Positioning ELLs/bilingual learners at the core of the Core

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Big Ideas

- English language learners are everyone’s responsibility.
- Administrators, teachers, and leadership teams are powerful agents for change.
- There is no one-size-fits-all approach to educating ELLs/bilingual learners.
- Effective educational leaders use sound theory, core principles, flexible frameworks, guiding questions, and defensible evidence to inform their decision making about equity for ELLs/bilingual learners in their schools.
- Students first.
Learning Objectives

Participants will be able to...

- **Use guiding questions** to make decisions about differentiating instruction and assessment for ELLs/bilingual learners.
- **Use student performance indicators to describe how specific ELLs/bilingual learners** at different levels of new (i.e., English) and home language development use language for academic purposes.
- **Identify additional scaffolds** that teachers can use to build on what ELLs/bilingual learners can do with their new and home languages and support student engagement in ELA classes.
- **Explain how teachers can tier the task, not the text** so that all students—particularly ELLs/bilingual learners—can participate and achieve in ELA classes.
- **Use the New and Home Language Arts Progressions** that the New York Bilingual Common Core Initiative is developing.

Note: Learning objectives are the same for all participants/students.
Language Objectives

Participants will be able to...

- Use content-obligatory and content-compatible vocabulary orally and in writing
  - Conversational language, academic language, language for academic purposes
  - Bilingualism: dynamic, developmental, additive, subtractive
  - ELL, emergent bilingual, bilingual learner
  - Sheltering instruction, differentiating instruction and assessment
  - New Language Arts Progressions
  - Home Language Arts Progressions
  - Student performance indicators
- Use oral and written language to describe, identify, explain

*NOTE: Language objectives are differentiated according to level of new and home language development and other background factors*
Bilingual Common Core Initiative
Creating an Optimal Learning Environment

Bilingualism as a resource

1. Flexible uses of language
   - In the first two stages Entering and Emerging students, regardless of their grade level, can use their home language in order to access the content
   - Transitioning students can make use of their home language when they have a need to
   - Expanding and Commanding students will be expected to use the new language

2. Five levels of language progressions
3. The use of the four communicative modalities

# Vocabulary Notebook

<table>
<thead>
<tr>
<th>Word</th>
<th>Connections</th>
<th>Meaning(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language for academic purposes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Considering register variation...
Activity 2

Do Now!

Group 1: Produce a recipe for a friend that explains how to make a simple dish using chili peppers (ELD Standard 1: Social and instructional language)

Group 2: Produce a poem for language arts class that explains how love is like a chili pepper (ELD Standard 2: Language of language arts)

Group 3: Produce a mathematical explanation for differences you measure (weight, heat, size, shape, color) in three types of hot peppers. (ELD Standard 3: Language of mathematics)

Group 4: Produce an outline using the steps in the scientific method to explain how to do an experiment on chili peppers (ELD Standard 4: Language of science)

Group 5: Produce an essay that explains the role of chili peppers in the cultural history of a particular group. (ELD Standard 5: Language of social studies)

Use English and/or any other languages...
Essential Questions for Reflective Practitioners

1. **Who are our students?**
   - English language learners/bilingual learners/all students
   - Levels of new language progressions, home language progressions, literacy
   - Prior schooling, cultural considerations

2. **What are our long-term and short-term learning and language development targets and objectives?**
   - Content/literacy/new and home language development

3. **What can our students do relative to our targets and objectives?**
   - Content/literacy/new and home language development

4. **What is likely to be challenging for our students relative to our targets and objectives?**
   - Content/literacy/new and home language development

5. **What strategies can we use to ensure that all of our students can engage with the activities we organize in our classes?**
   - Differentiate according to new and home language and other background factors

6. **How can we assess our students’ performance relative to our targets and objectives?**
   - Content/literacy/new and home language development
What kinds of language choices do teachers make every day?

Which languages or varieties can I use in the classroom for what purposes?

How can I structure opportunities for oral and written language use in the activities I organize in the classroom?

How do I represent and evaluate the identities and perspectives of my students in the content and materials I use in the classroom?

All teachers make decisions about the ways they use languages in class...

What principles can teachers use to guide their decision-making about additional scaffolds for the ELLs/bilingual learners in their classes?
**Striving for equity:** Create school environments where each individual feels valued and respected.

**Promoting additive bi/multilingualism:** View language minority students’ home language or languages as resources for teaching and learning.

