Day 4 ELA II Sessions
Supporting English Language Learners and Linguistically Marginalized Students in the Classroom: Accessing Complex Text

ELA II Grades P-5
# Notes on the Keynote

<table>
<thead>
<tr>
<th>Key Points of Presentation</th>
<th>Implications for Planning</th>
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<th>Implications for Instruction</th>
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<thead>
<tr>
<th>Implications for Student Engagement</th>
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## Setting up the Day: Reflection on Teaching Reading

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What supports do I provide my students to ensure that they can access grade level complex text?</td>
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<tr>
<td>How do I address language demands in the texts I teach?</td>
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<tr>
<td>How do I preview texts (what is my process) that I am teaching before I teach them?</td>
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</tbody>
</table>
Academic Conversations: Listening and Speaking in Collaborative Groups

Stimulators:
- Can you elaborate on that?
- What do you mean by that?
- When did you experience that?
- What makes you think that?
- What is the point about that?
- Why do you say that?
- How do you know that?
- What would you add to that?

Responders:
- I think because that...
- In other words...
- In fact...
- It is important because...
- It is similar to where...
- It is more effective for that...

Use examples from the world or your life.

Build your opinion with new information from someone else.

Don’t be afraid to change your opinion.

Support Ideas with Examples

Build on and/or Challenge a Partner’s Idea

Elaborate and Clarify

Synthesize Conversation Points

Combine all thoughts into one cohesive idea.

Use evidence from the text or a different text.

Describe someone else’s idea in your words.

Paraphrase

Determine what is important for your idea.

Stimulators:
- How can we create more space for that topic?
- What is your main concern?
- What is your take on that?
- What is important here?
- What are we trying to achieve?
- What should we continue to work on?

Responders:
- So, you are saying that...
- We are all saying that...
- What do you mean by that?
- What is your opinion on that?
- What is your position on that?
- What do you think?

Stimulators:
- What is the key point to discuss?
- How much agreement is there about the topic discussed?
- How can we bring these together?
- What do we agree on?
- What are the main points we discussed?
- What key idea can we take away?
Support Ideas with Examples

Use examples from the world or your life.

Use evidence from the text or a different text.

Stimulators:
- Can you give an example from the text?
- What is a real world example?
- What are examples from other texts?
- What is a real-world example?
- Why do you say that?
- How do you justify that?
- What would illustrate that?

Responders:
- For example, ...
- In the text it said that...
- To demonstrate, ...
- An example from my life is...
- One case that illustrates this is...
- For instance, ...
- According to...
Elaborate and Clarify

Give more details.  Use analogies.

Stimulators:
- Can you elaborate on...?
- What do you mean by...?
- What makes you think that?
- Can you clarify the part about...?
- How/Why is that important?
- How does that connect to...?
- Can you be more specific?

Responders:
- I think it means that...
- In other words...
- I believe that...
- It is important because...
- It's similar to when...
- An analogy for this might be...
Build on and/or Challenge a Partner’s Idea

Build your opinion with new information from someone else.

Don’t be afraid to change your opinion.

Stimulators:
- What do you think about the idea that...
- Can you add to this idea?
- Do you agree?
- What might be other points of view?
- What are other ideas?
- How does that connect to the idea...
- I am not sure if this is relevant, but...

Responders:
- I would add that...
- I want to expand on your point about...
- I want to follow up on your idea...
- Then again, I think...
- Another way to look at this could be...
- If __________, then __________
- What struck me about what you said is...
Academic Conversations:

Paraphrase

Describe someone else's idea in your words.

Use your voice!

Stimulators:
- How can we relate what I said to the topic/question?
- What do we know so far?
- What is your take on what I said?
- What are you hearing?

Responders:
- So, you are saying that...
- In a nutshell, you are arguing that...
- In other words...
- What I am hearing is...
- Essentially, you think that...
- It sounds like you are saying that...
Academic Conversations:

**Synthesize Conversation Points**

Determine what is important for your idea.

Combine all thoughts into one cohesive idea.

