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Fall 2014	
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The NYC RBE-RN @ Fordham University The New York City Regional Bilingual & Education Resource Network

The NYC RBE-RN at Fordham University welcomes you to the 2014-2015 school year. We are continuing this year with the Collaborative Accountability Initiative to support schools in creating professional learning communities centered on the education of English language learners. Along with this initiative we will continue with Regional Professional Development to be offered in the form of institutes, clinics and symposia. Each of the 2014-2015 sessions will be dedicated to the alignment of Common Core Learning Standards for English language learners.

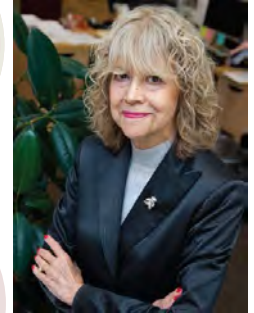
Our newsletters will continue quarterly beginning with the current RBE-RN Fall Newsletter that focuses on developing reading and writing skills using nonfiction texts. In the articles that follow, you will find research-based strategies about how nonfiction texts can be incorporated into the lessons to scaffold the learning process of ELL students. You will also find an article on the use of student talk as the foundation of writing, and an article on language development using the language patterns identified in the text.

We hope that the information and discussion of specific topics addressing the needs of the ELL population via our newsletters are helpful to support teachers serving the ELL population. Also, please take the opportunity to use the NYSED/OBE Blueprint for ELLs as a guiding document in planning your events and instructional initiatives.

For more information on our events this year please check our website at www.fordham.edu.nyc-rbe-rn-newyork

Enjoy our Fall Newsletter.
We look forward to working with you again this school year!

MESSAGE FROM DR. ANITA VAZQUEZ-BATISTI



Dear Colleagues:

We are looking forward to continue working with you this new school year. As you can see from the Professional Development events listed at the end of this newsletter our NYC RBE-RN team is in “high gear” beginning with a September 23 session that is part of our **Native Language Series**.

This year, I am spearheading a research-based pilot program focusing on early childhood literacy through our **Center for Educational Partnerships**. With a planning grant from the Brooke Astor Foundation, we are working to further develop and pilot early childhood reading strategies with the focus on teaching vocabulary and comprehension. It has been found that by the time many students in high-need situations reach kindergarten, they have an almost 30 million- word gap (compared to their peers). If this gap isn’t addressed as early as possible, it becomes harder and harder for them to catch up. Coming to school with a rich vocabulary is very important both for comprehension and for higher-order thinking and questioning.

What a challenge this is for our English Language learners. In particular, we want to provide field tested vocabulary strategies when working with Pre-K and K English Language Learners. I look forward to share more with you as the Center progresses with this work.

Wishing you “all the best” as this new school year begins,

Warm regards,

Anita Vazquez Batisti

Dr. Anita Vazquez Batisti
Associate Dean
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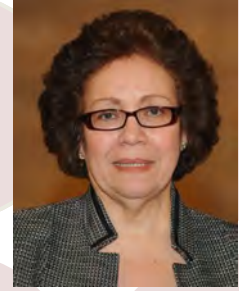
Meet the new members of the NYC RBE-RN Team

Bernice Moro brings to her current position a broad experience as a school administrator with the NYC Department of Education where she held varied positions including Lead Regional Administrator of Special Education and Deputy Superintendent of CSD 7. She was also the Director of the Manhattan/Staten Island Bilingual/ESL Technical Assistance Center (BETAC) at Hunter College, and Assistant Director of a non-profit agency that serves developmentally disabled individuals and their families. She holds a MEd degree in special education from Temple University, and a PhD degree from New York University in the field of multicultural/multilingual education. Please see her update on Part 154 on page 4.

Diane Howitt currently a Resource Specialist for the New York City RB-ERN, served as Director and Resource Specialist of the NYS Lower Hudson Valley BETAC and Resource Specialist for the LI/W BETLA program also at Fordham University. For over thirty six years, Ms. Howitt served the NYC schools in different capacities including Director of ESL, bilingual, FL and ESL teacher, assistant principal, instructional IS and consultant. Her proven track record in program design, staff development and management makes her a great addition to the team. See her article on page 5.

