UNPACKING HOME LANGUAGE PROGRESSIONS: PLANNING LESSONS IN HOME LANGUAGE

MARCH 24, 2017

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PURPOSE

To introduce and develop an understanding of the NYS Bilingual Common Core Progressions to be able to plan Spanish literacy instruction.
OBJECTIVES

Participants will know the major goal and theoretical foundations of the NYS Bilingual Common Core Initiative

Participants will be able to:

- unpack the Bilingual Common Core Progressions
- develop an understanding of how to use the progressions to design Spanish literacy instruction
THEORETICAL UNDERPINNINGS OF THE BILINGUAL COMMON CORE INITIATIVE

1. At the core of the BCCI is the idea that language is not only a series of grammatical structures or isolated vocabulary that is learned, rather it is also a social practice (Street, 1985; Pennycook 2010).

2. Students must participate in a socialization process that includes both explicit and implicit guidance by mentors who are more proficient in the language of the academic discipline (Duffy, 2010), as well as, an engagement with the ways of thinking in each academic discipline through exposure to content-specific texts (Snow, Griffin, and Burns, 2007)
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<th>What words, phrases resonated with you after reading each quote? What are your thoughts/reflections?</th>
<th>What are the instructional implications?</th>
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What this means is that students in a history class are treated as historians; and in science class students are treated as scientists. They are provided with both explicit and implicit guidance on the language structures and practices associated with discourse of the content area being taught (Walqui & Heritage, 2012).
MAJOR GOAL OF THE NEW YORK STATE BILINGUAL COMMON CORE INITIATIVE

The major goal of the NYS BCCI is to provide teachers with tools to enact this vision of bilingualism in the Common Core classroom.

To this end, 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).
UNPACKING THE BILINGUAL COMMON CORE PROGRESSIONS - WHAT YOU SHOULD KNOW:

- BCCI is a guide for how Bilingual, ESL and teachers of Languages Other Than English, can provide instruction that makes the CCLSs accessible to students of various language proficiency and literacy levels.
- Two sets of resources were created, the first is the **New Language Arts Progressions** (formerly known as the ESL standards); the second the **Home Language Arts Progressions** (formerly known as the Native Language Arts Standards).
  - The New Language Arts Progressions identify five levels of progressions (Entering, Emerging, Transitioning, Expanding, Commanding).
• The New Language Arts Progressions are organized into productive (speaking and writing) and receptive (listening and reading) language components.

• The BCCP supports the idea that a student’s home language can and should be used to obtain access to the rigorous demands of the CCLS.
The Home Language Arts progression are cognizant of the continuum of bilingualism and bi-literacy that exists for students in NYS. Specifically, three subgroups have been identified, students with
- strong schooling in their home languages
- students with interrupted Formal Education (SIFE),
- and heritage speakers- students raised in homes where a non-English language is spoken and who have some degree of ability in that language
A CLOSE LOOK AT THE BILINGUAL COMMON CORE PROGRESSIONS

Task #1
Refer to HO #1, “Home Language Arts Progressions”

Think, Write, Pair, and Share with a partner
In your Participant’s Work book, complete graphic organizer on page. What information is this document is provided to you?

What are your wonderings?

SHARE OUT
What is meant by the Main Academic Demand?
The Main Academic Demand (MAD) refers to ______________

What is meant by the Grade Level Academic Demand?
The Grade Level Academic Demand (GLAD) refers to ______________
A CLOSE LOOK AT THE NEW LANGUAGE ARTS PROGRESSIONS

TASK 2: Work with a Partner to do the following:
1. Compare the New and Home Language Arts Progressions.
2. Read the performance indicators at the Entering Level for all 4 modalities vertically.
3. Use the graphic organizer (H.O. #2) to compare and contrast HLAP’s and NLAP’s.
4. Discuss with your partner what you noticed.

SHARE OUT
TASK #3 –

1. Refer to the Home Language Arts Progression, and independently read the Reading-Centered Performance Indicators for all 5 Proficiency Levels.

2. As you read, use the template (Unpacking the Progressions H.O. #3 with guiding questions to take notes so that you can compare and contrast the performance indicators.

3. Turn and talk with your partner
   • What is similar?
   • What is different?
   • Why?

SHARE OUT
In planning a lesson to meet the learning needs of ELLs, what other information will you need?
HOW CAN TEACHERS USE THE PROGRESSIONS TO PLAN AND ASSESS INSTRUCTION TO PROVIDE MULTIPLE POINTS OF ENTRY FOR THEIR STUDENTS?

1. To differentiate linguistic scaffolds.
2. To determine the specific scaffolds that target the content area demands.
3. To develop formative assessments according to levels.
4. To develop specific language objectives.
TEN STEPS TO PLANNING SUCCESSFUL LESSONS USING THE BCCP’S

1. Identify a standard - What grade level standard will I be addressing?
2. Identify a content objective - What will be my learning target?
3. Think about the proficiency levels of your students - Who are my students?
4. Select the text to be used for instruction.
5. Analyze the text to determine the tiered vocabulary to be introduced and the phrases and sentences needed for students to engage in the activity for this lesson (linguistic demands)
6. Articulate a language objective - What is the language target?
7. Select the modality of instruction. (Speaking and Listening)
8. Plan lesson geared to the majority of your students. (Transitioning level)
9. Scaffold activities for students above and below the proficiency level of the majority of your students (Graphic and Language supports)
10. Think about how assessments will be differentiated? How will you assess students at the varying proficiency levels?
GIVE IT A GO!

**TASK:** With your partner design a lesson to address:

- Standard 1 RL 5.1 *(Morning)*
- Standard 1 RL 8.1 *(Afternoon)*

Your lesson will focus **first** on engaging your students at the transitioning level in a speaking and listening activity to address this standard. Then you will differentiate the activity for those students at the entering, emerging and expanding levels.

Refer to the following resources to support you with this task:

1. BCCPs
2. “Steps to Planning a Successful Lesson” hand-out
3. Discussion participation graphic organizer

Be prepared to share out. Time Frame: 20 minutes.
RESOURCES:
1. NEW YORK STATE COMMON BILINGUAL COMMON CORE INITIATIVE, NEW YORK STATE
2. DEPARTMENT OF EDUCATION: WWW.NYSED.GOV
3. ENGAGE NY: WWW.ENGAGE.NY.ORG
4. WIDA: WWW.WIDA.US
5. COMMON CORE: WWW.CORESTANDARDS.ORG
6. INTERNATIONAL READING ASSOCIATION, READWRITE THINK
7. COLORÍN COLORADO: WWW.COLORINCOLORADO.ORG
8. CREATE: CENTER FOR RESEARCH ON THE EDUCATIONAL ACHIEVEMENT AND TESTING OF ENGLISH LANGUAGE LEARNERS. WWW.CAL.ORGCREATE
10. SHORT, ECHEVARRÍA, VOGT: MAKING CONTENT COMPREHENSIBLE FOR ENGLISH LANGUAGE LEARNERS-THE SIOP MODEL, PEARSON EDUCATION, INC.
11. CENTER FOR APPLIED LINGUISTICS
12. LEVINE, LUKENS, SMALLWOOD. THE GO-TO STRATEGIES: SCAFFOLDING OPTIONS FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS, K-12. FOR PROJECT EXCELL
FINAL THOUGHTS /LINGERING QUESTIONS
Thank you! Please take a moment to complete the evaluation form.