Aligning the Common Core to the Realities in the Bilingual Classroom

NYSABE Conference
Hilton Huntington Long Island
Friday, March 16, 2018
Participants will

• Actively engage with the Bilingual Common Core Language Progressions to plan an interactive read aloud lesson.
• Become familiar with Grade 3 (RL.3.3): “Describe Character, and Explain How Their Actions Contribute to Story Sequence”. (cause/effect)
• Develop text analysis skills using a narrative text, Marisol Mc Donald Doesn’t Match by Monica Brown.
• Plan lessons to address the linguistic demands of grade level text.
• Focus on creating receptive and productive language objectives using the Targets of Measurement (ToMs).
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).
Research on Literacy Instruction for ELLs

In *Biliteracy from the Start*, Kathy Escamilla (2007) states:

- **Interactive and direct instructional approaches** are the most effective.

- **Focus on meaning** and not on cracking the decoding.

- **Teach high frequency words that are concrete** (e.g. dog, boy, went). These words can easily be made comprehensible and meaning can be attached.

- **Teach ELLs to learn to comprehend, speak, read, and write English simultaneously.** It is not necessary to delay literacy to understand and speak English.

- **Do not focus on reading and writing skills at the expense of oral language skills.** Daily lesson plans should include oral language as well as literacy objectives.

- **Move beyond vocabulary and include language structures,** and opportunities to use these language structures.

NYC RBERN at Fordham University
Arellano, Liu, Stoker, and Slama recently published findings that there is a definite correlation between initial Spanish proficiency in kindergarten among English learners and the long-term implications for attaining English proficiency and achieving grade-level readiness in elementary school.

The findings suggest that a Spanish proficiency measure could be used as an early indicator to target students with low and medium Spanish proficiency in kindergarten for language and literacy interventions in early grades.
Task 1
Partner Work
MARISOL MC DONALD DOESN’T MATCH
by Monica Brown

• Read entire text with your partner

• Discuss and agree on the theme and discuss possible entry points placing post-its.

• Share out
Task 2
Think and Analyze

Discuss with your group and be ready to share out:

• What third grade standard will you address?

• What are the students expected to do?

• What will the teacher do?

• How will the class be organized?
Task 3
Pair Share

What scaffolding tools will you use?
Start with knowing the literacy standards for Grade 3.

**Standard to be addressed**

BCCI (Bilingual Common Core Initiative) Home and New Language Arts Progressions to teach Common Core Grade 3 Standard 3 (RL.3.3),

Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
**HOME LANGUAGE ARTS PROGRESSIONS (ELA/NLA)**

<table>
<thead>
<tr>
<th>Grade 3: Reading for Literature 3</th>
<th><strong>MAIN ACADEMIC DEMAND</strong></th>
<th><strong>GRADE LEVEL ACADEMIC DEMAND</strong></th>
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<tbody>
<tr>
<td>Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.</td>
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<td>PRODUCTIVE</td>
<td>Writing-Centered Activity: Use preidentified words to complete a close paragraph that describes the characters and explains how their actions contribute to the story sequence.</td>
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### Common Core Grade 3 Standard (RL.3.3): Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

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<td>Describe Characters and Explain How Their Actions Contribute to Story Sequence</td>
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### Linguistic Demands:

The following are 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.

- Identify nouns and associated pronouns to identify the characters in a story.
- Identify adjectives, verbs and adverbs to describe actions, motivations and feelings.
- Use sequencing words and phrases (e.g., then, after, in the end) to explain the sequence of events.
- Use words and phrases to explain how a character contributes (e.g., adds) to the sequence of events.

### Example to Address the Linguistic Demands

See Grades 1, 4, 7 and 11–12 of this standard for examples of the linguistic demands in Spanish, Chinese, Arabic, Bengali and Haitian Creole.
# NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

## Grade 3: Reading for Literature

### Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.

### MAIN ACADEMIC DEMAND

*Analyze Cause and Effect Interactions between Key Text Elements*

### Grade Level Academic Demand

*Describe Characters and Explain How Their Actions Contribute to Story Sequence*

## 5 Levels of Language Development

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

#### RECEPTIVE

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<td>Activity: Organize</td>
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<td>pretrained words</td>
<td>a bank of phrases and short</td>
<td>a glossary of sentences on a</td>
<td>a glossary of sentences on a self-created story map to identify characters and their actions</td>
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<tr>
<td>character map to identify</td>
<td>and phrases on a</td>
<td>sentences on a story map to</td>
<td>character map to identify</td>
<td>character map to identify</td>
<td></td>
</tr>
<tr>
<td>character traits,</td>
<td>character map to</td>
<td>identify characters and their</td>
<td>character traits, motivations</td>
<td>character traits, motivations and/or feelings, as a teacher reads aloud in partnership, small group and/or whole class settings</td>
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<tr>
<td>motivations and/or</td>
<td>identify character</td>
<td>and their actions</td>
<td>and/or feelings, as a teacher reads aloud in partnership, small group and/or whole class settings</td>
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<tr>
<td>feelings, as a teacher</td>
<td>traits, motivations</td>
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<td>reads aloud in</td>
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<td>partnership and/or</td>
<td>a teacher reads</td>
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<td>teacher-led small groups</td>
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in the new and/or the home language.

in the new and/or the home language.

in the new and, occasionally, in the home language.

in the new language.

in the new language.
| Speaking-Centered Activity: Use pretaught words to complete sentence starters that describe characters’ traits, motivations and feelings and explain their actions, in partnership and/or teacher-led small groups | Speaking-Centered Activity: Use preidentified words and phrases to complete sentence starters that describe characters’ traits, motivations and feelings and explain their actions, in partnership and/or small groups | Speaking-Centered Activity: Use a bank of phrases and short sentences and the previously completed character and story maps to describe characters’ traits, motivations and feelings and explain their actions, in partnership, small group and/or whole class settings | Speaking-Centered Activity: Use a glossary of sentences and the previously completed character and story maps to describe characters’ traits, motivations and feelings and explain their actions, in partnership, small group and/or whole class settings |
| Writing-Centered Activity: Use pretaught words to complete a cloze paragraph that describes the characters and explains how their actions contribute to the story sequence | Writing-Centered Activity: Use preidentified words and phrases to complete cloze paragraphs that describe the characters and explain how their actions contribute to the story sequence | Writing-Centered Activity: Use a bank of phrases and short sentences and the previously completed character and story maps to write a short essay that describes the characters and explains how their actions contribute to the story sequence | Writing-Centered Activity: Use a glossary of sentences and the previously completed character and story maps to write an essay that describes the characters and explains how their actions contribute to the story sequence |

in the new and/or the home language
### Common Core Grade 3 Standard (RL.3.3): Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

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<td>Raweno, the Everything-Maker, was busy creating all the types of animals. One day he was hard at work on Rabbit. Rabbit said to him, “I want long, strong legs and long ears like the Deer, and sharp teeth and claws like the Panther.” “I do them the way they ask for them to be,” said Raweno. He made Rabbit’s hind legs very long, just the way Rabbit had described. Owl, still not formed, was sitting on a tree nearby waiting his turn. “Whoo, whooo,” he sang, “I want a long, graceful neck like Swan’s, and bright red feathers like Cardinal’s, and a nice long beak like Egret’s, and a beautiful crown of plumes like Heron’s. I want to be the most beautiful, fastest and wondrous of all birds.” “Hush,” said Raweno. “Turn around and look somewhere else. Close your eyes, too. Don’t you know that you are not allowed to watch me while I work?” Just at that moment Raweno was making Rabbit’s ears quite long, just as Rabbit had asked him for.</td>
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<thead>
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<th>Teacher Directions</th>
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<tr>
<td>In a mini lesson and small group or whole class conversation, describe characters and explain how their actions contribute to the sequence of events:</td>
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<tr>
<td>• Identify nouns and associated pronouns (bold) (e.g., Raweno, he, Rabbit, Owl) to identify the characters in a story.</td>
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<tr>
<td>• Identify adjectives, verbs and adverbs (italics) (e.g., busy, turn, waiting, fastest, wondrous) to describe actions, motivations and feelings.</td>
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### Grade Level Academic Demand

