

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

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Agenda

- **Topic 1:** Overview of the CCLS and introduction to the Bilingual Common Core Initiative
- **Topic 2:** Understanding the structure and purpose of the templates
- **Topic 3:** The forgotten ones: The Speaking and Listening Standards
- **Topic 4:** Presence of the home language in the new language
- **Topic 5:** The importance of background knowledge in reading comprehension

Topic 1

OVERVIEW OF THE COMMON CORE LEARNING STANDARDS AND INTRODUCTION TO THE BCCI.



THE NYSED ELA CCLS

- **Reading for Information**
(10 standards)
- **Reading Literature**
(11 standards)
- **Writing**
(11 standards)
- **Speaking and Listening**
(6 standards)
- **Language Standards**
(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)

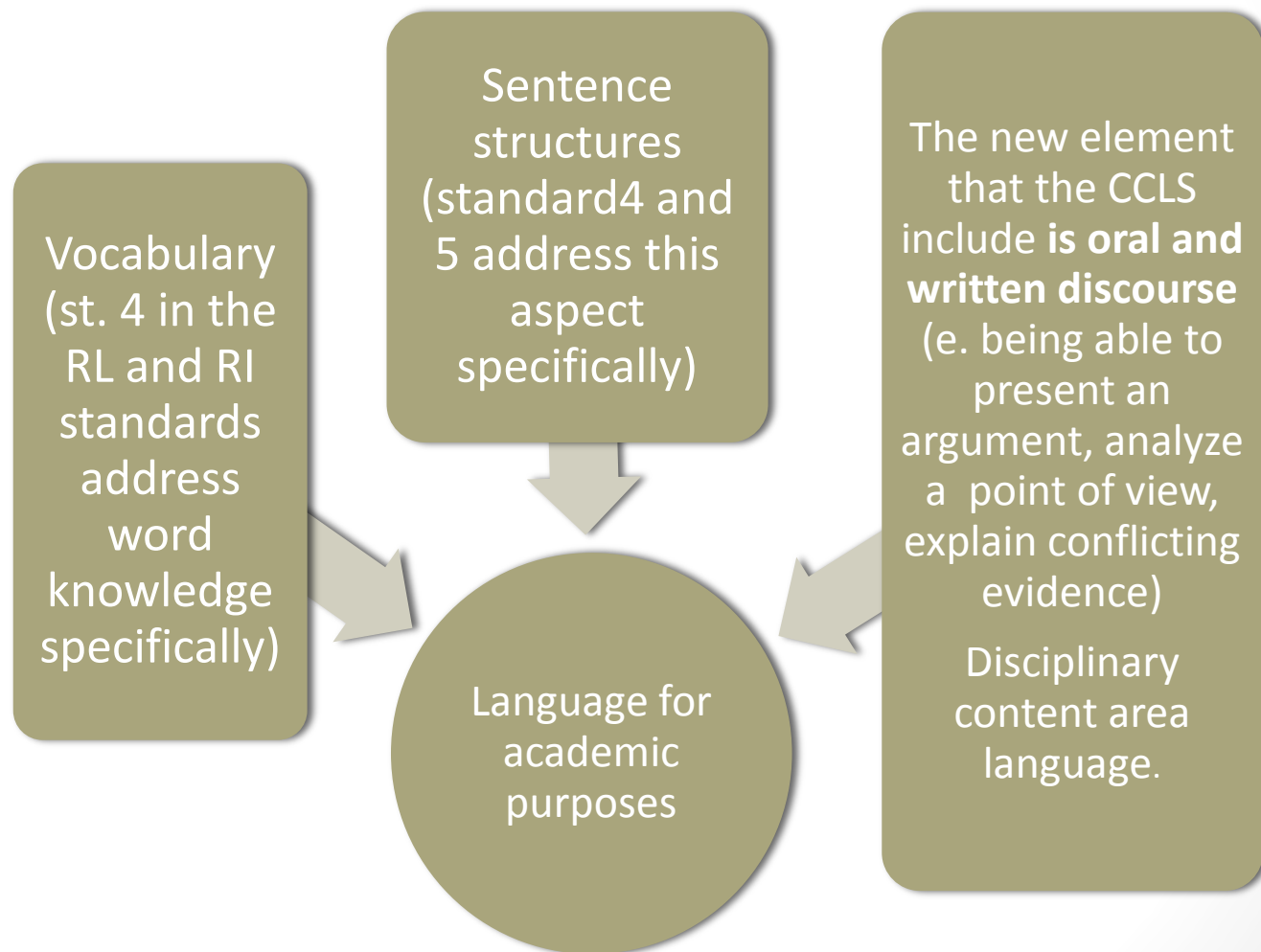
What has changed in the CCLS?