CREATING AN ENVIRONMENT THAT EMBRACES ALL STUDENTS

By
Eva Garcia, Director
NYC RBE-RN @Fordham University



What we choose to do at the beginning of the school year will resonate throughout that year and will set the stage for our students' academic, social and emotional success. We need to ensure an inclusive and energetic school environment upon which we can build strong classroom practices and learning objectives through a culture of collaboration, creativity and mutual respect among all members in our school community.

Each teacher and school administrator shares the difficult burden of creating an environment that embraces all students while addressing their learning styles and individual needs. To that purpose, we analyze and use data to determine yearlong instructional priorities, plan a school schedule that fosters ongoing collaboration among teachers from across content areas, and explore ways to use technology and other resources to support all students and engage them in taking responsibility for their own learning process. And most importantly, we reflect on our own practice and take the time to getting to know our students.

Reflecting & Building Community At the beginning of the school year, we need to think reflectively about both our achievements and our “non-achievements” from the prior year. This kind of honest, thoughtful and reflective practice enhances our capacity to adapt new methods, apply tried and true ones, discard others, and to tweak our repertoires. We must learn to be appropriately self-critical if we are to be effective “critical friends” to our students. By being thoughtful about our work and by forming collaborations with our colleagues we learn from and support one another in developing new competencies. We also identify areas of professional development that suit our needs as well as our professional interests. These should include training on the understanding of language acquisition and language development: In so doing, the school community can identify and use

focused strategies to bolster students' receptive and productive language well as their reading and writing skills.

Getting to Know Your ELL Students If we are really committed to creating environments that are culturally, linguistically, socially and emotionally inclusive in every aspect of our schools, it is vital that we learn about each child in our class beginning with understanding the demographics of the school population. Then, the way to effectively get to “know” each student is by asking some critical questions. *Where is s/he from? What languages does s/he speak? What language do the parents/caregivers speak? Are there siblings? What insights can the child's previous teacher provide? What are observed strengths and interests of the child? What strategies have proven most effective? Why? How can the class environment help build on the student's prior successes? What should be his/her realistic goals for this year?* The more information we gather, the better we will be prepared to differentiate and address our student individual needs in the classroom.

Although a great deal of pressure is upon the bilingual and ESL teachers to ask these questions, every school must adopt the notion fully acknowledged in the NY State's Blueprint for Success of English Language Learners (April 2014), that **all** teachers are teachers of ELLs and need to know who they are, too.

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PROPOSED AMENDMENTS TO PART 154 of COMMISSIONER'S REGULATIONS



By

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On June 16, 2014, the New York State Education Department proposed to the Board of Regents to consider amending Part 154 of the Regulations of the Commissioner (Part 154) in an effort to improve instruction and programming for English Language Learners (ELLs) and thereby ensure stronger educational outcomes for this student population.

In the 1974 landmark decision, *Lau v. Nichols*, the United States Supreme Court established the right of ELL students to have “a meaningful opportunity to participate in the educational program.” That same year, an agreement between the New York City Board of Education and ASPIRA of New York (called the ASPIRA Consent Decree) assured that ELLs be provided with bilingual education. As a consequence of these mandates, ELL students must have equal access to all school programs and services offered to non-ELL students, including access to programs required for graduation. Education Law §3204 and Part 154 contain standards for educational services provided to ELLs in New York State.

As reported in the document entitled *Proposed Amendments to Part 154 of Commissioner's Regulations* (June, 2014), the U.S. Department of Education has stated that ELL student enrollment has increased by 18% nationally. Over the past 10 years, New York State ELL student enrollment has increased by 20%, with over 230,000 ELLs making up 8.9% of the total student population. There are over 140 languages spoken. In addition, 41.2% of ELLs are foreign born.

In early 2012, the Department began to engage stakeholders to determine how the programs and services required in Part 154 could be enhanced to better meet the needs of the State's multilingual population. Proposed changes have been shared with stakeholders for feedback and also with the U.S. Department of Justice Office of Civil Rights, and the U.S. Department of Education.