**Affirming identities:** Validate diverse cultural experiences in school policies and classroom practices.

**Structuring for integration:** Establish inclusive policies and practices that encourage equal-status relationships among and participation by different constituencies.

*It’s always a balancing act…*

Using the guiding questions
1. Who are the ELLs/bilingual learners in my class?

Marco is an Entering ELL from the Dominican Republic who speaks Spanish.

- Marco arrived in the United States earlier this year.
- The ESL teacher determined informally that Marco can read and write in Spanish, but probably below grade level.
- According to a common formative assessment conducted by the teacher, Marco is entering in listening, speaking, reading, and writing in English.
- In Spanish, Marco is
  - transitioning in writing,
  - expanding in reading, and
  - commanding in listening and speaking,

For more on Spanish, pp. 151-167; Karen, pp. 111-122; Bengali, pp. 25-36)
Who are the ELLs/bilingual learners in my class? (cont.)

Damaris is a Transitioning ELL who was born in the continental United States into a Puerto Rican family that speaks mostly Spanish at home and in the neighborhood.

- Damaris has attended school in the US since kindergarten, and she has been in pull-out ESL each year.
- There is no bilingual program at the school, and Damaris has not learned to read and write in Spanish.
- According to a common formative assessment conducted by the teacher, in English Damaris scores commanding in listening, expanding in speaking, transitioning in reading, and emerging in writing in English.
- In Spanish, Damaris scores emerging in reading and writing, transitioning in listening, and expanding in speaking.

Ko Than Nu is a Transitioning ELL from Burma who speaks Karen.

- Ko Than Nu is a refugee and has been in the United States for two years.
- He had no formal schooling before coming to the United States, nor had he learned to read or write.
- When Ko Than Nu arrived, he was placed in a newcomer/port of entry class that focused on literacy and numeracy development, with attention to the cultural norms of US schools and society.
- According to a common formative assessment conducted by the teacher, in English Ko Than Nu is expanding in listening and speaking, and emerging in reading and writing.
- In Karen, Ko Than Nu is entering in reading and writing, and expanding in listening and speaking.

For more on Spanish, pp. 151-167; Karen, pp. 111-122; Bengali, pp. 25-36)
Who are the ELLs/bilingual learners in my class? (cont.)

Tasfiah is a Transitioning ELL from Bangladesh who speaks Bengali.

- Tasfiah arrived in the United States in the middle of last year.
- She has a strong educational background which included English instruction every year in Bangladesh. However, Tasfiah’s English instruction gave her little opportunity to speak English at school, and she has had little exposure to American English prior to her arrival.
- According to a common formative assessment conducted by the teacher, in English Tasfiah scores entering in speaking, emerging in listening, commanding in reading, and expanding in writing.
- In Bengali, Tasfiah scores commanding in reading, writing, listening, and speaking

2. What are our long-term and short-term learning targets?

**GRADE 7, MODULE 1: UNIT 1, LESSON 10**

**BUILDING BACKGROUND KNOWLEDGE: THE DINKA AND NUER TRIBES UNTIL THE MID-1980S**

(“SUDANESE TRIBES CONFRONT MODERN WAR” EXCERPT 1)

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### LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)

I can determine the central ideas of an informational text. (RI.7.2)

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

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### SUPPORTING LEARNING TARGETS

- I can make connections from the text “Sudanese Tribes Confront Modern War” to the novel *A Long Walk to Water*.
- I can annotate text to help me track important ideas in Excerpt 1 of “Sudanese Tribes Confront Modern War.”
- I can use context clues to determine word meanings.

### ONGOING ASSESSMENT

- Text annotations for gist
- Gathering Evidence graphic organizer (focus on Perspectives)
- Exit ticket
Focal Standard

CCLS ELA Grade 7 Standard (SL.7.4)
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
# Focus on the activity level

## Grade 7, Module 1: Unit 1, Lesson 10

**Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s**

("Sudanese Tribes Confront Modern War" Excerpt 1)

