Using the Bilingual Common Core Progressions in an English as a New Language or Bilingual Classroom

New York City RBE-RN at Fordham University presents
Early Childhood Institute
December 19, 2016

Presenters: Deirdre Danaher & Elsie Cardona –Berardinelli
Purpose

To develop an understanding of how to use the NY State Bilingual Common Core Progressions
Objectives

Participants will:

• understand the rationale for the use of read-alouds in the ENL/bilingual classroom
• understand the importance of read-alouds in language development
• use the Bilingual Common Core Progressions (BCCI) to plan with an informational text
• become familiar with the components of a read-aloud to support language development
THINK- PAIR -SHARE

What do you already know about the benefits of a read-aloud and its components?

Please be prepared to share out.
Importance of Reading Aloud

- Improves listening comprehension skills
- Fosters oral language development
- Increases children’s vocabulary
- Improves word recognition
Rationale

• In a classroom library, the wider the variety of books, the greater the variety of children whose interests will either be met or provoked. (Jim Trelease, The Read-Aloud Handbook, 2013, 7th Ed.)

• The Center for the Improvement of Early Reading Achievement (CIERA) recommends that ELLs participate in read-alouds of books, read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English. (Hiebert et al., 1998)

• 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)
Successful Read Alouds include:

- Use of high-quality books
- Use of open-ended questions by teachers and children
- Discussions about the book, building on children’s prior knowledge
- Predictions by children

(Shedd & Duke, 2008)
What are the New Language Progressions?

• 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).
## NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

### Grade 2: Reading for Information 1

#### 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.

#### 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.

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

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

### 5 Levels of Language Development

<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>
</tr>
</thead>
</table>

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

### RECEPTIVE

**Oracy and Literacy Links**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Listening-Centered Activity: Organize pretaught words and phrases on a 5Ws-and-1H graphic organizer to identify key details, as a text is read aloud in partnership and/or teacher-led small groups</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>
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</table>

### NLAP Reading for Information (RI)
<p>| RI.1: RI.2.1 |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Oracy and Literacy Skills</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, why and how, when speaking in partnership and/or teacher-led small groups.</td>
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<td></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, when, why and how, when speaking in partnership and/or small groups.</td>
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<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>
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<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 cloze paragraph that addresses key details about the text, including who, what, when, where, why and how.</td>
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<td></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>
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<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>
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<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>
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<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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</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.

**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.

Use who, what, where, why and how question forms based on the text.

- **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**.

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**Example to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>When spring winds warm the earth, a farmer plants hundreds of pumpkin seeds.</td>
<td>In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions to:</td>
</tr>
<tr>
<td>Every pumpkin seed can become a baby pumpkin plant. Underground, covered</td>
<td>• 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?).</td>
</tr>
<tr>
<td>with dark, moist soil, the baby plants begin to grow.</td>
<td>• 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?).</td>
</tr>
<tr>
<td>As the plants get bigger, the seeds crack open. Stems sprout up. Roots dig</td>
<td>• 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?).</td>
</tr>
<tr>
<td>down. Inside the roots are tubes. Water travels up these tubes the way juice</td>
<td>• 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?).</td>
</tr>
<tr>
<td>goes up a straw. In less than two weeks from planting time, green shoots poke</td>
<td>• <strong>HOW</strong> 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?).</td>
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<td>up through the earth.</td>
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Teacher Directions

In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions to:

- **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?).
## HOME LANGUAGE ARTS PROGRESSIONS (ELA/NLA)

**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.

**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.

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<td>Oracy and Literacy Links</td>
<td>Listening-Centered Activity: Organize preidentified words and phrases on a 5Ws-and-1H graphic organizer to identify key details, as a text is read aloud in partnership and/or small groups.</td>
<td>Listening-Centered Activity: Organize phrases and sentences on a partially completed 5Ws-and-1H graphic organizer to identify key details, as text is read aloud in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: Organize sentences on a 5Ws-and-1H graphic organizer to identify key details, as text is read aloud in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: Organize information on a 5Ws-and-1H graphic organizer, independently, to identify key details, as text is read aloud in partnership, small group and/or whole class settings.</td>
<td>Listening-Centered Activity: 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.</td>
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<tr>
<td><strong>Main Academic Demand</strong></td>
<td>Draw Inferences Using Evidence from the Text</td>
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<tr>
<td><strong>Grade Level Academic Demand</strong></td>
<td>Understand Key Details by Asking WH Questions</td>
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When developing home language literacy, using grade level texts and appropriate supports, students are able to:

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**Draft**

**HLAP Reading for Information (RI)**

**RI.1: RI.2.1**

engage ny
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<td>PRODUCTIVE</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, when, where, why and how, when speaking in partnership and/or small groups.</td>
<td>Speaking-Centered Activity: Use a word bank and the previously completed graphic organizers 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 the previously completed graphic organizers, after teacher modeling, 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 the previously completed graphic organizers, with teacher prompting, 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 the previously completed graphic organizers, 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><strong>Writing-Centered Activity</strong></td>
<td>Writing-Centered Activity: Use preidentified words 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 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 the previously completed graphic organizers, with teacher prompting, to develop an essay that addresses key details about the text, including who, what, when, where, why and how.</td>
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| Common Core Grade 2 Standard (RI.2.1): Ask and answer such questions as who, what, 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 Spanish and 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.

