The Bilingual Common Core Initiative

2014 NYCESPA Conference
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Saturday, February 8, 2014
Presenter: Eva Garcia, NYS/NYC RBERN
Today we will look at:

1. Bilingual Common Core Initiative- 5 levels
2. Home Language Progressions
3. New Language Progressions
4. Practice with New Language Arts Progressions- 3rd grade
5. Working with Complex Text
6. Levels of Meaning and Purpose
7. Structure
8. Language Conventionality and Clarity
9. Knowledge demands
10. Practice with complex text-Linguistic demands for ELLs
The initiative’s purpose is guiding how all teachers (including Bilingual, English as a Second Language, and teachers of Language Other Than English/LOTE) can provide instruction that makes the Common Core standards accessible to ELLs who are at various language proficiency and literacy levels.
Instructional Shifts Related to the CCLS in ELA and Literacy

Balancing informational and literary text
Building knowledge in the disciplines through text
Having students read the central, grade-appropriate text around which instruction is centered
Focusing on text-based answers
Writing from sources
Building academic vocabulary necessary to access complex texts
Changes in Progressions

Formerly 4 Progression Levels:
Beginner, Intermediate, Advanced, Proficient

Old ESL standards included performance indicators for LOW-MID-HIGH)

New Progression Levels:
Entering, Emerging, Transitioning, Expanding, and Commanding
Equating New Levels with the Old

One can roughly equate the new levels on the progressions as follows:

Entering = Beginning
Emerging = High Beginning/Low Intermediate
Transitioning = Mid- to High- Intermediate
Expanding = Advanced
Commanding = Proficient
Elements of New Language Arts

Progressions

The main academic demand of every Common Core anchor standard as well as the grade level academic demand of the Common Core grade level standard

Performance indicators

Linguistic demands

Examples to address linguistic demands
## New Language Arts Progressions
- **Current Level Identification**: Students learning a new language (e.g., students in English as a Second Language or Language Other than English classes).
- **Assessment**: Each resource identifies what is called the *Main Academic Demand* for every Common Core anchor standard as well as the *Grade Level Academic Demand* of the Common Core grade level standard.

### Five Levels of Language Progressions
- **Entering, Emerging, Transitioning, Expanding, Commanding to target instruction to students based on their level of proficiency in the new language.**

Replaces current levels in ESL of Beginner, Intermediate, Advanced and Proficient. Note: NYSESLAT will be revised to align with these five levels.

### Performance Indicators
- **Performance indicators for each modality that demonstrate how students at each of the five levels can meet the Common Core standards for their grade level, using grade level text, with appropriate support.**
- **Performance indicators have embedded teacher scaffolds to demonstrate how students can meet the indicators using grade level content and text.**
- **Performance indicators address each of the four modalities of language (L: Listening, R: Reading, S: Speaking, W: Write).**

## Home Language Arts Progressions
- **Current Level Identification**: Students developing a home language (e.g., students in Native Language Arts or language classes for speakers of that language).
- **Assessment**: The Common Core State Standards (CCSS) identifies what is called the *Main Academic Demand* for every Common Core anchor standard as well as the *Grade Level Academic Demand* of the Common Core grade level standard.

### Five Levels of Literacy Progressions
- **Entering, Emerging, Transitioning, Expanding, Commanding to target instruction to students based on their level of proficiency in the home language.**

New levels being introduced in the home language.
| Each resource identifies what is called the *Linguistic Demands* of each Common Core standard. The *Linguistic Demands* identify the words, phrases and forms of language that students will need to understand and use in order to meet the Common Core standard. |

**Figure 4**

| Based on the *Linguistic Demands* and *Grade Level Academic Demands*, each resource provides examples of such linguistic demands used in content-specific context, and suggested activities for teachers to target the language development needed. The examples will vary greatly based on language of instruction and the goals of the program or class (e.g. ESL classes may have more content heavy goals than LOTE classes). Thus the scaffolds are suggested resources for teachers to apply in their classrooms where appropriate. In *Home Language Articulations and Progressions*, the examples will include representation of the top 5 languages of New York State (Spanish, Chinese, Arabic, Bengali and Haitian Creole). |

