Earning the NYS Seal of Biliteracy through Differentiated Language Learning Strategies

presented by
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NYC RBE-RN – Fordham University

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NYC Regional Bilingual Education Resource Network
Fordham University Graduate School of Education
Earning the NYS Seal of Biliteracy through Differentiated Language Learning Strategies

Purpose of this session:

1. To provide a brief overview of the NYS Seal of Biliteracy

2. To introduce, model and practice active language learning strategies that support language development. More specifically:
   - **Tongue Twisters** As warm-ups and/or instructional practice
   - **The Picture Word Induction Model (PWIM)** a language and literacy strategy that capitalizes in students inductive process to further communications skills (L,S,R&W)

3. To develop differentiated tasks using students’ authentic voice. We will extend a PWIM classroom activity by using it to engage students in a **Classroom Debate**.
   (Resources: Can-Do Statements, ACTFL or BCCI Progressions)
Active Language Learning Strategies in the World Languages & ENL/ESL Classrooms

**How are we meeting today’s goals?**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10’</td>
<td>Introductions, session goals and process to accomplish them</td>
</tr>
<tr>
<td>5’</td>
<td>Tongue Twisters (Warm-up to engage students)</td>
</tr>
<tr>
<td>20’</td>
<td>The Picture World Induction Model (PWIM): Mini-lesson with new concepts and Guided participation and Practice</td>
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<tr>
<td>10’</td>
<td>Large Group Sharing</td>
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<tr>
<td>10’</td>
<td>Modeling how to differentiate and extend students learning (LOTE Teachers: “Can do Statements” , ENL Teachers: BCCI)</td>
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<tr>
<td>20’</td>
<td>Class Debate protocol: Differentiating /Extending the PWIM Story, working with a Partner/Small group</td>
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<tr>
<td>5’</td>
<td>Summary</td>
</tr>
<tr>
<td>10’</td>
<td>Reflection and Feedback</td>
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</tbody>
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What is the New York State Seal of Biliteracy?

- The New York State Seal of Biliteracy (NYSSB) is a formal recognition of a student’s proficiency and achievement in English and one or more languages other than English (LOTE).

- It can take the form of a seal that appears on the students diploma as well as a notation on the official transcript.
Why offer the Seal of Biliteracy?

- To encourage students to study languages
- To recognize the value of language diversity
- To provide employers with a method of identifying people with language and skills
- To provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages
- To prepare students with 21st century skills
- To honor the multiple cultures and languages in a community
Icebreaker: *Tongue Twisters*

• Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also improve accents by using alliteration, which is the repetition of the sound.

• **Tongue Twisters are also an effective way to energize your classroom.** This is one way to use them:
  • Write a short tongue twister on the board.
  • Tell students to all stand up and attempt the tongue twister. Only when they have mastered it, can they return to their seat.
  • Infuse a sense of urgency by telling students to repeat it faster and faster and in different tones of voices.

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Icebreaker: *Trabalenguas*

La vieja Pancha plancha con 4 planchas ¿Con cuántas planchas plancha la vieja Pancha?

(Old Pancha irons with 4 irons. How many irons does Pancha iron with?)
Icebreaker:  
*Scioglilingua*

*Sopra la panca la capra campa, sotto la panca la capra crepa.*

(On the bench the goat lives, under the bench the goat dies).
Icebreaker: Virelangues

Je suis ce que je suis et si je suis ce que je suis, qu'est-ce que je suis?

(I am what I am, and if I am what I am, what am I?)
Icebreaker: Hayakuchi kotoba (早口言葉)

赤巻紙、黄巻紙、青巻紙 (あかまきがみきまきがみあおまきがみ)

(red scroll, yellow scroll, blue scroll)
Icebreaker: 绕口令(rào kǒu lìng)

(Eat grapes and don’t spin out the skins, don’t eat grapes and spit out the skins)
Icebreaker

You know New York, you need New York, you know you need unique New York.
What happened? What did you notice?

