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

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10th Annual Early Childhood Conference

Presenters:
Deirdre Danaher and Sara Martinez
Participants will actively engage with the following document to plan an elementary grade read aloud lesson:

- “Using the BCCI Language Progressions to teach Common Core Standard 1, Grade 2 Standard 1 (RI.2.1), to answer such questions as who, what, where, when, why and how to demonstrate an understanding of key details in a text.
Interactive Focus on Read Aloud

Participants will:

• Focus on creating **content and language objectives**

• Plan lessons that address speaking and listening modalities (**expressive and receptive**) using the Bilingual Common Core Progressions

• Plan **differentiated** lessons according to proficiency levels
Research

• Marie Clay (1991) writes that when teachers read aloud to students “meanings can be negotiated in discussion before, during, and after the story reading”. Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning “within the text,” “about the text,” and “beyond the text” (Fountas & Pinnell, 2006, p.33). Read aloud, as part of the gradual release of responsibility, feeds naturally into shared, guided, and independent reading as teachers demonstrate for students the ways the reading process works (Burkins & Croft, 2010).

Among the many benefits of read aloud, Rog (2001) lists the following:

– building vocabulary
– developing understandings of story structures
– supporting developing connections between print elements
– encouraging high levels of understanding
– teaching the reading process in a meaningful context
– modeling fluency
– motivating students to read
Research

• The Center for the Improvement of Early Reading Achievement (CIERA) recommends that ELLs participate in read aloud 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 aloud affects vocabulary development (Robbins & Ehri, 1994; Whitehurst et al., 1999), and acquisition of literary syntax and vocabulary. (Purcell-Gates, McIntyre, & Freppon, 1995)
Standard 4 - The Living Environment

• Key Idea 4 - The continuity of life is sustained through reproduction and development.
• 4.1: Describe the major stages in the life cycles of selected plants and animals.
• e. Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult.

Driving Question
How does a caterpillar become a butterfly?
Standard 1 - Scientific Inquiry
Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.
S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

Standard 6: Models
Key Idea 2: Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design.
c. use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world
Bilingual Common Core Initiative

1. Standard to be addressed

BCCI (Bilingual Common Core Initiative) Home and New Language Progressions to teach Common Core Grade 2 Standard 1 (RI.2.1), to answer such questions as who, what, where, when, why and how to demonstrate an understanding of key details in a text.
Think and Analyze

Discuss with your group:

– What are the students expected to do?
– What scaffolding tools will they be provided with?
– What are they expected to do with the scaffolding tool?
– What will the teacher do?
– How may the class be organized?
# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

**Common Core Anchor Standard (RI.1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**MAIN ACADEMIC DEMAND**
- Draw Inferences Using Evidence from the Text