- Mostly, conceptualizations about how to teach and embed academic language.

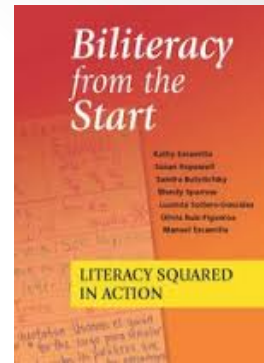
Reflection Point

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



How does this affect multilingual learners/emergent bilinguals?



- 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.
- 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:

- ‘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

- The BCCI acknowledges that language development is progressive but not necessarily linear.
- There is always a need for scaffolding. Research by Saunders, Goldenberg and Marceletti (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



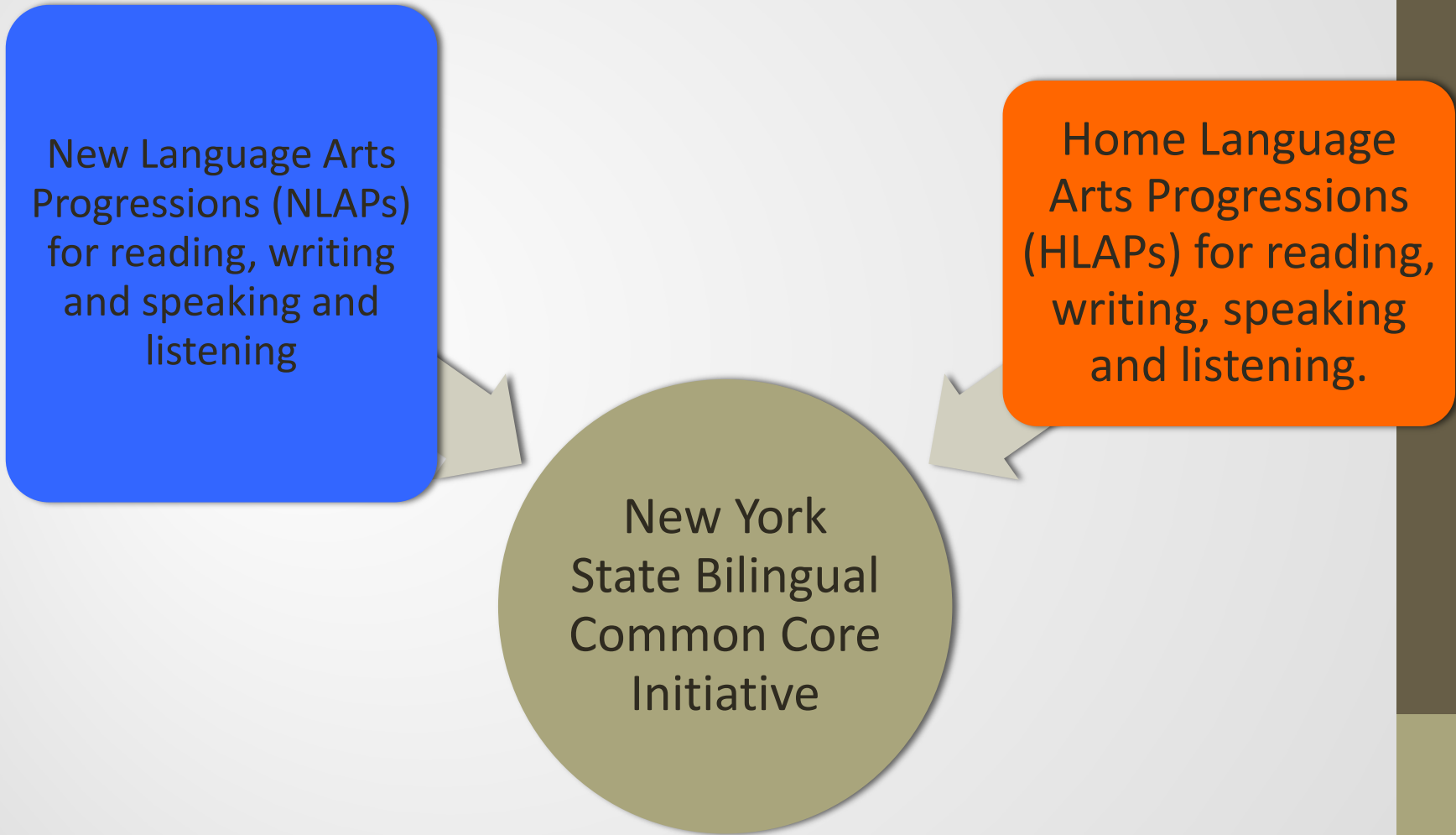
- Use handout 2 which describes the language proficiency levels and think of one of your students.
- Try to think/imagine how s/he understands and expresses his/her understanding across the language proficiency levels. For example, when doing math, your student might perform better than when engaged with a text.
- 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.



