An Overview of the Bilingual Common Core Progressions

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

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).

Language is dynamic and changing all the time
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?*

*Turn and Talk*
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.

*Turn and Talk*
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.
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, 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).
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).

**Turn and Talk**

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).
LETS Look at the New Language Arts Progressions & Home Language Arts Progressions

With your partner:
- identify how the progressions are organized
- What is the main academic demand?
- What is grade level academic demand?
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.
Informational Text-Scaffolds

A Butterfly’s Life
Staircase of Complexity-Shift # 3

Using handout-Staircase of Complexity look at 9 key points to address while considering language strands-Listening, Speaking, Reading, Writing for English Language Learners.
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.
Debriefing

How can teachers plan instruction and develop appropriate expectations for students at different language and literacy levels?
Content area demands

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, visuals, sentence starters, language frames and rubrics.

*Turn and Talk*

Discuss with a partner how you would support content area teachers in learning scaffolds.
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.

Assessing ELL student progress
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 the content/topic as well as cause and effect (i.e. because of, due to, when) Students at the emerging level will be able to:
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
<table>
<thead>
<tr>
<th>(1) Entering (formerly Beginning*)</th>
<th>(2) Emerging (formerly Low Intermediate*)</th>
<th>(3) Transitioning (formerly Intermediate*)</th>
<th>(4) Expanding (formerly Advanced*)</th>
<th>(5) Commanding (formerly Proficient*)</th>
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<td>A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Commanding level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
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The Home Language Arts Progressions can offer teachers useful strategies to design intervention activities and develop literacy skills for students who are:

- new to the US school system in initial grades, and thus lacking literacy in any language;
- newcomer students (beyond 2nd grade) with appropriate literacy in their home language;
- newcomer students (beyond 2nd grade) without age-appropriate literacy in their home language (often known as SIFE);
- students who entered US schools as emergent bilinguals, but who have been in the US school system for longer than three years, have developed listening and speaking abilities in English, but for a variety of reasons lack age-appropriate literacy abilities (often known as LTELs);
- students who are new to the US school system and have Disabilities (students in Special Education)

Why is this information important?
### New Language Progressions

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### Home Language Progressions

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Reflections/ Next Steps

That's A WRAP!
RESOURCES

New York State Common Bilingual Common Core Initiative, new York State Department of Education: www.nysed.gov
Engage NY: www.engage.ny.org

Common Core: www.corestandards.org
Teacher’s Guide to Implementing Bilingual Common Core Progressions

NYSED/OBE-NEW Documents:

Identification & Placement Chart
Units of Study for ENL & Bilingual Programs
ELL Parents Bill of Rights
ELL Parent Hotline
NYSESLAT Targets of Measurement(ToMs)
NYSESLAT Performance Language Descriptors