AN OVERVIEW OF THE BILINGUAL COMMON CORE PROGRESSIONS

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PURPOSE

To introduce and develop an understanding of the NYS Bilingual Common Core Initiative.
OBJECTIVES

Participants will know the major goal and theoretical foundations of the NYS Bilingual Common Core Initiative

Participants will be able to:

- unpack the Bilingual Common Core Progressions
- develop an understanding of how to use the progressions to design instruction
THEORETICAL UNDERPINNINGS OF THE BILINGUAL COMMON CORE INITIATIVE

1. At the core of the BCCI is the idea that language is not only a series of grammatical structures or isolated vocabulary that is learned, rather it is also a social practice (Street, 1985; Pennycook 2010).

2. Students must participate in a socialization process that includes both explicit and implicit guidance by mentors who are more proficient in the language of the academic discipline (Duffy, 2010), as well as, an engagement with the ways of thinking in each academic discipline through exposure to content-specific texts (Snow, Griffin, and Burns, 2007).
3. What this means is that students in a history class are treated as historians; and in science class students are treated as scientists. They are provided with both explicit and implicit guidance on the language structures and practices associated with discourse of the content area being taught (Walqui & Heritage, 2012).
MAJOR GOAL OF THE NYSBCCI

The major goal of the NYSBCCI is to provide teachers with tools to enact this vision of bilingualism in the Common Core classroom.

To this end, the Bilingual Common Core Progressions that have been developed as part of this initiative provide points of entry for students of all language proficiency and literacy levels to access grade level Language Arts content as described by the new NYS Common Core Learning Standards.
UNPACKING THE BILINGUAL COMMON CORE PROGRESSIONS

• The New Language Arts Progressions are aligned with the emerging research that has called for the integration of content and language in new language development (Chamot, 2009; Coyle, Hood, & Marsh 2010; Echevarria, Vogt, & Short 2012).

• The idea behind this is that new language development happens more successfully when learners are engaged in authentic content-specific tasks from the very beginning of their exposure to the new language. That is, when provided appropriate scaffolding, language learners can start developing language for academic purposes at the same time that they are developing basic communication skills in their new language (Walqui & Heritage, 2012).
UNPACKING THE BILINGUAL COMMON CORE PROGRESSIONS - WHAT YOU SHOULD KNOW:

• BCCI is a guide for how Bilingual, ESL and teachers of Languages Other Than English, can provide instruction that makes the CCLLSs accessible to students of various language proficiency and literacy levels.

• Two sets of resources were created, the first is the New Language Arts Progressions (formerly known as the ESL standards);
  the second the Home Language Arts Progressions (formerly known as the Native Language Arts Standards).
  - The New Language Arts Progressions identify five levels of progressions (Entering, Emerging, Transitioning, Expanding, Commanding).
• The New and Home Language Arts Progressions are organized into productive (speaking and writing) and receptive (listening and reading) language components.

• The Home Language Arts progressions has a stronger focus on literacy development. This is because students come into Home Language Arts classrooms with stronger oracy skills but with varying degrees of literacy in their home language.
The BCCP supports the idea that a student’s home language can and should be used to obtain access to the rigorous demands of the CCLS.

- **Trans-languaging:** In trans-languaging, languages are seen as being part of the same semiotic (or meaning) construct that any bilingual has. In other words, the information exists in the student’s first language and that language should be used as a bridge to acquiring the second language.

- Trans-languaging is most effectively used with students at the entering, emerging and transitioning levels of language acquisition.
• The Home Language Arts progression are cognizant of the continuum of bilingualism and bi-literacy that exists for students in NYS. Specifically, three subgroups have been identified, students with
  • strong schooling in their home languages
  • students with interrupted Formal Education (SIFE),
  • and heritage speakers- students raised in homes where a non-English language is spoken and who have some degree of ability in that language
A CLOSE LOOK AT THE BILINGUAL COMMON CORE PROGRESSIONS

• Refer to Hand-out #1 entitled, “Introduction to the NYS Bilingual Common Core Initiative, and HO #2, entitled, “New/Home Language Arts Progressions”
TURN AND TALK

In your own words…

What is meant by the Main Academic Demand?
The Main Academic Demand (MAD) refers to ________________

What is meant by the Grade Level Academic Demand?
The Grade Level Academic Demand (GLAD) refers to ________________
COMPARE AND CONTRAST THE NEW LANGUAGE ARTS PROGRESSIONS AND THE HOME LANGUAGE ARTS PROGRESSIONS

New Language: Entering

Home Language: Entering
WHAT ARE SOME EXAMPLES GIVEN TO ADDRESS THE LINGUISTIC DEMANDS OF THE TEXT?

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How can teachers plan instruction and develop appropriate expectations for students at different language and literacy levels?
TEACHERS CAN USE THE PROGRESSIONS AS follows:

1. TO DIFFERENTIATE LINGUISTIC SCAFFOLDS: EXAMPLE ENTERING STUDENTS WILL BE ABLE TO DEVELOP ALL 4 MODALITIES BY FOCUSING ON KEY WORDS IN A TEXT. EMERGING STUDENTS WILL BE ABLE TO FOCUS ON KEY PHRASES AND SHORT SENTENCES.
2. TO DETERMINE THE SPECIFIC SCAFFOLDS THAT TARGET THE CONTENT AREA DEMANDS: FOR EXAMPLE, THE PROGRESSIONS CAN SUPPORT TEACHERS IN UNDERSTANDING HOW TO CREATE CONTENT AREA SCAFFOLDS SUCH AS GRAPHIC ORGANIZERS, SENTENCE STARTERS, AND RUBRICS
3. TO DEVELOP FORMATIVE ASSESSMENTS ACCORDING TO LEVELS: KNOWING WHAT STUDENTS SHOULD BE ABLE TO DO AT EACH LEVEL CREATE BENCHMARKS AGAINST WHICH TO MEASURE PROGRESS. FOR EXAMPLE, IF A STUDENT SHOULD BE ABLE TO INTEGRATE INFORMATION FROM THE TEXT INTO A GRAPHIC ORGANIZER WITH THE SUPPORT OF A WORD BANK, A FORMATIVE ASSESSMENT CAN INCLUDE THAT SCAFFOLD.
4. TO DEVELOP SPECIFIC LANGUAGE OBJECTIVES: THE LINGUISTIC DEMANDS WITHIN THE PROGRESSIONS WILL FACILITATE PLANNING FOR INTEGRATING LANGUAGE AS A TEACHING GOAL. FOR EXAMPLE, KNOWING THE WORDS THAT ARE NECESSARY FOR INTRODUCING CAUSE AND EFFECT (I.E. BECAUSE OF, DUE TO, WHEN) WILL REINFORCE AND CLARIFY THE CONTENT AREA CONCEPTS, AND THUS HELP GUIDE TEACHERS TO LANGUAGE DEVELOPMENT FOR THE CONTENT.
REFLECTIONS/ NEXT STEPS

That's A WRAP!