COLLABORATIVE CO-TEACHING: MEETING THE NEEDS OF ELL STUDENTS
UFT ELL CONFERENCE
October 29, 2016

PRESENTER:
DIANE HOWITT

TOGETHER EVERYONE ACHIEVES MORE
ALL TEACHERS ARE TEACHERS OF ENGLISH LANGUAGE LEARNERS

NYC RBE-RN at Fordham University
PURPOSE and PROCESS

PURPOSE: To understand the value of co-teaching and jointly plan instruction for English Language Learners.

PROCESS: Partner and Whole Group

NYC RBE-RN @ Fordham University
Agenda

1. What is Co-teaching? What are the benefits of co-teaching?
2. What are the key elements to building a trusting working relationship with a colleague?
   □ Understanding the role of the ENL, Content Area/Classroom teacher.
3. Establishing the foundation for an authentic collaborative relationship
   □ Beginning conversations – to get to know each other; students
   □ Use of the Collaborative Teaching Responsibilities Checklist – establishing roles and responsibilities
4. Use of an instructional co-planning framework
5. Give it a Go! - Together plan one lesson
6. Share/Reflection/Evaluation

NYC RBE-RN @ Fordham University
<table>
<thead>
<tr>
<th>BEFORE</th>
<th>STATEMENT</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGREE</td>
<td>DISAGREE</td>
<td></td>
</tr>
<tr>
<td>AGREE</td>
<td>An ENL teacher is used as a floater for ELL students only.</td>
<td>AGREE</td>
</tr>
<tr>
<td></td>
<td>Grouping of students is necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two certified teachers share ideas, information, material, expertise, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formative assessments are embedded throughout instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An ENL teacher will push-in for instructional purposes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ENL teacher enters a content teacher’s classroom and takes a passive role.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruction necessitates simultaneous engagement of both teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two certified teachers work together in the same physical, instructional space.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The lesson move smoothly with evidence of co-planning and communication between both teachers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grouping of students is not essential.</td>
<td></td>
</tr>
<tr>
<td>AGREE</td>
<td>A qualified ENL teacher enters a content area classroom and views the lesson for the first time without an input or prior planning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection time between teachers is built in at the end of the lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Both teachers begin and end the class together and remain in the classroom during the entire teaching period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two teachers are assigned together with no common planning time.</td>
<td></td>
</tr>
</tbody>
</table>
Think – Pair – Share:
Discuss the following:
What is co-teaching?
What is the value of co-teaching for students? Teachers?
What are the challenges?

Whole group share

NYC RBE-RN @ Fordham University
## IN SUMMARY...

<table>
<thead>
<tr>
<th>WHAT IT IS...</th>
<th>WHAT IT IS NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or more credentialed professionals</td>
<td>One credentialed pedagogue; one teacher with paraprofessional or volunteer</td>
</tr>
<tr>
<td>Joint delivery of instruction; instructional equity</td>
<td>One teacher in charge of providing instruction; 2nd pedagogue passive</td>
</tr>
<tr>
<td>Shared expertise</td>
<td>“Flying solo”, divisiveness</td>
</tr>
<tr>
<td>Teachers interdependent</td>
<td>Teachers separate, independent, isolated</td>
</tr>
<tr>
<td>Collaborative</td>
<td>Disconnected</td>
</tr>
<tr>
<td>Shared classroom space; co-teaching in same space</td>
<td>Planning together but providing instruction in separate location</td>
</tr>
<tr>
<td>Diverse group of students Meeting all students needs</td>
<td>Homogenous class All students needs not addressed</td>
</tr>
<tr>
<td>Communication</td>
<td>Silence</td>
</tr>
<tr>
<td>Shared planning</td>
<td>Separate planning</td>
</tr>
</tbody>
</table>
“Co-teaching is a partnering of two teachers with different areas of expertise to provide more comprehensive, effective instruction to students”

(To Clone or Not to Clone? Anne M. Beninghof)

NYC RBE-RN @ Fordham University
Understanding One Another’s Role

1. What is your role as a content area or classroom teacher?
2. What is your role as an ENL teacher?
3. How are your roles different? Similar?

Whole Group Share: How can bringing together two individuals with different areas of expertise produce the best instructional results?

NYC RBE-RN @ Fordham University
Establishing the Foundation for an Authentic Collaborative Relationship

Step 1: Getting to know each other

Discuss with your partner
- What are your interests?
- *What do you consider your areas of strength or expertise?*
- What are you presently studying and developing expertise in?