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.



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graph TD; NLAPs[New Language Arts Progressions (NLAPs) for reading, writing and speaking and listening] --> NYSCCI((New York State Bilingual Common Core Initiative)); HLAPs[Home Language Arts Progressions (HLAPs) for reading, writing, speaking and listening] --> NYSCCI;
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New York State Bilingual Common Core Initiative



The purpose of the Bilingual Common Core Progressions

- 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.
- The BCCP is a tool that allows teachers to differentiate instruction in the common core classroom.
- The underlying assumption is that students can reach the demands described in the CCLS if appropriate support is given.
- 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.
- The standards presented in the BCCP are not a different set of standards as described in the CCLS.

Topic 2

UNDERSTANDING THE STRUCTURE AND PURPOSE OF THE TEMPLATES

The first two pages of each template

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

Anchor standard, grade level standard, receptive language skills

NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

Grades 9–10: Reading for Information 3

Common Core Anchor Standard (RI.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.		MAIN ACADEMIC DEMAND <i>Analyze Cause/Effect and Interactions between Text Elements</i>				
Common Core Grade 9–10 Standard (RI.9–10.3): Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.		GRADE LEVEL ACADEMIC DEMAND <i>Analyze Author's Sequence and Connections of Ideas or Events to Develop Points</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 story map</i> to identify a series of ideas or events, as text is read aloud in <i>partnership and/or teacher-led small group settings</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a story map</i> to identify a series of ideas or events, 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 story map</i> to identify a series of ideas or events, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a story map</i> to identify a series of ideas or events, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify a series of ideas or events, 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 matrix</i> to identify two or more examples of text that introduce, develop or connect causes and effects	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to identify two or more examples of text that introduce, develop or connect causes and effects	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to identify two or more examples of text that introduce, develop or connect causes and effects	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to identify two or more examples of text that introduce, develop or connect causes and effects	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify two or more examples of text that introduce, develop or connect causes and effects
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and occasionally, in the home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Receptive language skills

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how an author sequences and connects ideas or events to develop points, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how an author sequences and connects ideas or events to develop points, when speaking in <i>partnership and/or small group settings</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how an author sequences and connects ideas or events to develop points, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe how an author sequences and connects ideas or events to develop points, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how an author sequences and connects ideas or events to develop points, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how an author sequences and connects ideas or events to develop points	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how an author sequences and connects ideas or events to develop points	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>compose a short essay</i> that analyzes how an author sequences and connects ideas or events to develop points	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>compose an essay</i> that analyzes how an author sequences and connects ideas or events to develop points	Writing-Centered Activity: Use <i>information, independently</i> , to <i>compose a multiple page essay</i> that analyzes how an author sequences and connects ideas or events to develop points
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

The third (and in some cases, fourth page)

- Presents the linguistic demands. It refers to the language that students can develop in order to reach the demands of the standard.
- We are going to analyze this section in more detail.

Understanding the structure of a Template.

Page 3: Linguistic Demand Section

Common Core Grade 9–10 Standard (RI.9–10.3): Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

GRADE LEVEL ACADEMIC DEMAND
*Analyze Author's Sequence and Connections
 of Ideas or Events to Develop Points*