### Stimulators:
- What have we discussed so far?
- How should we synthesize what we talked about?
- How can we bring this all together?
- What can we agree upon?
- What main points can we share?
- What key idea can we take away?

### Responders:
- We can say that...
- The main theme/point seems to be...
- As a result of this conversation, we think that we should...
- The evidence seems to suggest that...
## Barriers and Bridges: Text Overview

*What does Research Tell Us About Working with English Language Learners*

<table>
<thead>
<tr>
<th>Definition of Reading Component</th>
<th>Considerations when working with ELLs</th>
<th>High-level Strategies for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
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<tr>
<td><strong>Fluency</strong></td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<td></td>
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<tr>
<td><strong>Comprehension</strong></td>
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<td></td>
</tr>
</tbody>
</table>
**Video View 1**
What about Building Knowledge, Vocabulary, and Fluency for Early Readers and Non-readers?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might work with English language learners as it is now without additional Scaffolding?</td>
<td></td>
</tr>
<tr>
<td>What could she do additionally to support English language learners?</td>
<td></td>
</tr>
<tr>
<td>What transferable skills is she working on with students that would benefit English language learners?</td>
<td></td>
</tr>
</tbody>
</table>
**Reflection on accessing text to build knowledge and vocabulary**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does accessing text look like at my grade level when it comes to building knowledge and vocabulary (read aloud? Shared reading?)</td>
<td></td>
</tr>
<tr>
<td>What supports do I provide my students to ensure that they can access grade level complex text?</td>
<td></td>
</tr>
<tr>
<td>How do I address language demands in the texts I teach?</td>
<td></td>
</tr>
<tr>
<td>What am I looking at when I preview texts that I am going to teach?</td>
<td></td>
</tr>
</tbody>
</table>
Text Complexity Guide

Title, by Author

1. Quantitative Measure
Go to [http://www.lexile.com/](http://www.lexile.com/) and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

<table>
<thead>
<tr>
<th>Band</th>
<th>Lexile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>420 - 820L</td>
</tr>
<tr>
<td>4-5</td>
<td>740 - 1010L</td>
</tr>
<tr>
<td>6-8</td>
<td>925 - 1185L</td>
</tr>
<tr>
<td>9-10</td>
<td>1050 – 1335L</td>
</tr>
</tbody>
</table>

2. Qualitative Features
Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

3. Reader and Task Considerations
What will challenge students most in this text? What supports can be provided?
## Text Complexity Rubric: Literature

<table>
<thead>
<tr>
<th>Text Title ____________________________</th>
<th>Text Author ____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Complexity Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceedingly Complex</td>
<td>Organization: Intricate with regard to such elements as point of view, time shifts, multiple characters, storylines, and detail. Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text.</td>
</tr>
<tr>
<td>Very Complex</td>
<td>Organization: May include subplots, time shifts, and more complex characters. Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text.</td>
</tr>
<tr>
<td>Moderately Complex</td>
<td>Organization: May have two or more storylines and occasionally be difficult to predict. Use of Graphics: If used, illustrations or graphics support selected parts of the text.</td>
</tr>
<tr>
<td>Slightly Complex</td>
<td>Organization: Is clear, chronological or easy to predict. Use of Graphics: If used, illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text.</td>
</tr>
</tbody>
</table>

### Text Structure
- **Organization:**
  - Exceedingly Complex: Intricate with regard to such elements as point of view, time shifts, multiple characters, storylines, and detail.
  - Very Complex: May include subplots, time shifts, and more complex characters.
  - Moderately Complex: May have two or more storylines and occasionally be difficult to predict.
  - Slightly Complex: Is clear, chronological or easy to predict.

- **Use of Graphics:**
  - Exceedingly Complex: If used, illustrations or graphics are essential for understanding the meaning of the text.
  - Very Complex: If used, illustrations or graphics support or extend the meaning of the text.
  - Moderately Complex: If used, a range of illustrations or graphics support selected parts of the text.
  - Slightly Complex: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text.

