An Overview of the Bilingual Common Core Progressions
CSA/ELI Summer Institute

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Purpose

To introduce and develop an understanding of the NYS Bilingual Common Core Initiative including implications for instruction in ENL or Home Language instruction.
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
- Plan for professional development 2015-2016
Theoretical Underpinnings of the Bilingual Common Core Initiative

1. At the core of the BCCCI 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).

What does this mean when we look at instruction in ENL/ELA or Home Language Arts instruction?
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).

What does this mean when planning for content specific lessons?
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).

*How can ELLs be supported with content area subjects?*
The major goal of the NYSBCCI is to provide teachers with tools to enact this vision of bilingualism in the Common Core classroom.

What is bilingualism in the CCLS 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.

Using the progressions as a point of entry
Do they have opportunities to listen, speak, read, and/or write in their language(s)?

The degree of proficiency that bilingual speakers achieve in their two languages depends largely on the opportunities they have to use each of them. If they are able to speak both languages extensively, then they will become fluent in both. However, if they have less opportunity to speak one language, their level of fluency in that language may be less. As described above, bilingual people may also have different levels of proficiency in the key language modes of listening, speaking, reading, and writing for each language. (Starks, Taumoepefolau, Bell, and Davis, 2004).
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).
Engaged in authentic tasks

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).

What does this mean when we organize instructional programs for ELLs?
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 CCLS accessible to students of various language proficiency and literacy levels.
- **New Language Arts Progressions**
- **Home Language Arts Progressions**
  - The New Language Arts and Home Language Arts Progressions identify five levels of progressions (Entering, Emerging, Transitioning, Expanding, Commanding).
Looking at the BCCI

A Close look at the Bilingual Common Core Progressions

Refer to handouts labeled New Language Arts Progressions or Home Language Arts Progressions
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 _______________.

What did you notice about the progressions?
What you should know:

- 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.

What does a student experience during the entering and emerging stages?
What you should know:

- The Home Language Arts progressions 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.
How can teachers plan instruction and develop appropriate expectations for students at different language and literacy levels?
Teachers can use the progressions as follows:

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.
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, visuals, sentence starters, language frames and rubrics.

Supporting content area teachers with scaffolds
Assisting teachers in planning lessons with the BCCI

Select one of the proficiency levels and discuss the following:

1. What language is required by the text?
2. How can the ELL student be supported with text structure? (diagrams, pictures, captions, charts, titles, subtitles).
3. How can the ELL student be supported in comprehending grade level text? (vocabulary, academic language)
4. How can the ELL student be supported in using language? (oral and written)
Mormons
Writing about a topic

Complete the sentences about the picture.

The Mormons were traveling _____________.
The Mormons believed in _____________________.
The journey west was _________________________.

<table>
<thead>
<tr>
<th>pioneers</th>
<th>Christianity</th>
<th>gold</th>
<th>Utah</th>
</tr>
</thead>
<tbody>
<tr>
<td>west</td>
<td>conflict</td>
<td>long</td>
<td>Illinois</td>
</tr>
</tbody>
</table>
Mormon Trail

What was the Mormon Trail?
The Mormon Trail was _________________________.

The Mormons went west because _________________________.

- the journey to Utah
- they wanted to fish
- the trip to New York
- they had a conflict with their neighbors
Pioneers to the West

Pioneers moved west looking for gold. Pioneers were looking for new farmland. Pioneers were looking to start businesses. Pioneers were looking for a new life. Pioneers moved west in wagons or walking.

The pioneers had a conflict with American Indians. The government gave the land to the pioneers. The American Indians did not want to leave. They wanted to fight. Many pioneers were young. About 40,000 children went west.

The Mormons were also moving west. They believed in Christianity. They moved west because they had conflicts with their neighbors. They took the Mormon Trail that started in Illinois and finished in Utah.

George Staples was a 14 year old. He was born in England. He was looking for fortune. George joined Mormon pioneers who were moving west. George got sick and was left with a fur trapper. George lived with Sioux Indians. They took care of George.
Picture Word Inductive Model
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 the content/topic as well as 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.
EXAMPLE: Content & Language objectives

» Content Objective:
   Students will be able to discuss why pioneers were moving west by using key vocabulary.

» Language Objective:
   Students will be able to use the sentence frame to discuss the pioneers.

The pioneers were..............
The pioneers moved west because .................
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 an 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.