Linguistic Demands: The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze ideas or events.
- Identify related verbs that signal how events evolve.
- Identify/use words that signal cause-and-effect connections (e.g., though, while, but, because, so, as a result).
- Identify words and word endings that signal comparison (e.g., like, though, while, but, -est/-er).
- Use words and phrases that signal temporal markers (e.g., when, after, during, still).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>When the Beagle set sail, Darwin was fully <i>convinced</i> that species were immutable. <u>Indeed</u>, it was <u>not until</u> two or three years after his return that he <i>began to consider</i> seriously the possibility that they could change. <i>Nevertheless</i>, during his five years on the ship, Darwin <i>observed</i> a number of phenomena that were of central importance to him in <i>reaching his ultimate conclusion</i>. For example, in the rich fossil beds of southern South America, he <i>observed</i> fossils of extinct armadillos <u>similar to</u> the armadillos that still lived in the same area.</p> <p>Berra, T. (2008). <i>Charles Darwin. The concise history of an extraordinary man</i>. Baltimore: Johns Hopkins University Press.</p>	<p>In a mini lesson and small group/whole class conversations, analyze how an author unfolds and develops an idea:</p> <ul style="list-style-type: none"> • Identify words and phrases (bold) that appear throughout the text that indicate ideas or events (e.g., Darwin, him, immutable, ultimate conclusion). • Identify related verbs (<i>italics</i>) that signal how events evolve (e.g., <i>convinced</i>, <i>return</i>, <i>observed</i>, <i>reaching</i>). • Identify words (<u>underline</u>) that signal cause and effect connections (e.g., <u>Indeed</u>, <u>nevertheless</u>). • Identify words and word endings (<u>wavy underline</u>) that signal comparison (e.g., <u>similar to</u>). • Use words and phrases that signal temporal markers (e.g., when, after, during, still) to provide analysis of how the author develops an idea.

Linguistic Demand excerpt for Standard 3, Reading for Information, Grade Band 9-10

During his five years on the ship, Darwin observed a number of phenomena that were of central importance to him. Indeed, it was not until two or three years after his return that he began to consider seriously the possibility that they could change.

Nevertheless, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him, in reaching his ultimate conclusion. For example, in the rich fossil beds of southern South America, he observed fossils of extinct armadillos similar to the armadillos that still lived in the same area.



Vocabulary. Target word: phenomena

	Phenomena	Development	Accident
An event that can have bad consequences			✓
An event not seen or noticed before	✓		
An event that has changed over time		✓	

Vocabulary. Which of these conjunctions work; which don't?

- **Nevertheless**, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him.
- ☐ **All the same**, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him.
- ☐ **However**, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him.
- ☐ **But**, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him.
- ☐ **Because**, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him.
- ☐ **In spite of that**, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him.
- ☐ **Perhaps**, during his five years on the ship, Darwin observed a number of phenomena that were of central importance to him.

Vocabulary: morphology:

im and able

- TARGET WORD: IMMUTABLE



- **Mutate:** means that it changes over time

The prefix **Im**, means opposite.

The suffix **able**, means capable of, susceptible of

Immutable therefore means **not**
capable of change

Syntax: relative clauses

- During his five years on the ship, Darwin observed a number of phenomena **that** were of central importance to him.
- Relative clauses have two sentences linked by **that, which, who, what** that can be very confusing to multilingual learners.
- We can divide them into two:
 - During his five years on the ship, Darwin observed a number of phenomena
that
 - The phenomena were of central importance to him.
- During his five years on the ship, Darwin observed a number
that
of phenomena. ~~The phenomena were of central importance to him~~

Conversations



1. What adjectives do you associate with Darwin?

Patient, intelligent, observant, impatient, impulsive?

2. What kind of a man do you think Darwin was?

3. Why do you think it is important to know about Darwin?



The forgotten ones: the speaking and listening standards

Topic 3

The importance of speaking and listening for literacy development

- 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.
- This has resulted in a distortion of the implementation of the standards themselves.
- The listening and speaking standards allows students to improve their reading comprehension as well as their writing and their public speaking skills.

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

- 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 on their comprehension and engagement.
- According to Escamilla and her colleagues, 25% of instructional time should be devoted to oral language development.


