Advanced Literacies & ELL Instruction, at the Core of the NYS Next Generation English Language Arts Learning Standards

Presented by
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Introductions
Context

- In 2015, New York State (NYS) began the revision of the NYS P-12 CCLS adopted in January 2011.

- The NYS P-12 Common Core Learning standards (CCLS) are defined as the knowledge, skills and understanding that individuals can habitually demonstrate over time because of instruction and learning experiences.

- They CCLS provide students, educators, and parents with a set of clear expectations leading to college and career readiness.

- In September 2017 the NYS Board of Regents adopted the NYS Next Generation P-12 Learning Standards.
Goals for Today’s Session

Purpose:

• Learn and talk with colleagues about the NYS Next Generation English Language Arts (ELA) Learning Standards.

• Build on your knowledge and expertise to facilitate the implementation of rigorous practices with a focus on Developing Student Communication Competences (Hallmark #2 of the Next Generation Standards)

Process: Interactive session with partner and group tasks.

Payoff: By the end of the session, you will have:

• a deeper understanding of the expectations set by the Next Generation ELA Standards for all students, and

• a tool set of strategies to promote engagement through talk-based learning tasks and projects
"Introduction to the NYS Next Generation ELA Learning Standards"

Read, Learn & Discuss

Step 1: Partner #1 reads pages 1 to 3
Partner #2 reads pages 9/10 and 15

Step 2: Please discuss: What are the key messages? Why are they important?

Step 3: Large group discussion
Key Question:

1. How is literacy defined in the NYS Next Generation Learning Standards? What has changed? Why?
Key Question:

2. Who are the students? Why do these students need Lifelong Practices of Readers and Writers?
Key Question:

3. How do the standards approach the expectations of text complexity and academic language?
What do you think are the teaching demands of the Next Generation ELA Learning Standards?

The Four Hallmarks of Implementation
The Implementation in Four Hallmarks

A common set of instructional practices and guidelines to be implemented across content areas (support the Lifelong Practices).

1. Work with a variety of texts that feature big ideas and rich content.

2. Talk/discuss to build both conversational and academic language and knowledge.

3. Use extended writing as a platform to build language and knowledge.

4. Study a small set of high – utility vocabulary words and structures to build breadth and depth of knowledge.

The focus is on STRENGTHENING THE CORE, rather than interventions for diverse learners.

Today, we will dive into this question of Speaking in the classroom. Why is it important?
About Speaking in Class…

“At home I was fine, but at school I never opened my mouth except when the teacher called on me… I didn’t like school because all they saw was the outside of me” (Sandra Cisneros, 2015).

How do your students feel in your classroom? Do you know who they are, or just know the outside of them?
“At home I was fine, but at school I never opened my mouth except when the teacher called on me… I didn’t like school because all they saw was the outside of me” (Sandra Cisneros, 2015).
Building on Linguistically-Diverse Students’ Language and Cultural Resources

Students who are multilingual often benefit from instruction that allows them to use all of their language knowledge when discussing complex topics.

Quick Tip: Invite linguistically-diverse students into class discussions by encouraging their use of home language resources and sharing with peers their connections across languages.

From...

| Frequent use of formats that promote classroom talk – think-pair-share, jigsaw, debates, and small group work |
| Using discussion and talk as a method for demonstrating thinking and learning |
| Using discussion and talk to support reading and writing instruction, and vice versa |

To...

Infrequent classroom discussion and talk

Using discussion and talk as strategies for processing new content

Using discussion and talk as a stand-alone strategy for learning

Please refer to handout/article
Using Discussion and Dialogue in the Classroom

Why?

- It is a stimulus, the jumping off for creating an engaging language learning environment
- It is a practice that requires all language skills – listening, speaking, reading and writing
- It also builds the skills of presentation and delivery
- If planned carefully, it challenges each student at his/her level of language proficiency while promoting partner and group work
The Socratic Circle/Seminar

Socratic Seminar Sample Class Arrangements

One Large Seminar

Inner/Outer Circle or Fishbowl

Triad

Simultaneous Seminars
Preparing Students to Engage in Debate Using the Socratic Circle/Seminar

Socratic Seminar Guidelines:

In order to provide students with a learning experience, you need to take steps:

• Before the Seminar
• During the Seminar, and
• After the Seminar

Please take a few minutes to read the guidelines in the handout.

Share with us,
1. How would you prepare students for the Socratic Seminar?
2. What do you expect of students during the seminar?
3. What happens after the seminar?
A mini-Experience: Using the Socratic Seminar “Driving on the Left Side”

Why do people in Australia drive on the left-hand side of the Road?

Use the guidelines to outline a Socratic seminar experience for your students.

Please see handout.
Reflect & Respond

- What instructional indicators are addressed for Hallmark #2 (Talk and Discussion) through the use of a Socratic Seminar?

- In your classroom what communication task will students be engaged tomorrow?
Classroom Debates
Using Discussion and Dialogue in the ENL/ESL and WL/FL Classroom

Socratic Seminar

What are the similarities and differences?

Sentence Strips

Dialogue
- ... is collaborative; multiple sides work toward shared understanding.
- ... listens and talks; everyone is engaged.
- ... encourages participants to think more about their ideas.

Debate
- ... is competitive; multiple sides work toward winning the discussion.
- ... allows for more argumentation and less collaboration.
- ... requires participants to defend their ideas.

Sentence Strips

Please read the handout.

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Did we meet our Goals for Today’s Session?

- Talked with colleagues about the NYS Next Generation English Language Arts (ELA) Learning Standards, with emphasis on Hallmark #2

- Delved into mini-experiences to build knowledge and expertise on how to facilitate the implementation of rigorous practices with a focus on Developing Student Communication Competences

- Expanded your tool set of strategies to promote engagement through talk-based learning tasks and projects
Why is this important?

Reading and writing—language-based competencies—have become prerequisites for participation in nearly every aspect of day-to-day, 21st-century life. There was a time when basic literacy skills provided a clear path forward, when extended reading and writing were the business of education and only necessary for participation in white-collar professions. But today, students need to develop an increasingly complex set of advanced literacy skills and competencies in order to access social and economic opportunities. Importantly, the press for advanced literacies for all does not reflect a decline in the population’s literacy rates. Instead it is a recognition that what counts as “literate” has changed dramatically over the last few decades.

Today’s school leaders—especially those serving large numbers of linguistically diverse learners—face a new normal that guides their instructional work. To be academically and personally successful in today’s literacy- and knowledge-based society and economy, each of their students need to develop what we refer to as advanced literacies. Advanced literacies refer to the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences.
Please complete Evaluation and Reflection.

Thank You!

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Contact and additional information:

NYS/NYC RBE-RN:
https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network

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