“Using the BBCI language Progressions to Teach Common Core Standards 2, Determine Main Idea and Key Details”
Rose Hill Campus
Bronx, New York 10458
May 31, 2016
Keating Hall Room 205
Presenters: Sara Martinez and Aileen Colon
Participants will actively engage with the following documents to plan an elementary grade read aloud lesson:

- The BCCI Home Language Progressions
- The BCCI New Language Progressions

NYC RBERN at Fordham
Interactive Focus on Read Aloud

Participants will:
• Focus on creating content and language objectives
• Understand how to support students to effectively analyze 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
## What are the Common Core Instructional Shifts in Literacy?

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<thead>
<tr>
<th>Shift</th>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>1</td>
<td>Balancing Informational &amp; Literacy Text</td>
<td>Students read a true balance of informational and literary texts.</td>
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<td>2</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>
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<td>3</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>
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<td>4</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence-based conversations about text.</td>
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<td>5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
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<td>6</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>
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## ELA/Literacy Shift 6: Academic Vocabulary

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<th>What the Student Does…</th>
<th>What the Teacher Does…</th>
<th>What the Principal Does…</th>
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| • 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. |
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**.

What are some examples of language functions?

- Describing people, places, things, actions
- Explaining a procedure
- Retelling/relating to past events
- Comparing similarities
- Contrasting differences
- Infer the author’s message
Thematic Unit Planning

Grade 3 Communities around the World

• 3rd Grade A Grade Level Key Idea: 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. Social Studies Practice: Gathering, Using, and Interpreting Evidence (p. 38)

• CCLS ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

http://schools.nyc.gov/NR/rdonlyres/7884B746-0D0E-4CCF8747F495904E1A52/0/SchoolFacingIntroductiontotheSSFramework.pdf
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
• 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 in a continuous and reciprocal manner
• The Language rich diet of ELLs can be nourishing for all students

Taken from Scaffolding Language, Scaffolding Learning by Pauline Gibbons
# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

## Grade 3: Speaking and Listening

### MAIN ACADEMIC DEMAND

**Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats**

### GRADE LEVEL ACADEMIC DEMAND

**Determine Main Idea and Supporting Details of a Text Read Aloud**

<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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<tr>
<td><strong>Oracy and Literacy Links</strong></td>
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<td><strong>RECEPTIVE</strong></td>
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<td><strong>Listening-Centered Activity</strong></td>
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<td>Reading-Centered Activity</td>
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<td>Activity: Organize pretaught words and phrases on a main idea graphic organizer to determine the main idea of 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>
<td>Listening-Centered Activity: Organize preidentified words and phrases on a main idea graphic organizer to determine the main idea of a text read aloud or information presented orally, as text or another media source is read aloud in partnership and/or small groups.</td>
<td>Listening-Centered Activity: Organize phrases and sentences on a partially completed main idea graphic organizer to determine the main idea of 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>
<td>Listening-Centered Activity: Organize sentences on a self-created main idea graphic organizer to determine the main idea of 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>
<td>Listening-Centered Activity: Organize information on a self-created main idea graphic organizer, independently, to determine the main idea of 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>in the new and/or the home language.</td>
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<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td>Speaking-Centered Activity: Use pretaught words and phrases and the previously completed graphic organizers to complete sentence starters that analyze the main idea and supporting details of a text or information from diverse media and formats, 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 sentence starters that analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in partnership and/or small groups.</td>
<td>Speaking-Centered Activity: Use a word bank to analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use the previously completed graphic organizers to analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use knowledge of the topic, independently, to analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in partnership, small group and/or whole class settings.</td>
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<td><strong>PRODUCTIVE</strong></td>
<td>Writing-Centered Activity: Use pretaught words and phrases to complete a cloze paragraph that analyzes the main idea and supporting details of a text or information from diverse media and formats, in the new and/or the home language.</td>
<td>Writing-Centered Activity: Use preidentified words and phrases to write two or more paragraphs that analyze the main idea and supporting details of a text or information from diverse media and formats, in the new and/or the home language.</td>
<td>Writing-Centered Activity: Use a word bank and the previously completed graphic organizers to develop a short essay that analyzes the main idea and supporting details of a text or information from diverse media and formats, in the new and, occasionally, in the home language.</td>
<td>Writing-Centered Activity: Use the previously completed graphic organizers and teacher-provided models to develop an essay that analyzes the main idea and supporting details of a text or information from diverse media and formats, in the new language.</td>
<td>Writing-Centered Activity: Use knowledge of the topic, independently, to develop a multiple paragraph essay that analyzes the main idea and supporting details of a text or information from diverse media and formats, in the new language.</td>
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| **Common Core Grade 3 Standard (SL.3.2):** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. | **Grade Level Academic Demand**
*Determine Main Idea and Supporting Details of a Text Read Aloud*

<table>
<thead>
<tr>
<th><strong>Linguistic Demands:</strong> 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.</th>
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<td>• Identify words that appear throughout the text (e.g., nouns and related pronouns)  • Use adjectives and adverbs that provide details about the text. and/or verbs) to identify the main topic.</td>
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<tr>
<th><strong>Example to Address the Linguistic Demands</strong></th>
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<td>This standard does not have an example of a linguistic demand because it requires that students determine the main ideas from a text read aloud or information presented in diverse media and formats. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 3rd grade.</td>
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</table>
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?
What supports are needed at each level of language?
– Entering
– Emerging
– Transitioning
– Expanding
– Commanding
Differentiation - Group Share

What is Differentiation?

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

NYC RBERN at Fordham
Read Aloud
The Day the Dragon Danced

Task:
Listen for the specific words and details that describe the dragon as it moves in the parade.
Text Analysis Work Time

- Break up into groups of 4.
- Each group will analyze only one section of the story.
- Two group members will decide on activity for entering and emerging students.
- Two group members will decide on activity for transitioning and expanding.

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?
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?

- Group 1- pages 1 and 2
- Group 2- page 3 and 4
- Group3- page 5 and 6
## Language Frameworks:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Lang. Functions</th>
<th>Lang Structures</th>
<th>Vocabulary</th>
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</table>
| Chinese New Year- The Day the Dragon Danced | Listening to a Read Aloud for the purpose of a retell. | Describe the Dragon | • Nouns  
• Verbs  
• pronouns  
• adjectives  
• adverbs | dragon  
back-front  
shoelaces  
legs  
have-had  
was stumbling  
were dragging  
started working  
bounced  
not dancing  
didn’t dance  
was dancing  
danced |

**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
NYC RBERN at Fordham
Question: How did the dragon dance?
Tell your partner how the dragon was able to dance.

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.
Retell Activity for Entering/Emerging

Title: The day the Dragon Danced
Author: Kay Haugaard

Who was in the story?

Where did the story take place?

What was your favorite part?
### Oral retell to written retell

**Story Sequence Graphic Organizer**

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Expanding/Commanding
How did the dragon move?
Paraphrase with focus on verbs

- The dragon’s huge head **came** around the corner.
- The dragon **had** many, many feet.
- The feet **belonged** to the dancers.
- The feet **went** up and the feet went down in the wrong direction.
- 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**.
Reading Activity

Text Dependent Questions to help students comprehend literary texts independently

CCRA.R.2

What support do entering and emerging students need to answer these questions?

• What are key ideas or details?
• Summarize the main ideas, details, or points of the text.
• What is the central idea? Cite evidence to prove it?
• What is the topic? Cite evidence to prove it.
• Where does the author prove the intended message?
• Explain how the author shows the central idea. Cite evidence.
WRAP UP

How do BCCI resources support your planning to move your students from one level to the next?
Taking it to our Schools

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

- **Word frequency data**-Corpus of Contemporary American English
  - [http://www.wordfrequency.info/top5000.asp](http://www.wordfrequency.info/top5000.asp)
- Academic Word list Alphabetical
  - [http://www.livebinders.com/media/get/ODUxODg1NQ==](http://www.livebinders.com/media/get/ODUxODg1NQ==)
- *Academic Word List* Coxhead (2000). The most frequent word in each family is in italics.
  - [http://www.livebinders.com/media/get/NzcxMTY4Mg==](http://www.livebinders.com/media/get/NzcxMTY4Mg==)

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http://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network