Anchor standard, grade level standard, receptive language skills

NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

Grades 9–10: Reading for Literature 3

Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.				MAIN ACADEMIC DEMAND <i>Analyze Cause and Effect Interactions between Key Text Elements</i>	
Common Core Grade 9–10 Standard (RL.9–10.3): Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.				GRADE LEVEL ACADEMIC DEMAND <i>Analyze Complex Characters and How They Develop, Interact with Others and Advance the Plot or Theme</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 Academy and Literacy Links	Listening-Centered Activity: Organize pretaught words on a cause-and-effect graphic organizer to identify how complex characters interact with other characters as the text is read aloud in partnership and/or teacher-led small groups	Listening-Centered Activity: Organize preidentified, words and sentences on a cause-and-effect graphic organizer to identify how complex characters interact with other characters, as text is read aloud in partnership and/or small groups	Listening-Centered Activity: Organize information on a partially completed cause-and-effect graphic organizer to identify how complex characters interact with other characters as text is read aloud in partnership, small group and/or whole class settings	Listening-Centered Activity: Organize information on a cause-and-effect graphic organizer to identify how complex characters interact with other characters, after teacher modeling, as text is read aloud in partnership, small group and/or whole class settings	Listening-Centered Activity: Organize information in a note-taking guide, independently, to identify how complex characters interact with other characters as text is read aloud in partnership, small group and/or whole class settings
	Reading-Centered Activity: Organize pretaught words on a T-chart that targets how complex characters develop over the course of a text	Reading-Centered Activity: Organize preidentified words and phrases on a T-chart that targets how complex characters develop over the course of a text	Reading-Centered Activity: Organize information on a partially completed T-chart that targets how complex characters develop over the course of a text	Reading-Centered Activity: Organize information on a T-chart that targets how complex characters develop over the course of a text, after teacher modeling,	Reading-Centered Activity: Organize information in a note-taking guide, independently, to analyze how complex characters develop over the course of a text
	in the new and/or the home language.	in the new and/or the home language.	in the new and, occasionally, in the home language.	in the new language.	in the new language.

Presence of small group work in the productive standards

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE 	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze how complex characters advance the plot or develop the theme, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified phrases and sentences</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze how complex characters advance the plot or develop the theme, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to analyze how complex characters advance the plot or develop the theme when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed chart and organizer</i> to analyze how complex characters advance the plot or develop the theme, after teacher modeling, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to analyze how complex characters advance the plot or develop the theme in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words</i> and <i>previously completed graphic organizers</i> to complete <i>two or more cloze paragraphs</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme	Writing-Centered Activity: Use <i>preidentified phrases and sentences</i> and <i>previously completed graphic organizers</i> to complete <i>two or more cloze paragraphs</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme	Writing-Centered Activity: Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to compose a <i>short essay</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme	Writing-Centered Activity: Use <i>teacher-provided samples</i> to develop a <i>multi-paragraph essay</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme	Writing-Centered Activity: Use <i>knowledge of the text</i> to develop a <i>multi-paragraph essay, independently</i> , analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Topic 4

PRESENCE OF THE HOME LANGUAGE IN THE NEW LANGUAGE

Language Arts Progressions

Each standard is presented twice.

NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)				
Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.				
Common Core Grade 6 Standard (RL.6.3): Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.				
Entering	Emerging	Transitioning	Expanding	Commanding
When acquiring a new language, using grade level texts and appropriate supports, students are able to:				
L. Organize pre-identified words and phrases on a timeline to identify how a series of episodes develop, as teacher reads aloud in partnership and/or teacher-led small groups.	L. Organize pre-identified phrases and short sentences on a timeline to identify how a series of episodes develop, as teacher reads aloud in partnership and/or teacher-led small groups.	L. Organize a bank of phrases and short sentences on a timeline to identify how a series of episodes develop, as teacher reads aloud in partnership, small group and/or whole class settings.	L. Organize information, using a glossary, on a timeline to identify how a series of episodes develop, as teacher reads aloud in partnership, small group and/or whole class settings.	L. Organize information independently in a note-taking guide to identify how a series of episodes develop, as teacher reads aloud in partnership, small group and/or whole class settings.
M. Organize pre-identified words and phrases on a storyboard to identify how characters respond or change over the course of a story or drama.	M. Organize pre-identified words and phrases on a storyboard to identify how characters respond or change over the course of a story or drama.	M. Organize a bank of phrases and short sentences on a storyboard to identify how characters respond or change over the course of a story or drama.	M. Organize information, using a glossary, on a storyboard to identify how characters respond or change over the course of a story or drama.	M. Organize information independently in a note-taking guide to identify how characters respond or change over the course of a story or drama.
Is the new and/or the home language.	Is the new and/or the home language.	Is the new and, occasionally, in the home language.	Is the new language.	Is the new language.
DRAFT FOR REVIEW September 11, 2013				