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Introducing Learning Targets and Bridging to Informational Text (10 minutes)</strong></td>
<td>• Students practice these same three learning targets in Lessons 10, 11, and 12.</td>
</tr>
<tr>
<td>• Share learning targets out loud.</td>
<td></td>
</tr>
<tr>
<td>* “I can make connections from the text ‘Sudanese Tribes Confront Modern War’ to the novel <em>A Long Walk to Water.</em>”</td>
<td></td>
</tr>
<tr>
<td>* “I can annotate text to help me track important ideas in Excerpt 1 of ‘Sudanese Tribes Confront Modern War.’”</td>
<td></td>
</tr>
<tr>
<td>* “I can use context clues to determine word meanings.”</td>
<td></td>
</tr>
<tr>
<td>• Remind students that <em>A Long Walk to Water</em> is based on a true story, and the text they’ll read during the next few lessons will tell us more about that true story. Tell students that as they have been reading Chapters 1–5 in the novel, they have been learning about Southern Sudan in the 1980s and 2008. Over the next few days, they will have a chance to build more background knowledge about that time and place. Remind students of the Guiding Question: “How do culture, time, and place influence the development of identity?” They will continue to think about this question throughout the module.</td>
<td></td>
</tr>
<tr>
<td>• Direct students’ attention to the “Things Close Readers Do” anchor chart. Remind students that the bottom section of this chart includes strategies for “When text is emotionally difficult…” Caution students that the text they will read today includes some accounts of graphic violence, and each student should be sure to be respectful of him/herself and others while they take on a difficult subject.</td>
<td></td>
</tr>
<tr>
<td>• Return students to partner pairs from Lessons 1 through 3 (&quot;A-Day&quot; seating). Remind students that they’ll practice our Partner Talk Expectations with these original partners so that they can share ideas with different classmates.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to turn to page 33 (the start of Chapter 6) in <em>A Long Walk to Water</em>. Invite them to listen as you read aloud, JUST Nya’s story (ending with “Or was it now their turn to lose someone?”).</td>
<td></td>
</tr>
<tr>
<td>• Invite students to turn and talk:</td>
<td></td>
</tr>
<tr>
<td>* “Why is Nya scared of the Dinka? And why is Salva scared of the Nuer?”</td>
<td></td>
</tr>
<tr>
<td>• Cold call a few students to share out what their partner said.</td>
<td></td>
</tr>
<tr>
<td>• Tell students that for the next three days, they will read some challenging informational text that will help them more fully understand Nya’s and Salva’s points of view.</td>
<td></td>
</tr>
</tbody>
</table>
3a. What can our students do with their new language (i.e., English) relative to the linguistic demands of the core standards?

<table>
<thead>
<tr>
<th>5 Levels</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td><strong>RECEPTIVE</strong></td>
<td><strong>READING</strong></td>
<td><strong>SPEAKING</strong></td>
<td><strong>PRODUCTIVE</strong></td>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td><strong>Entering</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Transitioning</strong></td>
<td><strong>Expanding</strong></td>
<td><strong>Commanding</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recognize pre-identified tier 1, 2 and 3 words found in the text/context</strong></td>
<td><strong>Recognize pre-identified tier 1, 2 and 3 words found in the text/context</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Recognize pre-identified key words</strong></td>
<td><strong>Marco</strong></td>
</tr>
<tr>
<td><strong>Associate and organize words with support to understand and analyze the text</strong></td>
<td><strong>Recognize pre-identified phrases and short sentences found in the text/context</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Complete cloze-type paragraphs</strong></td>
<td><strong>Marco</strong></td>
</tr>
<tr>
<td><strong>Recognize information independently</strong></td>
<td><strong>Recognize information independently</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Use pre-taught one word answers</strong></td>
<td><strong>Marco</strong></td>
</tr>
<tr>
<td><strong>Complete sentence starters</strong></td>
<td><strong>Recognize information independently</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Complete sentence starters</strong></td>
<td><strong>Marco</strong></td>
</tr>
<tr>
<td><strong>Participate in partnership and teacher lead small group discussions</strong></td>
<td><strong>Recognize information independently</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Use pre-identified key words</strong></td>
<td><strong>Marco</strong></td>
</tr>
<tr>
<td><strong>Develop short paragraph</strong></td>
<td><strong>Recognize information independently</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Use pre-identified key phrases and short sentences</strong></td>
<td><strong>Damaris; Ko Than Nu</strong></td>
</tr>
<tr>
<td><strong>Develop short essays or text</strong></td>
<td><strong>Recognize information independently</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Use word banks to incorporate key vocabulary and phrases into their writing</strong></td>
<td><strong>Damaris; Ko Than Nu</strong></td>
</tr>
<tr>
<td><strong>Lead discourse</strong></td>
<td><strong>Recognize information independently</strong></td>
<td><strong>Tasfiah</strong></td>
<td><strong>Marco</strong></td>
<td><strong>Use a glossary of terms to independently select and use new vocabulary and phrases</strong></td>
<td><strong>Tasfiah</strong></td>
</tr>
</tbody>
</table>

Key: Marco; Damaris; Ko Than Nu; Tasfiah
3b. What can our bilingual learners do with their home languages?