- Curiosity
- Interest
- Participation
- Motivation to learn

Student Engagement

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Feb 18, 2016

Student Engagement Definition - The Glossary of Education Reform edglossary.org/student-engagement/
The Picture Word Inductive Model (PWIM)
The Picture Word Inductive Model (PWIM)

**What is it?**

- It is **language & literacy strategy** that uses familiar pictures to help connect **student background knowledge** with **content area** vocabulary.

- It is a **stimulus**, the jumping off for reading, writing, and word study associated with any content area.

- The result is a **student** generated list of words, sentences, and/or paragraph that the class/students can then use as a **stimulus for a more complex activity**, such as a debate, or the beginning of a research project.
The Picture Word Inductive Model (PWIM): Implementation Steps

Teacher chooses a picture or a short video based on topic and relevance. Then, with the participation of the students:

**Step 1:** Label everything they see. Choose a name for the picture. Read and review.

**Step 2:** Classify the words, working in pairs or triads. Students classify the words by grammatical function, type of action, etc. Read and review.

**Step 3:** Describe what they think is happening in the picture. They generate a list of sentences. Read and review.

**Step 4:** Connect their sentences to create a story about what they think is happening in the picture (Individually, in pairs or whole class). Students share with the support of the teacher. Read and review.
Step 1 - Label & Name: “What do you see in the picture? Label everything you see”. “Now, name the picture”
Au marché en plein air!
**Step 2- Classify:** ”How can you **classify** the words around your picture?“

**Classify** the words by grammatical function, type of action, etc.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Other</th>
</tr>
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Let’s read & review
Step 3 - Generate Sentences: “Using the words you have listed, describe what you think is happening in the picture, and generate a list of sentences. Feel free to add new words or change the title of the picture.”
In the French World Language class:

Would you like to see the video again to add or modify your sentences?

Let’s read & review

- Au marché en plein air, la cliente achète des fruits et des légumes. (At the open-air market, the customer buys fruit and vegetables.)
- La vendeuse vend des fruits et des légumes. (The saleswoman sells fruit and vegetables.)
- La cliente achète des concombres, des poivrons rouges, et des haricots verts. (The customer buys cucumbers, red peppers and green beans.)
- La cliente demande le prix des tomates. (The customer asks the price of tomatoes.)
- La cliente fait les courses au marché en plein air. (The customer does the shopping at the open-air market.)
- La cliente paye. (The customer pays.)

NOUNS: food
- les fruits (fruit)
- les légumes (m.) (vegetables)
- les concombres (m.) (cucumbers)
- les poivrons rouges (m.) (red peppers)
- les tomates (f.) (tomatoes)
- les haricots verts (m.) (green beans)

NOUNS: other
- une vendeuse (saleswoman)
- la cliente (customer)

VERBS
- payer (to pay)
- vendre (to sell)
Step 4 – Connect & Create: “Connect your sentences to create a story about what you think is happening in the picture” (Individually, in pairs or whole class).
The boys are playing football on a playground, and have a great time. On the walls surrounding the field you can see graffiti. Listening to the video, the boys speak a language I do not know. One of the boys is ready to kick the ball and the other who is the goalkeeper, is ready to catch it. In the last photo, which has a blue background as if it were an unreal place, I see the goalkeeper focusing on the ball and sweating. Finally he is seen catching the ball, triumphant. I think that the boy wants to be a professional soccer player.
The Picture Word Inductive Model (PWIM) (Summary using Student Friendly Directions)

1. **Look at the picture.** What do you see? Let’s label the areas and objects that we think are important to shake out all the words we already know about this topic.

2. **Read the picture word chart.** Now you say the words and spell them out. Let’s add more (including words in any other language that will help us remember it).

3. **Notice similarities between words.** This may be in what the words sound like, what they mean, and/or their grammatical functions. With the participation of the students, complete classify the words filling a previously prepared chart.

4. **With participation of the students, use the words to create sentences** about the topic.

5. **With participation of the students, use sentences** to write one or more paragraphs about the topic. Read it aloud; students as well.