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 (ELA/NL)				
Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.				
Common Core Grade 6 Standard (RL.6.3): Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.				
Entering	Emerging	Transitioning	Expanding	Commanding
When developing home language literacy, using grade level texts and appropriate supports, students are able to:				
L. Organize pre-identified words and phrases on a timeline to identify how a series of episodes develop, as teacher reads aloud in partnership and/or teacher-led small groups.	L. Organize a bank of phrases and short sentences on a timeline to identify how a series of episodes develop, as teacher reads aloud in partnership and/or teacher-led small groups.	L. Organize information, using a glossary, on a timeline to identify how a series of episodes develop, as teacher reads aloud in partnership, small group and/or whole class settings.	L. Organize information on a timeline, after teacher modeling, to identify how a series of episodes develop, as teacher reads aloud in partnership, small group and/or whole class settings.	L. Organize information independently in a note-taking guide to identify how a series of episodes develop, as teacher reads aloud in partnership, small group and/or whole class settings.
M. Organize pre-identified words on a storyboard to identify how characters respond or change over the course of a story or drama.	M. Organize a bank of words and phrases on a storyboard to identify how characters respond or change over the course of a story or drama.	M. Organize information, using a glossary, on a storyboard to identify how characters respond or change over the course of a story or drama.	M. Organize information on a storyboard, after teacher modeling, to identify how characters respond or change over the course of a story or drama.	M. Organize information independently in a note-taking guide to identify how characters respond or change over the course of a story or drama.
Is the new and/or the home language.	Is the new and/or the home language.	Is the new and, occasionally, in the home language.	Is the new language.	Is the new language.
DRAFT FOR REVIEW September 11, 2013				

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)

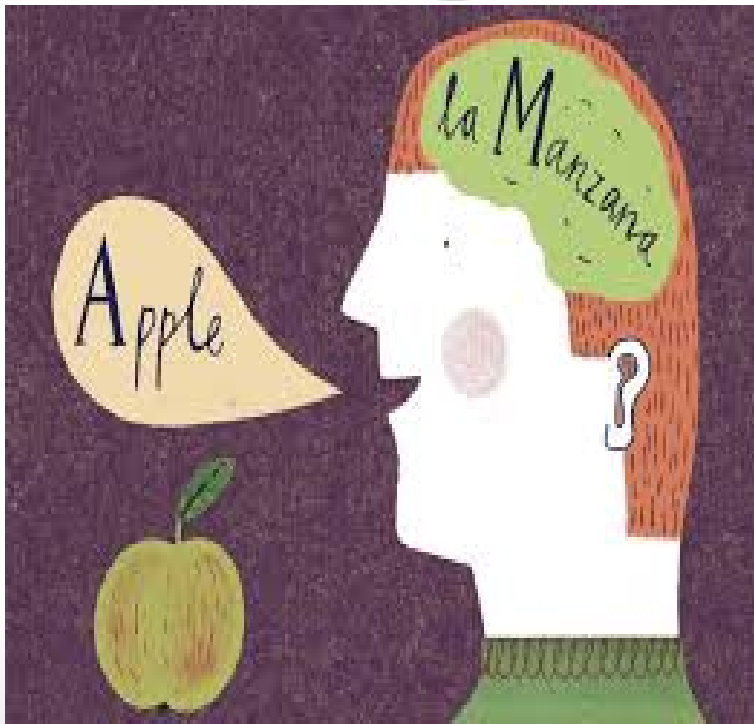
Portraying a dynamic view of bilingualism in the New and Home Language Arts Progressions



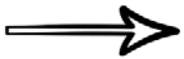
Bilinguals can process information in one language and express the concept in the other.

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 templates



asionally, in the home language. *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.