<table>
<thead>
<tr>
<th>5 Levels</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
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</tr>
<tr>
<td>RECEPTIVE</td>
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</tr>
<tr>
<td>Recognize pre-identified phrases and short sentences found in the text/context</td>
<td>Recognize information independently</td>
<td>Recognize information independently</td>
<td>Recognize information independently</td>
<td>Recognize information independently</td>
<td></td>
</tr>
<tr>
<td>Associate and organize phrases and sentences with support to understand and analyze text</td>
<td>Associate and organize information after teacher modeling to understand and analyze text</td>
<td>Associate and organize information independently using teacher provided tools</td>
<td>Associate and organize information independently based on teacher guidance</td>
<td>Recognize information independently</td>
<td></td>
</tr>
<tr>
<td>Ko Than Nu</td>
<td>Damaris</td>
<td></td>
<td>Ko Than Nu</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>RECEPTIVE</td>
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<td></td>
</tr>
<tr>
<td>Recognize pre-identified tier 1, 2 and 3 words found in the text/context</td>
<td>Recognize pre-identified information from the text/context</td>
<td>Recognize information independently</td>
<td>Recognize information independently</td>
<td>Recognize information independently</td>
<td></td>
</tr>
<tr>
<td>Associate and organize provided information to gain more complex and detailed understanding and analysis of the text</td>
<td>Associate and organize information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text</td>
<td>Associate and organize information independently based on teacher guidance</td>
<td>Recognize information independently after guidance from teacher to gain more complex and detailed understanding and analysis of the text</td>
<td>Recognize information independently</td>
<td></td>
</tr>
<tr>
<td>Ko Than Nu</td>
<td>Damaris</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
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<td></td>
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<tr>
<td>PRODUCTIVE</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Use provided key phrases and short sentences</td>
<td>Use word banks to incorporate key vocabulary and phrases into their discussion</td>
<td>Use glossaries of terms to independently select and use new vocabulary and phrases</td>
<td>Use glossaries of terms to independently select and use new vocabulary and phrases</td>
<td>Lead discourse</td>
<td></td>
</tr>
<tr>
<td>Complete sentence starters</td>
<td>Share ideas without prompting and support</td>
<td>Initiate and occasionally lead discourse</td>
<td>Initiate and occasionally lead discourse</td>
<td>Initiate and occasionally lead discourse</td>
<td></td>
</tr>
<tr>
<td>Participate in partnership and small group discussions</td>
<td>Participate in partnership, small group and whole class discussions</td>
<td>Participate in partnership, small group and whole class discussions</td>
<td>Participate in partnership, small group and whole class discussions</td>
<td>Participate in partnership, small group and whole class discussions</td>
<td></td>
</tr>
<tr>
<td>Ko Than Nu</td>
<td>Damaris; Ko Than Nu</td>
<td>Damaris; Ko Than Nu</td>
<td>Damaris; Ko Than Nu</td>
<td>Ko Than Nu</td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
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<tr>
<td>WRITING</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Complete cloze-type paragraphs</td>
<td>Use pre-identified key words</td>
<td>Develop multiple paragraph essays</td>
<td>Develop multiple paragraph essays</td>
<td>Develop multiple paragraph essays</td>
<td></td>
</tr>
<tr>
<td>Use pre-identified key words</td>
<td>Use word banks to incorporate key vocabulary and phrases into writing</td>
<td>Use a glossary of terms to independently select and use new vocabulary and phrases</td>
<td>Use teacher provided tools to produce more complex and detailed writing</td>
<td>Use teacher provided tools to produce more complex and detailed writing</td>
<td></td>
</tr>
<tr>
<td>Ko Than Nu</td>
<td>Damaris</td>
<td>Damaris</td>
<td></td>
<td>Tasfiah</td>
<td></td>
</tr>
</tbody>
</table>

Key: Marco; Damaris; Ko Than Nu; Tasfiah
Think-pair-share

- Ask students to turn to page 33 (the start of Chapter 6) in *A Long Walk to Water*. Invite them to listen as you read aloud, JUST Nya’s story (ending with “Or was it now their turn to lose someone?”).
- Invite students to turn and talk:
  * “Why is Nya scared of the Dinka? And why is Salva scared of the Nuer?”
- Cold call a few students to share out what their partner said.