Whole Group
- What is the value of teachers taking time to get to know each other?
- How does trust develop?
- *What are the key elements to building a trusting relationship?*
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your interests?</td>
<td></td>
</tr>
<tr>
<td>What are your strengths and areas of expertise?</td>
<td></td>
</tr>
<tr>
<td>How can our respective areas of expertise serve as a platform for student success?</td>
<td></td>
</tr>
<tr>
<td>How do you see your role in our partnership?</td>
<td></td>
</tr>
<tr>
<td>How can we enhance each other’s skills?</td>
<td></td>
</tr>
<tr>
<td>How will we share in the classroom?</td>
<td></td>
</tr>
<tr>
<td>What do you know about language acquisition?</td>
<td></td>
</tr>
<tr>
<td>How will we narrow our goals/objectives?</td>
<td></td>
</tr>
<tr>
<td>How do we envision this co-teaching relationship?</td>
<td></td>
</tr>
<tr>
<td>What do we know about the students?</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Beginning of the Year

• Discuss and complete the hand-out entitled, “Collaborative Teaching Responsibilities Checklist”
  • Identify goals and objectives for the year
  • *Discuss what you know about the students you will be teaching*
  • *Collect and discuss data on student performance, i.e. Standardized, and school wide data*
  • *Share information about student backgrounds: languages, culture, other salient information*

• Classroom management plan
• Role and responsibilities
• Establishing and implementing grading procedures
• Discuss how key information about a unit or lesson will be shared, assessed, reflected upon.
  
  For example: one to one meetings, use of an established protocol, template for sharing info, technology platform.
Establishing the Foundation for an Authentic Collaborative Relationship

**Step 3: Ongoing**
- What will you do if the co-teaching arrangement is not working well?
- Finding solutions
- Steps to address problems
ENL Teachers

ENL teachers have had considerable training in such areas as:
- second language acquisition, linguistics
- language pedagogy and methodology
- culture
- scaffolding techniques
- language and literacy development

Most ENL teachers do not have extensive knowledge of content areas.

Content Area Teachers

Content teachers:
- Have had considerable training or are experts in their field of concentration.
- Have knowledge and developed skills in classroom methodologies
- Have some training in the use of classroom management techniques

Most content-area teachers have **not** received **enough** training in ENL.
"We collaborate, I'm an expert, but not an authority, and Dr. Gellis is an authority, but not an expert."
A Co-Planning Framework: A Three-Step Approach

1. **Pre-Plan** (completed separately)
   - **What will the ENL Teacher need to know from the Content Area or Classroom Teacher:**
     - Topic of the Unit of Study
     - Content Objectives
     - Vocabulary that students will need to know
     - Activities students will be engaged in
     - Instructional materials that will be used
   - **What will the content teacher need to know from the ENL teacher:**
     - Language objectives
     - Language functions
     - Language forms
     - Differentiation for levels of proficiency
     - Language scaffolds
   - **Communication Methods:** Request for Information Template; E-mail; Blog; Wiki

Refer to hand-out entitled “CO-TEACHING ELLS: RIDING A TANDEM BIKE”: Read and discuss p. 58 (Co-planning: First Step)

Turn and talk: What does each teacher do during the pre-planning phase?
Co-Planning Framework: A Three-Step Approach

2. Co-plan and Share/ Collaborative Planning
   • Teachers plan and share completed products

SEE HANDOUT: CO-PLANNING ROLES AND RESPONSIBILITIES
Co-Planning Framework: A Three-Step Approach

3. Post-plan
   ◦ Teachers define plans
   ◦ Teachers select co-teaching models
   ◦ Teachers define roles

Read pg. 59 – 60 Riding a Tandem Bike
   ◦ What are teachers expected to do during the post planning phase?
   ◦ What are possible communication methods?