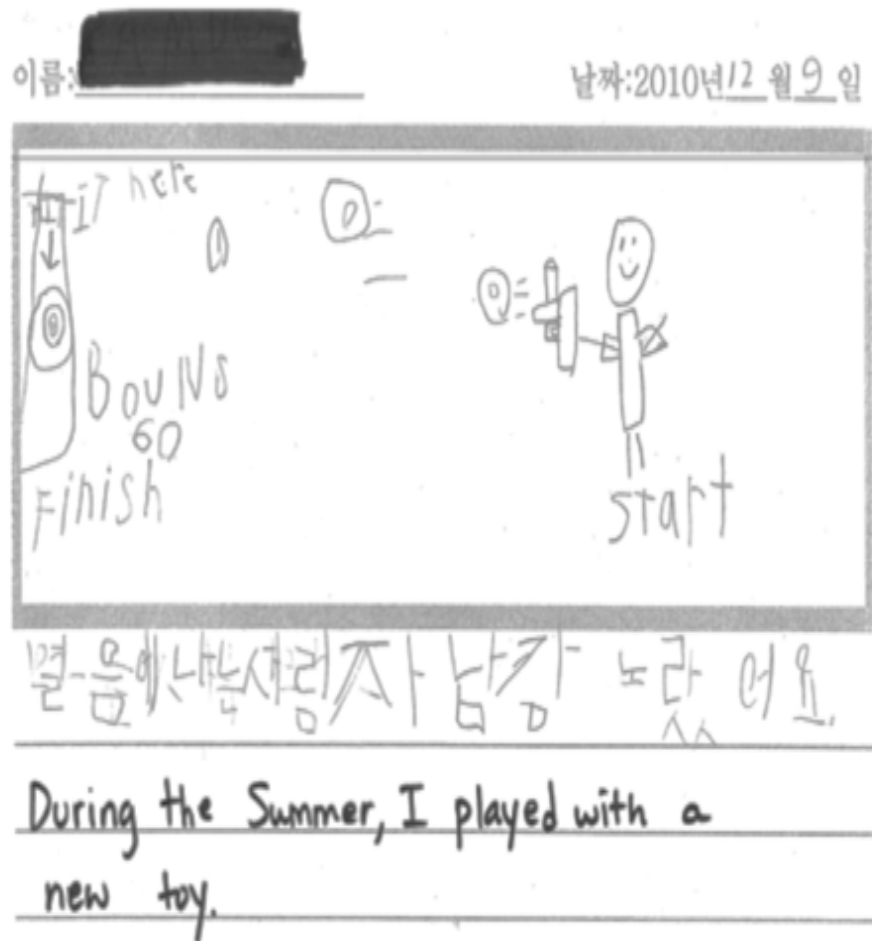
BCCI-WRITING- STANDARD 10 IN ACTION.

SAMPLE 1: PLANNING IN THE HOME LANGUAGE, WRITING IN THE 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).



BCCI-WRITING- STANDARD 10 IN ACTION.

SAMPLE 2: DIFFERENT LANGUAGES FOR DIFFERENT PURPOSES (DESCRIPTION IN SPANISH, INTERNAL DIALOGUE IN ENGLISH)

- Sample 2

Los otros dias yo vi
a tres niño y a 3
niñas juando en la
nieve y las tres niño
se pujaron a tres
niña en la nieve y las
tres niñas se calleron
en la nieve donde
habia poca caca
mucho susio.

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

- *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.*

- *[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.]*
- *I said to my self is she going to yell then I said it out loud to my friend*



There are 4 butterflies in our class.

오	나	비	가	나	가	나
이	어	오	그	대	가	치
가	드	은	나	비	가	오
어	태	캐	대	스	가	오
만	어	어	하	가	오	어
가	오	가	오	가	오	어

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.

BCCI-Writing-Standard 10
in action. Sample 3:
rhetorical engaging the
reader

The importance of background Knowledge in reading comprehension

Topic 5

Reflection point

- What is background knowledge? Why do you think it is important?
- Do you think that everything that we know is useful?
- Do we have gaps in information?
- 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: Grades 9-10— By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. Grade 11-12— By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.						
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 <i>at least one</i> 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 <i>in the new and/or home language</i> .	Comprehend <i>two or more</i> 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 <i>in the new and/or home language</i> .	Comprehend <i>multiple</i> 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 <i>in the new and, occasionally, in the home language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language</i> .
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 <i>at least one</i> 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 <i>two or more</i> 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 <i>multiple</i> grade-appropriate texts when teacher has glossed new vocabulary, and provided a context for the text.	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary, and provided a context for the text.	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary.

