USING LANGUAGE PROGRESSIONS TO DESIGN QUALITY PROGRAMS FOR ENGLISH LANGUAGE/MULTILINGUAL LEARNERS

NABE CONFERENCE
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NYS/NYC RBE-RN @ FORDHAM UNIVERSITY
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SESSION OBJECTIVES

To introduce and develop an understanding of the major goals and theoretical foundations of the NYS Bilingual Common Core Progressions (BCCI).

To unpack the BCCI to plan for instruction: New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP)

To identify entry points in the NLAP and HLAP for the purpose of designing and planning literacy and content area lessons.
A QUICK LOOK AT NEW YORK STATE AND NEW YORK CITY
NEW YORK STATE ELLS BY PROFICIENCY LEVELS

Newcomer ELLs account for 63.3% of all ELL, Developing ELLs 24.9%, Long Term ELLs 11.7%, SIFE 8.7%, and ELL SWD 21.9%.

<table>
<thead>
<tr>
<th>ELL Subgroups</th>
<th>New York</th>
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<tbody>
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<td></td>
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<tr>
<td>Newcomer</td>
<td>152,629</td>
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<tr>
<td>Developing ELLs</td>
<td>60,144</td>
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<tr>
<td>Long Term ELLs</td>
<td>28,294</td>
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<tr>
<td>SIFE</td>
<td>21,037</td>
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<tr>
<td>ELL SWD</td>
<td>52,890</td>
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# NEW YORK CITY TOP TEN ELL LANGUAGES

### Top 10 Home Languages of ELLs

<table>
<thead>
<tr>
<th>Rank</th>
<th>Home Language</th>
<th># of ELLs</th>
<th>% of ELLs</th>
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<tbody>
<tr>
<td>1</td>
<td>Spanish</td>
<td>92,746</td>
<td>61.53%</td>
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<tr>
<td>2</td>
<td>Chinese</td>
<td>20,191</td>
<td>13.39%</td>
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<tr>
<td>3</td>
<td>Arabic</td>
<td>8,053</td>
<td>5.34%</td>
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<tr>
<td>4</td>
<td>Bengali</td>
<td>6,465</td>
<td>4.29%</td>
</tr>
<tr>
<td>5</td>
<td>Russian</td>
<td>3,496</td>
<td>2.32%</td>
</tr>
<tr>
<td>6</td>
<td>Urdu</td>
<td>2,983</td>
<td>1.98%</td>
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<tr>
<td>7</td>
<td>Haitian Creole</td>
<td>2,838</td>
<td>1.88%</td>
</tr>
<tr>
<td>8</td>
<td>French</td>
<td>1,855</td>
<td>1.23%</td>
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<tr>
<td>9</td>
<td>Uzbek</td>
<td>1,404</td>
<td>0.93%</td>
</tr>
<tr>
<td>10</td>
<td>Punjabi</td>
<td>990</td>
<td>0.66%</td>
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<tr>
<td></td>
<td>Other (154)</td>
<td>9,720</td>
<td>6.45%</td>
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<tr>
<td></td>
<td>Total</td>
<td>150,741</td>
<td>100.00%</td>
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NYS BLUEPRINT FOR THE EDUCATION OF ELLs PRINCIPALS UPON WHICH THE BCCI IS BASED

- All teachers are teachers of ELLs
- All school boards/district leaders are responsible for ensuring that the academic, linguistic, social and emotional needs of ELLs are addressed
- District and schools engage all ELLs in instruction that is grade-appropriate, academically rigorous and aligned with the standards
- District and schools recognize that bilingualism and bi-literacy are assets
- District and schools value all parents and families as partners in education
- District and school communities leverage the expertise of Bilingual. ESL, and LOTE teachers
- Districts and school communities leverage ELL’s home languages, cultural assets and prior knowledge
- Districts and schools use diagnostic and formative assessment practices in order to measure ELL’s content knowledge as well as new and home language development.
FOUNDATIONAL PHILOSOPHY

LANGUAGE IS MORE THAN A SERIES OF GRAMMATICAL STRUCTURES. IT IS, RATHER, A SOCIAL PRACTICE (PENNYCOCK, 2010).

THEREFORE, LANGUAGE LEARNING IN AN ACADEMIC CONTEXT IS NOT SOLELY MASTERY OF GRAMMATICAL STRUCTURES OR VOCABULARY, BUT IT IS ALSO ABOUT THE DEVELOPMENT OF COMPETENCY IN THE LANGUAGE THAT IS SPECIFIC TO EACH ACADEMIC DISCIPLINE.

THIS REQUIRES THAT STUDENTS PARTICIPATE IN A LANGUAGE SOCIALIZATION PROCESS THAT INCLUDES EXPPLICIT AND IMPLICIT GUIDANCE BY INSTRUCTORS AS WELL AS ENGAGEMENT WITH THE WAY OF THINKING THAT IS UNIQUE TO EACH ACADEMIC DISCIPLINE. (Snow, Griffen & Burns)

FOR EXAMPLE, STUDENTS IN A HISTORY CLASS ARE TREATED AS HISTORIANS AND STUDENTS LEARNING SCIENCE ARE TREATED AS SCIENTISTS. (Walqui and Heritage, 2012)

What words or phrases resonated with you after reading each quotation?

What are the instructional implications?
<table>
<thead>
<tr>
<th>What words or phrases resonated with you after reading each quotation?</th>
<th>What are your thoughts/reflections?</th>
<th>What are the instructional implications?</th>
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THE IMPORTANCE OF HOME LANGUAGE

THE BLUEPRINT FOR THE EDUCATION OF ENGLISH LEARNERS USES A DYNAMIC VIEW OF BILINGUALISM THAT DRIVES THE BCCI

- THE IMPORTANCE OF HOME LANGUAGE
  - BILINGUALISM AS A POINT OF DEPARTURE FOR LANGUAGE INSTRUCTION AND A GOAL FOR LANGUAGE LEARNERS
  - AS A SPRINGBOARD TO UNDERSTAND AND PRODUCE NEW LANGUAGE
  - TO SUPPORT THE DEVELOPMENT OF LANGUAGE
  - THE NOTION THAT ALL TEACHERS ARE TEACHERS OF ELs

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GOALS OF THE BCCI

TO ENACT A VISION OF BILINGUALISM

- To provide a roadmap for all teachers to ensure that students are learning the new language and/or developing their home language in order to meet the CCLS
- To provide points of entry for students at all levels of proficiency and literacy
- To support of a broader goal of bilingualism for all students, both ELS and non-ELS

The new language arts progressions can be used as a guide for the development of literacy among students who are not English Language Learners.
The BCCI is a plan for teachers of ELL students that provides strategies to make the CCLS accessible to students at various levels of language and literacy.
Two sets of resources were created to ensure that the CCLS is accessible to EL students who are at various levels of proficiency and literacy:

- **New Language Arts Progressions: NLAP** (formerly known as the ESL standards)
- **Home Language Arts Progressions: HLAP** (formerly known as the Native Language Arts Standards)
The New Language Arts Progressions (NLAP) and the Home language Arts Progressions (HLAP) are aligned with emerging research that calls for the integration of content and language in new language development. (Chamot, 2009, Coyle, Hood & Marsh, 2010, Echevarria, Vogt & Short, 2012)
The New Language Arts Progressions and the Home Language Arts Progressions identify and provide points of entry for 5 levels of language proficiency:

- Entering
- Emerging
- Transitioning
- Expanding
- Commanding
NEW LANGUAGE ARTS PROGRESSIONS: NLAP

- NEW LANGUAGE ART PROGRESSIONS: A MORE INTEGRATED APPROACH
  - RECEPTIVE LANGUAGE COMPETENCIES
    - LISTENING
    - READING: LITERACY
  - PRODUCTIVE LANGUAGE COMPETENCIES
    - SPEAKING: ORACY
    - WRITING: LITERACY
  - A CURRICULUM THAT ENCOMPASSES RECEPTIVE AND PRODUCTIVE COMPETENCIES AND ALL 4 COMPONENTS OF LANGUAGE
    - LISTENING
    - SPEAKING
    - READING
    - WRITING
NEW LANGUAGE ARTS PROGRESSIONS: NLAP

- New language development occurs more successfully when students are engaged in authentic, content-specific tasks from the very beginning of exposure to their new language.

- When provided appropriate scaffolding, language learners can begin to develop language for academic purposes at the same time that they are developing basic communication skills in the new language (Walqui & Heritage, 2012)

What instructional implications do the two statements above for planning programs for ELL students?
HOME LANGUAGE ARTS PROGRESSIONS: HLAP

A TOOL FOR TEACHING HOME LANGUAGE ARTS

▪ Based on the **role of home language development** in the development of new languages and the continuum of bilingualism and bi-literacy (Cummins, 2001, Krashen, 2005, August & Shanahan, 2006)

▪ Shift in terminology
  ▪ **Integration** of home and school

▪ Strong schooling in the home language

▪ Focus on language arts content in the home language parallel to ELA

▪ Stronger focus on **literacy development** in the home language because students come with stronger oracy skills in the home language

▪ **Foundation of oracy** must be built upon to ensure the development of home language literacy

▪ HLAP provides guidance to teachers and points of entry at all levels of literacy

Handout

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HLAP: SUBGROUPS OF STUDENTS

- Students with strong schooling in their home language
- Students with interrupted formal education (SIFE)
- Heritage speakers
  - Students raised in homes where a language other than English is spoken who have some degree of ability or fluency in that language
INTEGRATION OF LANGUAGE AND CONTENT

WHY INTEGRATE LANGUAGE AND CONTENT AREA STUDY?

TURN AND TALK

- Language is learned through meaningful content and context
- Concurrent teaching and learning of subject matter and language accelerates language acquisition
- A non-integrated approach to ENL (ESL) is insufficient for ELs to succeed in the mainstream classroom
- Situated language within a content curriculum supports learning in a continuous and reciprocal manner
- A language rich classroom environment develops literacy skills for both EL and non-EL students
LET’S LOOK AT THE BILINGUAL COMMON CORE PROGRESSIONS

NEW LANGUAGE ARTS PROGRESSIONS

HOME LANGUAGE ARTS PROGRESSIONS

HANDOUT 2
ACTIVITY

TASK 1

REFER TO HO #2: HOME LANGUAGE ARTS PROGRESSIONS

THINK, WRITE, PAIR, SHARE

What information is provided to you on the document?
In what ways is the information useful?
What are the points of entry for students?
What is meant by the Main Academic demand (MAD)?
What is meant by the Grade Level Academic Demand (GLAD)?
What are the points of entry for students across the proficiency levels?
In what ways is this tool useful?
# HOME LANGUAGE ARTS PROGRESSIONS (ELA/NLA)

## Grade 4: Reading for Information 1

### Common Core Anchor Standard (RL.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

### Grade Level Academic Demand
- Refer to Text Details to Explain and Draw Inferences

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<table>
<thead>
<tr>
<th>6 Levels of Literacy 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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<tbody>
<tr>
<td><strong>RECEPTIVE</strong></td>
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<tr>
<td><strong>Oracy and Literacy Links</strong></td>
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<tr>
<td><strong>Listening-Centered Activity:</strong></td>
<td>Organize pre-organized words and phrases on a main-idea-and-details graphic organizer to identify key details from the text, as test is read aloud in partnership and/or small groups.</td>
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<tr>
<td><strong>Reading-Centered Activity:</strong></td>
<td>Organize pre-organized words and sentences on a partially completed main-idea-and-details graphic organizer to identify key details from the text, as test is read aloud in partnership, small group and/or whole class settings.</td>
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<tr>
<td><strong>Listening-Centered Activity:</strong></td>
<td>Organize main-idea-and-details graphic organizer to identify key details from the text, as test is read aloud in partnership, small group and/or whole class settings.</td>
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<td>Organize main-idea-and-details graphic organizer to identify key details from the text, as test is read aloud in partnership, small group and/or whole class settings.</td>
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</tr>
<tr>
<td><strong>Listening-Centered Activity:</strong></td>
<td>Organize information on a self-created main-idea-and-details graphic organizer, independently, to identify key details from the text, as test is read aloud in partnership, small group and/or whole class settings.</td>
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<tr>
<td><strong>Reading-Centered Activity:</strong></td>
<td>Organize information on a self-created main-idea-and-details graphic organizer, independently, to identify key details from the text, as test is read aloud in partnership, small group and/or whole class settings.</td>
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</table>