### Language Features
- **Conventionality:**
  - Exceedingly Complex: Dense and complex, contains abstract, ironic, and/or figurative language.
  - Very Complex: Fairly complex, contains some abstract, ironic, and/or figurative language.
  - Moderately Complex: Largely explicit and straightforward, easy to understand.
  - Slightly Complex: Explicit, literal, and cultural elements.

- **Vocabulary:**
  - Exceedingly Complex: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language, may be ambiguous or purposefully misleading.
  - Very Complex: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic.
  - Moderately Complex: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic.
  - Slightly Complex: Contemporary, familiar, conversational language.

- **Sentence Structure:**
  - Exceedingly Complex: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts.
  - Very Complex: Many complex sentences with several subordinate clauses or phrases and transition words.
  - Moderately Complex: Primarily simple and compound sentences, with some complex constructions.
  - Slightly Complex: Mainly simple sentences.

### Meaning
- **Meaning:**
  - Exceedingly Complex: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text.
  - Very Complex: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text.
  - Moderately Complex: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety.
  - Slightly Complex: One level of meaning; theme is obvious and revealed early in the text.

### Knowledge Demands
- **Life Experiences:**
  - Exceedingly Complex: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader.
  - Very Complex: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers.
  - Moderately Complex: Explores several themes; experiences portrayed are common to many readers.
  - Slightly Complex: Explores a single theme; experiences portrayed are everyday and common to most readers.

- **Intertextuality and Cultural Knowledge:**
  - Exceedingly Complex: Many references or allusions to other texts or cultural elements.
  - Very Complex: Some references or allusions to other texts or cultural elements.
  - Moderately Complex: Few references or allusions to other texts or cultural elements.
  - Slightly Complex: No references or allusions to other texts or cultural elements.
Grammar and Rhetorical Features of Text

Grammatical and Rhetorical Features of Complex Text

• Information density
  – Dependent clauses
  – Phrases within sentences
• The use of subjective pronouns
• The use of adverbial clauses and phrases to situate events

A subjective pronoun example: She, he, they, it

Adverbial Clause: Group of words which plays the role of an adverb (as in all clauses, an adverbial clause contains a subject and a verb. For Example:
  - Keep hitting the gong hourly. (normal adverb)
  - Keep hitting the gong until I tell you to stop. (adverbial clause)

Grammatical and Rhetorical Features of Complex Text (continued)

• Ellipses
• The use of abstract nouns
• The use of devices for backgrounding and foregrounding information
• Passive voice
• A combination of complex and simple sentences

An abstract noun is a word which names something that you cannot see, hear, touch, smell or taste. For example:
  - Consideration
  - Parenthood
  - belief
Analyzing Language and Structure Complexity:
Notes on *Nasreen’s Secret School*
**Where are we going with the text?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What is the big idea of this text?</td>
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<td>What are the key understandings?</td>
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<td>What skills should students walk away with?</td>
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<tr>
<td>What reading standards do this text clearly lend itself to?</td>
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<tr>
<td>What language standards do this text clearly lend itself to?</td>
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<tr>
<td>What writing standard does this text clearly lend itself to? if the final product is writing?</td>
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</tbody>
</table>
### Planning for the Challenge:

*How is as important as what.*

<table>
<thead>
<tr>
<th>What will be most challenging?</th>
<th>What actions and questions might be necessary to facilitate understanding?</th>
<th>What activity might support their understanding?</th>
<th>Strategies to ensure verbal participation of all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
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<tr>
<td>Structure</td>
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<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Language</td>
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</tbody>
</table>
# Academic Language: Building ELLs Agency & Autonomy