Common Core Reading for Information Standard 10:

Grades 9-10— By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Grade 11-12— By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

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:

- Developing background knowledge in the high school years can be achieved by reviewing or introducing concepts that form the baseline for understanding more complex ones. Conversations around topics that the student knows little about can be supported by carefully selected short video clips and illustrations that are connected to the background knowledge and content need to enrich reading comprehension.
- 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 5th grade is recommended in the Common Core State Standards (p.33).*

English Texts

2 nd and 3 rd Grade	4 th and 5 th Grade	6 th to 8 th Grade	9 th to 12 th Grade
<u>The digestive and excretory systems</u> <ul style="list-style-type: none"> • <i>What Happens to a Hamburger</i> by Paul Showers (1985) • <i>The Digestive System</i> by Christine Taylor-Butler (2008) • <i>The Digestive System</i> by Rebecca L. Johnson (2006) 	<u>The Respiratory system</u> <ul style="list-style-type: none"> • <i>The Lungs</i> by Seymour Simon (2007) • <i>The Respiratory System</i> by Susan Glass (2004) • <i>The Respiratory System</i> by Kristin Petrie (2007) 	<ul style="list-style-type: none"> • <i>Middle Grade Science. Human Body Systems</i>. Student Edition (2006) • <i>Middle School Healthy Hearts in the Zone. A Heart rate Monitoring Program for Lifelong Fitness</i> by Swain and Edwards (2008) • <i>The Muscular and Skeletal Systems</i>. 	<ul style="list-style-type: none"> • <i>The Human Body</i>. Fogware Publishing (with DVD Rom) (2010) • <i>The Human Body: Fearfully and Wonderfully Made</i> by Wile and Shannon (2011)

DRAFT

 NLAP/HLAP Reading for Information (RI)
 RI.10: RI.6-8.10
engage^{ny} 2

<ul style="list-style-type: none"> • <i>The Digestive System</i> by Kristin Petrie (2007) <p><u>Taking care of your body: Healthy eating and nutrition</u></p> <ul style="list-style-type: none"> • <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) • <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) <p><u>Muscular, skeletal, and nervous systems</u></p> <ul style="list-style-type: none"> • <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) • <i>Muscles</i> by Seymour Simon (1998) • <i>Bones</i> by Seymour Simon (1998) • <i>The Astounding Nervous System</i> Crabtree Publishing (2009) • <i>The Nervous System</i> by Joelle Riley 	<ul style="list-style-type: none"> • <i>The Remarkable Respiratory System</i> by John Burstein (2009) 	Creative Media Applications (2007)	
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exclusively) presented in the grade sequence as in the books presented for English and Spanish samples. Below are sample texts about the human body that are inclusive of sub-topics.

2 nd and 3 rd Grade	4 th and 5 th Grade	6 th to 8 th Grade	9 th to 12 th Grade
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 人體與生活：新版兒童十萬個為什麼[The human body and life: A new book of 10,000 whys] edited by the Windmill group (2013) 奇妙的身體：不一樣的人體百科[The Wonderful Body: Every body is different encyclopedia] by The Institute of the Human Body, translated by Lin Meihui (2013) 人體結構圖解事典[The illustrated encyclopedia of human anatomy] by Yuán nèi yì hēng (2009) 	<ul style="list-style-type: none"> 人體解碼[Decoding the human body] by Cuī Dáxiù (2006) 人體學習大百科[Learn About the Human Body Encyclopedia] by Qiǎnyě Wǔláng (2004) 3D人體解剖圖[3D human anatomy] by sakai tatuo (2013) 	<ul style="list-style-type: none"> 人體疾病學習大百科[The Encyclopedia of Human Diseases] by Kenjiro Ito (2011) 人體解剖全書[The Human Anatomy book] by Andrew Biel, translated by Xiè Bóràng and Gāo Yihán (2012) 人體學習事典：肌肉・關節運動與構造篇[The Encyclopedia of the Human Body: On muscles, joints, exercise and skeletal structure] edited by Kuriyama Setsuro (2013)

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

For Haitian materials:

Please consult the following websites:

<https://www.educavision.com>

[editions.universitecaraibe.com](https://www.editions.universitecaraibe.com)

SUMMARY

What did we cover today

- Overall summary of the CCLS
- Overview of the structure of the templates for the BCCP
- The importance of oracy development and the need to foster conversations by grouping students in small groups (and less time with independent work)
- 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.
- We need ways to specifically address vocabulary, sentence structures and conversations in our classrooms.
- Reading comprehension depends to a large extent on the background knowledge and motivation a student has.
- **WHAT DID YOU LEARN? WHAT CAN YOU APPLY IN YOUR CLASSROOM?**

The NYSED Bilingual common core initiative

- The BCCI is a tool to help us our best as bilingual teachers.
- The BCCI embeds new conceptualizations about bilingualism and language development.
- The creation of the BCCI allowed us to acknowledge the role that background knowledge has on learning and understanding.

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!