• What are the grade-level **academic demands** of this activity sequence?

• What are the **linguistic demands** of this activity sequence?

• Look at page 6 of your handout: **What can our ELLs do with their new language** (i.e., English) relative to the linguistic demands of this activity?

• Look at page 7 of your handout: **What can our bilingual learners do with their home languages** relative to the linguistic demands of this activity?

4. What is likely to be challenging for our students in this activity sequence?
5. What strategies can we use to ensure that all students engage with the activities we organize in our classes?

Use the differentiating instruction and assessment template to select additional scaffolds and supports.

<table>
<thead>
<tr>
<th>5 Levels of Language Progressions</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL: To move students from their current level in their language development progression (i.e., what they can do independently) to the next level in their language development progression (i.e., their instructional level) using scaffolds and supports to get there.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Receptive and Productive Oracy and Literacy Links</td>
<td>Language-based expectations:</td>
<td>Language-based expectations:</td>
<td>Language-based expectations:</td>
<td>Language-based expectations:</td>
<td>Language-based expectations:</td>
</tr>
<tr>
<td>Standards-based Content or Topic (from the curriculum)</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
<td>Scaffolding and Support:</td>
</tr>
</tbody>
</table>

This template was adapted from Fairbairn & Jones-Vo (2010) to align with NY New and Home Language Arts Progressions (under development) by Rebecca Field for the NY SED May 2013 NTI.
### Additional scaffolds to support listening during read alouds

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (SL.4): Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</th>
<th><strong>Main Academic Demand</strong>&lt;br&gt;Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Grade 7 Standard</strong> (SL.7.4): Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.</td>
<td><strong>Grade Level Academic Demand</strong>&lt;br&gt;Present Claims and Findings Coherently, with Pertinent Descriptions, Facts, Details and Examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)</strong></th>
<th><strong>Grade 7: Speaking and Listening 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Levels of Language Development</strong></td>
<td><strong>Entering</strong> (Beginner)</td>
</tr>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td><strong>Reading-Centered Activity:</strong> Organize pretaught words on a main-idea-and-details graphic organizer to identify descriptions, facts, details and examples, as a teacher reads aloud in partnership and/or teacher-led small groups</td>
</tr>
<tr>
<td><strong>Listening-Centered Activity:</strong> Organize pretaught words and phrases on a main-idea-and-details graphic organizer to identify descriptions, facts, details and examples, as a teacher reads aloud in partnership and/or teacher-led small groups</td>
<td><strong>Listening-Centered Activity:</strong> Organize pretaught words and phrases on a main-idea-and-details graphic organizer to identify descriptions, facts, details and examples, as a teacher reads aloud in partnership and/or small groups</td>
</tr>
</tbody>
</table>

**Draft**

**NLAP Speaking and Listening (SL)**

SL.4: SL.7.4
### 5 Levels of Language Development

<table>
<thead>
<tr>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking-Centered</strong> Activity: Use <em>pretaught</em> words and the <em>previously completed graphic organizers to complete sentence starters that coherently present claims and findings with descriptions, facts, details and examples, in partnership and/or teacher-led small groups</em></td>
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### Oracy and Literacy Links

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*Draft*

**NLAP Speaking and Listening (SL)**

**SL 4: SL 7.4**

engage ny
Academic language is about much more than vocabulary...

Language objectives: Students will use oral and written language to present claims and findings that they identify in a written text.
### Common Core Anchor Standard (SL.4): Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

### MAIN ACADEMIC DEMAND
Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence

### Common Core Grade 7 Standard (SL.7.4): Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

### GRADE LEVEL ACADEMIC DEMAND
Present Claims and Findings Coherently, with Pertinent Descriptions, Facts, Details and Examples

<table>
<thead>
<tr>
<th>5 Levels of Literacy Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
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<td>Listening-Centered Activity: Organize preidentified words and phrases on a main-idea-and-details graphic organizer to identify descriptions, facts, details and examples, as a teacher reads aloud in partnership and/or teacher-led small groups.</td>
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<td>Listening-Centered Activity: Organize information, using a glossary, on a main-idea-and-details graphic organizer to identify descriptions, facts, details and examples, as a teacher reads aloud in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: Organize information independently in a note-taking guide or take notes independently to identify descriptions, facts, details and examples, as a teacher reads aloud in partnership, small group and/or whole class settings.</td>
<td></td>
</tr>
<tr>
<td>Reading-Centered Activity: Organize preidentified words on a claims-and-evidence graphic organizer to identify claims and findings.</td>
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When developing home language literacy, using grade level texts and appropriate supports, students are able to:

**Additional scaffolds to support listening during read alouds**
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<td>Speaking-Centered Activity: Use the previously completed graphic organizers, after teacher modeling, to coherently present claims and findings with descriptions, facts, details and examples, in partnership, small group and/or whole class settings.</td>
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**Additional scaffolds to support listening during read alouds**

**PRODUCTIVE**

| Oracy and Literacy Links | Writing-Centered Activity: Use preidentified words to complete close paragraphs that coherently present claims and findings with descriptions, facts, details and examples. | Writing-Centered Activity: Use a bank of words and phrases to complete close paragraphs that coherently present claims and findings with descriptions, facts, details and examples. | Writing-Centered Activity: Use a glossary and the previously completed graphic organizers to write a short essay that coherently presents claims and findings with descriptions, facts, details and examples. | Writing-Centered Activity: Use the previously created graphic organizers and a teacher-provided sample to write an essay that coherently presents claims and findings with descriptions, facts, details and examples. | Writing-Centered Activity: Use the previously developed notes to independently write an essay that coherently presents claims and findings with descriptions, facts, details and examples. |

Draft

HLAP Speaking and Listening (SL)
SL.4: SL.7.4

engage ny
Common Core Grade 7 Standard (SL.7.4): Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

**Linguistic Demands:** The following are examples in Spanish and English that 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 claims (interpretations; e.g., La construcción de la televisión a color se veía como una misión imposible/The construction of color TV looked like an impossible task) and findings (facts; e.g., Un sistema de televisión en color similar al inventado por González Camarena fue utilizado en la misión Voyager de la NASA en 1979, para tomar fotos y video de Júpiter/A color television system similar to the one González Camarena invented was used in NASA’s Voyager mission in 1979, to take pictures and video of Jupiter).

- Identify/use nouns and associated pronouns (e.g., González Camarena, sus/has) to describe the subject.

- Use transitional words and phrases (e.g., sin embargo/howeve) to connect points in the text.

**Example to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
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<tbody>
<tr>
<td>Pocas personas saben que el inventor de la televisión a color fue un mexicano nacido en 1917. La construcción de la televisión a color se veía como una misión imposible, pues las piezas que requería no sólo eran difíciles de conseguir, sino que su precio era muy elevado.</td>
<td>Few people know that the inventor of the color television was a Mexican born in 1917. The construction of color TV looked like an impossible task, because the parts that were required were not only hard to get, they were also expensive.</td>
</tr>
<tr>
<td>Sin embargo, González Camarena no se desanimó.</td>
<td>However, González Camarena was not discouraged.</td>
</tr>
<tr>
<td>Fue en el año de 1939 cuando presentó su flamante aparato de televisión a color, en su misma casa, ante el asombro de todos los asistentes.</td>
<td>It was in 1939 when he presented his new color television, in his home, to the amazement of everyone.</td>
</tr>
<tr>
<td>El 19 de agosto de 1940, a sus escasos 23 años de edad, se le otorgó la patente de la televisión a color por parte de México y Estados Unidos.</td>
<td>In August 19, 1940, when he was only 23 years old, he was awarded the patent for color television by Mexico and the United States.</td>
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<th>Teacher Directions</th>
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<td>Analyze in a whole class or small groups how an author presents pertinent descriptions, facts, details and examples to present claims and findings:</td>
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1. Who are our students?
   Each pair selects one of the four ELLs profiled on p. 3 as your focal student.

2. What are the targets (at the unit level) and objectives (at the activity level)?
   Identify grade level academic and linguistic demands of the focal activity.

   - Ask students to turn to page 33 (the start of Chapter 6) in A Long Walk to Water. Invite them to listen as you read aloud, JUST Nya’s story (ending with “Or was it now their turn to lose someone?”).
   - Invite students to turn and talk:
     * “Why is Nya scared of the Dinka? And why is Salva scared of the Nuer?”
     * Cold call a few students to share out what their partner said.