**Figure 5**
Table 1: Language and Literacy Progressions in the New and Home Language According to the BCCI.

<table>
<thead>
<tr>
<th>Entering</th>
<th>New Language</th>
<th>Home Language</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A student who is first encountering English. This level is associated with</td>
<td>A student who has experience with listening and speaking social language and</td>
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<td></td>
<td>the transition between little to no participation, to integrating basic words</td>
<td>may include some knowledge of academic language (e.g. church, listening to TV</td>
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<tr>
<td></td>
<td>and phrases. Students at this level need intensive support in advancing their</td>
<td>news), but little experience with written academic language (e.g. SIH students)</td>
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<td></td>
<td>social and academic language knowledge.</td>
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<tr>
<td>Emerging</td>
<td>A student who is integrating words and basic sentence patterns that allows</td>
<td>A student who has experience using oral language skills as a platform to</td>
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<td></td>
<td>for increased communication in English. Students at this level need consistent</td>
<td>develop and integrate written academic language.</td>
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<td></td>
<td>support in advancing their social and academic language knowledge.</td>
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</tr>
<tr>
<td>Transitioning</td>
<td>A student who has gained basic knowledge of academic words, phrases and</td>
<td>A student who has experience and can apply academic language in specific</td>
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<td></td>
<td>sentences in English such that they can participate. Students at this level</td>
<td>settings (e.g. a student who is more familiar reading non-fiction and</td>
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<td></td>
<td>need frequent support in advancing their academic language knowledge.</td>
<td>experiences difficulties with fiction reading tasks (e.g. has developed an</td>
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<td></td>
<td></td>
<td>understanding of academic language reading but written skills lag behind.</td>
</tr>
<tr>
<td>Expanding</td>
<td>A student who has gained foundational academic language in English sufficient</td>
<td>A student who has experience in social and academic language but who needs</td>
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<tr>
<td></td>
<td>to productively participate. Students at this level need periodic targeted and</td>
<td>specific support in mastering discipline specific academic language (e.g.</td>
</tr>
<tr>
<td></td>
<td>specific support to advance their academic language knowledge.</td>
<td>reading and writing history/social studies vs. reading and writing science).</td>
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<tr>
<td>Commanding</td>
<td>A student who has mastered academic language in English such that their</td>
<td>A student who has experience and mastery academic language in the home language</td>
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<tr>
<td></td>
<td>language skills allow for content knowledge development. Students at this level</td>
<td></td>
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<td></td>
<td>need minimal support to advance their academic language knowledge.</td>
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<tr>
<td>NEW LANGUAGE</td>
<td>HOME LANGUAGE</td>
<td></td>
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<tr>
<td>--------------</td>
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<td></td>
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<tr>
<td><strong>ENTERING</strong></td>
<td><strong>ENTERING</strong></td>
<td></td>
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</tbody>
</table>

- Recognize pre-taught words and phrases found in the text/context
- Associate and organize words and phrases
- Understand in partnership and or small group
- Use cloze sentences for writing in new and/or home language

- Recognize pre-identified words and phrases found in the text/context
- Associate and organize phrases and sentences
- Understand in partnership and or small group
- Use cloze sentences for writing in new and/or home language

| **MERGING** | **MERGING** |

- Recognize pre-identified words and phrases found in the text/context
- Associate and organize phrases and sentences
- Understand in partnership and or small group
- Use cloze paragraphs for writing in new and/or home language

- Recognize information using word banks of phrases and sentences
- Associate and organize information with teacher support and graphic organizers
- Understand and participate in partnership, small group or whole class
- Create a short essay using graphic organizers and teacher modeling

| **TRANSITIONING** | **TRANSITIONING** |

- Recognize information using word banks of phrases and sentences
- Associate and organize information with teacher support and/or modeling
- Understand and participate in partnership, small group or whole class
- Create a short essay using graphic organizers and teacher modeling in new and occasionally in home language

- Recognize information with the support of glossaries and with teacher prompting
- Associate information with teacher prompting
- Understand in partnership, small group and whole class settings
- Create a short essay with teacher prompting

| **EXPANDING** | **EXPANDING** |

- Recognize information with the support of glossaries and with teacher prompting
- Associate information with teacher prompting
- Understand in partnership, small group and whole class settings
- Create an essay with teacher prompting in new language

- Recognize information with the support of glossaries
- Associate information with teacher prompting
- Understand in partnership, small group and whole class settings
- Create an essay using previously created graphic organizers and teacher prompting

| **COMMANDING** | **COMMANDING** |

- Recognize information independently
- Associate and organize information independently
- Understand in partnership, small group and whole class setting in new language

- Recognize information independently
- Associate and organize information independently
- Understand in partnership, small group and whole class setting
### Common Core Grade 3 Standard (W.3.1): Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons;
- b. Provide reasons that support the opinion;
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons;
- d. Provide a concluding statement or section.