**Common Core Grade 2 Standard (RI.2.1):** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

**GRADE LEVEL ACADEMIC DEMAND**
- Understand Key Details by Asking WH Questions

## 5 Levels of Language Development

<table>
<thead>
<tr>
<th></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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</thead>
<tbody>
<tr>
<td><strong>Receptive</strong></td>
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<tr>
<td><strong>Oracy and Literacy</strong></td>
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<td><strong>Listening-Centered</strong></td>
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<td>Listening-Centered</td>
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<td>Activity: Organize</td>
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<td>Activity: Organize</td>
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<td>pretaught words and</td>
<td>words and</td>
<td>phrases and sentences</td>
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<td>phrases and sentences</td>
<td>phrases and sentences</td>
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<tr>
<td>phrases on a 5Ws-and-1H</td>
<td>5Ws-and-1H</td>
<td>on a partially completed</td>
<td>on a partially completed</td>
<td>on a partially</td>
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<td>graphic organizer to</td>
<td>graphic organizer</td>
<td>5Ws-and-1H graphic organizer</td>
<td>5Ws-and-1H graphic organizer</td>
<td>5Ws-and-1H graphic</td>
<td>5Ws-and-1H graphic</td>
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<tr>
<td>identify key details,</td>
<td>to identify key</td>
<td>to identify key</td>
<td>to identify key</td>
<td>organizer to</td>
<td>organizer to</td>
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<tr>
<td>as a text is read</td>
<td>details, as a</td>
<td>details, as a</td>
<td>details, as text is</td>
<td>identify key</td>
<td>identify key</td>
</tr>
<tr>
<td>aloud in partnership</td>
<td>text is read aloud</td>
<td>text is read aloud</td>
<td>text is read aloud</td>
<td>details, as text is</td>
<td>details, as text is</td>
</tr>
<tr>
<td>and/or teacher-led</td>
<td>in partnership and/or small</td>
<td>in partnership and/or small</td>
<td>in partnership, small</td>
<td>read aloud in</td>
<td>read aloud in</td>
</tr>
<tr>
<td>small groups</td>
<td>groups</td>
<td>class settings</td>
<td>class settings</td>
<td>partnership, small</td>
<td>class settings</td>
</tr>
<tr>
<td></td>
<td>in the new and/or</td>
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<td>group and/or whole</td>
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<td></td>
<td>the home language.</td>
<td></td>
<td></td>
<td>class settings</td>
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</table>

**When acquiring a new language, using grade level texts and appropriate supports, students are able to:**

- Organize information on a self-created 5Ws-and-1H graphic organizer, independently, to identify key details, as text is read aloud in partnership, small group and/or whole class settings.
- Organize information on a self-created main-idea-and-supporting-details web, after teacher modeling, to identify key details of the text.
- Organize information on a self-created main-idea-and-supporting-details web, independently, to identify key details of the text.
<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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</thead>
<tbody>
<tr>
<td><strong>PRODUCTIVE</strong></td>
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<tr>
<td>Oracy and Literacy Links</td>
<td>Speaking-Centered Activity: Use pretaught words and phrases and the previously completed graphic organizers to complete sentence starters that ask and answer questions such as who, what, when, where, why and how, 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 ask and answer questions such as who, what, where, why and how, when speaking in partnership, small group and/or whole class settings</td>
<td>Speaking-Centered Activity: Use a word bank to ask and answer questions such as who, what, when, where, why and how, when speaking in partnership, small group and/or whole class settings</td>
<td>Speaking-Centered Activity: Use knowledge of the text, independently, to ask and answer questions such as who, what, when, where, why and how, when speaking in partnership, small group and/or whole class settings</td>
<td>Speaking-Centered Activity: Use knowledge of the text, independently, to ask and answer questions such as who, what, when, where, why and how, when speaking in partnership, small group and/or whole class settings</td>
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<td></td>
<td>Writing-Centered Activity: Use pretaught words and phrases to complete a close paragraph that addresses key details about the text, including who, what, when, where, why and how</td>
<td>Writing-Centered Activity: Use preidentified words and phrases to complete close paragraphs that address key details about the text, including who, what, when, where, why and how</td>
<td>Writing-Centered Activity: Use a word bank and the previously completed graphic organizers to develop a short essay that addresses key details about the text, including who, what, when, where, why and how</td>
<td>Writing-Centered Activity: Use the previously completed graphic organizers and teacher-provided models to develop an essay that addresses key details about the text, including who, what, when, where, why and how</td>
<td>Writing-Centered Activity: Use knowledge of the text, independently, to develop a multiple paragraph essay that addresses key details about the text, including who, what, when, where, why and how</td>
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<td></td>
<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>
</tr>
</tbody>
</table>
### Common Core Grade 2 Standard (RI.2.1): Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

### Grade Level Academic Demand
Understand Key Details by Asking WH Questions

**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.

- "**WHO** questions and answers target the subject(s) who were involved in an event.
- **WHERE** questions and answers refer to the place (or even circumstances) where an event takes place.
- **WHY** refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.

**WHAT** questions and answers refer to the event that took place.

**HOW** question and answers refer to the sequence that leads to the main event (e.g., timelines, cycles, procedures can be part of explaining the HOW of an event). **HOW** can also be covered by **WHAT, WHERE and WHEN**.

### Example to Address the Linguistic Demands

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>When spring winds warm the earth, a farmer plants hundreds of pumpkin seeds.</em> Every <em>pumpkin seed</em> can <em>become</em> a baby <em>pumpkin plant</em>. <em>Underground, covered</em> with dark, moist soil, the baby <em>plants</em> begin to grow. <em>As the plants</em> get bigger, the seeds <em>crack open</em>. <em>Stems sprout up</em>. <em>Roots dig down</em>. <em>Inside the roots</em> are <em>tubes</em>. <em>Water travels up</em> these tubes the way <em>juice goes up</em> a straw. <em>In less than two weeks</em> from planting time, <em>green shoots</em> <em>poke up</em> through the earth.</td>
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</tbody>
</table>
  - "**WHO** questions and answers target the subject(s) (nouns) who were involved in an event (bold) (e.g., *farmer, pumpkin seed, pumpkin plant, seeds, water*) and asking who questions (e.g., *Who plants the seeds?*).  
  - **WHERE** questions and answers refer to the place (nouns, adverbs) or even circumstances (italics) (e.g., *the earth, up, down*) and asking where questions (e.g., *Where do the roots go?*).  
  - **WHY** refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference (e.g., *Why do the seeds crack open?*).  
  - **WHAT** questions and answers refer to the event that took place (actions) (underline) (e.g., *plants, covered, dig*) and asking what questions (e.g., *What travels inside the tubes?*).  
  - **HOW** question and answers refer to the sequence that leads to the main event (chronological markers) (wavy underline) (e.g., *when, as, less than two weeks*) and by asking how questions (e.g., *How long does it take for a pumpkin seed to grow?*). |
Turn and Talk/Share

• What steps will you take in preparing a read aloud with a non-fiction text for your ELLs?
Preparing for a Non-fiction Read-aloud

1. Identify the BCCI Standard you will be addressing.
2. Select the read-aloud book you will be reading and other tools (text structure charts, graphic organizers, lesson plan template) that will be helpful in planning the lesson.
3. Pre-read; identify key vocabulary words that you will introduce, and consider the type of word learning required.
4. Identify, in the book, where you will pause to ask questions or model by thinking aloud.
5. Know the proficiency level of your students.
6. Consider how students will engage in the lesson; Listening and Speaking modalities.
7. Establish specific, clear content and language objectives.
Write an example of the Language and Content Objective

https://graniteschools.instructure.com/courses/764048/pages/content-and-language-objectives
What is Differentiation?

- Know the Learner
- Assess the Learner
- Adjustable Assignments
- Questioning Strategies
- Curriculum Approaches
Leo and the Butterflies

by Jan Reynolds
Leo and the Butterflies
by Jan Reynolds

Text features:

- Interest level - Grades Pre-K - 2
- Informational text + glossary
- Reading Level: Guided Reading J - Early fluent  DRA: 18
  Intervention: 18   Lexile: 400-420
- Addresses multiple CC Standards & 4 language modalities
- Addresses NY State Science Standards
- Bilingual text: Leo y las mariposas
<table>
<thead>
<tr>
<th>Grade</th>
<th>Falls Far Below</th>
<th>Approaches</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BR111L and Below</td>
<td>BR110L – 185L</td>
<td>190L – 530L</td>
<td>535L and Above</td>
</tr>
<tr>
<td>2</td>
<td>150L and Below</td>
<td>155L – 415L</td>
<td>420L – 650L</td>
<td>655L and Above</td>
</tr>
<tr>
<td>3</td>
<td>265L and Below</td>
<td>270L – 515L</td>
<td>520L – 820L</td>
<td>825L and Above</td>
</tr>
<tr>
<td>4</td>
<td>385L and Below</td>
<td>390L – 735L</td>
<td>740L – 940L</td>
<td>945L and Above</td>
</tr>
<tr>
<td>5</td>
<td>500L and Below</td>
<td>505L – 825L</td>
<td>830L – 1010L</td>
<td>1015L and Above</td>
</tr>
<tr>
<td>6</td>
<td>555L and Below</td>
<td>560L – 920L</td>
<td>925L – 1070L</td>
<td>1075L and Above</td>
</tr>
<tr>
<td>7</td>
<td>625L and Below</td>
<td>630L – 965L</td>
<td>970L – 1120L</td>
<td>1125L and Above</td>
</tr>
<tr>
<td>8</td>
<td>660L and Below</td>
<td>665L – 1005L</td>
<td>1010L – 1185L</td>
<td>1190L and Above</td>
</tr>
<tr>
<td>9</td>
<td>775L and Below</td>
<td>780L – 1045L</td>
<td>1050L – 1260L</td>
<td>1265L and Above</td>
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<tr>
<td>10</td>
<td>830L and Below</td>
<td>835L – 1075L</td>
<td>1080L – 1335L</td>
<td>1340L and Above</td>
</tr>
<tr>
<td>11/12</td>
<td>950L and Below</td>
<td>995L – 1190L</td>
<td>1185L – 1385L</td>
<td>1390L and Above</td>
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</tbody>
</table>
Establishing Content and Language Objectives

The focus of this first read-aloud is for students to answer the questions WHO and WHERE.

• **Who** is the narrator of the story?
  Leo is the narrator of the story.

• **Where** does Leo live?
  Leo lives near the rainforest.

• **Where** do butterflies live?
  The butterflies live in the rainforest.
  They live in the rainforest.
What skills do I need to teach my students so they become better readers?

Learning targets

<table>
<thead>
<tr>
<th>Text Features</th>
<th>Reading Skills</th>
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</thead>
<tbody>
<tr>
<td>• Maps</td>
<td>• High frequency words</td>
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<tr>
<td>• Glossaries</td>
<td>• Prepositional phrases</td>
</tr>
<tr>
<td>• Charts</td>
<td>• Narrative part/informational part (pg. 10,17)</td>
</tr>
<tr>
<td>• Pictures and illustrations</td>
<td>• Variety of sentence structures</td>
</tr>
<tr>
<td>• Bolded Words</td>
<td>• Identify words that signal sequence</td>
</tr>
<tr>
<td>• Headings and titles and captions</td>
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</tbody>
</table>

NYC RBERN at Fordham
Independent Practice

Task:
• Select a proficiency level for a group of students you have in mind.
• Write content and language objectives using the Bilingual Common Core Progressions.
• Using the lesson plan template write your lesson for that proficiency level.
• Be prepared to share out.
Activity:
To match the shape pasta to the printed word.

What is the learning target?
The Butterfly Garden

• Develop a Hypothesis
• Observe and take pictures daily.
• Discuss
• Annotate
• Prove with evidence (sequence the pictures)

Insect Lore Original Butterfly Garden with Voucher by Insect Lore in Amazon
life cycle of a butterfly

https://www.youtube.com/watch?v=k4PgljcarTA
Extending the Learning
Butterfly, Butterfly!

https://www.youtube.com/watch?v=8rvGUevGxDk
Teaching Kids to Draw: How to Draw a Butterfly

w.youtube.com/watch?v=MIAiglTFgLk
Extended Activities


• Picture Word Inductive Model-Images

Resources


• Patterson, Nancy. "Becoming Literate in the Ways of the Web: Evaluating Internet Resources." Voices from the Middle 10.3 (March 2003): 58-59.


**EngageNY:**


• Leo and The Butterflies by Jan Reynolds, Lee and Low Books, [www.bebopbooks.com](http://www.bebopbooks.com)

**NYC (Fordham) RBE-RN:**

[http://www.fordham.edu/RBERN](http://www.fordham.edu/RBERN)