Use who, what, where, why and how question forms based on the text.  
- **WHO/QUIEN** questions and answers target the subject(s) who were involved in an event.  
- **WHERE/DONDE** questions and answers refer to the place (or even circumstances) where an event takes place.  
- **WHY/POR QUE** refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.  
  - **WHAT/QUE** questions and answers refer to the event that took place.  
  - **HOW/COMO** questions 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 |
|---|---|
| **Text Excerpt** | **Teacher Directions** |
| El fútbol es un deporte que se juega en la mayoría de los países del mundo, por eso este deporte es como un idioma común que une a las personas. Solamente necesito salir a la calle con un balón de fútbol y al instante tendré 20 amigos nuevos.  
¿Te gustaría acompañarme en mis aventuras futbolísticas por el mundo? Conoceremos a niños como tú. Ellos compartirán con nosotros sus costumbres y su cultura, cosas como qué desayunan y cómo se dice hola en su idioma.  
Descubriremos algunos lugares especiales e incluso qué tipo de animales viven en sus países. En el camino, aprenderemos divertidas actividades que podríamos hacer en tu clase o en casa.  
  - **WHO/WHAT/QUIEN/QUE** questions and answers target the subject(s) (nouns and associated pronouns) (bold) (e.g., fútbol/soccer, this sport/este deporte; necesito/I need, ellos/they) and asking who/quién and what/qué questions (Which sport is played in the majority of countries in the world? ¿Qué deporte se juega en la mayoría de los países del mundo?).  
  - **WHERE/DONDE** questions and answers refer to the place (or even circumstances) where an event takes place by focusing on signal words that indicate location and prepositions (italics) (e.g., around/por, onto/a; on/en) and by asking where questions (e.g., Where are they going to travel? ¿Por dónde van a viajar?).  
  - **WHY/POR QUE** refers to the cause/reason that triggers an event (e.g., transitional words) (underline) (e.g., that is why/por eso) and by asking why questions (Why is soccer like a common language? ¿Por qué el fútbol es como un idioma común?).  
  - **WHAT/QUE** questions and answers refer to the event that took place (verbs) (wave/underline) (e.g., need/necesito; share/compartirán; will discover/descubriremos) and by asking what/qué questions (e.g., What will we discover? ¿Qué descubriremos?). According to the narrator, what do you need to do to make new friends? ¿Según el narra, ¿qué es lo que se necesita hacer para tener amigos nuevos?).  
  - **HOW/CUANTO** questions and answers refer to the sequence that leads to the main event. It can be explicitly stated in the text or it may require a why question (e.g., How will they get to know different cultures? ¿Cómo conoceran culturas diferentes?). |
Modeling

Leo and the Butterflies
Leo y las mariposas

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
- Bilingual text: Leo y las mariposas
Preparing for a Non-fiction Read-aloud

1. Identify the CCL Standard you will be addressing.
2. Select the read-aloud book you will be reading and other tools 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. Consider how students will engage in the lesson; what modalities will you focus on.
6. Write specific, clear content and language objectives.
# Targeted Vocabulary

<table>
<thead>
<tr>
<th>ENL</th>
<th>NLA</th>
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<tbody>
<tr>
<td>rainforest</td>
<td>selva tropical</td>
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<tr>
<td>butterfly</td>
<td>mariposa</td>
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<tr>
<td>butterfly farm</td>
<td>granja de mariposas</td>
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<tr>
<td>nectar</td>
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</tbody>
</table>
Modalities of Focus

Listening

Speaking
Who & Where

• Who is telling the story?
• Where does Leo live?
• Where is the story taking place?
• Where does the butterfly live?
• Who lays the eggs?
• Where do butterflies lay their eggs?
What is your content objective?

What is your language objective?
Partner Work-Commanding Students

Using the Bilingual Common Core Progressions for New Language - Reading for Information, discuss the following:

Language objectives

Content objectives
Butterflies lay their eggs on plants. These plants are called host plants. A host plant holds the butterfly eggs and will be food for the caterpillars that hatch from the eggs. Butterfly eggs are very tiny and hard to see. I look under the leaves to find them.
New Language or Home Language

- What information does the BCCI provide for you?
- How can the BCCI be used when working with informational text?
- What ways can the BCCI provide a foundation for your lesson planning?
- What are your next steps in supporting ELLs?
# Components of repeated read-alouds

<table>
<thead>
<tr>
<th></th>
<th>First read-aloud</th>
<th>Second read-aloud</th>
<th>Third read-aloud: Guided reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book introduction</strong></td>
<td>Give a few sentences introducing the main character and central problem. Use illustrations on the book cover, back, and title page as needed.</td>
<td>Remind students that they know the characters and some things the character does. Ask questions about the characters and problem.</td>
<td>Invite students to identify the problem and describe the solution. Have students recall the title of the book.</td>
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<tr>
<td><strong>Book reading</strong></td>
<td>Insert vocabulary enhancements for 5-10 vocabulary words by pointing to illustrations, gesturing dramatically, or inserting a few definitions. Make comments that reveal what the main character is thinking or feeling. Ask a few follow up analytical questions based on your comments.</td>
<td>Insert vocabulary enhancements for the same vocabulary, including more verbal definitions. Make comments that reveal what other characters are thinking or feeling. Ask more analytical follow-up questions.</td>
<td>Before reading a double page, show the illustration and ask, “What is happening here?” Follow up students’ comments by extending comments or asking for clarification. Read some of the pages of text. When appropriate, before turning to the next page, ask, “Who remembers what will happen next?” Call attention to some vocabulary in different contexts.</td>
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<tr>
<td><strong>After-reading discussion</strong></td>
<td>Ask a “why” question that calls for explanation. Use follow-up questions to prompt answers. Demonstrate how to answer the question by saying, “I’m thinking………”</td>
<td>Ask another “why” question or ask, “What would have happened if…?” Use the follow-up questions to prompt student’s thinking.</td>
<td>Ask another “why” question or ask, “What would have happened if……?”</td>
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</tbody>
</table>
Please complete the Feedback Evaluation Survey and Reflection
Resources

NYC (Fordham) RBE-RN:
http://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network

EngageNY:
• https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative