Many Language Levels, One Classroom: Melding the BCCl with Read-Alouds K-2

UFT Bilingual Conference
Early Childhood Workshop
52 Broadway
New York, New York

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Participants will actively engage with the following documents to plan an elementary grade read aloud lesson:

“Using the BCCI Language Progressions to teach Common Core Standard 9, compare and contrast the adventures and experiences of characters in stories.”
Interactive Focus on Read Aloud

Participants will:

• Focus on creating content and language objectives
• 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
NYS K-8 Social Studies Framework

Grade 1: Social Studies Practices

• Gathering, Interpreting, and Using Evidence
• Chronological Reasoning and Causation
• Comparison and Contextualization
• Economics and Economic Systems
• Civic Participation
  – Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
  – Participate in activities that focus on a classroom or school issue or problem.
  – Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
• 1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

• 1.1c Awareness of America’s rich diversity fosters intercultural understanding.

  – Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.
### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

**Common Core Anchor Standard (RL.9):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Common Core Grade 1 Standard (RL.1.9):** Compare and contrast the adventures and experiences of characters in stories.

#### a. With prompting and support, students will make cultural connections to text and self.

<table>
<thead>
<tr>
<th>Grade: Reading for Literature 9</th>
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<tbody>
<tr>
<td><strong>Main Academic Demand</strong></td>
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<tr>
<td>Compare and Contrast Similar Texts and Subjects</td>
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<tr>
<td><strong>Grade Level Academic Demand</strong></td>
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<tr>
<td>Compare and Contrast Experiences of Characters in Stories</td>
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<td>Make Cultural Connections to Text and Self</td>
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<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>
<th>Commanding (Proficient)</th>
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<tbody>
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<td><strong>Receptive</strong></td>
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<td><strong>Oracy and Literacy Links</strong></td>
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<td>Listening-Centered</td>
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<tr>
<td>Activity: Organize phrases and sentences on a compare-and-contrast graphic organizer to analyze the adventures and experiences of characters in stories, as the text is read aloud in partnership and/or small groups.</td>
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<td>Activity: Organize preidentified words and phrases on a compare-and-contrast graphic organizer to analyze the adventures and experiences of characters in stories, as the text is read aloud in partnership and/or small groups.</td>
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<td>Activity: Organize phrases and sentences on a partially completed compare-and-contrast graphic organizer to analyze the adventures and experiences of characters in stories, as the text is read aloud in partnership, small group and/or whole class settings.</td>
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<td>Activity: Organize information on a compare-and-contrast graphic organizer, independently, to analyze the adventures and experiences of characters in stories, as the text is read aloud in partnership, small group and/or whole class settings.</td>
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When acquiring a new language, using grade level texts and appropriate supports, students are able to:

1. **In the new language:**
   - in the new and/or the home language.
<table>
<thead>
<tr>
<th>5 Levels of Language Development (Beginner)</th>
<th>Entering (Low Intermediate)</th>
<th>Transitioning (High Advanced)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
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<tr>
<td>Speaking-Centered Activity: Use pretaught words and phrases and the previously completed graphic organizers to complete sentence starters that describe similarities and differences among characters’ adventures and experiences in a story, when speaking in partnership and/or teacher-led small groups.</td>
<td>Speaking-Centered Activity: Use preidentified words and phrases and the previously completed graphic organizers to complete sentences that describe similarities and differences among characters’ adventures and experiences in a story, when speaking in partnership and/or small groups.</td>
<td>Speaking-Centered Activity: Use words from a word bank to participate in a discussion that describes similarities and differences among characters’ adventures and experiences in a story, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use the previously completed graphic organizers to initiate a discussion that describes similarities and differences among characters’ adventures and experiences in a story, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use the previously completed graphic organizers, independently, to lead a discussion that describes similarities and differences among characters’ adventures and experiences in a story, when speaking in partnership, small group and/or whole class settings.</td>
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<td>Writing-Centered Activity: Use pretaught words and phrases to complete close sentences that make connections between text and self.</td>
<td>Writing-Centered Activity: Use preidentified words to complete a close paragraph that makes connections between text and self.</td>
<td>Writing-Centered Activity: Use words from a word bank and the previously completed graphic organizers to develop a paragraph that makes connections between text and self.</td>
<td>Writing-Centered Activity: Use the previously completed graphic organizers and teacher-provided models to develop a short essay that makes connections between text and self.</td>
<td>Writing-Centered Activity: Use the previously completed graphic organizers, independently, to develop an essay that makes connections between text and self.</td>
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<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>
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Common Core Grade 1 Standard (RL.1.9): Compare and contrast the adventures and experiences of characters in stories.
a. With prompting and support, students will make cultural connections to text and self.

Grade Level Academic Demand
Compare and Contrast Experiences of Characters in Stories
Make Cultural Connections to Text and Self

Linguistic Demands: The following are 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 words and phrases (e.g., nouns and associated pronouns) to identify the subject (e.g., characters in the stories).
• Use words and phrases (e.g., verbs) to identify the experiences (e.g., woke, loved, wiggled) in the stories.
• Use sentence structures to compare and contrast (e.g., The stories are the same in that ___ and are different in that ___).
• Use sentence structures to make connections to text and self (e.g., I also know ___; I read ___; this reminds me of ___).
Look at the Grade Level Academic Demand and the Language Progressions

How will you differentiate for each language level?
What supports are needed at each level of language?

• Entering
• Emerging
• Transitioning
• Expanding
• Commanding
What is Differentiation?

