Using the Bilingual Common Core Language Progressions to Support ELLs with the Language of Complex Texts

NYSABE May 21, 2016
NYU Kimmel
Presenters: Sara Martinez and Aileen Colon
Participants will actively engage with the following documents to plan an Early Childhood lesson:

- The BCCI Language Progressions (Home and New Language)
- The Targets of Measurement (ToMs)
- The Performance Level Descriptors (PLDs)
Interactive Focus on Read Aloud

Participants will:

• Focus on creating content and language objectives
• Understand how to effectively support students by analyzing how language is used in complex texts
• Plan lessons that address all modalities (receptive and expressive)
• Plan differentiated lessons according to proficiency levels
Preparing for the lesson

Teachers must focus on preparation to:

• Integrate content and language objectives

• Be deliberate about teaching academic language in order to accelerate proficiency

• Increase the rigor of input, tasks and expectations

• Manipulate vocabulary and sentences---do not leave instruction at the word level

• Amplify not simplify
What are the Common Core Instructional Shifts in Literacy?

<table>
<thead>
<tr>
<th>Shift</th>
<th>Balancing Informational &amp; Literacy Text</th>
<th>Students read a true balance of informational and literary texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 1</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains / content areas) primarily through text rather than through the teacher or other activities.</td>
</tr>
<tr>
<td>Shift 2</td>
<td>Staircase of Complexity</td>
<td>Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, and create more time, space, and support in the curriculum for close reading.</td>
</tr>
<tr>
<td>Shift 3</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence-based conversations about text.</td>
</tr>
<tr>
<td>Shift 4</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
</tr>
<tr>
<td>Shift 5</td>
<td>Academic Vocabulary</td>
<td>Students continuously build the transferable vocabulary they need to access grade-level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</td>
</tr>
</tbody>
</table>

NYC RBERN at Fordham
<table>
<thead>
<tr>
<th>What the Student Does…</th>
<th>What the Teacher Does…</th>
<th>What the Principal Does…</th>
</tr>
</thead>
</table>
| • Spend more time learning words across “webs” and **associating words with others** instead of learning individual, isolated vocabulary words. | • Develop students’ ability to **use and access words** that show up in everyday text and that may be slightly out of reach  
• Be **strategic** about the kind of vocabulary you’re developing and figure out which words fall into which categories - tier 2 vs. tier 3  
• Determine the words that students are going to read **most frequently** and spend time mostly on those words  
• **Teach fewer words** but teach the webs of words around it  
• Shift attention on how to plan vocabulary meaningfully using tiers and **transferability** strategies | • Provide training to teachers on the shift for **teaching vocabulary** in a more meaningful, effective manner. |
Social Studies GRADE 2: My Community and Other United States Communities

- The grade 2 social studies core curriculum examines community from a multicultural perspective that includes geographic, socioeconomic, and ethnic influences.
- **Content Knowledge**: Events, people, traditions, practices, and ideas make up my rural, urban, or suburban community.

**English Language Arts Standards » Reading: Literature » Grade 2 » 2**

**Key Ideas and Details:**
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Why Integrate Language and Content?

• Integration is consistent with the notion that language is learned through meaningful content

• Concurrent teaching and learning of both subject matter and language is a way to accelerate language acquisition

• Non-integrated approach to ENL is insufficient for ELLs to succeed in mainstream classes

• Situated language within a content curriculum has the potential to support learning in a continuous and reciprocal manner

• The Language rich diet of ELLs can be nourishing for all students

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# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