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Features</th>
<th>Purpose</th>
<th>Academic Language Specific to Text</th>
</tr>
</thead>
</table>
| **Message Level**
Knowledge of Language
CCSS.ELA-LITERACY.L.3 | Clarity & coherence
Register for participants & purposes
Density of ideas and their relationships
Message organization & **structure** (visuals, paragraphs)
Organization of sentences | Create a logical flow of and connections between ideas, knowing how ideas develop and need to develop
Match language with the purpose of the message (Clear, complete, focused, logical, appropriate to the discipline)
Create, clarify, fortify, & negotiate ideas |  |
| **Sentence Level**
Conventions of Standard English
CCSS.ELA-LITERACY.L.1-2 | Sentence structure (compound/complex) & length
Transitions & connectives
Complex verb tenses and passive voice
Pronouns and references | Craft sentences to be clear
Use of a variety of sentence types to clarify a message and condense information
Combine ideas, phrases, and clauses. |  |
| **Word Level**
Vocabulary Acquisition & Usage
CCSS.ELA-LITERACY.L.4-6 | Cross-disciplinary terms
Figurative expressions & multiple meanings
Content vocabulary
Affixes, roots, and transformations | Choose and use the best words and phrases communicate
Figure out the meaning of new words and terms
Use and clarify new words to build ideas or create products |  |
The Terms: Task Complexity, Scaffolding, Amplification

Defining the Terms: Task Complexity, Scaffolding and Amplified Language for ELLs

*Task complexity:* the demands of the task, with regard to language, vocabulary, structure, and student direction.

*A scaffold is a temporary instructional practice used to amplify content based on need, as we move students toward independence.*

*To amplify in this context is to provide students with repeated opportunities to encounter and practice (through reading, writing, listening, and speaking) the language and content from multiple perspectives and activities in order to meet the conceptual/analytical grade level demands.*
## Reviewing the Videos with Modalities in Mind

### Content Knowledge:
What skills and/or knowledge are students expected to demonstrate when they produce their understanding of the content?

### Analytical Skills (across all disciplines):
What thinking skills are most important to the task? What specific analytic skills (logic, methodical, organizational) are students expected to demonstrate?

### Language Demands:
What language demands are critical to completion of the task? (Think modalities - what language do they have to understand, and what do they have to do with the language?)

<table>
<thead>
<tr>
<th></th>
<th>Content Knowledge</th>
<th>Analytical Skills</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Video 1</td>
<td>Video 2</td>
<td>Video 1</td>
</tr>
<tr>
<td>What modalities are at play, and in what ways?</td>
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<tr>
<td>How do students scaffold their own understanding?</td>
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<tr>
<td>What scaffolds does the teacher use to support student learning and work?</td>
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NYS Bilingual Common Core Initiative

Teacher’s Guide to Implement the Bilingual Common Core Progressions
Introduction to the New York State Bilingual Common Core Initiative

The Bilingual Common Core Initiative is a guide for how Bilingual, English as a Second Language and teachers of Language Other Than English, can provide instruction that makes the Common Core standards accessible to students at various language proficiency and literacy levels. To this end, the initiative has created two sets of resources, the New Language Arts Progressions (formerly known as English as a Second Language Learning Standards) and the Home Language Arts Progressions (formerly known as Native Language Arts Standards).

Understanding the Bilingual Common Core Initiative’s Progressions

<table>
<thead>
<tr>
<th>Target Student Population</th>
<th>New Language Arts Progressions</th>
<th>Home Language Arts Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students learning a new language (e.g. students in English as a Second Language or Language Other than English classes)</td>
<td>Students developing a home language (e.g. students in Native Language Arts or language classes for speakers of that language)</td>
</tr>
</tbody>
</table>

| CCLS Analysis | Each resource identifies what is called 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. |

| Levels of Proficiency and Literacy | 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 standard for their grade level, using grade level text, with appropriate supports. 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). |
|------------------------| Figure 3 |
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.

**Examples to Address the Linguistic Demands**

Based on the **Linguistic Demands** and **Grade Level Academic Demand**, each resource provides examples of such linguistic demands used in a 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 Arts Progressions, the examples will include representation of the top 5 languages of New York State (Spanish, Chinese, Arabic, Bengali and Haitian Creole).