Summary of Proposed Amendments

The specific areas of proposed regulatory amendments are as follows:

- Identification
- Parent Notification and Information
- Retention of Identification and Review of Records
- Placement
- Program Requirements and Provision of Programs
- Grade Span and Program Continuity
- Exit Criteria
- Support Services and Transitional Services
- Professional Development
- District Planning and Reporting Requirements

In addition to the proposed regulatory amendments the Department will propose amendments to statutes and regulations outside of the scope of Part 154 to the Board at a future meeting. These are: Certification and Graduation Requirements.

Timelines: The proposed amendments would be required to be implemented beginning with the 2015-2016 school year. Until then, school districts must continue to implement the existing provisions of Part 154 or, should the Board adopt the proposed regulatory amendments, school districts may begin implementing the new provisions on October, 2014.

To view the proposed amendments to Part 154 in their entirety, visit: <http://www.regents.nysed.gov/meetings/2014/June2014/614p12d2.pdf>

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THE POWER OF NON-FICTION

By
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We are exposed to more nonfiction than fiction on a daily basis (newspapers, magazines, journals, advertisements, etc.), but it turns out we are up in arms over the idea that non-fiction may subsume fiction for largely emotional reasons. Non-fiction is the stuff of information, facts and logic and, thus, is perceived perhaps as being a little boring. However, fiction is the stuff of imagination and dreams.

When the Common Core Learning Standards were rolled out there was a hue and cry among educational professionals and the public at large against the new push to teach using more non-fiction, at the expense of fiction. We worried that our children's creative juices would be stifled. In fact, literacy depends upon how well we navigate the written word in all of its forms, narrative and expository, fiction and non-fiction. The CCLS has merely focused **all teachers'** attention on the importance of balancing the reading with 50% non-fiction and 50% fiction in our daily work. The CCLS makes the crucial point that **all teachers** teach literacy skills in all domains of their instructional practice.

If the educational community in general continues to be anxious about how to incorporate more

reading and writing instruction using nonfiction for the monolingual native English speakers in their classes, imagine how we feel about doing this work with students whose first language is not English? How do we champion the notion that nonfiction is a good fit for all students including our ELL learners? How do we, as bilingual and ESL professionals, bring home the point that our students are well suited to becoming proficient readers and writers of informational text?

We must be reminded that every ELL student comes to school with language from which he or she can build a repertoire in English. We must remember that each second language speaker brings a significant amount of prior knowledge and experience to the table even if s/he is not literate in the native language. And, if s/he is

literate, s/he already has those literacy skills in place which will bolster him as he increases fluency in English. Our job is to tap into each child's resources, build upon them, and then fill in the gaps. Our students simply need time and targeted instruction.

Fiction is about storytelling. Each story has a beginning, middle and end, a plot, characters, setting, and some kind of conflict. Fiction might be influenced by the author's life experiences, but it is founded in the imagination. Non-fiction, on the other hand, is about providing facts and information. It is logical, based on concrete research, and utilizes such *text structures* as cause and effect, problem and solution, compare and contrast, description and lists, and sequence and time order. Nonfiction is about gathering and providing information. For the reader it is about obtaining discreet pieces of information and developing





classroom benefit from this, but so too will their monolingual peers. Ongoing vocabulary practice incorporated into the lesson is fundamental to developing strong literacy skills, especially in expository writing. Ask the students to report out in pairs, as well as

and to develop their writing skills on a topic. However, consideration must be given to students at all levels/progressions of English acquisition: entering, beginning, developing, expanding and bridging. Understanding the child's linguistic level will help the teacher plan reading and writing activities that will enable him to develop needed skills as he is learning English. Indeed, if the child has limited vocabulary in English, can you expect him to write a detailed expository piece that is cogent? He still can, however, begin to write at the level most suitable to his proficiency in English.