6. **Display it in the classroom** and return to it for future use and study.

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The PWIM enables students at different levels of language proficiency to collaboratively write a story about a topic. **This is a story that students’ own.**

In the process, students develop a list of **vocabulary** words, differentiate these words by **function**, created **sentences** and write a **story**. They also build **background** on the topic.

.... *How can teachers expand on this work?*
Day 2
Preparing for a Class Debate
(aka Extending & Differentiating Tasks based on the product that resulted from students’ work with the PWIM)
Day 2
Preparing for a Class Debate - Resources

<table>
<thead>
<tr>
<th>In the World Languages Classroom</th>
<th>In the ENL/ESL Classroom</th>
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<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
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**Interpretative Listening**
**Presentational Speaking**
**Presentational Writing**

**Example with Grade 5 – Standard 1**
**Listening/Reading (Receptive)**
**Speaking/ Writing (Productive)**

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Can-Do Statements
(for each level of proficiency and language component)


Please refer to handouts
Can-Do Statements
(for each level of proficiency and language component)

Presentational Speaking

INTERMEDIATE HIGH

I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

I can present information on academic and work topics.

☐ I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.

☐ I can explain a series of steps needed to complete a task or experiment.

☐ I can explain to someone who was absent what took place in class or on the job.

☐ I can present my qualifications and goals for an academic program, training, or job.

I can ______

I can make a presentation on events, activities, and topics of particular interest.

☐ I can present on something I learned from the media.

☐ I can make a presentation about an interesting person.

☐ I can summarize a personal, historical, or cultural event.

☐ I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.

☐ I can make a presentation about the history or current status of a school, organization, or company.

☐ I can make a presentation about future plans.

I can ______

I can present my point of view and provide reasons to support it.

☐ I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.

☐ I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.

☐ I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.

☐ I can ______

Please refer to handouts
BCCI Progressions for New Language
(here Grade 5, Standard 1 Speaking & Listening)

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (SL.1):</th>
<th>Main Academic Demand</th>
<th>Grade Level Academic Demand</th>
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<tbody>
<tr>
<td>Prepare for and participate effectively in a range of conversations and collaborations with others’ ideas and expressing their own clearly and persuasively.</td>
<td>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</td>
<td>Participate in Collaborative Conversations</td>
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<td>Follow Rules for Discussions</td>
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<td>Review Key Ideas and Draw Conclusions in Light of the Discussion</td>
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Common Core Grade 5 Standard (SL.5.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;
- b. Follow agreed-upon rules for discussions and carry out assigned roles;
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others;
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds;
- f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)**