**Grade 2: Speaking and Listening 2**

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (SL.2):</th>
<th>Main Academic Demand</th>
<th>Grade Level Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</td>
<td>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</td>
<td>Recount and Describe Key Ideas or Details from a text read aloud or information presented orally or through other media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
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</thead>
<tbody>
<tr>
<td><strong>RECEPTIVE</strong></td>
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<td>Oracy and Literacy Links</td>
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<tr>
<td>Listening-Centered Activity:</td>
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<tr>
<td>Activity:</td>
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</tr>
<tr>
<td>Identify key ideas from a text read aloud or information presented orally, as text or another media source is read aloud in partnership and/or teacher-led small groups</td>
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<td>Identify key ideas from a text read aloud or information presented orally, as text or another media source is read aloud in partnership, small group and/or whole class settings</td>
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<td></td>
</tr>
<tr>
<td>in the new and/or the home language.</td>
<td>in the new and/or the home language.</td>
<td>in the new and, occasionally, in the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
<td></td>
</tr>
</tbody>
</table>

**NLP Speaking and Listening (SL)**

**SL.2. SL.2.2**

**engageny 1**

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### Common Core Grade 2 Standard (SL.2.2): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

<table>
<thead>
<tr>
<th>Grade Level Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount and Describe Key Ideas or Details from a Read Aloud</td>
</tr>
</tbody>
</table>

### Linguistic Demands:

The following are some examples in 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.

- Use transitional words (e.g., in the beginning, first, then, after, in the end) that support recounting such as sequencing or chronological markers.
- Use nouns and verbs that focus on the subjects and the actions.
- Use adjectives that provide details.

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it refers to asking and answering questions if something is not understood. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 2nd grade.
Grade Level Academic Demand

• Determine Main Idea and Key Details and Explain How they Support the Main Idea.

How will you differentiate for each language level?
– Entering
– Emerging
– Transitioning
– Expanding
– Commanding
The Day the Dragon Danced

Listen for the specific words that describe the action of the dragon as he moves in the parade.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Lang. Functions</th>
<th>Lang Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrations in my community: Chinese New Year</td>
<td>Listening to a Read Aloud for the purpose of a retell.</td>
<td>Describe the Dragon</td>
<td>Nouns Verbs- Past tense pronouns adjectives-adverbs</td>
<td>dragon back-front shoelaces legs have-had was stumbling were dragging started working bounced not dancing didn’t dance was dancing danced</td>
</tr>
</tbody>
</table>

Link to Relevant Standards: NYC RBERN at FORDHAM

What is Academic Language?

Everyday **words, word phrases, and grammar** used in class that express relationships in time, space, quantity, direction, order, size, age, i.e. words that represent academic **language functions**:

1. Seek information: *ask, inquire, search, research*
2. Inform: *identify, inform, retell, describe*
3. Compare: *higher than..., alike, different from, opposite of*
4. Order: *Next, in 1950, before, later, sequentially*
5. Classify: *Why this is X and not B, group, characteristics*
6. Analyze: *The main idea/ the details, parts/whole, segment*
7. Infer: *Reading on between the lines, my guess, I’d say*
8. Justify and Persuade: *As discussed in group, my opinion*
9. Solve Problems: *In contrast to the hypothesis, results, data*
10. Synthesize: *In summary, in conclusion, after considering*
11. Evaluate: *The evidence... I conclude, perhaps, exactly*
12. Content/Subject words: *brave, world war, table, expression*
Text Analysis Work Time

Break up into groups of 5. Each group will work on only one page of the story. Within the group one person will analyze for entering, one for emerging, one for transitioning, one for expanding and one for commanding.

What are the key words and phrases my students will need to understand, read and use in the learning activity?

- Which of these words/phrases will be new to my students?
- Which of these words/phrases have different meanings in other contexts?
- Which might be confusing for students?
Reflecting on Previewing Text

What are the key words and phrases my students will need to understand, read and use in the learning activity?

- Which of these words/phrases will be new to my students?
- Which of these words/phrases have different meanings in other contexts? Which might be confusing for students?