QUICK SHARE

NYC RBE-RN at Fordham University
### CO-TEACHING MODELS

<table>
<thead>
<tr>
<th>MODEL</th>
<th>CLASS GROUPING</th>
<th>DESCRIPTION OF TEACHER ROLES</th>
</tr>
</thead>
</table>
| 1     | WHOLE CLASS ONE GROUP | **ONE LEAD TEACHER**
|       |                 | ONE TEACHER “TEACHING ON PURPOSE” PROVIDING MINI-LESSON TO INDIVIDUALS OR SMALL GROUPS |
| 2     | WHOLE CLASS ONE GROUP | **TEAMING: JOINT DELIVERY OF INSTRUCTION**
|       |                 | TWO TEACHERS TEACHING THE SAME CONTENT TOGETHER, SHARING LESSON EQUITY OF ROLES |
| 3     | WHOLE CLASS ONE GROUP | **ONE LEAD TEACHER**
|       |                 | ONE TEACHER ASSESSES: CIRCULATES AND COLLECTS INFORMATION (ASSESS) THROUGH OBSERVATION, CHECK LISTS, ANECDOTALS |
| 4     | TWO GROUPS OF STUDENTS | **PARALLEL TEACHING**
|       |                 | TWO TEACHERS TEACH THE SAME CONTENT TO TWO SEPARATE GROUPS USING DIFFERENTIATED STRATEGIES |
| 5     | TWO STUDENT GROUPS | **ALTERNATIVE TEACHING**
|       |                 | ONE TEACHER PRE-TEACHES
|       |                 | ONE TEACHER PRESENTS ALTERNATIVE INFORMATION GROUPING IS BASED ON READINESS LEVELS |
| 6     | TWO GROUPS OF STUDENTS | **ALTERNATIVE TEACHING**
|       |                 | ONE TEACHER RE-TEACHES
|       |                 | ONE TEACHER TEACHES ALTERNATIVE INFORMATION FLEXIBLE GROUPS |
| 7     | STATION TEACHING MULTIPLE GROUPS | **STATION TEACHING**
|       |                 | TWO TEACHERS MONITOR/TEACH/FACILITATE STUDENT WORK WHILE AT STATIONS. EACH STATION IS ASSIGNED A DIFFERENT TASK BASED ON STUDENT NEED |
Videos

**One Teacher ,One Teacher Teaching on Purpose**
- [https://www.youtube.com/embed/AeUa_cdaC6w?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc](https://www.youtube.com/embed/AeUa_cdaC6w?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc)
- [https://www.youtube.com/embed/MVeFjRdSH3c?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc](https://www.youtube.com/embed/MVeFjRdSH3c?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc)

**One Teacher, One Teacher Assesses, Observes**
- [https://www.youtube.com/watch?v=S3AK33YOZfE&index=3&list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc](https://www.youtube.com/watch?v=S3AK33YOZfE&index=3&list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc)

**Parallel Teaching**
- [https://www.youtube.com/embed/gLi4LiUopwY?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc](https://www.youtube.com/embed/gLi4LiUopwY?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc)

**Alternative Teaching**
- [https://www.youtube.com/embed/fr-S5CGDXBQ?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc](https://www.youtube.com/embed/fr-S5CGDXBQ?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc)

**Station Teaching**
- [https://www.youtube.com/embed/hrprg1r7kSs?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc](https://www.youtube.com/embed/hrprg1r7kSs?list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc)
Decide on Content and Language Objectives

**Content objectives** identify **what** students will:

- Learn
- Be able to do

**Language objectives** are the **how** of the lesson

An effectively written language objective:

- Stems from the linguistic demands of a standards-based lesson task
- Specifies target vocabulary necessary to complete the task/activity
- Emphasizes development of expressive language skills, speaking and writing, without neglecting listening and speaking
- Uses active verbs to name functions/purposes for using language in a specific student task.

(Kate Kinsella, and Tonya Ward Singer 2011)
Why Should We Use Language Objectives?

Language objectives:
• Support acquisition of language
• Accelerate content learning across disciplines
• Serve as an entry point for student engagement
• Provide accurate language models
• Provide targeted practice for less proficient students
• Provide enrichment activities for more advanced students
What do language objectives encompass?

- **Academic vocabulary/key vocabulary**: content specific, associated with the topic
- **Language function**: the language purpose or thinking process that students are expected to master
  - *For example*: Define, describe, classify, explain, compare, summarize, etc.
- **Language structures/forms**: the grammatical structure of words or sentences. *For example:*
  - Sentence structure, grammar, syntax, etc.
  - All aspects of writing (sentence, paragraph, essay, narrative, expository, etc.)
How to write a Language Objective

1. Students will *(Function: active verb phrase)* using *(language target)*.

   Students will *describe* a character’s emotions *using precise adjectives*.