Language as a continuum
Product Assessments

- Show what students can create based on what they have learned. These are tangible evidence of student learning.
  - Essays or writing piece
  - Projects on topics
  - Charts or graphs
  - Posters
  - Index cards

How can these be used to show progress in proficiency levels?
## Staircase of Complexity-Shift # 3
Planning lessons for ELLs-Entering, Emerging, Transitioning, Expanding, Commanding

<table>
<thead>
<tr>
<th>Shift # 3</th>
<th>Listening</th>
<th>Speaking opportunities</th>
<th>Reading</th>
<th>Writing opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engaging students in more complex texts</td>
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<td>2. Engaging students in rigorous conversations</td>
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<td>3. Provide experiences with complex texts</td>
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<td>4. Give students less to read, let them reread</td>
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<td>5. Use leveled texts carefully to build independence in struggling readers</td>
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<td>6. More time on complex texts</td>
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<td>7. Provide scaffolding</td>
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<td>8. Engage with texts w/other adults</td>
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<td>9. Get students inspired and excited about the beauty of language</td>
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</tbody>
</table>

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## Targets of Measurement

### NYSESLAT Targets of Measurement

#### Speaking — Grade Band 1-2

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function</th>
<th>ELA Construct (in order to...)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL CLAIM 1</strong></td>
<td><strong>ANCHOR 1</strong> Students can express their ideas clearly.</td>
<td>ToM.S.1-2.1 Students can use grade-appropriate language to express complete thoughts,</td>
<td>to include a subject and a predicate to express complete thoughts, feelings, and ideas to produce complete sentences</td>
<td>Express oneself clearly</td>
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<td></td>
<td></td>
<td>ideas, and feelings or retell a story</td>
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<td></td>
<td><strong>ANCHOR 2</strong> Students can use grade-appropriate language to participate in conversations.</td>
<td>ToM.S.1-2.2 Students can use grade-appropriate language to ask questions and make</td>
<td>to contribute to a conversation to elicit an exchange with peers and adults to seek help, information, or clarification to ask and answer questions about relevant information</td>
<td>Participate in grade-appropriate conversations</td>
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<td></td>
<td></td>
<td>statements to provide, seek, or clarify information about a topic.</td>
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<tr>
<td><strong>GENERAL CLAIM 2</strong></td>
<td><strong>ANCHOR 3</strong> Students can use grade-appropriate language to participate in discussions about literary texts and topics.</td>
<td>ToM.S.1-2.3 Students can use grade-appropriate language to ask questions about and</td>
<td>to name a book to describe people, places, things, and events to identify key details to provide additional details to recount details to retell a story</td>
<td>Participate in grade-level discussions about literary texts and topics</td>
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<td>describe people, places, and events in a story, including key details and feelings.</td>
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<td><strong>ANCHOR 4</strong> Students can use grade-appropriate language to participate in discussions about informational texts and topics.</td>
<td>ToM.S.1-2.4 Students can use grade-appropriate language to ask questions about and</td>
<td>to introduce a topic to focus on a topic to introduce a series of steps to provide details or facts about a topic to express an opinion about a topic and provide a reason to identify key information</td>
<td>Participate in grade-level discussions about informational texts and topics</td>
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<td>provide information, facts, or an opinion about a topic.</td>
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Final thoughts /Lingering Questions
Reflections/ Next Steps

2015-2016 Professional Development
ENL Teachers
Bilingual Teachers
Mainstream Teachers
Resources

New York State Common Bilingual Common Core Initiative, New York State Department of Education: [www.nysed.gov](http://www.nysed.gov)

Engage NY: [www.engage.ny.org](http://www.engage.ny.org)

Common Core: [www.corestandards.org](http://www.corestandards.org)

Targets of Measurement [https://www.engageny.org/resource/spring-2015-nyseslat-targets-measurement](https://www.engageny.org/resource/spring-2015-nyseslat-targets-measurement)

Blueprint for English Language Learners(ELLs) Success, NYSED/OBE-WL

*Scaffolding Language, Scaffolding Learning, Second Edition: Teaching English Language Learners in the Mainstream Classroom;* Pauline Gibbons; October 2014

*Differentiating Instruction and Assessment for English Language Learners, Shelley Faibairn, Stephanie Jones-Vo;* Caslon Publishing 2010

*Biliteracy from the Start;* Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Manuel Escamilla October 3013; Caslon Publishing

Implementing Effective Instruction for English Language Learners: Twelve Key Practices for Administrators, Teachers and Leadership Teams; Susan Wagner, Tamara King, Caslon Publishing

*Effective Literacy and English Language Instruction for English Learners in the Elementary Grades;* Us Department of Education;NCCE-2007-4011

*Strategies to Assist English Language Learners in Accessing the Common Core Standards;* Educators Voice, Volume 6;Page 42