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.
 Connecting reading and writing in both languages and across texts:
 Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g,. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader's or a writer's eyes contributes to the success of both reading and writing. Students can read a text in the home language and discuss in the new language; or conversely, read in the new language and discuss in the home language.
 Brainstorming can take place in the home and/or new language in order to:
 • Clarify meaning and expands the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore.
 • Stimulate and enlarges the writer's thoughts
 • Move writers from the stage of thinking about a writing task to the act of writing
 Revising can take place in the home and/or new language in order to:
 • Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer's text to another published text.
 • Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary..
 • Provide time for practice, response, and reflection
 Editing can take place in the home or new language:
 Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer's text to another published text. Comparisons across languages (e.g. one piece written in the new language and the other in the home language) can strengthen the understanding of the editing process. Using rubrics in the home and/or new language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions.
 • Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the home and/or new language while focusing on a piece written in either the home or new language. |

Home Language

New Language

- Writing is by nature a recursive process in which there are stages (planning, drafting, finalizing sections; then re-planning sections; re-writing, finalizing).
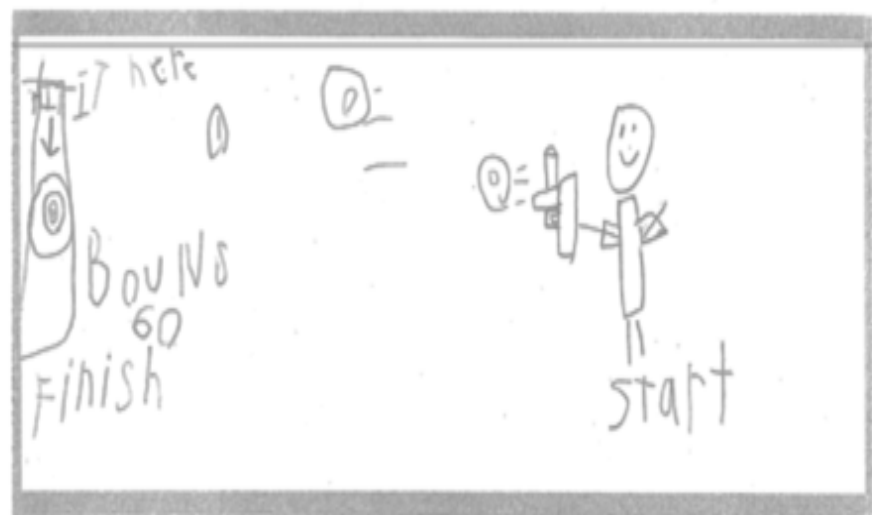
이름: 날짜: 2010년 12 월 9 일

During the Summer, I played with a new toy.

BCCI-WRITING- STANDARD 10 IN ACTION.
SAMPLE 2: DIFFERENT LANGUAGES FOR DIFFERENT PURPOSES (DESCRIPTION IN SPANISH, INTERNAL

O *Los otros dias yo vi a tres niño y a 3 niñas juando en la nieve y los tres niños empujaron a tres niña en la nieve y las tres niñas se calleron en la nieve donde havia poca caca mucho susio.*

O *[The other days I saw three boys and 3 girls playing in the snow and the three boys pushed three girls in the snow and the three girls fell on the snow where there was poo very dirty.]*

O *I said to my self is she going to yell then I said it out loud to my friend*

Transcription: There are 4 butterflies in our class. How? Why butterflies? Let me tell you how. **Let me speak in English for a second**. First, it is an egg. Then larva. Then a caterpillar. Next it is a pupa. Then a butterfly.