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**Key for Abbreviations of CCLS ELA/Literacy Standards**

<table>
<thead>
<tr>
<th>Reading Anchor (R)</th>
<th>Reading for Literature (RL)</th>
<th>Reading for History/Social Studies (RH)</th>
<th>Speaking and Listening (SL)</th>
<th>Writing (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Information (RI)</td>
<td>Reading Foundations (RF)</td>
<td>Reading Science &amp; Technical Subjects (RST)</td>
<td>Language (L)</td>
<td>Writing in History/Social Studies, Science &amp; Technical Subjects (WHST)</td>
</tr>
</tbody>
</table>

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**Example of the New Language Arts Progressions for a Speaking and Listening (SL) Common Core Standard**

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**Figure 1**

**5 Levels of Progressions**

**Figure 2**

**Performance Indicators**

**Figure 3**

**Figure 4**

**Linguistic Demand**

**Figure 5**

**Examples to Address the Linguistic Demand**
**Figure 1:** Example of Main Academic Demand and Grade Level Academic Demand in New Language Arts Progressions and Home Language Arts Progressions

<table>
<thead>
<tr>
<th>Common Core Anchor Standard: SL.1.2 COMPREHENSION AND COLLaboration. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</th>
<th><strong>Main Academic Demand:</strong> Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Grade 9-10 Standard: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
<td><strong>Grade Level Academic Demand:</strong> Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</td>
</tr>
</tbody>
</table>

**Figure 2:** Example of Five Levels of Language Proficiency in New Language Arts Progressions and Five Levels of Literacy in Home Language Arts Progressions

### NEW LANGUAGE PROGRESSIONS

<table>
<thead>
<tr>
<th>Common Core Anchor Standard: SL.1.2 COMPREHENSION AND COLLaboration. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</th>
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<table>
<thead>
<tr>
<th>5 Levels of Language Proficiencies</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
</table>

### HOME LANGUAGE ARTS PROGRESSIONS

<table>
<thead>
<tr>
<th>Common Core Anchor Standard: SL.1.2 COMPREHENSION AND COLLaboration. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</th>
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<table>
<thead>
<tr>
<th>5 Levels of Literacy Proficiencies</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
</table>

**Figure 3:** Example of Performance Indicators in New Language Arts Progressions and Home Language Arts Progressions

**RECEPTIVE**

*When home language literacy is advancing, student:

- L. Able to compare and contrast two or more sources of information by organizing pre-identified key words into a Tarsia Diagram with similar to different, as sources weaved a thematic class, and people in the story and small group discussion in English and in the home language.*

*In EngageNY.org*

- Receptive Oracy and Literacy Links

**ENTERING**

*When home language literacy is advancing, student:

- L. Able to compare and contrast two or more sources of information by organizing pre-identified key words into a Tarsia Diagram with similar to different, as sources weaved a thematic class, and people in the story and small group discussion in English and in the home language.*

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- Receptive Oracy and Literacy Links

**ENTERING**

*When home language literacy is advancing, student:

- L. Able to evaluate the credibility of two or more sources of information by using each source (in English and/or in a home language) using a provided criteria with different sections of the English and the home language.*

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*When home language literacy is advancing, student:

- L. Able to evaluate the credibility of two or more sources of information by using each source (in English and/or in a home language) using a provided criteria with different sections of the English and the home language.*

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**Figure 4: Example of Linguistic Demands in New Language Arts Progressions and Home Language Arts Progressions**

<table>
<thead>
<tr>
<th>Common Core Grade 9-10 Standard:</th>
<th>GRADE LEVEL ACADEMIC DEMAND: Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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</tbody>
</table>

**Linguistic Demands:** words, phrases and forms that integrate and evaluate information. The following are some examples in English, that may vary based on the language of instruction and in the first three levels students can approach this linguistic demands in new and/or home language.