   **OR**

2. Students will use *(language target)* to *(function; active verb phrase)*.

   Students will use *precise adjectives* to *describe* a character’s emotions

(Kate Kinsella, and Tonya Ward Singer 2011)
## WRITING CONTENT AND LANGUAGE OBJECTIVES

<table>
<thead>
<tr>
<th>VERBS FOR CONTENT OBJECTIVES</th>
<th>VERBS FOR LANGUAGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td><strong>LISTENING</strong></td>
</tr>
<tr>
<td>LIST, IDENTIFY, LOCATE, MEMORIZE, REVIEW, LABEL, DESCRIBE, DEFINE, NAME, MATCH</td>
<td>TELL, ROLL PLAY, IDENTIFY, LISTEN, RECOGNIZE, POINT, SHOW, FOLLOW DIRECTIONS</td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></td>
<td><strong>SPEAKING</strong></td>
</tr>
<tr>
<td>RECALL, REPRODUCE, SUMMARIZE, EXPLAIN, DEMONSTRATE, TRANSLATE, REPHRASE</td>
<td>NAME, DISCUSS, REPHTARE, ASK, ANSWER, PREDICT, SAY STEPS IN A PROCESS, PRONOUNCE, REPEAT, RESPOND, STATE, SUMMARIZE, EXPLAIN, TELL, USE</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td><strong>READING</strong></td>
</tr>
<tr>
<td>PREDICT, COMPARE CONTRAST, SOLVE CLASSIFY, CATEGORIZE, SHOW, APPLY, MAKE OR BUILD A REPLICA</td>
<td>PREVIEW, READ ALOUD, FIND SPECIFIC INFORMATION, IDENTIFY, SKIM, EXPLORE</td>
</tr>
<tr>
<td><strong>SYNTHESIS</strong></td>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td>BUILD A MODEL, COMBINE, COMPILE, COMPOSE, CONSTRUCT, CREATE, DESIGN, ELABORATE, TEST, INFET, PREDICT, HYPOTHESIZE, INVENT, DESIGN</td>
<td>LIST, SUMMARIZE, ASK AND ANSWER QUESTIONS, CREATE SENTENCES, STATE AND JUSTIFY OPINIONS, WRITE, CONTRAST, CLASSIFY, RECORD</td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
<td><strong>VOCABULARY DEVELOPMENT</strong></td>
</tr>
<tr>
<td>CHOOSE, DECIDE, RECOMMEND, SELECT, JUSTIFY, DEFEND, SUPPORT</td>
<td>DEFINE ISOLATED WORDS IN CONTEXT, DEFINE WORDS IN CONTEXT, FIND WORDS AND CONSTRUCT MEANING</td>
</tr>
</tbody>
</table>

SOURCE: ECHEVARRIA, VOGT, SHORT
Give it a Go!

Your mission: Should you accept it....

is to work collaboratively to plan a social studies lesson for the grade that you will be co-teaching. Be prepared to share out your lesson.

Time Frame: 20-25 minutes

Resources Provided: Task directions, Articles, Standards, Class Profile, Request for Information template, Language Objectives Packet, BCCI, Lesson Planning templates

NYC RBE-RN @ Fordham University
COLLABORATIVE LESSON PLANNING

TASK DIRECTIONS:

◦ Work with a partner (1 content and 1 ENL) to plan a lesson.
◦ Select a lesson plan template that you will use.
◦ Select an article, either grade 8 or grade 3 standard,
◦ Use the “Co-Planning Roles and Responsibilities” template to help you decide who will be responsible for what.
◦ Use the resources and information provided, i.e. class profile, standards, BCCI, language objectives hand-outs to help you plan your lesson.
◦ Determine how you will deliver instruction. Select a co-teaching model.
◦ Lessons should include
  one specific content and language objective
  scaffolds
  assessments
  reflection time
◦ Consider how you will be following up (templates, post-its, phone, technology: texts, google docs.. etc.)
Information/Resources you will need to collaboratively plan a lesson during this session

Class Profile

- **3rd grade** class consists of 25 students.
- Fifteen (15) of these students are English Language Learners (ELLs).
- The number of students by proficiency levels is as follows:
  - Five (5) Emerging
  - Five (5) Transitioning
  - Five (5) Expanding.
- The Home language of these students is Spanish.
- Ten (10) students are English proficient.