<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>RECEPTIVE</strong></td>
<td>Listening-Centered Activity:</td>
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<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td>Organize pretaught words and phrases on a discussion-reflection graphic organizer to identify the key ideas expressed and draw conclusions, as students participate in collaborative discussions in partnership and/or teacher-led small groups</td>
<td>Organize pretaught words and phrases on a discussion-reflection graphic organizer to identify the key ideas expressed and draw conclusions, as students participate in collaborative discussions in partnership and/or small groups</td>
<td>Organize phrases and sentences on a partially completed discussion-reflection graphic organizer to identify the key ideas expressed and draw conclusions, as students participate in collaborative discussions in partnership, small group and/or whole class settings</td>
<td>Organize sentences on a self-created discussion-reflection graphic organizer, independently, to identify the key ideas expressed and draw conclusions, as students participate in collaborative discussions in partnership, small group and/or whole class settings</td>
<td>Organize information on a self-created discussion-reflection graphic organizer, independently, to identify the key ideas expressed and draw conclusions, as students participate in collaborative discussions in partnership, small group and/or whole class settings</td>
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<td>Reading-Centered Activity:</td>
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<td>Organize pretaught words and phrases on a discussion web to identify information to explore during discussions after reading required material in the new and/or the host language.</td>
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<td>Organize phrases and sentences on a partially completed discussion web to identify information to explore during discussions after reading required material in the new language.</td>
<td>Organize sentences on a self-created discussion web, after teacher modeling, to identify information to explore during discussions after reading required material in the new language.</td>
<td>Organize information on a self-created discussion web, independently, to identify information to explore during discussions after reading required material in the new language.</td>
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<tr>
<td>Oracy and Literacy Links</td>
<td>Speaking-Centered Activity: Use taught words and phrases and the previously completed graphic organizers to complete sentence starters that ask or respond to specific questions and elaborate on the remarks or others, 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 or respond to specific questions and elaborate on the remarks or others, when speaking in partnership and/or small group settings.</td>
<td>Speaking-Centered Activity: Use a word bank to ask or respond to specific questions and elaborate on the remarks or others, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use the previously completed graphic organizers to ask or respond to specific questions and elaborate on the remarks or others, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use knowledge of the topic or text, independently, to ask or respond to specific questions and elaborate on the remarks or others, when speaking in partnership, small group and/or whole class settings.</td>
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<td>Writing-Centered Activity: Use taught word phrases to complete a close paragraph that synthesizes key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn.</td>
<td>Writing-Centered Activity: Use preidentified words and phrases to write two or more paragraphs that synthesize key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn.</td>
<td>Writing-Centered Activity: Use a word bank and the previously completed graphic organizers to develop a short essay that synthesizes key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn.</td>
<td>Writing-Centered Activity: Use the previously completed graphic organizers and teacher-provided models to develop an essay that synthesizes key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn.</td>
<td>Writing-Centered Activity: Use knowledge of the topic or text, independently, to develop a multiple paragraph essay that synthesizes key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn.</td>
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<td>in the new and/or the home language.</td>
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<td>in the new language.</td>
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Please refer to handouts.
TASK:
Use the PWIM story to prepare your class for a Debate

Step 1: INFORMATION GATHERING
Students research, read and gather information on a topic of the students’ interest.

Issue (controversial statement):
Los hombres son mejores que las mujeres jugando a fútbol; el fútbol es un deporte de hombres.

Men are better than women playing soccer; soccer is a male’s sport.

The boys are playing soccer in a playground, and they seem to have a great time. The walls of the playground have some words and graffiti in a language, and listening to the video, they speak a language that is not English. One of the boys is ready to kick the ball and the other – the goalkeeper is ready to pick it up. The last picture shows the goalkeeper catching the ball. In the video it seems that he wants to be a professional soccer player.
Class Debate Step 2: TAKE A STAND - CHOOSE A SIDE

In pairs or triads, students write their ideas either for or against the statement (provide them with the Can-Do Statements)

Presentational Speaking

Presentational Writing

Interpretive Listening
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<td>Listening-Centered Activity: Organize pretaught words and phrases on a discussion/reflection graphic organizer to identify the key ideas expressed and draw conclusions. As students participate in collaborative discussions in partnership and/or teacher-led small groups.</td>
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Write ideas **for** or **against** the statement, in the World Language of your choice, or in English.

Use the corresponding handouts: the Intermediate High Can-Do Statements, or BCCI.
Class Debate:

Step 3: STATE YOUR POSITION

a. Using the Can-Do Statements, or BCCI, groups prepare and rehearse their statements to get their ideas flowing before the class debate.

b. Each team takes turns presenting their arguments. Each member of the pair or triad reads or speaks at least one point to articulate in the debate.

c. Teacher summarizes the pros and cons and helps the class come to consensus.
Reflection (see handout):

• **What active language learning strategies** did you practice and discuss today? How will you incorporate them into your teaching practices?

• **In what ways do the ACTFL Can Do Statements** (LOTE classroom) or **BCCI Progressions** (in ENL/ESL Classroom) support the acquisition of language/s of your students?

• **Why do you think these active language learning strategies** can help your students prepare to earn the **NYS Seal of Biliteracy**?

• **How can the NY CRBE-RN at Fordham University** support you and your students?

Thank you.

Roser Salavert