PLANNING LITERACY PROGRAMS FOR ELLS

SHIFTS OF THE CCLS

CSA ELI Summer Institute
July 26, 2016
NYS/NYC RBE-RN at Fordham University
Presenters: Eva Garcia, Aileen Colon
OVERVIEW OF SESSION

- Understand the Theoretical Foundation of the BCCI
- Discuss Text Complexity (C.C. shift #3) and explore working with complex text to support academic language for ELLs.
- Work with Qualitative Dimensions of Text Complexity in analyzing non-fiction text to explicitly understand elements of English to be taught in an ELL classroom.
- Use English language progressions to determine appropriate language supports/scaffolds.
- Use the New Language Progressions for ENL.
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).
- The text complexity of K-12 textbooks has become increasingly "easier" over the last 50 years. The Common Core Standards quote research showing steep declines in average sentence length and vocabulary level in reading textbooks.

- The text demands of college and careers have remained consistent or increased over the same time period. College students are expected to read complex text with greater independence than are high school students.

- As a result, there is a significant gap between students' reading abilities and the text demands of their postsecondary pursuits. Research shows that this gap is equal to a Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP). (Read more or watch a video about Lexile measures.)

<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>
BCCI- NEW LANGUAGE PROGRESSIONS

- How can the BCCI be used when working with informational text?
- How can the language strands be used most effectively to prepare the learner to work with complex text?
- What information does the BCCI provide for your teachers?
- What can you conclude about the use of the progressions in assisting teachers to plan?
- What are your next steps in supporting ELLs?
### SHIFT 1: BALANCING INFORMATIONAL AND LITERARY TEXT

#### ENL/ Stand-alone & Integrated, Bilingual Programs or mainstream classroom

<table>
<thead>
<tr>
<th></th>
<th>Implications for planning programs/ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Equal numbers of informational &amp; Literary texts</td>
<td>Where are you at this time in reference to this shift and your ELLs? Turn to your partner.</td>
</tr>
<tr>
<td>2. Coherent instruction about content</td>
<td></td>
</tr>
<tr>
<td>3. Using strategies for informational texts</td>
<td></td>
</tr>
<tr>
<td>4. Teaching through and with informational texts</td>
<td></td>
</tr>
<tr>
<td>5. Scaffolds for what is difficult with informational texts</td>
<td></td>
</tr>
<tr>
<td>6. Asking Questions: What is connected here? What details tell you that?</td>
<td>Handout # 2 &amp; 3 Informational Text &amp; Shifts Template</td>
</tr>
</tbody>
</table>
Importance of Embedding Informational Text into Classroom Instruction

Using Informational Text across the content areas is well supported by research. Practice in reading informational text can help prepare students for the many demands that they will be faced with later in life. 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/

Supporting in developing the language, strategies, and skills needed to read informational materials is a critical step in preparing them 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).
<table>
<thead>
<tr>
<th>ENL/ Stand-alone &amp; Integrated, Bilingual Programs or mainstream classroom</th>
<th>Implications for planning programs/ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENL/ Stand-alone &amp; Integrated, Bilingual Programs or mainstream classroom</strong></td>
<td><strong>Implications for planning programs/ELLs</strong></td>
</tr>
<tr>
<td><strong>What teachers of ELLs are expected to do?</strong></td>
<td><strong>Which ones have you considered when planning for your ELLs? Then identify one or more that need further exploration/implementation.</strong></td>
</tr>
<tr>
<td>2. Stop referring and summarizing and start reading</td>
<td></td>
</tr>
<tr>
<td>3. Slow down the history and science classroom</td>
<td></td>
</tr>
<tr>
<td>4. Teach different approaches for different types of text</td>
<td></td>
</tr>
<tr>
<td>5. Treat the text itself as a source of evidence</td>
<td></td>
</tr>
<tr>
<td>6. Teach students to write about evidence from the text</td>
<td></td>
</tr>
<tr>
<td>7. Teach students to support their opinion with evidence.</td>
<td></td>
</tr>
<tr>
<td>8. Ask: How do you know? Why do you think that? Show me in the text where you see evidence for your opinion”.</td>
<td></td>
</tr>
</tbody>
</table>
Informational/Literary Texts
#1

Academic Vocabulary
#6

Knowledge in the Disciplines
#2

Text Complexity
#3

Writing from Sources
#5

Text Based Answers
#4

Handout #4 ALL the shifts
**SHIFT 3: STAIRCASE OF COMPLEXITY-PLANNING LESSONS FOR ELLS-ENTERING, EMERGING, TRANSITIONING, EXPANDING, COMMANDING**

<table>
<thead>
<tr>
<th>SHIFT #3</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engaging students in more complex texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Engaging students in rigorous conversations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provide experiences with complex texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Give students less to read, let them reread</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Use leveled texts carefully to build independence in struggling readers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. More time on complex texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Provide scaffolding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHAT ELEMENTS WITHIN THE TEXT MAKE IT COMPLEX?

S’more about Text Complexity

**Qualitative** ingredients of text complexity include the levels of meaning (literary elements); the purpose (explicit or implicit); language conventionality/clarity (literal vs. figurative); and the maturity for which the text is appropriate for. -- A computer can’t determine this.

**Quantitative** ingredients of text complexity include word length, word frequency, and sentence length. The Lexile text measure and ATOS measure (used in AR) are examples of this. -- Computers can do this analysis through algorithms.

