How does the BCCI support language and literacy Instruction for ELLs?

Association of Assistant Principals
October 15, 2016
NYS/NYC RBE-RN at Fordham University
Presenters: Aileen Colon and Eva Garcia
Overview of Session

- Understand the Theoretical Foundation of the BCCI
- Use the BCCI English language progressions as a planning tool to determine the appropriate language supports/scaffolds for ELL students engaged in grade level, complex text.
- Discuss text complexity and explore analyzing complex texts to explicitly understand elements of English to be taught in an ELL classroom.
- Gain an understanding of the linguistic demands that text complexity poses to ELLs.
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 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 about the BCCI template
Common Core Grade 8 Standard (W.8.2): Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on a broader category; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**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>
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<tbody>
<tr>
<td><strong>Listening-Centered Activity:</strong></td>
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</tr>
<tr>
<td>Organize pretaught words and phrases on a main idea map to identify and organize ideas, concepts and information, as the text is read aloud in partnership and/or teacher-led small groups.</td>
<td>Organize pretaught words and phrases on a partially completed main idea map to identify and organize ideas, facts and details, as the text is read aloud in partnership and/or small groups.</td>
<td>Organize phrases and sentences on a partially completed main idea map to identify and organize ideas, facts and details, as the text is read aloud in partnership, small group and/or whole class settings.</td>
<td>Organize information in a note-taking guide, independently; to identify and organize ideas, facts and details, as the text is read aloud in partnership, small group and/or whole class settings.</td>
<td>Organize information in a note-taking guide, independently; to connect the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic.</td>
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**Oracy and Literacy Links**

- Listening-Centered Activity: Organize pretaught words and phrases in a matrix that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic in the new and/or the home language. 

**GRADE LEVEL ACADEMIC DEMAND**

**Write Informative/Explanatory, Well-Structured Texts that Introduce and Develop a Topic, Using Precise Language and Style**
<table>
<thead>
<tr>
<th>Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
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<tr>
<td><strong>Speaking-Centered</strong></td>
<td>Activity: Use pretaught words and phrases, including domain-specific vocabulary and transitional words, and the previously completed graphic organizers to complete sentence starters that examine and convey complex ideas and information about a topic, when speaking in partnership and/or teacher-led small groups.</td>
<td>Activity: Use preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, and the previously completed graphic organizers to complete sentence starters that examine and convey complex ideas and information about a topic, when speaking in partnership, small group and/or whole class settings.</td>
<td>Activity: Use a word bank that includes domain-specific vocabulary and transitional words and phrases that examine and convey complex ideas and information about a topic, when speaking in partnership, small group and/or whole class settings.</td>
<td>Activity: Use a glossary that includes domain-specific vocabulary and transitional words and phrases, and teacher-provided models to develop a well-organized, formally written essay that introduces, develops and concludes a topic.</td>
<td>Activity: Use knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, that examine and convey complex ideas and information about a topic, when speaking in partnership, small group and/or whole class settings.</td>
</tr>
<tr>
<td><strong>Writing-Centered</strong></td>
<td>Activity: Use pretaught words and phrases, including domain-specific vocabulary and transitional words, to complete well-organized, formally written paragraphs that introduce, develop and conclude a topic in the new and/or the home language.</td>
<td>Activity: Use preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases and the previously completed graphic organizers, to develop a well-organized, formally written short essay that introduces, develops and concludes a topic in the new and/or the home language.</td>
<td>Activity: Use a word bank of domain-specific vocabulary and transitional words and phrases, and teacher-provided models to develop a well-organized, formally written essay that introduces, develops and concludes a topic in the new language.</td>
<td>Activity: Use a glossary of domain-specific vocabulary and transitional words and phrases, and teacher-provided models to develop a well-organized, formally written multiple paragraph essay that introduces, develops and concludes a topic in the new language.</td>
<td>Activity: Use knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, to develop a well-organized, formally written essay that introduces, develops and concludes a topic in the new language.</td>
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Common Core Grade 8 Standard (W.8.2): Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
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- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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 the standards in their new and/or home language.

- Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic.
- Use and maintain a formal style throughout a text.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because students are required to write an informative text. For examples of text excerpts, refer to Reading for Information standards for 8th grade.
**Common Core Grade 8 Standard (RI.8.2):** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

<table>
<thead>
<tr>
<th>Grade Level Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize Text and Analyze Development of a Central Idea</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.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two central ideas can be exemplified by related words, e.g., heavy rains/downpours; rescue/save).
- Identify transitional words and phrases (e.g., but, because, despite, actually).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points are).

**Examples to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
</tr>
</thead>
</table>
| **Even though** it is a huge place, the **Amazon is in trouble.** In **just a few decades,** the **Amazon has lost almost 17 percent of its trees.** Experts worry what will happen next. They predict that **55 percent of the Amazon might be destroyed by 2030.** **Humans are destroying the Amazon for their own use.** Farmers clear land to raise cattle and crops. Loggers cut down trees to make cheap timber. Roads, mines, and gas lines all add to the problem. Other people are working hard to save the **Amazon.** Rain forests are the source of many foods and medicines. Rain forests absorb carbon dioxide, release oxygen, and keep the planet healthy. **Saving the Amazon means saving the planet.**

The **Amazon is a vast and majestic rainforest teeming with an estimated quarter of all known land species.** The **jaguar,** the **pink river dolphin,** the **sloth,** the world’s **largest flower,** a **monkey** the size of a toothbrush and a **spider** the size of a **baseball** are just a few of the species that we know about—there are many more yet to be discovered.

- Identify the words (bold) that are repeated throughout the text to determine two or more central ideas. In the first two paragraphs, Amazon, destroying/destroyed and saving are found throughout the text. The third paragraph is essentially a list of animal species that live in the Amazon (e.g., jaguar, monkey, spider).
- Identify transitional words and phrases in the text (italics) (e.g., even though, yet, in just a few decades).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points are). |
Guide to Academic & Linguistic Demands
Reading for Information Anchor Standard 2
Main Academic Demand
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Summarize Text by Determining Main Idea and Supporting Details

Kindergarten (RI.K.2)
With prompting and support, ask and answer questions about key details in a text.
Identify Main Topic and Retell Key Details
• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
• Identify words (adjectives) and transition words (e.g., sequencing words) to identify details.
• Use adjectives that provide details about the text.
• Use sequence words (e.g., first, then, after) to retell key details.

Grade 1 (RI.1.2)
Identify the main topic and retell key details of a text.
Identify Main Topic and Retell Key Details
• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
• Identify specific words (nouns and verbs) that are repeated in each paragraph.
• Use adjectives that provide details about the text.

Grade 2 (RI.2.2)
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Identify Main Idea of Overall Text and Focus of Individual Paragraphs
• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
• Identify specific words (nouns and verbs) that are repeated in each paragraph.

Grade 3 (RI.3.2)
Determine the main idea of a text; recount the key details and explain how they support the main idea.
Determine Main Idea and Key Details and Explain How They Support the Main Idea
• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
• Use adjectives/transition words (e.g., sequencing words—when, then, after, most) to recount and explain key details.
• Use own words to recount, following the same sequence as the text presents.
Review
BCCI- NEW Language Progressions

What can you conclude about the use of the progressions in assisting teachers to plan?
# LEXILE BANDS

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Current Lexile Band</th>
<th>&quot;Stretch&quot; Lexile Band*</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2–3</td>
<td>450L–730L</td>
<td>420L–820L</td>
</tr>
<tr>
<td>4–5</td>
<td>640L–850L</td>
<td>740L–1010L</td>
</tr>
<tr>
<td>6–8</td>
<td>860L–1010L</td>
<td>925L–1185L</td>
</tr>
<tr>
<td>9–10</td>
<td>960L–1120L</td>
<td>1050L–1335L</td>
</tr>
<tr>
<td>11–CCR</td>
<td>1070L–1220L</td>
<td>1185L–1385L</td>
</tr>
</tbody>
</table>

Turn and talk
Examining the Text
Linguistic demands of Complex Texts

Standard 2: Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas.