3. What can our students do relative to our targets and objectives?
   Go to pps. 6-7. Describe the kinds of student performance you can expect from your focal student relative to the academic and linguistic demands of the focal activity in English (their new language) and in their home language.

4. What is likely to be challenging for our students relative to our targets and objectives?
   Be as specific as you can.

5. What additional scaffolds can we use to ensure that all of our students can engage with the activities we organize in our classes?
   Go to the new language arts and home language arts progressions. See also p. 5.

6. How can we assess our students’ performance relative to our targets and objectives?
   Identify specific formative assessment strategies you can use to gather information about what students can do. Explain how you will use that information (evidence of student performance) to guide your decisions about instruction.
Additional Scaffolds and Supports

To be selected according to student level of new and home language arts progressions.

- Provide pre-identified key words, sentences, and phrases, word banks or glossaries. Provide sentence starters, cloze-type procedures, graphic organizers (modeled, partially completed), and notemaking guides. Use partnership and small-group discussions. Allow students to meet the standard in new or home language, especially in the early stages.

- **Home language as a resource**

- Go to [www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf](http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf) to download *The Languages of New York State: A CUNY-NYSIEB Guide for Educators*. This guide provides a description of the top ten languages spoken by emergent bilinguals in addition to English. These descriptions include a brief history of the language, the cultures of the people who speak the language, and their experiences in New York State. It also includes some basic structural features of the languages as well as cognates and basic phrases.


- Go to [http://www.thornwoodps.ca/dual/weblinks.htm](http://www.thornwoodps.ca/dual/weblinks.htm) for examples of dual language books.
Applying what we have learned to close reading of a text...

What is close reading?

Slides on close reading from NYC RBERN; incorporated into ppt by Rebecca Field.
College and Career Readiness
Anchor Standards for Reading

**Key Ideas and Details**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
Anchor Standards-College and Career
Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.

Range of Reading and Level of Text Complexity

- Read and comprehend literary and informational texts independently and proficiently.
What is Close Reading?

Close Reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings et.

*Close Reading is a requirement of the Common Core State Standards and directs the reader’s attention to the text itself.*
Close Reading is..........

- Using short passages and excerpts (Home or New Language)
- Diving right into the text with limited pre-reading activities * (build background for ELLs).
- Focusing on the text itself
- Rereading deliberately
- Reading and making annotations (titles, subtitles, evidence, cognates)
- Noticing things that are confusing (phrases, vocabulary)
- Discussing the text with others - Think Pair Share or Turn and Talk / small group or whole class
- Responding to text dependent questions (oral language, sentence frames, small group)

* Rebecca Field does not support the notion of limited pre-reading activities; she supports appropriate pre-reading activities for linguistically and culturally diverse learners.
First reading

Key ideas and Details

What does the text say?

Diving into the text (with limited pre-reading activities)*

- Getting the GIST-Main Idea, story elements
- What are the key ideas and details in the text?
- Sharing with your partner-Think Pair Share

Reflecting on text:
What is this text mostly about? This text is mostly about…… Cite evidence from the text

Teacher: As you read for the first time have students follow as you read. Assist students with the pictures by discussing the pictures and engaging students with the text. Reread the text and support students in providing the GIST for the page (chunking text, cognates). Guide students as they learn the process for a close read.

Scaffolds: read aloud, think aloud - paired or shared reading, discussing pictures-labeling, 5W’s

* Rebecca Field does not support the notion of limited pre-reading activities; she supports appropriate pre-reading activities for linguistically and culturally diverse learners.
1st read
What is the central idea and key supporting details?

Read the text and use the notemaking guide to answer the question, *what do the new content standards demand of all students?*

Include evidence from the text on the notemaking guide.
Second reading (teacher)
Craft and Structure
Use a Text Dependent Question
How does the text work?

This time, students dig a little deeper, rereading a paragraph or meaty “chunk,” focusing on text features (titles, subtitles, diagrams, maps, charts), organizational patterns and content vocabulary the author included. Think of the linguistic demands of the passage—language patterns, grammar etc. Model annotations in the text for text dependent question.

Teacher roles
- Model looking at text features and the content vocabulary introduced.
- Discuss text features and how they help the reader.
- Direct students to read with a partner.
- Listen to discussions following the second read using one text dependent question.
- Assess who needs to dig deeper and more carefully guiding students to reread parts of the text and citing evidence in answering text dependent question.
- Provide feedback.
- Reflect with students on their experience with the second/third reading.