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**Draft:** HLAP Reading for Information (RI) RI: RI.4.1

engage ny
## New Language Arts Progressions (ESL/New Language)

### Grade 4: 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.

#### Main Academic Demand
- Draw Inferences Using Evidence from the Text

#### Common Core Grade 4 Standard (RI.4.1): Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Grade Level Academic Demand
- Refer to Text Details to Explain and Draw Inferences

### 5 Levels of Language Development

<table>
<thead>
<tr>
<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>

#### Receptive and Literacy Links

**Listening-Centered Activity:** Organize meaningful words and phrases on a main-idea-and-details graphic organizer to identify key details from the text, as text is read aloud in partnership and/or teacher-led small groups.

**Reading-Centered Activity:** Organize pretaught words and phrases on a text map. Refer T-chart to identify details and draw inferences.

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

- In the new and/or the home language.
- In the new and/or the home language.
- In the new and/or the home language.
- In the new language.
- In the new language.
# HOME LANGUAGE ARTS PROGRESSIONS (ELA/NLA)

### Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Common Core Grade 4 Standard (W.4.1): Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

#### b. Provide reasons that are supported by facts and details.

#### c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

#### d. Provide a concluding statement or section related to the opinion presented.

## Levels of Literacy Development

<table>
<thead>
<tr>
<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>

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## Oracy and Literacy Links

### Receptive

**Listening-Centered Activity:** Organize phonemic sounds and phrases on a spider map graphic organizer to identify reasons that support an argument and supporting facts and details.

**Reading-Centered Activity:** Organize phrases and sentences from a bank on a partially completed opinion tree graphic organizer to connect an opinion with reasons and supporting facts and details.

### Engaging

**Listening-Centered Activity:** Organize information on a self-created spider map graphic organizer to identify reasons that support an argument and supporting facts and details as a text is read aloud in partnership, small group, and/or whole class settings.

**Reading-Centered Activity:** Organize information on an opinion tree graphic organizer to connect an opinion with reasons and supporting facts and details.

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*Draft: HLP Writing (W) W.1: W.4.1*  
*engage by*  

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# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

**Gráfico 4: Escritura 1**

<table>
<thead>
<tr>
<th><strong>Common Core Anchor Standard (W.1):</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</th>
<th><strong>Main Academic Demand</strong></th>
<th>Write Persuasively with Reasoning and Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Grade 4 Standard (W.4.1):</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td><strong>Graduate Level Academic Demand</strong></td>
<td>Write an Opinion Piece Supporting Point of View with Reasons and Information, Grouping Ideas to Support Writer’s Purpose</td>
</tr>
<tr>
<td>a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
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<tr>
<td>b. Provide reasons that are supported by facts and details.</td>
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<tr>
<td>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
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<tr>
<td>d. Provide a concluding statement or section related to the opinion presented.</td>
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<tr>
<th><strong>S Levels of Language Development</strong></th>
<th><strong>Entering</strong> (Beginner)</th>
<th><strong>Emerging</strong> (Low Intermediate)</th>
<th><strong>Transitive</strong> (High Intermediate)</th>
<th><strong>Expanding</strong> (Advanced)</th>
<th><strong>Demanding</strong> (Proficient)</th>
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<tbody>
<tr>
<td><strong>Listening-Centered</strong></td>
<td>Activity: Organize sentences on a spider map graphic organizer to identify reasons that support an argument and supporting facts and details, and as a text is read aloud in partnership and/or small groups.</td>
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<tr>
<td><strong>Reading-Centered</strong></td>
<td>Activity: Organize sentences on an opinion tree graphic organizer to connect an opinion with reasons and supporting facts and details.</td>
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When acquiring a new language, using grade level texts and appropriate supports, students are able to:

- **Listening-Centered Activity:** Organize sentences on a spider map graphic organizer to identify reasons that support an argument and supporting facts and details, as a text is read aloud in partnership and/or small groups.

- **Reading-Centered Activity:** Organize sentences on an opinion tree graphic organizer to connect an opinion with reasons and supporting facts and details, as a text is read aloud in partnership and/or small groups.