- **8th grade** class consists of 20 students.
- Ten (10) of these students are English Language Learners (ELLs).
- The number of students by proficiency levels is as follows:
  - Three (3) Emerging
  - Three (3) Transitioning
  - Four (4) Expanding
- Home language of these students is Spanish.
- Ten (10) students are English proficient.
# Literacy and Content Standards

## DESIGNING THE FIRST FLYING MACHINE: GRADE 8

<table>
<thead>
<tr>
<th>Reading Standard (R.I. 8.5):</th>
<th>Describe how a text presents information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sequentially</td>
</tr>
<tr>
<td></td>
<td>• Comparatively</td>
</tr>
<tr>
<td></td>
<td>• Causally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies Standard</th>
<th>Chronological Reasoning:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Articulate how events are related chronologically</td>
</tr>
<tr>
<td></td>
<td>• Explain the ways in which earlier ideas and events influence subsequent ideas and events</td>
</tr>
</tbody>
</table>

## THE FIRST GREENMARKET IN NEW YORK CITY: GRADE 3

<table>
<thead>
<tr>
<th>Reading Standard (R.I.5):</th>
<th>Craft and Structure: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Standard</td>
<td>Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.</td>
</tr>
</tbody>
</table>
# CO-TEACHING LESSON PLAN TEMPLATE

Date: __________________________  Grade Level/Subject Area: __________________________

Class Composition/Student Progression Levels:

- Entering ______
- Emerging ______
- Transitioning ______
- Expanding ______
- Commanding ______

Content Objective: __________________________

Language Objective: __________________________

Key Vocabulary: __________________________

Assessments: __________________________

Materials: __________________________

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Co-teaching Approach/Model</th>
<th>Period</th>
<th>Content Teacher</th>
<th>ENL Teacher</th>
<th>Strategies/Scaffolds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning:</strong> (may include: Opening; Warm Up; Review; Anticipatory Set)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle:</strong> (Instruction; Checking for Understanding; Independent or Group Practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End:</strong> (Summary, Exit Slips, other Assessments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted by NYC RBE-RN at Fordham University

NYC RBE-RN at Fordham University
NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (RL.5): 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.</th>
<th>Main Academic Demand</th>
<th>Grade Level Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Grade 8 Standard (RL.8.5):</strong> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
<td><strong>Analyze the Relationship of Linguistic and Text Structures</strong></td>
<td><strong>Analyze Paragraph Structures and How Sentences Develop Key Concepts</strong></td>
</tr>
</tbody>
</table>

<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>
<th>Commanding (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTIVE</td>
<td><strong>Listening-Centered Activity:</strong> Organize pre-identified words and phrases on a paragraph structure graphic organizer to determine the structure of a specific paragraph, as text is read in partnership and/or teacher-led small groups.</td>
<td><strong>Listening-Centered Activity:</strong> Organize pre-identified words and phrases on a paragraph structure graphic organizer to determine the structure of a specific paragraph, as text is read in partnership and/or small groups.</td>
<td><strong>Listening-Centered Activity:</strong> Organize phrases and sentences on a partially completed matrix to identify how particular sentences develop key concepts.</td>
<td><strong>Listening-Centered Activity:</strong> Organize information on a paragraph structure graphic organizer to determine the structure of a specific paragraph, as text is read in partnership, small group, and/or whole class settings.</td>
<td><strong>Listening-Centered Activity:</strong> Organize information in a note-taking guide, independently, to identify how particular sentences develop key concepts.</td>
</tr>
<tr>
<td>Oracy and Literacy Links</td>
<td><strong>Reading-Centered Activity:</strong> Organize pre-identified words and phrases on a matrix to identify how particular sentences develop key concepts.</td>
<td><strong>Reading-Centered Activity:</strong> Organize phrases and sentences on a matrix to identify how particular sentences develop key concepts.</td>
<td><strong>Reading-Centered Activity:</strong> Organize completed matrix to identify how particular sentences develop key concepts.</td>
<td><strong>Reading-Centered Activity:</strong> Organize information on a matrix, after teacher modeling, to identify how particular sentences develop key concepts.</td>
<td><strong>Reading-Centered Activity:</strong> Organize information in a note-taking guide, independently, to identify how particular sentences develop key concepts.</td>
</tr>
<tr>
<td>in the new language and/or the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
</tr>
</tbody>
</table>
### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

#### Grade 3: Reading for Information

| Common Core Anchor Standard (RL.3.5): 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. | MAIN ACADEMIC DEMAND
Use Text Features and Search Tools to Locate Information Efficiently |
---|---|
| **5 Levels of Language Development** | **Entering** (Beginner) | **Emerging** (Low Intermediate) | **Transitioning** (High Intermediate) | **Expanding** (Advanced) | **Commanding** (Proficient) |

| **Receptive** | Listening-Centered Activity: Organize pre-generated words and phrases on a matrix to identity and connect text features and information relevant to the topic, as text is read aloud in partnership and/or teacher-led small groups. | Listening-Centered Activity: Organize pre-generated words and phrases on a matrix to identity and connect text features and information relevant to the topic, as text is read aloud in partnership and/or small groups. | Listening-Centered Activity: Organize phrases and sentences on a partially-completed matrix to identity and connect text features and information relevant to the topic, as text is read aloud in partnership, small group and/or whole class settings. | Listening-Centered Activity: Organize sentences on a matrix to identify and connect text features and information relevant to the topic, as text is read aloud in partnership, small group and/or whole class settings. |

| Oracy and Literacy Links | Reading-Centered Activity: Organize pre-generated words and phrases on a double column graphic organizer to identify and connect search tools with information relevant to the topic. | Reading-Centered Activity: Organize pre-generated words and phrases on a double column graphic organizer to identity and connect search tools with information relevant to the topic. | Reading-Centered Activity: Organize phrases and sentences on a partially-completed double column graphic organizer to identity and connect search tools with information relevant to the topic. | Reading-Centered Activity: Organize sentences on a double column graphic organizer to identify and connect search tools with information relevant to the topic. |

|  | in the new language. | in the new and/or the home language. | in the new and, occasionally, in the home language. | in the new language. |

---

**Draft**

NLAP Reading for Information (RI)

RI.5: RI.3.5

engageNY 1
## QUESTIONS TO THINK ABOUT…

<table>
<thead>
<tr>
<th>QUESTIONS TO THINK ABOUT…</th>
<th>ROLE OF THE CONTENT TEACHER</th>
<th>ROLE OF THE ENL TEACHER</th>
<th>SHARED</th>
</tr>
</thead>
<tbody>
<tr>
<td>What standard will be addressed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the lesson’s content objective?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the lesson’s language objectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the language demands in the content selection?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What co-teaching model will be used?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What vocabulary will be introduced?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What questions will be asked?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What materials will be needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will students be motivated and engaged in the lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What activities will students be engaged in during the lesson? (SWRL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kind of guided practice will be needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will tasks be differentiated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will you check for understanding?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFLECTION

Independently reflect on the following:

What are the advantages of collaborative planning with a partner?

Whole Group Share

NYC RBE-RN @ Fordham University
RESOURCES

• New York State Bilingual Common Core Initiative, New York State Department of Education: www.nysed.gov
• Engage NY: www.engageny.org
• ToMs: https://www.engageny.org/resource/spring-2015-nyseslat-targets-measurement
• PLDs: https://www.engageny.org/resource/spring-2015-nyseslat-performance-level-descriptions
• WIDA: www.wida.us
• Common Core: www.corestandards.org
• Freeman Field, Rebecca. Positioning ELLs at the Core of the Core, 2012
• Short, Echevarría, Vogt: Making Content Comprehensible for English language Learners-The SIOP Model, Pearson Education, Inc.
• Center for Applied Linguistics: www.Cal.org
• Levine, Lukens, Smallwood. The GO-to STRATEGIES: Scaffolding Options for Teachers of English Language Learners, K-12. for Project EXCELL
• International Reading Association, www.readwritethink.org
• Colorín Colorado: www.colorincolorado.org
• CREATE: Center for Research on the Educational Achievement and Testing of English Language Learners. www.cal.org/create
• August, D., Shanahan, T. Developing reading and writing in second-language learners, 2008
• Honigsfeld and Dove. Collaboration and Co-Teaching for English Language Learners, 2015

NYC RBE-RN @ Fordham University
YOU ARE INVITED TO REGISTER TO ATTEND THE NYSED-OBE WORLD LANGUAGE NEW YORK CITY TEACHER INSTITUTE ON:

JANUARY 30, 2017

AT

FORDHAM UNIVERSITY
LINCOLN CENTER CAMPUS

NYC RBE-RN @ Fordham University