- **Presenting information:** provide, accomplish, demonstrate, arrange, present, conceptualize
- **Words for evaluating:** appraise, assess, based on, criticize, value, decide, survey, suggest
- **Words for adding information:** and, also, in addition, as well as, too, furthermore, moreover, apart from, besides
- **Words and phrases for reliability:** impartial, neutral, valid, trustworthy, presently, modern, actual, often
- **Introducing Compare/Contrast Information:** like, unlike, while, although, but, though, however, on the one hand, even though, despite, nonetheless, notwithstanding, regardless of, in spite of
- **Sentence Transitions and Conclusions:** consequently, this means that, as a result, to conclude, the former, the latter, the first reason is, lastly, the following
- **Words for negotiating and justifying information:** admit, consistently, acknowledge, argue, allege, assert, grant, observe, often, question, emphasize, refute, reject, report, respond, suggest, think
### Figure 5: Examples to Address the Linguistic Demands in New Language Arts Progressions and Home Language Arts Progressions

**Examples to Address the Linguistic Demands:** words, phrases and forms that integrate and evaluate information found in social studies/historical text. The following are some examples in English, that may vary based on language of instruction. In the first three levels, students can approach this linguistic demand in new and/or home language.

- Analyze in small group whole-class discussion how language in an academic setting integrates and evaluates information presented in different formats and justify analyze the evidence presented:
  - The United States government’s support of slavery was based on an overvaluing practicality. In 1790 a thousand tons of cotton were being produced every year in the South. By 1860, it was a million tons. In the same period, 500,000 slaves grew to 4 million…. The American government had set out to fight the slave states in 1861. not to end slavery, but to retain the enormous national territory and market and resources. (Zinn, 2005, p.171, 198).
  - As the map demonstrates, the South had an economy based on agriculture as a result, of slave labor. On the other hand, the North had an industrial economy that depended on the working class for its success. Consequently, they found slavery illegal. (Economics and the Civil War. [http://www.marketoteachers.com/international-baccalaureate/history/industry-vs-agriculture-the-economics-leading-to-the-civil-war.html])

- In a mini lesson and small group whole-class conversations, model how synthesizing and contrasting information requires joining multiple information and sources:
  - [The Civil War]... was not a clash of peoples... but of elites. The northern elite wanted economic expansion—free land, free labor, a free market, a high protective tariff for manufacturers, a bank of the United States. The slave interests opposed all that... (Zinn, 2005, p.185).
  - Lincoln could argue with lucidity and passion against slavery on moral grounds... (Zinn, 2005, p.187). This vision is portrayed in the Gettysburg Address.
  - “Four score and seven years ago, our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” (Lincoln, “The Gettysburg Address”)  


**Note:** Types of sources may be an important consideration for students, especially in the early levels of progression. Note how the map provides visual supports as well as academic content.

<table>
<thead>
<tr>
<th>Examples to Address the Linguistic Demands: words and phrases found in historical texts. The following are some examples in Spanish that may vary based on the home language and content area.</th>
</tr>
</thead>
</table>
| Analyze in small group whole-class discussion how language in an academic setting integrates and evaluates information presented in different formats and justify analyze the evidence presented:
  - During the Mexican Independence, many women supported the armed movement against Spain. *Without a doubt,* the role of Leona Vicario has always been valued. Leona came from a wealthy family and generously supported the independence army. **However,** Leona Vicario was not the only woman who participated in this historical period. Several historians, among them *Lucas Almán,* have recognized the courage displayed by other women. *Vicario Leona, Vicario Manuela* was an indigenous woman of Zacate who obtained the rank of captain in the army's (Mexico Independence).

- In a mini lesson and small group whole-class conversations, model how synthesizing and contrasting information requires joining multiple information and sources:
  - En opinión de la historiadora mexicana Raquel Ruíz, autora de *Leona Vicario en Chihuahua*, el papel de las mujeres tanto en la Independencia como en la revolución, no ha sido suficientemente estudiado y mucho menos atendido en un lenguaje claro y atractivo para el conocimiento de los niños y jóvenes lectores. De ahí que las *Historias de la Historia* haga de estos relatos una actividad planteadora. *Recuerden la Historia de Heroíñas Mexicanas. Boletín del 28 de Febrero, 2012.* (In the opinion of the Mexican historian Raquel Ruíz, author of *Leona Vicario en Chihuahua*, the role that women played during the independence and the revolution has not been sufficiently studied and even less grounded in clear and attractive language for children and young readers. That is why the *Historias de la Historia* makes reading these stories a pleasurable activity).