**Describe Characters and Explain How Their Actions Contribute to Story Sequence**

**Linguistic Demands:** The following are 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.

- Identify nouns and associated pronouns to identify the characters in a story.
- Identify adjectives, verbs and adverbs to describe actions, motivations and feelings.
- Use sequencing words and phrases (e.g., then, after, in the end) to explain the sequence of events.
- Use words and phrases to explain how a character contributes (e.g., adds) to the sequence of events.
Language Objectives

Students will be able to identify and use descriptive language (adjective word and adjective phrases) during interactive conversations with their partners.

Examples of language frames for collaborative partner discussion:

In my opinion, Marisol is (different, unique, confident) because________. (evidence from the text)

I know Marisol is __________when she says, “__________”. 
Task: Students will use this graphic organizer to track descriptive words and phrases and to write descriptive sentences using character traits.

How does Marisol respond to the characters who say, “You don’t match”?
When _____ says,” ___________”, Marisol___________________.

What words can be used to describe Marisol?
Marisol is_________ when she ___________________.

What is your opinion of Marisol?
I think Marisol is_________ because_________.

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Task-3
Turn and Talk

• What were the Components of a Read Aloud?
• What steps did you observe the presenters model to foster comprehension?
Preparing for a Literary Read-aloud

- **Pre-read**: Identify key vocabulary words that you will introduce, and consider the type of word learning required.

- Identify, in the book, where you will pause to ask questions or model by thinking aloud.

- Consider how students will engage in the lesson:
  - **Listening** (Four L’s)
  - **Speaking** (Think Pair and Share: Partner A and Partner B)
  - **Reading** and **Writing** (graphic organizers)

- Establish specific, clear content and **language objectives**.

- Know the proficiency levels of your students.

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With your partner work together to prepare for the first read aloud. Use the text and all the handouts given. Finding language and pictorial evidence to support inferences. Be prepared to share out.

MARISOL MC DONALD DOESN’T MATCH
By Monica Brown

Table 1 pages 6-8
Table 2 pages 10-13
Table 3 pages 14-16
Table 4 pages 18-20
Table 5 pages 22-24
Table 6 pages 26-28
Table 7 page 31
How will I differentiate?

• Entering and Emerging?

• Transitioning?

• Expanding?

• Commanding?
What skills do I need to teach my students so they become better readers?

• Understand the meaning of unknown words by using content clues/picture clues.

• Understand that narrative text in English uses quotes “” when someone is speaking and Spanish uses - to signal dialogue.

• Use the dialogue to support inference.

• Analyze the character’s motivation, actions and reactions and how they have an effect on the events.
Reflections
Aileen Colon, NYS-NYC RBE-RN at Fordham University, acolon21@fordham.edu
Sara Martinez, NYS-NYC RBE-RN at Fordham University, smartinez37@fordham.edu

NYC RBERN at Fordham University
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Danke Ευχαριστίες Dalu Köszönöm Tack

Спасибо Dank Gracias Seé

谢谢

Merci

NYC RBERN at Fordham University
Resources

English Language Arts Standards » Reading: Literature » Grade 3
http://www.corestandards.org/ELA-Literacy/RL/3/

New York State Bilingual Common Core Initiative
https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative

Bloom’s Revised Taxonomy Planning Worksheet for One Topic
Bloom’s Revised Taxonomy Planning Framework - Granite School

New York State English as a Second Language Achievement Test (NYSESLAT) Targets of Measurement
https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-targets-measurement

Repeated Interactive Read-Alouds in Preschool and Kindergarten

ENGAGED INTERACTIVE READ ALOUD

Sentence Frames Video
http://www.colorincolorado.org/lesson-planning-ells