- Know the Learner
- Assess the Learner
- Adjustable Assignments
- Questioning Strategies
- Curriculum Approaches
The Center for the Improvement of Early Reading Achievement (CIERA) recommends that ELLs participate in read-alouds of big books, read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English. (Hiebert et al., 1998)

Foremost challenge for ELLs is the text’s vocabulary. (Pasquarella, Gottardo, and Grant, 2012)

Researchers have validated that reading alouds affect vocabulary development (Robbins & Ehri, 1994; Whitehurst et al., 1999), and acquisition of literary syntax and vocabulary. (Purcell-Gates, McIntyre, & Freppon, 1995)
Interest Level
Grades Pre K - 2

Reading Level
Grade level Equivalent: 2.5
Lexile® Measure: AD630L
DRA: 20

Guided Reading: L

Type of Book: Read-Aloud Book

Theme/Subject
Middle Eastern and Middle Eastern American
Sharing
Friends and Friendship
Prejudice and Tolerance Experiences

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<table>
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<tr>
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<th>First read-aloud</th>
<th>Second read-aloud</th>
<th>Third read-aloud: Guided reconstruction</th>
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<tbody>
<tr>
<td><strong>Book introduction</strong></td>
<td>Give a few sentences introducing the main character and central problem. Use illustrations on the book cover, back, and title page as needed.</td>
<td>Remind children that they know the characters and some things the character does. Ask questions about the characters and problem.</td>
<td>Invite children to identify the problem and describe the solution. Have children recall the title of the book.</td>
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<tr>
<td><strong>Book reading</strong></td>
<td>Insert vocabulary enhancements for 5-10 vocabulary words by pointing to illustrations, gesturing dramatically, or inserting a few definitions. Make comments that reveal what the main character is thinking or feeling. Ask a few follow-up analytical questions based on your comments.</td>
<td>Insert vocabulary enhancements for the same vocabulary, including more verbal definitions. Make comments that reveal what other characters are thinking or feeling. Ask more analytical follow-up questions.</td>
<td>Before reading a double page, show the illustration and ask, &quot;What is happening here?&quot; Follow up children's comments by extending comments or asking for clarification. Read some of the pages of text. When appropriate, before turning to the next page, ask, &quot;Who remembers what will happen next?&quot; Call attention to some vocabulary in different contexts.</td>
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<tr>
<td><strong>After-reading discussion</strong></td>
<td>Ask a &quot;why&quot; question that calls for explanation. Use follow-up questions to prompt answers. Demonstrate how to answer the question by saying, &quot;I'm thinking....&quot;</td>
<td>Ask another &quot;why&quot; question or ask, &quot;What would have happened if...?&quot; Use follow-up questions to prompt children's thinking.</td>
<td>Ask another &quot;why&quot; question or ask, &quot;What would have happened if...?&quot;</td>
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The Sandwich Swap

https://www.youtube.com/watch?v=MvEr6FsVoBI
Then one day, Lily just couldn’t hold back those pesky thoughts any longer.
"Your sandwich looks kind of yucky," she blurted out.

“What did you say?” Salma asked, thinking she must have misunderstood her friend.
“I said, your sandwich looks yucky.”

Salma frowned. She looked down at the thin, soft bread, and she thought of her beautiful, smiling mother as she carefully cut Salma’s sandwich into two neat halves that morning.
Her hurt feelings turned mad.
“Yeah, well your sandwich looks gross, and it smells bad too!” Salma snapped back.

Lily looked surprised. She sniffed the thick, squishy bread, and she thought of her dad in his silly apron, whistling as he cut Lily’s sandwich into two perfect triangles that morning.

Lily scowled. “It does not smell bad!”
“Does too!”
“Ewww... YUCK!”
“Ewww... GROSS!”
Text Analysis Work Time

- Turn and Talk with your neighbors
- Each group will analyze the story with one level in mind.
- Each group will decide on an activity for entering, emerging, transitioning and expanding students.

Task: 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?
## Language Frameworks:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Language Function</th>
<th>Language Structures</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Tolerance and Acceptance</td>
<td>Listening to a Read Aloud for the purpose of a retell to compare and contrast.</td>
<td>Compare and Contrast the two characters</td>
<td>Nouns Verbs pronouns adjectives adverbs</td>
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</table>
What parts of English grammar need to be taught?

- 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
Picture Word Inductive Model
Retell Activity for Entering/Emerging/Transitioning

• I like when______.
• I did not like when______.
• I liked/did not like this because________________________.
• I was absolutely, positively sure that I would not like__, but then I tried it and it was____________!
How did the girls become friends again?

Sentence frames:
Oral retell to written retell

• Use the Venn Diagram
• Picture Word Inductive Model
• Word bank
• The characters are the same in that____and different in that______.
Taking it to our Schools

• What did you learn about the BCCI?

• How can you use the BCCI in your lesson planning?

• What questions do you have?
Resources

• **Word frequency** data - Corpus of Contemporary American English
  http://www.wordfrequency.info/top5000.asp
• Academic Word list Alphabetical
  http://www.livebinders.com/media/get/ODUxODg1NQ
• *Academic Word List* Coxhead (2000). The most frequent word in each family is in italics.
• Social Emotional Learning with Students
  https://www.pinterest.com/pin/101119954113062877/p://www.livebinders.com/media/get/NzcxMTY4Mg
• EngageNY:
  https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative
• NYC RBERN Newsletter:
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http://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network
Thank You

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