### Applying the Bilingual Common Core Initiative Progressions in Different Classrooms and Programs

The following explains how the Bilingual Common Core Progressions can be used by teachers to: target instruction for specific student populations; design instruction in different classroom settings; and to differentiate instruction for students based on language programs and settings.
Target Instruction for Students Developing a New Language: New Language Arts Progressions

Teachers working in ESL or bilingual programs as well as teachers of foreign language classes can use these performance indicators and progressions for students who are learning a new language, for example:

- Students who are learning English as a new language (i.e. Spanish, Chinese or Haitian Creole home language speakers learning English as a new language)
- Students who are learning a Language Other than English as a new language (i.e. English speakers learning Spanish or Japanese)
- Students for whom both languages in a dual program are new (i.e. students who speak another home language not represented in the dual or transitional bilingual language program)

Target Instruction for Students Developing a Home Language: Home Language Arts Progressions

Teachers working in dual/bilingual or transitional bilingual programs, as well as foreign language teachers of students who already speak the language, can use the home language performance indicators and progressions for:

- Students who are in dual/bilingual programs (i.e., a Spanish speaker attending a dual bilingual Spanish-English; a Mandarin speaker attending a dual bilingual Chinese-English program)
- Students who are in transitional bilingual programs (i.e., a Spanish speaker participating in a Spanish Language Arts class; an Arabic speaker participating in an Arabic Language Arts class)

The Home Language Arts Progressions can offer teachers useful strategies to design intervention activities and develop literacy skills for students who are:

- new to the US school system in initial grades, and thus lacking literacy in any language;
- newcomer students (beyond 2nd grade) with appropriate literacy in their home language;
- newcomer students (beyond 2nd grade) without age-appropriate literacy in their home language (often known as SIFE);
- students who entered US schools as emergent bilinguals, but who have been in the US school system for longer than three years, have developed listening and speaking abilities in English, but for a variety of reasons lack age-appropriate literacy abilities (often known as LTELs); and
- students who are new to the US school system and have Disabilities (students in Special Education).
Using the Progressions to Design Instruction

The New and Home Language Arts Progressions are designed to help all teachers plan instruction and develop appropriate expectations for students at different levels of language and literacy levels. The development of academic language rests on content area texts. Teachers can target grade appropriate text and develop strategies to provide multiple points of entry for their students. The following are some examples of how teachers can use the progressions to plan and assess language.

- **Differentiate linguistic scaffolds that students will require:** Entering students for example, will be able to develop their listening, reading, speaking and writing skills by focusing on key words in text, while Emerging students will focus on key phrases and short sentences in the new language. Transitioning students will need less explicit teaching of language and can replicate models, while Expanding students can be supported with tools such as glossaries while Commanding students can be expected to work more independently. All students will be working within the same content area, but the teacher will be able to create different supports for the students to access the content and the academic language that is integral to the content area.

- **Determine the specific scaffolds that target the content area demands:** Recognizing the precise way in which content should be broken down for students learning a new language or developing their home language is key for selecting scaffolds. Using a cause and effect graphic organizers is essential for understanding historical events. Sequencing becomes essential for understanding how a specific cycle works in science. Rubrics can be useful for assessing the reliability of a source and summarizing is essential for distinguishing the main idea from unimportant details in a text. The Progressions can support teachers in understanding how to create content area scaffolds such as graphic organizers, sentence starters and rubrics that target the content area standard and match the students’ language ability in the new or home language.

- **Develop formative assessments according to levels:** Knowing what students should be able to do at each level create benchmarks against which to measure progress. If, for example, a student should be able to integrate information from the text into a graphic organizer with the support of only a word bank, a formative assessment can include that scaffold and the teacher can recognize if the student needs more support, or if the student is ready to move to the next level. Similarly, teachers can develop rubrics to assess the ability of students to participate in partnership, small group or whole class discussions and measure progress over time.