*Reader and Task* ingredients of text complexity include student motivation, interest, and background knowledge about the text/topic. Their task for what to “do” with the text is also part of the recipe. -- Knowing your students helps you get a ‘handle’ on this s’more.
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.**
Designing the First Flying Machine

Orville and Wilbur Wright, two brothers who lived at the turn of the century, are often credited with being the inventors of the airplane. But in fact, they were not the first humans to launch an object into flight. Many had flown (and crashed) experimental aircraft before. They weren’t even inventors to begin with. Instead, they started their careers as newspaper printers and bicycle-makers, then applied the design concepts and scientific principles they learned along the way to their ultimate innovation: a system of controls to fly the plane and keep it from crashing. It is this invention that gained them notice as inventors, and the admiration of the world (readworks.org).
Using the text *provided-Designing the First Flying Machine;* analyze the text complexity for language:

- Density of unfamiliar vocabulary
- Idioms & figurative language
- Word order, sentence structure (clauses)
- Pronoun & pronoun referents
- Transition words
3 MOMENTS IN THE TEACHING OF READING—WEST ED, TEACHER PROFESSIONAL DEVELOPMENT

- Preparing the learner
- Engaging the learner
- Extending understanding/learning
Academic English is not a natural language that we acquire through extensive listening and social interaction.

- Explicitly teach the elements of English.
- Emphasize oral language development, to support academic literacy and interactions.
- Infuse daily, meaningful, accountable, and structured classroom interactions with clear language targets

Dutro & Kate Kinsella, 2009
Only 4% of English Learners school day is spent engaging in student talk. Only 2% of English Learners days is spent discussing focal lesson content, rarely speaking in complete sentences or applying relevant academic language (Arreaga-Mayer & Perdomo-Rivera, 1996).

Ultimate objective of English Language Development: Accurate Oral Fluency: ease of producing accurate target language forms (vocabulary, syntax, grammar and ability to follow along and comprehend while listening to more sophisticated language).
WHAT DO YOU KNOW ABOUT THIS INVENTION?
WHAT IS THIS PICTURE MAINLY ABOUT?
Orville and Wilbur Wright are credited with inventing the first motorized airplane.

Leonardo Da Vinci had sketched designs for both gliders and helicopters as early as the 1400’s.

It only took one year and two people to create the first flying machine.

The Wright Brothers studied birds in flight and used their wings to help design the wings for their gliders and planes.
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………
Discuss in your group what might be a writing task you will prepare for ELLs. Consider the language demands of the text and use the BCCI New Language Arts Progressions-Grade 8 Writing Anchor Standard 2. How will the teacher prepare students for the writing?

Handout # 8 Progressions Guide
Handout # 9 Clarifying Bookmark
Example:
Describe the innovation that Wilbur and Orville introduced that enabled the first airplane to fly.

How will you prepare the learner?
What is the task asking students to do?

How will the Ell students be prepared to meet the writing standard?

Scaffold: Collaborative Poster
Writing Anchor Standard #2
**SHIFT 6: ACADEMIC VOCABULARY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop students ability to use and access words that show up in everyday text or maybe out of reach</td>
<td><strong>How was this done during group activity with text?</strong></td>
</tr>
<tr>
<td>2. Strategic about the kind of vocabulary being developed- tier 2 vs. 3</td>
<td></td>
</tr>
<tr>
<td>3. Determine the words that students are going to read most frequently and spend time mostly on those words</td>
<td></td>
</tr>
<tr>
<td>4. Teach fewer words but teach the webs of words around it</td>
<td></td>
</tr>
<tr>
<td>5. Shift attention on how to plan vocabulary meaningfully and transferability strategies.</td>
<td></td>
</tr>
</tbody>
</table>
ADMINISTRATORS ROLE

REFLECTION & NEXT STEPS

What next steps will you take with the ELA Shifts to support teachers of ELLs?

What curriculum changes will you make to support your school program for ENL?
IN SUMMARY: READING BOOKS ABOVE LEXILE RANGE

- Don't sacrifice content for readability's sake. Instead, use Lexile measures to gauge the comprehension gap and bridge that gap with instruction, such as background teaching or discussion.

- Higher-level books provide a great opportunity for reading growth. If a student is highly motivated to read a particular book, he or she will attempt to read that book regardless of its Lexile level. Books above a reader's Lexile level can help to stimulate growth when its topic is of extreme interest to the reader.

- Build an individualized reading or enrichment plan with your advanced and enthusiastic readers using Lexile measures.

  How will you support ELLs with academic language found in texts?

*Source: Lexile Framework for Reading*
Struggling and reluctant readers can use Lexile measures to find easier books to practice with on topics they're interested in or required to read about.

Combine Lexile range and developmental level to find lower lexile books that are still age-appropriate.

If a required book or text is too hard, Lexile measures can help you find other books or texts on the same subject at a lower Lexile level.

When factors make a particular reading situation more challenging, threatening or unfamiliar, lower-level text can be a safety net for your students.

Source: Lexile Framework for Reading
NYSED/OBE RESOURCES & OTHERS

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
https://www.youtube.com/watch?v=yZQipjHUGyQ
http://www.ducksters.com/biography/wright_brothers.php
https://airandspace.si.edu/exhibitions/wright-brothers/online/classroomactivities/archives/index.cfm
http://www.scholastic.com/content/collateral_resources/pdf00premium/01/0439774101_e003.pdf
http://easyscienceforkids.com/all-about-thomas-edison/
https://airandspace.si.edu/exhibitions/wright-brothers/online/who/
https://www.grc.nasa.gov/WWW/K-12/UEET/StudentSite/historyofflight.html
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: nycrbern@fordham.edu
Phone Number: 718-817-0606

Please complete feedback evaluation and Next Steps