BCCI-Writing- Standard 10 in action. Sample 3:
Rhetorical devices for engaging the reader
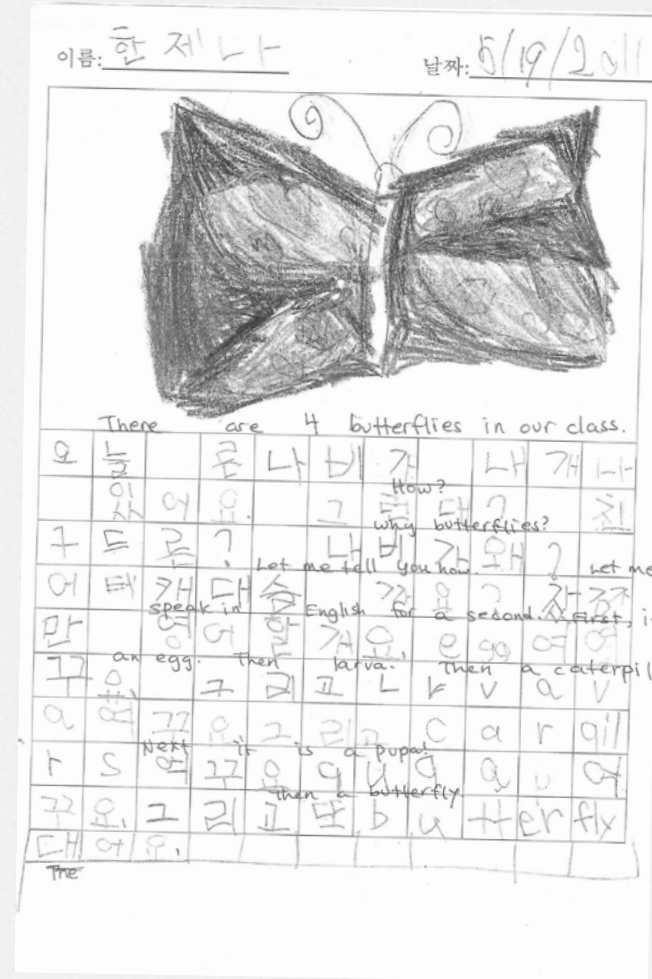
The importance of background knowledge in reading comprehension

Topic 5

Reflection point

O What is background knowledge? Why do you think it is important?

O Do you think that everything that we know is useful?

O Do we have gaps in information?

O Did you know that our previous knowledge and the motivation that a topic might inspire in us, affects how well we read and how well we learn?

NEW LANGUAGE ARTS PROGRESSIONS and HOME LANGUAGE ARTS PROGRESSIONS

Common Core Anchor Standard (RI.10): Read and comprehend complex literary and informational texts independently and proficiently.			MAIN ACADEMIC DEMAND *Build Comprehension of Grade Level Texts*	
Common Core Reading for Information Standard 10: *Pre-K and K*—Actively engage in group reading activities with purpose and understanding. *Grade 1*—With prompting and support, read informational text appropriately complex for grade 1. *Grade 2*—By the end of the year, read and comprehend information texts, including history/social studies, science and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
5 Levels of New Language Development	**Entering**	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:					
RECEPTIVE — **Oracy and Literacy Links**	Comprehend *at least one* high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class *in the new and/or home language.*	Comprehend *two or more* high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class *in the new and/or home language.*	Comprehend *multiple* high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text *in the new and, occasionally, in the home language.*	Comprehend *multiple* grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text *in the new language.*	Comprehend *multiple* grade or above grade-level texts when teacher has glossed new vocabulary *in the new language.*

5 Levels of Home Language Development	**Entering**	**Emerging**	**Transitioning**	**Expanding**	**Commanding**
When developing home language literacy, using <u>grade level</u> texts and appropriate supports, students are able to:					
RECEPTIVE — **Oracy and Literacy Links**	Comprehend *at least one* high interest, grade-appropriate text when teacher has built background knowledge, provided pre-identified vocabulary and a context for the text, and read aloud in class.	Comprehend *two or more* high interest, grade-appropriate texts when teacher has provided background knowledge, provided pre-identified phrases and sentences and a context for the text, and read the text aloud in class.	Comprehend *multiple* grade-appropriate texts when teacher has glossed new vocabulary, and provided a context for the text.	Comprehend *multiple* grade or above grade-level texts when teacher has glossed new vocabulary, and provided a context for the text.	Comprehend *multiple* grade or above grade-level texts when teacher has glossed new vocabulary.