### Grade Level Academic Demand:
Develop Coherent and Persuasive Opinion Pieces

<table>
<thead>
<tr>
<th>5 Levels of Language Progressions</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td></td>
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</tr>
<tr>
<td>L. Able to identify the introduction to a topic, opinion, and conclusion in an opinion piece by organizing pre-identified key words into a Main Idea/Supporting Reasons graphic organizer, as topics or text are read aloud in class, or in partnership and/or teacher-led small group discussions, in new and/or home language.</td>
<td>L. Able to identify the introduction to a topic, opinion, and conclusion in an opinion piece by organizing key phrases and short sentences into a Main Idea/Supporting Reasons graphic organizer, as topics or text are read aloud in class, or in partnership, small group, and/or whole class discussions, in new and occasionally in home language.</td>
<td>L. Able to identify the introduction to a topic, opinion, and conclusion in an opinion piece by organizing them into a Main Idea/Supporting Reasons graphic organizer, as topics or text are read aloud in class, or in partnership, small group, and/or whole class discussions, in new and occasionally in home language.</td>
<td>L. Able to identify the introduction to a topic, opinion, and a conclusion in an opinion piece by independently organizing them into a Main Idea/Supporting Reasons graphic organizer, as topics or text are read aloud in class, or in partnership, small group, and/or whole class discussions, in new language.</td>
<td>L. Able to identify the introduction to a topic, opinion, and a conclusion in an opinion piece by independently organizing them into a note taking guide or taking notes independently, as topics or text are read aloud in class, or in partnership, small group, and/or whole class discussions, in new language.</td>
<td></td>
</tr>
<tr>
<td>R. Able to identify two or more supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer and highlighting linking words in the text that appear on a provided list (i.e. and, but, or others listed below), when reading topics or text in new and/or home language.</td>
<td>R. Able to identify two or more supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer and highlighting linking words in the text that appear on a provided list (i.e. for example, or others listed below), when reading topics or text in new and occasionally in home language.</td>
<td>R. Able to identify lists of supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer and independently highlighting linking words in the text (i.e. like, for instance, because or others listed below), when reading topics or text in new and occasionally in home language.</td>
<td>R. Able to identify lists of supporting reasons in an opinion piece by independently noting them into the note taking guide or taking notes independently and highlighting linking words used (i.e. however, in contrast, in conclusion or others listed below), when reading topics or text in new and occasionally in home language.</td>
<td>R. Able to identify lists of supporting reasons in an opinion piece by independently noting them into the note taking guide or taking notes independently and highlighting linking words used (i.e. however, in contrast, in conclusion or others listed below), when reading topics or text in new and occasionally in home language.</td>
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</table>

Samples January 3rd, 2013

**NLAP Writing (W.1)**

W.1 : W.3.1
<table>
<thead>
<tr>
<th>PRODUCTIVE</th>
<th>Oracy and Literacy Links</th>
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<tbody>
<tr>
<td>S. Able to persuade by completing sentence starters that address an introduction, opinions, reasons and a conclusion, using <strong>pre-taught one word answers</strong> that include linking words (i.e. <em>and</em>, <em>but</em>, or others listed below), when speaking about topics or text in partnership and/or teacher-led small group discussions in new and/or home language.</td>
<td>S. Able to persuade by participating in discussions that address an introduction, opinions, reasons and a conclusion, using a word bank that includes linking words (i.e. <em>also</em>, <em>as</em>, or others listed below), when speaking about topics or text in partnership, small group and/or whole class discussions in new and occasionally in home language.</td>
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<tr>
<td>W. Able to develop a persuasive opinion piece by completing cloze type paragraphs that address an introduction, opinions, reasons and a conclusion, using <strong>pre-taught one word answers</strong> that include linking words (i.e. <em>and</em>, <em>but</em>, or others listed below), when writing about topics or text in new and/or home language.</td>
<td>W. Able to develop a persuasive opinion piece by writing short paragraphs that address an introduction, opinions, reasons and a conclusion, using <strong>pre-identified key phrases and short sentences</strong> that include linking words (i.e. <em>for example</em>, or others listed below), when writing about topics or text in new and/or home language</td>
</tr>
<tr>
<td>W. Able to develop a persuasive opinion piece by writing a short essay that addresses an introduction, opinions, reasons and a conclusion, using a word bank that includes linking words (i.e. <em>also</em>, <em>as</em>, or others listed below), when writing about topics or text in new and occasionally in home language.</td>
<td>W. Able to develop a persuasive opinion piece by writing a multiple paragraph essay that addresses an introduction, opinions, reasons and a conclusion, using a word bank that includes linking words (i.e. <em>for example</em>, or others listed below), when writing about topics or text in new and occasionally in home language.</td>
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<tr>
<td>W. Able to develop a persuasive opinion piece by leading discourse that addresses an introduction, opinions, reasons and a conclusion, using linking words (i.e. <em>however</em>, <em>in contrast</em>, <em>in conclusion</em>, or others listed below), when speaking about topics or text in partnership, small group and/or whole class discussions in new language.</td>
<td>W. Able to develop a persuasive opinion piece by leading discourse that addresses an introduction, opinions, reasons and a conclusion, using linking words (i.e. <em>however</em>, <em>in contrast</em>, <em>in conclusion</em>, or others listed below), when speaking about topics or text in new language.</td>
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</tbody>
</table>
At the core of The New York State Bilingual Common Core Initiative (NYSBCCI) is the idea that in addition to being a series of grammatical structures, language is also a social practice (Street, 1985; Pennycook, 2010).