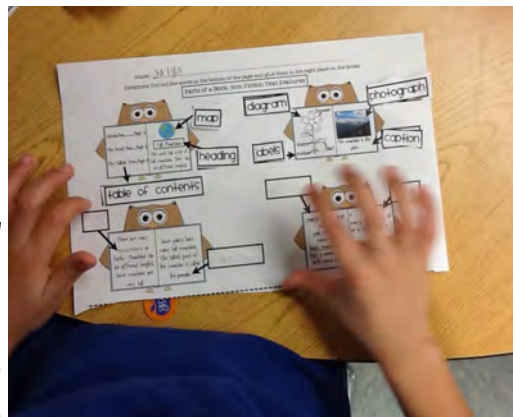
content-specific vocabulary and understandings. It is well organized and includes the following *text features*: tables of contents, glossaries, indexes, maps, graphs, captions, bullets, headings, and print changes (bold, italic, underlined), all of which help the reader negotiate the content on the page. Additionally, the purpose of non-fiction is to inform, explain or persuade. Students need to understand that this purpose requires more specificity as one reads; it is a skill we will all need and use throughout our lives. Our English language learners can, indeed, tackle informational text because it comes accompanied with pictures and/or graphs, repeated vocabulary and pattern structures that can be taught explicitly. Therefore, non-fiction texts are more accessible in many ways to ELLs .

As teachers of ELLs, it is important to build vocabulary while discovering and using students' prior experiences and knowledge. Teach vocabulary explicitly. Not only will the ELL students in the

in groups, at all times using and reusing content specific vocabulary.

The first step in becoming a good reader and writer is the ability to use more advanced language while communicating orally. Without "oracy", the ability to express oneself fluently and grammatically in speech, writing and reading skills will not proceed. If one can't say it, *how does one read or write it?* So, in the classroom we must vigorously and rigorously

require our students to practice and apply new vocabulary every day and to discuss content information, both orally and in the written word. We must use the wealth of language found in nonfiction to provide students with a rich linguistic experience and foundation. Using the many visual aspects of nonfiction text helps students explore the written word



We do this by using some of the tried and true strategies of language instruction, as you will discover in the articles that follow. Remember, for every topic studied in non-fiction, you will find a piece of fictional literature that you can use to support that work, and vice-versa.

This is how we will successfully establish functional literacy skills in all of our students.

For additional information, please contact **Diane Howitt**, howitt@fordham.edu



TALK IS THE SEED FROM WHICH ALL WRITING GERMINATES

By
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The Blueprint for English Language Learners (ELLs) Success recently released by the Office of Bilingual Education and Foreign Language Studies of the New York State Education Department (April 2014) identifies all teachers as teachers of English Language Learners. A similar reasoning applies to the implementation of the Common Core State Standards (CCSS) when referring to the range and content of student writing:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events (Common Core CELA K-5 Standards, p.26).

This article is about the importance of giving each student a voice through the interaction of oral language development and writing development. When students including ELLs find it difficult to begin and continue a writing task, Frey promotes a scaffolded approach to daily writing instruction. Using this methodology, all children learn not only what and how to write, but why we write. “Writing is ultimately about audience, so conversation and response are integral to the process.” (Frey)

To this end, explicit teaching routines are consistently used throughout each lesson cycle. These routines begin with **modeled writing** in which the teacher uses a think aloud approach to model how she turns her thinking into written text. During **Interactive Writing**, both the teacher and the student work together to discuss what they will write and then students participate in constructing the written piece on the board or chart. The ability to be able to formulate and develop your thought in collaboration with other writers is of paramount importance for the student’s intellectual growth. As students move into **Independent Writing**, teachers provide students with language frames, sentence starters or other supports so they can write successfully on their own.



Similar-

ly, in their study of the writing practices of Elementary ELLs, Bicais and Correira (2008) noted that “children used peer talk to share their experiences, abilities, skills, and knowledge in interactions that contributed to their learning”. Recent research emphasizes that writing is a social act not just cognitive, but that it is fueled by the conversations that occur among writers (Au, 1997; Dyson, 1989). And, According to Britton (1983), “Writing floats on a sea of talk”. Talk is essential to writing, but can only occur when a safe environment has been created in classrooms where the home language is honored. Activities that encourage, reading, listening, speaking, and writing with others has to become part of the classroom routines to facilitate language to express their thoughts,

How can teachers scaffold the writing tasks to include oral rehearsals activities so that ELLs participate in every part of the writing process with the rest of their peers?