- **Develop specific language objectives:** The linguistic demands within the Progressions will facilitate for planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit demands. For instance, knowing the words that are necessary for introducing cause and effect (i.e. because of, due to, when) will reinforce and clarify the content area concepts and thus help guide teachers to language development for the content.
It is important to note that the Progressions can and should be used by teachers working in content area classrooms with students learning English. In such classrooms, teachers can use the new language progressions to develop literacy and language in academic settings within their content area. For example:

- **Students who are learning English in English Language Arts, Social Studies/History or Science classrooms:** content area teachers can use the performance indicators to determine what scaffolds can be the most appropriate for a particular student based on their level of language progression. Teachers can also use the linguistic demands to understand the words, phrases and forms of language that students learning English will need to know in order to meet the academic demand. Knowing how to scaffold the language and the content for the Common Core standard being targeted will help ensure that all teachers are able to design instruction based on the needs of English Language Learners.

**Differentiating Instruction Based on Language Programs and Settings**

The Home and New Language Arts Progressions are designed to facilitate the planning and implementation of content and language learning in different educational settings. Examples of how the Home and New Language Arts Progressions can be used jointly or separately for planning and implementing instruction in whole class settings follow:

- Teachers working in *transitional bilingual programs* can address their students’ needs by using the Home Language Arts Progressions in the beginning stages of the program as they transition to the New Language. Even though the final goal of these programs is often not to develop biliteracy, using the Home Language as a springboard for developing oracy and literacy in the New Language will facilitate language and content development for these students.

- Teachers working in *bilingual programs* that aim to develop biliteracy can use the New and Home Language simultaneously. The objectives of these programs are to develop oracy and biliteracy, but a student’s development of both languages will rarely follow a parallel path. Teachers working in these bilingual programs can use the progressions to scaffold content and academic language instruction at different levels. A teacher working in the Home Language can be driving their students literacy level at the Expanding and/or Commanding level whereas the same student might be at a Transitioning level in the New Language.

- Teachers working in *foreign language classes* using content area instruction in full immersion models, can find the supports, scaffolds and linguistic demands useful to integrate content and academic language development. While the goal in these programs may not be biliteracy, the stages of language development can guide instruction based on both the point of entry for students and the language development goals of the foreign language program.

The main characteristic of the Home Language Arts and New Language Arts Progressions are their functionality and flexibility. Their purpose is to help teachers plan, organize, and implement successfully, the ambitious demands described in the NYS Common Core Learning Standards, while taking into account the range of language and literacy skills that characterize these students.
# Scaffolding Practice and Bringing it Together

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<th>Day 3</th>
<th>Day 4</th>
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<td><strong>Big idea/key understanding/focus question</strong></td>
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<td><strong>Scaffolding</strong></td>
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Praise – Polish Feedback

Alignment

Design

Scaffolding all modalities for selected ELL levels

Opportunities for repetition and rereading

What stands out

Even Better If....
“To communicate complex ideas and information for the lexical and grammatical resources of mature discourse—students must master these if they are to succeed in school and career.” (Fillmore & Fillmore, 2012).

"Do not dumb down the academic challenge for English language learners. Instead, support them so that they can access and engage with high-level subject matter content." (Walqui, 2010).

“English Language Development. Districts must ensure that ELLs are developing their English and closing the academic language gap. The ELD/ESL curriculum and instruction for ELLs must be designed and delivered in a manner so that all students can meet the language demands of the Common Core.” (The Council of the Great City Schools, 2014).

“Every time we enter a text as a reader, we receive a writing lesson: how to spell, punctuate, use proper grammar, structure a sentence or paragraph, and organize a text. We also learn the many purposes writing serves and the different genres and formats it assumes to serve these varied purposes,” (Duke et al., 2013; Culham, 2014; 2012).

“ELL materials need to be rigorous and provide strategies to teachers for supporting English-learners' understanding of texts that meet the grade-level expectations,” (Gonzales, 2016)