Scaffold
Shared Reading or group and partner practice, pictures, sentence frames
Vesuvius last erupted in 1944. People live near the volcano because the soil is rich and good for growing crops such as grapes, tomatoes, onions, oranges, and lemons.

The people who live near Italy’s Mount Vesuvius (veh-SOO-vee-uh-uh-uh-uh-uh) must be ready to leave the area at any time. Why? Vesuvius, a huge volcano, may soon erupt or explode. That means big trouble for those people—all 2 million of them!

Fire From the Mountain
If Vesuvius erupts, it will release hot gases, thick ashes, and lava, or red-hot liquid rock. It will be very dangerous for anyone to be nearby. “We expect a large area could be destroyed in a few minutes,” says Edoardo Del Pezzo, a volcano expert. This is what happened almost 2,000 years ago. An eruption by Vesuvius buried the ancient, or very old, city of Pompeii (pom-PAY).

Escaping the Eruption
To make sure everyone can get to safety, special practice drills are held. When sirens are sounded, the people get to their cars quickly and drive away from the area.

Scientists are studying Vesuvius closely. They hope to know when the volcano will erupt before it happens. But Del Pezzo says, “It is not possible to actually know when it will erupt.”
2nd read
How does the text work?
Use a text-dependent question.

Using evidence from the text, explain how “content area learning and assessment tasks will require students to engage in greater oral and written discourse”.

Be sure to cite examples from ELA, Math, and NGSS.
The third close reading goes even deeper, requiring students to answer text based questions. Provide for small groups or whole class one or more text dependent questions to focus on before they begin their third reading. Discuss and evaluate content and information presented.

**Teacher roles**
- Model the third reading making connections, thinking aloud and citing evidence from the text while wondering how this text is connected to a human condition or dilemma.
- Reread sections of the text that support those ideas.

**Scaffolds**
- Start with one question for students to work in partners.
- Chunk text and provide one question per page when text is very dense for Entering or Emerging students.
- Reading sections of the text aloud during discussion in looking for evidence - Choral reading, partner reading, group reading.
- What does this text cause me to think or wonder about some larger aspect of the text?
- Did the text help me to think of a human condition?

**DIGGING DEEPER**
3rd read

What does the text mean? Integration of knowledge and ideas.

Look closely at the last paragraph. How do the text ideas about the language demands of the new standards relate to teachers’ actual experiences preparing students to address the language demands of their content area?
Pause and ponder...

- How did we use oral and written language throughout the close reading activity? Be specific.
- What might be challenging about this activity series for our ELLs/bilingual learners?
Addressing the language demands of close reading for ELLs/bilingual learners

1. Who are our students?
2. What are our content and language targets and objectives? How did we use oral and written language in the activities surrounding our close reading? → Language objectives
3. What can our ELLs/bilingual learners do with language and literacy relative to the language and literacy demands of a close read?
4. What is likely to be challenging for the ELLs/bilingual learners in your classes?
5. How can you use the progressions to scaffold and support their close reading of an informational text?
6. How can we assess our students’ performance relative to our targets and objectives?
How do educators of ELLs/bilingual learners in your district work together to ensure that ALL students can succeed?

a. Who are the ELL educators (teachers and administrators) in your district?
   - Content teachers
   - New language teachers
   - Home language teachers
   - Specialists

b. How do educators work together to ensure that all ELLs/bilingual learners have equitable opportunities to learn?

c. What are your staff strengths and challenges?
Points of collaboration
E.g., Among ELA and ESL teachers using New Language Arts Progressions and common content and language assessments

Content Teacher
English-medium; bilingual
- Language Arts
- Math
- Science
- Social Studies

Points of collaboration
E.g., Among content teachers in English and another language using Home Language Arts Progressions and common content and language assessments

New Language Teacher
- ESL/ELD
- LOTE

Points of collaboration
E.g., Among ESL and bilingual teachers using New Language Arts and Home Language Arts Progressions and common content and language assessments

Home Language Teacher
- Bilingual teacher (focus on language instruction)
- LOTE (e.g., Spanish for Spanish speakers)

Points of collaboration
E.g., Among content, home, and new language teachers using New and Home Language Arts Progressions and common content and language assessments

ELLs are everyone’s responsibility, and collaboration is critical!
Closing reflections

1. What stood out?
2. What did you learn?
3. What can you use?
4. What questions do you have?