Level Beginner: Sequence of Events (TPR)

This activity must be connected to the instructional goal of the lesson to give students practice in producing language with target nouns and verbs as well as sequence of events. The teacher chooses a read aloud detailing a sequence of event for example the stages of a butterfly and then models retelling, using pictures and emphasizing the key vocabulary.

The children will be instructed to put the key vocabulary in sequence (First, second, third, and finally) under the appropriate picture. They will do the same with the next set of words (egg, larva, pupa, butterfly)



LITERACY LINK: Ask students to make a mini-book of the sequence of events. They can copy the sequenced statements you wrote on the board and then draw a picture to illustrate each statement. Finally they can present their mini-book orally to a partner or their small group.

Level Intermediate and Advanced: Relay Talk (One-on-One Communication)

This activity gives students practice with oral expression in unstructured discourse. It can be used with any academic topic or with classroom situations the teacher creates. These are the steps:

- * Organize students into two equal lines with each student facing a partner.
- * Designate one line as the moving line while the other line as stationary.
- * Explain to students that you will ask a question and give them two minutes to discuss it with the person immediately across from them in the other line. Example: *Talk to your partner about the relationship between the colonists and the American Indians living in North America.*
- * Tell students when you say “time is up,” the first person in the “moving line” will go to the end of the line while everyone in that line will move one space to the left or right and face a new partner and a new question. Example: *Talk to your partner about why some of the American colonists wanted independence from Great Britain.*



Note: Have students discuss each question with two partners. Repeat the process with 3-4 questions.

LITERACY LINK: Engage the entire class in a discussion of one of the questions students discussed. For example, ask them to create a chart listing the reasons for independence from Great Britain. Have students write a paragraph or short essay about the topic. Call on students to read excerpts of their writing.

“GET the GIST”: A SUMMARY STRATEGY TO IMPROVE READING COMPREHENSION

By
Aileen Colón
NYC RBE-RN @Fordham University



*R*ecently, while researching different writing strategies that can be used as language supports to assist in improving comprehension for ELLs as they engage with informational texts, I was reacquainted with the ‘Get the Gist’ (Cunningham 1982), a powerful summarizing strategy detailed in this article’.

CONTEXT: The ELA Common Core Standards are designed to encourage the purposeful teaching of developmentally appropriate elements of opinion, argumentation, and persuasion to expand students’ breadth and depth of writing, beginning in Kindergarten and progressing through twelfth grade.

As our English language learners (ELLs) progress in English at different rates through middle school and high school, these skills become increasingly essential. They are expected to read and write to learn concepts from textbooks, novels, magazines, or Internet websites in order to understand the language of disciplines like social studies, science and math, to keep up with their course work and pass grade level tests. In addition, they are expected to respond appropriately orally and in writing to express their opinions and develop arguments with evidence, and write informational pieces that include supporting details.

These are challenging assignments and teachers must engage students in the use of effective reading strategies so they can work successfully with content-area material while learning the new language. By working with students during the reading of a variety of informational text structures, to learn key concepts and vocabulary, to expose students to different kinds of texts, teachers help students to access and comprehend complex texts.

SUMMARIZING SKILLS Summary writing might be overlooked in many middle school classrooms because it may be perceived merely as accountability for reading assignments or because it lacks the personal connections of autobiographical narratives. However, it is worthwhile to utilize direct instruction of summary writing for ELLs and struggling writers (Hare & Borhardt, 1984). It needs to be done daily and across content areas. The ability to be concise means that the students must be precise in their word choice in order to convey the central theme to maintain the integrity of the original work. It provides a means to assess student learning as well as a strategy to increase understanding of complex texts.

According to Frey, Fisher and Hernandez (2003), the ability to summarize text accurately and efficiently is a core competency for all writing genres. Success in summarizing informational texts is dependent on the accuracy of the information cited by the writer to support the thesis. As these authors state,

The ability to write a tight, concise, accurate summary of information is an essential entry point to other writing genres, especially analytical, and technical. The purpose of a summary, after all, is to convey correct information in an efficient manner so that the reader can learn the main idea and essential details through a piece that is much shorter than the original. It must also contain the necessary reference so that the reader can locate it.