Common Core Reading for Information Standard 10:
Pre-K and K—Actively engage in group reading activities with purpose and understanding.
Grade 1—With prompting and support, read informational text appropriately complex for grade 1.
Grade 2—By the end of the year, read and comprehend information texts, including history/social studies, science and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Building Background Knowledge: Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that the learner brings to the learning task. Background knowledge reflects the learner's prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner's making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:
- One of the best ways to develop background knowledge in the early primary grades is through read aloud and accountable talk, in this way you are exposing children to the text and allowing them to exchange views with others.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

Note: Text structures and oral language development also play an important role in building a student's ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. *See* Foundations of Reading, which address these skills development.

Examples of Text to Build Background Knowledge in P-2 Informational Text: The following books develop and expand knowledge of the human body. The sequence from K to 3rd grade is recommended in the Common Core State Standards (p.33), the Pre-K books were added to the list.

English Texts			
Pre-Kindergarten	**Kindergarten**	**1st Grade**	**2nd and 3rd Grade**
• *Head, Shoulders, Knees and Toes* by Kubler, A. (2002) • *Where is baby's belly button?* by Katz, K. (2000) • *Horns to Toes and in Between* by Sandra Boynton (1984) • *From Head to Toe, by Eric Carle (1997)* • *My Body/Mi Cuerpo* by Gladys Mendoza and Chris Butler (2002)	Introduction to the senses • *My five senses* by Aliki (1986) • *Hearing* by Maria Rius (1985) • *Sight* by Maria Rius (1985) • *Smell* by Maria Rius (1985) • *Taste* by Maria Rius (1985) • *Touch* by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest)	Introduction to the systems of the human body and associated body parts • *Under Your Skin: Your Amazing Body* by Manning (2007) • *Me and My Amazing Body* by Sweeney (1999) • *The Human Body* by Gallimard Jeunesse (2007) • *The Busy Body Book* by Lizzy Rockwell (2008)	The digestive and excretory systems • *What Happens to a Hamburger* by Paul Showers (1985) • *The Digestive System* by Christine Taylor-Butler (2008) • *The Digestive System* by Rebecca L. Johnson (2006) • *The Digestive System* by Kristin Petrie (2007)

Common Core Reading for Information Standard 10:
Pre-K and K—Actively engage in group reading activities with purpose and understanding.
Grade 1—With prompting and support, read informational text appropriately complex for grade 1.
Grade 2—By the end of the year, read and comprehend information texts, including history/social studies, science and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Building Background Knowledge: Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that the learner brings to the learning task. Background knowledge reflects the learner's prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner's making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:
- One of the best ways to develop background knowledge in the early primary grades is through read aloud and accountable talk, in this way you are exposing children to the text and allowing them to exchange views with others.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

Note: Text structures and oral language development also play an important role in building a student's ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. *See* Foundations of Reading, which address these skills development.

Examples of Text to Build Background Knowledge in P-2 Informational Text: The following books develop and expand knowledge of the human body. The sequence from K to 3rd grade is recommended in the Common Core State Standards (p.33), the Pre-K books were added to the list.

English Texts			
Pre-Kindergarten	**Kindergarten**	**1ˢᵗ Grade**	**2ⁿᵈ and 3ʳᵈ Grade**
• *Head, Shoulders, Knees and Toes* by Kubler, A. (2002) • *Where is baby's belly button?* by Katz, K. (2000) • *Horns to Toes and in Between* by Sandra Boynton (1984) • *From Head to Toe, by Eric Carle (1997)* • *My Body/Mi Cuerpo* by Gladys Mendoza and Chris Butler (2002)	Introduction to the senses • *My five senses* by Aliki (1986) • *Hearing* by Maria Rius (1985) • *Sight* by Maria Rius (1985) • *Smell* by Maria Rius (1985) • *Taste* by Maria Rius (1985) • *Touch* by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest)	Introduction to the systems of the human body and associated body parts • *Under Your Skin: Your Amazing Body* by Manning (2007) • *Me and My Amazing Body* by Sweeney (1999) • *The Human Body* by Gallimard Jeunesse (2007) • *The Busy Body Book* by Lizzy Rockwell (2008)	The digestive and excretory systems • *What Happens to a Hamburger* by Paul Showers (1985) • *The Digestive System* by Christine Taylor-Butler (2008) • *The Digestive System* by Rebecca L. Johnson (2006) • *The Digestive System* by Kristin Petrie (2007)

are inclusive of sub-topics.