- **Oracy and Literacy Links:**
  - **Reading-Centered Activity:** Organize sentences on an opinion tree graphic organizer to connect an opinion with reasons and supporting facts and details, as a text is read aloud in partnership and/or small groups.
  - **Writing-Centered Activity:** Organize information on a self-created opinion tree graphic organizer, independently, to connect an opinion with reasons and supporting facts and details, as a text is read aloud in partnership and/or small groups.
COMPARING THE HLAP AND THE NLAP

TASK 2: WORK WITH A PARTNER TO DO THE FOLLOWING:

USE THE HLAP (HO2) AND THE NLAP (HO 3)

- Compare the New and Home Language Arts Progressions
- Read the performance indicators at the entering level for all four modalities vertically
- Use the graphic organizer to compare and contrast NLAP and HLAP
- Discuss with your partner what you noticed

HANDOUT
<table>
<thead>
<tr>
<th>WHAT ARE THE STUDENTS EXPECTED TO DO?</th>
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<th>WHAT SCAFFOLDING TOOLS ARE THEY PROVIDED?</th>
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<th>WHAT ARE THEY EXPECTED TO DO WITH THE SCAFFOLDING TOOL?</th>
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<th>WHAT WILL THE TEACHER DO?</th>
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<th>HOW MAY THE CLASS BE ORGANIZED?</th>
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WHAT DO YOU NOTICE IS SIMILAR ACROSS PROFICIENCY LEVELS? WHAT IS DIFFERENT? WHY?
USING THE PROGRESSIONS TO PLAN AND ASSESS INSTRUCTION

- To differentiate linguistic scaffolds.
- To determine the specific scaffolds that target the content area demands.
- To develop formative assessments according to levels of proficiency.
- To develop language objectives.
GIVE IT A GO...

THE HAUDENOSAUNEE THANKSGIVING ADDRESS: HO 7

- **TASK: WITH YOUR PARTNER DESIGN A LESSON TO ADDRESS:**
  - **Standard RI** (Reading for information) Read closely to determine what the text says explicitly and to make logical inferences from it.
  - **Grade 4 Standard RI4.1**: Reading for details and examples in a text when explaining what the text say explicitly and when drawing inferences from a text
  - **MAD**: Draw inferences using evidence from the text
  - **GLAD**: Refer to text details to explain and draw inferences

- **YOUR LESSON WILL FOCUS FIRST ON ENGAGING STUDENTS AT THE TRANSITIONAL LEVEL IN A LISTENING/READING ACTIVITY. THEN YOU WILL DIFFERENTIATE FOR THOSE STUDENTS AT THE ENTERING, EMERGING AND EXPANDING LEVELS.**
  - Refer to the BCCP handouts
  - Steps to planning a successful lesson handout #8

BE PREPARED TO SHARE OUT

HO 7 THANKSGIVING ADDRESS

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STEPS TO PLANNING LESSONS USING THE BCCI

With your partner, design a lesson to address BCCI Common Core Grade 4 Reading for Information: The Thanksgiving Address

Standard RI 4.1: Refer to the grade 4 NLAP and HLAP to support your work.

Majority of students in the class are at the transitional level of proficiency

Step 1: Use New Language Arts Progressions for Reading and Listening to identify a learning target.

Step 2: Read the passage provided

Step 3: Identify a content target/objective

Step 4: Identify the linguistic demands that will support the learning target. (L, S, R, W)

Step 5: Identify the language objective

- Analyze the text to determine the tiered vocabulary, phrases and sentences students need to engage in the lesson’s activity (linguistic demands)
- Deliberate teaching of academic language
  - Sentence development through strategic use of vocabulary

Step 6: Activities to engage all students

- Plan the lesson geared to the majority of students
- Scaffold activities for students above and below the proficiency level of the majority of the class
- How will the activity be ramped up for students at the expanding level
- What scaffolds are appropriate for students at the entering and emerging levels?
- Amplification, not simplification

Step 7: Assessments

- Differentiate for each level of proficiency


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FOR MORE INFORMATION

VISIT OUR WEBSITE AT:

NYC Regional Bilingual Education Resource Network (RBE-RN)

EMAIL US AT:

nycrbern@Fordham.edu

THANK YOU