Designing the First Flying Machine

*Orville and Wilbur Wright* were *two brothers* who lived at the beginning of the 20th century. They *are known as the inventors of the airplane*. But in fact, they were not the first humans to create a flying machine. Many had flown (and crashed) flying machines before. The Wright brothers *weren’t even inventors to begin with*. They started their careers as newspaper printers and bicycle-makers. Then they applied the design concepts and scientific principles they learned along the way to create their best innovation. This innovation was a system of controls to fly the plane and keep it from crashing. *Because of this invention, they were recognized as inventors and admired around the world.*

Handout #3
Qualitative Measures of Text Complexity

Handout #4 Levels of Meaning and Purpose and Rubric

- Text Structure
- Language Features
- Purpose
- Knowledge Demands

Reflecting on the elements of complexity within the text provides opportunities to think about: preparing the learner, engaging the learner and expanding on the learning and understanding.

Handout #4
Analyze for Text Complexity

Using the text *provided-Designing the First Flying Machine*

- Density of unfamiliar vocabulary
- Idioms & figurative language
- Word order, sentence structure (clauses)
- **Pronoun & pronoun referents**
- Transition words

Handout #5
Look at the Grade Level Academic Demand and the Language Progressions

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
Three Moments in the Teaching of Reading

West Ed, Teacher Professional Development

- Preparing the learner
- Engaging the learner
- Extending understanding/learning
First Flight, at 10:35am in Kitty Hawk, North Carolina, 120 feet in 12 seconds. Over 100 years ago, the Wright brothers invented and flew the Wright Flyer.
Turn and Talk
Anticipatory Guide: Preparing the learner

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orville and Wilbur Wright are credited with inventing the first motorized airplane.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Leonardo Da Vinci had sketched designs for both gliders and helicopters as early as the 1400’s.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>It only took one year and two people to create the first flying machine.</td>
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<td></td>
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</tr>
<tr>
<td>The Wright Brothers studied birds in flight and used their wings to help design the wings for their gliders and planes.</td>
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</tbody>
</table>
Modeling Language

I agree with this statement because I know/read/learned/heard....................

I agree with this statement because the evidence is found on page...paragraph number... It says............

I have the same opinion as ...... and I also think that....................

I have a different opinion than............... I think that............

I disagree with this statement because I know/read/learned that............... 

I disagree with ..........I think that.....because the evidence is found on page......

I think differently than.....................because the author says.........
How do teachers use scaffolds to prepare ELLs to meet the writing standard?

Identify three challenges the Wright brothers faced while trying to create the first powered flying machine and explain how they ultimately persevered.

Handout #6
Teaching Informational Text to ELLs

Importance of Embedding Informational Text into Classroom Instruction

Research indicates that a student’s comprehension improves with explicit instruction about informational text structure. Such instruction can help students become comfortable and familiar with the “academic language” needed for understanding informational text and talking about it with others. https://culturecurriculumchange.wordpress.com/orbits/

Developing the language, strategies, and skills needed to read informational materials is a critical step in preparing students to comprehend within and across all types of text. Proficiency in comprehending informational text will help our students build the enduring skills they need to “read the world” and be successful in school, work, community, and everyday life (Duke, 2004).

Handout #8
A Planning Framework
Learning to Learn in a Second Language
by Pauline Gibbons

References

Book: Scaffolding Language, Scaffolding Learning (Pauline Gibbons)
Teaching Second Language Learners in the Mainstream Classroom

Handout #7
Wrap Up

How do the BCCI resources support teachers in planning lessons that move students from one language level to the next?
http://www.nsbsd.org/Page/3561 Informational Text Structures: Center on Instruction at RMC research Corporation
https://www.engageny.org/sites/default/files/resource/attachments/hlap-ri.6.3.pdf Home Language Arts Progressions
http://www.esboces.org/Page/1442 Suffolk County RBERN-Guide to Academic and Linguistic Demands; Reading for Information
http://nyhistory.org/education/programs-in-your-classroom school programs
For more information on resources or services

Please visit our website at: NYC Regional Bilingual Education Resource Network (RBE-RN).

Contact us by email at: nycrberrn@fordham.edu
Phone Number: 718-817-0606

Please complete feedback evaluation and Next Steps