- Page 1
- Page 2
- Page 3
- Page 4
- Page 5
## Language Frameworks:

<table>
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<tr>
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<th>Lang Structures</th>
<th>Vocabulary</th>
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</thead>
</table>

**Link to Relevant Standards:**  
NYC RBERN at FORDHAM  
What Can You Teach ELLs to Do in English?

- Regular/irregular past tense
- Plurals
- Contractions
- Pronouns
- Prepositions/Prepositional phrases
- Adjectives
- Adverbs
- Multiple modifiers
- Academic vocabulary: (word family) dance, danced, dancing, dancers.
- Time sequence words/clauses
Differentiation-Group Share

What is Differentiation?

- Know the Learner
- Assess the Learner
- Adjustable Assignments
- Questioning Strategies
- Curriculum Approaches

NYC RBERN at Fordham
Listen, Turn and Talk

Question: How did the dragon dance? Tell your partner how the dragon danced.

Sentence frames:
The dragon danced with many legs. The legs had many pairs of socks. The pairs of socks had different kinds of shoes. The dragon had white shoes with black trim, black shoes with white trim, and plain red shoes.
How did the dragon move?

Verbs

• The dragon’s huge head **came** around the corner.
• The dragon **had** many, many feet.
• The feet **belonged** to the people.
• The feet **went** up and the feet went down.
• The dragon **stumbled** because of the untied shoelaces.
• The dragon’s legs **started** working together.
• He **jumped** on one side, then the other.
• He **bounced** back and forth with the drums.
• The dragon **danced**.
Picture Word Inductive Model

NYC RBERN at FORDHAM
## Title: The day the Dragon Danced

**Author:** Kay Haugaard

### Who was in the story?

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
</table>

### Where did the story take place?

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
</table>

### What was your favorite part?

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
<td>![Image 2]</td>
<td>![Image 3]</td>
</tr>
<tr>
<td>First</td>
<td>Then</td>
<td>Finally</td>
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</tbody>
</table>
Expanding/Commanding

The Retelling Hand

1. Thumb
   - Main character(s)

2. 1st finger
   - Setting: where and when the story takes place

3. Middle finger
   - Problem: the problem in the story

4. Ring finger
   - Events: name at least three

5. Pinky
   - Solution to the problem
Why focus on Language Objectives?

• LO’s help retention of concepts

• LO’s increase the linguistic data pool to include language patterns and language structures appropriate to the content area topic

• LO’s focus on “stretching” students’ language systems to promote growth on the NYSESLAT

• Tasks produced during activities help in assessment to evaluate level of competency

  ***Nancy Cloud

NYC RBERN at FORDHAM
<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
</tr>
</thead>
</table>
| **GENERAL CLAIM 1** | **ANCHOR 1**  
Students can identify key narrative elements and central ideas in grade-level spoken discourse. | TOM.L.1–2.1  
Students can identify words, phrases, or sentences that **signal important individuals, ideas, events, a narrator, and/or the main idea** in grade-level spoken discourse. | identify or refer to:  
a character or an individual  
the setting or a place  
an event or an action  
a feeling  
a narrator  
a subject or a topic  
an idea or information  
a main idea |
| | **ANCHOR 2**  
Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. | TOM.L.1–2.2  
Students can identify words, phrases, or sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse. | **signal or describe:**  
a key detail  
a sequence of events  
a comparison or contrast of information  
a cause and effect  
a reason given by an author |
| | **ANCHOR 3**  
Students can determine the meaning of vocabulary in grade-level spoken discourse. | TOM.L.1–2.3  
Students can determine **the meaning of Tier 1 and some Tier 2 vocabulary** in grade-level spoken discourse. | **provide:**  
a context clue to find meaning  
textual information to find meaning |
| **GENERAL CLAIM 2** | **ANCHOR 4**  
Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse. | TOM.L.1–2.4  
Students can identify language structures in grade-level spoken discourse. Language structures are defined at this grade band as words, phrases, and sentences that **together develop a story, a description, a sequence of events, or a relationship.** | **determine:**  
the development of a story or topic  
the development of a character  
the development of a description  
the development of a sequence of events or actions  
the development of information  
the development of a comparison or contrast relationship  
the development of a cause and effect relationship  
the development of a relationship between characters or ideas |
### 2016 LISTENING Performance Level Descriptions – Grades 1–2

<table>
<thead>
<tr>
<th>GENERAL CLAIM 1</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
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<tbody>
<tr>
<td><strong>Entering</strong></td>
<td><strong>Emerging</strong></td>
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<td><strong>Expanding</strong></td>
<td><strong>Commanding</strong></td>
<td></td>
</tr>
<tr>
<td>Anchor 1</td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <strong>signal important individuals, ideas, events, a narrator, and/or the main idea</strong> in grade-level spoken discourse.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <strong>signal important individuals, ideas, events, a narrator, and/or the main idea</strong> in grade-level spoken discourse.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <strong>signal important individuals, ideas, events, a narrator, and/or the main idea</strong> in grade-level spoken discourse.</td>
<td>Student can identify most simple or some expanded sentences that <strong>signal important individuals, ideas, events, a narrator, and/or the main idea</strong> in grade-level spoken discourse.</td>
<td>Student can identify a variety of simple or expanded sentences that <strong>signal important individuals, ideas, events, a narrator, and/or the main idea</strong> in grade-level spoken discourse.</td>
</tr>
<tr>
<td><strong>Target of Measurement 1</strong></td>
<td>Students can identify words, phrases, or sentences that <strong>signal important individuals, ideas, events, a narrator, and/or the main idea</strong> in grade-level spoken discourse.</td>
<td><strong>Target of Measurement 2</strong></td>
<td>Students can identify words, phrases, or sentences that <strong>signal or describe key details, sequence, and/or relationships</strong> in grade-level spoken discourse.</td>
<td>Students can identify some Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.</td>
<td>Students can identify the meaning of a few Tier 1 words in grade-level spoken discourse.</td>
</tr>
<tr>
<td>Anchor 2</td>
<td>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <strong>signal or describe key details, sequence, and/or relationships</strong> in grade-level spoken discourse.</td>
<td>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <strong>signal or describe key details, sequence, and/or relationships</strong> in grade-level spoken discourse.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <strong>signal or describe key details, sequence, and/or relationships</strong> in grade-level spoken discourse.</td>
<td>Student can identify most simple or some expanded sentences that <strong>signal or describe key details, sequence, and/or relationships</strong> in grade-level spoken discourse.</td>
<td>Student can identify a variety of simple or expanded sentences that <strong>signal or describe key details, sequence, and/or relationships</strong> in grade-level spoken discourse.</td>
</tr>
<tr>
<td><strong>Target of Measurement 2</strong></td>
<td>Students can identify words, phrases, or sentences that <strong>signal important individuals, ideas, events, a narrator, and/or the main idea</strong> in grade-level spoken discourse.</td>
<td><strong>Target of Measurement 3</strong></td>
<td>Students can determine the meaning of <strong>Tier 1 and some Tier 2 vocabulary</strong> in grade-level spoken discourse.</td>
<td><strong>NYC RBERN at FORDHAM</strong></td>
<td></td>
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</tbody>
</table>
### GENERAL CLAIM 2
Students can determine the development of ideas in grade-level spoken discourse.

<table>
<thead>
<tr>
<th>Anchor 4</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</td>
<td>Not applicable for this performance level.</td>
<td>Not applicable for this performance level.</td>
<td>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level spoken discourse.</td>
<td>Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level spoken discourse.</td>
<td>Student can identify a variety of simple or expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level spoken discourse.</td>
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<tr>
<td>Target of Measurement 4</td>
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<tr>
<td>Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, a sequence of events, or a relationship.</td>
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</table>

**Students can determine the development of ideas in grade-level spoken discourse.**

**Anchor 4**

Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.

**Target of Measurement 4**

Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, a sequence of events, or a relationship.
WRAP UP

How do these resources support your planning to move your students from one level to the next?

Consider the following:

BCCI
ToMs
PLDs
Taking it to our Schools

• What stood out?
• What did you learn?
• What can you use?
• What questions do you have?
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