What this means is that in a history class students are treated as historians and in science class students are treated as scientists and are provided with both explicit and implicit guidance on the language structures and practices associated with the discourse of the content-area being taught (Walqui & Heritage, 2012).
Theoretical Foundations
continued

The New Language Arts Progressions are aligned with the emerging research that has called for the integration of content and language new language development. (Chamot, 2009; Coyle, Hood, & Marsh, 2010; Echevarria, Vogt, & Short, 2012).

The NYSBBCI views bilingualism both as a point of departure for language instruction and as goal for all language learners.

It should be emphasized that students at all five levels are expected to work with the same grade level texts. At the entering level of the New Language Arts Progressions, grade level texts are heavily scaffolded (e.g. pre-identified words, graphic organizers, option to use home language, etc.).
Scaffolding has been defined as “the support offered students so that they can successfully engage in activity beyond their current ability to perform independently…”

(Council of Chief State School Officers, 2012, p. 48)
Complex text scaffolds

Scaffolds enable all students to experience rather than avoid the complexity of the text. Many students will need careful instruction — including effective scaffolding — to enable them to read at the level of text complexity required by the Common Core Standards. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; the scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the standards should result in the reader entering the text on its own terms, with instructions providing helpful directions that focus students on the text. Follow-up support should guide readers in the use of appropriate strategies and habits when encountering places in the text where they might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student’s attention on key phrases and/or the organization of ideas in the paragraph or the work as a whole.

Common Core Publishers Criteria

See Common Core Publishers Criteria

http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
Complex text Scaffolds continued

When necessary, extra **textual scaffolding** prior to and during the first read should focus on **words and concepts that are essential to a basic understanding** and that students are not likely to know or be able to determine from context. Supports should be designed to serve a wide range of readers, including those English language learners and other students who are especially challenged by the complex text before them. Texts and the discussion questions should be selected and ordered so that they bootstrap onto each other and promote deep thinking and substantive **engagement with the text**.

(See Common Core Publishers Criteria)
http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf)
Grade Level Appropriate Text

Levels of Meaning and Purpose

Density and Complexity
Complex or abstract level of meaning
Some meanings are stated/others left to the reader to identify

Figurative language-
Imagery, metaphors, symbolism

Purpose
Implied but can be identified based on title or context

Grade Level Appropriate Text

Structure
Genre- Unfamiliar, familiar
Organization
Adheres to most conventions
Digresses on occasion to shift the readers' focus
Shifts reader to another point of view, time, event or place
Then returns to the main idea or topic

Narration
Third person limited
First person narration-provides limited perspectives or viewpoints

Features and Graphics

Wide array of text features—competing for readers attention
- Margin notes
- Diagrams
- Graphs
- Font changes
- Graphics, visuals—augment and illustrate information

Grade Level Appropriate Text

Language Conventionality and Clarity
Standard English Variations
Distance between the reader’s linguistic base vs. language conventions used in text
Vernacular used is unfamiliar to the reader
Register
Consultative or formal
Academic but can refer to developmental level of reader

Knowledge Demands
Background Knowledge
Distance between the reader’s experiences and those in the text
Divergent experiences
Explanations to bridge gaps

Grade Level Appropriate Text

Cultural Knowledge
Text references contemporary/popular culture
Anchor explanations for new knowledge
Intertextuality is used extensively
Familiar to the reader

Vocabulary Knowledge
Domain specific, general academic
Multiple meaning words
Text supports to guide reader’s correct interpretations
Represents familiar concepts/ideas

Main Common Core and ELLs Blog. NY State’s Sample Language Progressions. January 7, 2013 by Diane Staehr Fenner:

http://blog.colorincolorado.org/2013/01/07/ny-states-sample-language-progressions/


Theoretical Foundations

http://www.engageny.org/sites/default/files/resource/attachments/nlap-w.3.1.pdf

Common Core Grade 3 standard

http://edhelper.com/cloze.htm

http://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/