Pre-Kindergarten	Kindergarten	1st Grade	2nd and 3rd Grade
• 人體百科(上) [Human Encyclopedia volume 1] edited by DK books, translated by Yóu Zǐlíng, 2006 • 人體百科(下) [Human Encyclopedia volume 2] edited by DK books, translated by Yóu Zǐlíng, 2006 • 我愛吃水果[I Love to Eat Fruit] by Yún Nīdá (2013) • 我愛吃蔬菜[I Love to Eat Vegetables] by Yún Nīdá (2013)	• 人體百科(上) [Human Encyclopedia volume 1] edited by DK books, translated by Yóu Zǐlíng, 2006 • 人體百科(下) [Human Encyclopedia volume 2] edited by DK books, translated by Yóu Zǐlíng, 2006 • 人體神秘遊：魔法校車[The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012) • 人體好好玩[The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009) • 元氣寶寶 Vita 運動和腦力 [Baby Vita: Exercise and Mental Health] By the Institute for Health and Medical Education Foundation (2014)	• 人體神秘遊：魔法校車[The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012) • 人體好好玩[The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009) • 驚奇立體酷百科：揭開人體的奧秘 [The Amazing Life-like encyclopedia: uncovering the mystery of the human body] by Jack Guichard, (2013)	• 人體的一天：參觀你的身體每天24小時的工作實況[A Day in the Life of your Body: An Around the Clock Guide to how your body works] by Beverly McMillan, translated by Lín Jiéyíng (2012) • 驚奇人體[The Surprises of the Human Body] by Zhu Jiaxing (2013) • 十萬個為什麼：身體奧秘[10,000 Whys: The mystery of the body] by Wáng Yǒnghuì (2014)

Multilingual book distributors in New York (in alphabetical order):
Attanasio Publishers (www.attanasio-edu.com)
Hexagramm (http://hexagrammbooks.com)
Lectorum (http://www.librerialectorum.com)
Rosen Publishers (http://www.rosenpublishing.com)
Scholastic (http://www.scholastic.com/aboutscholastic/espanol.htm)

Useful websites for books in Arabic and Haitian Creole:
Arabic (http://www.alkitab.com)
Haitian Creole (http://www.haitianbookcentre.com)

Unite for Literacy (http://uniteforliteracy.com) is a website that presents nonfiction books written in English but read in 15 different languages.

For Haitian materials:

Please consult the following websites:

https://www.**educavision**.com

editions.**universitecaraibe**.com

SUMMARY

What did we cover today

O Overall summary of the CCLS

O Overview of the structure of the templates for the BCCP

O The importance of oracy development and the need to foster conversations by grouping students in small groups (and less time with independent work)

O New conceptualizations of bilingualism: the home language doesn't always impact the new language, but both impact each other. For instance, students can plan in one language and write in the other.

O We need ways to specifically address vocabulary, sentence structures and conversations in our classrooms.

O Reading comprehension depends to a large extent on the background knowledge and motivation a student has.

O WHAT DID YOU LEARN? WHAT CAN YOU APPLY IN YOUR CLASSROOM?

The NYSED Bilingual Common Core Initiative

O The BCCI is a tool to help us our best as bilingual teachers.

O The BCCI embeds new conceptualizations about bilingualism and language development.

O Developing academic language in multilingual learners requires attention to vocabulary, sentence structures and conversations (oral language development). The CCLS embed these elements but Escamilla has corroborated their importance.

O The BBCI embeds oral language development in the form of conversations as well as the development of background knowledge to achieve comprehension.

The templates for the BCCI can be found in NYSED website:

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

Thank you!

The way it made me feel was smart because I was asking good questions and giving good answers.