HOW TO IMPLEMENT 'GIST'

Generating Interactions between Schemata and Texts

GIST is an acronym for Generating Interactions between Schemata and Texts. According to the National Behavior Support Service, www.nbss.ie 'Get the Gist' helps the students to summarize by requiring them to focus on the main idea of a text and to decide what is important without omitting key ideas.

Here's how to begin:

Step 1 Select an informational paragraph from science, history, etc. textbook. Scan the text pulling out the key ideas from the text features. Read the text. (Pick a textbook piece that contains some trivia, as well as several ideas). Put the text on an overhead or board. Read it aloud to students and demonstrate deleting the trivia, putting a line through the unnecessary text.

Step 2 Continue reading and demonstrate picking out the *who*, *what*, *where*, *when* and *why* of the paragraph and related important information.

Step 3 Demonstrate pulling together the above information into a 10/20 word 'gist' or summary.

Step 4 In pairs, guide the students in completing a 'Get the Gist' sheet. Support students in creating summaries until they can do them independently. The number of words in a 'gist' summary can vary.

Strategy - Summarising Maps & Diagrams National Behaviour Support Service

Get the Gist

1. Preview the text by looking at headings, subheading, pictures, diagrams, etc.
2. Then read the selection carefully.
3. Highlight the who, what, when, where, why and how of the text.
4. Write a 20 word 'gist' summary using the information you have highlighted.

THE GIST

National Behaviour Support Service richardson@nbss.ie

The ability to summarize has significant benefits for improving comprehension and ultimately retaining and recalling information. It also enables ELL students to practice and acquire content rich vocabulary and expressions. Teaching students collaborative summarizing strategies, like 'Get the Gist', helps them learn to synthesize information, a higher-order thinking skill which leads to analyzing information and identifying key concepts. For more information on how to engage in this explicit teaching strategy, I encourage you to read "What's the Gist?" Summary Writing for Struggling Adolescent Writers, **Voices in the Middle**, Volume 11 Number 2, December, 2003.

Also here is a link for specific lesson plans on paraphrasing informational texts: <http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing->

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ENGLISH LANGUAGE LEARNERS CAN WRITE USING THE WRITING PROCESS

By
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A major challenge for most English language learners or anyone learning another language is writing. If one thinks of the purposes and the types of writing a student must learn (descriptive, expository, narrative, persuasive, compare and contrast), it is easy to understand why producing a well-defined, cohesive writing piece can be difficult. For all students to be college and career ready it requires that they be able to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience. (Common Core Learning Standards).

What writing approach will best support and enable English language learners to strengthen their writing to ensure their success in meeting these rigorous standards?

English language learners at all levels of proficiency bene-

fit most from the writing process approach because writing is an extension of listening and speaking. Students that have been provided opportunities to build, extend and refine oral language in a welcoming, nurturing, classroom environment improve written output. (Hoch, 2011) Writing involves risk-taking, and teachers who set high expectations must create a learning environment that is comfortable for English language learners to take risks, and to challenge them to achieve writing proficiency over time.

The process approach to writing is ideally suited to the second language learner since listening, speaking, and reading can be so naturally integrated with it. At each stage of the writing process there are specific ways ELLs can be supported. It is most important that each stage of the process be named and explained so that students internalize it. Similarly, the strategies taught at each stage

THE STEPS OF THE WRITING PROCESS

Supporting Language and Content Learning of ELLS



PRE-WRITING is essential for the writer whose first language is not English. Frances Hoch states that “this stage is especially important at the lower levels of proficiency, as they have a limited lexicon and therefore have difficulty expressing ideas. Models and samples are often helpful.” Some effective strategies include:

- ⇒ Brainstorming with guidance and support such as asking questions to elicit vocabulary and structures associated with the selected topics
- ⇒ Using graphic organizers to elicit, organize and develop background knowledge
- ⇒ Drawings and sketches to help students illustrate and express an idea without language
- ⇒ Developing word banks individually, in pairs or in small groups



DRAFTING At this stage, students write their ideas down using some of the notes, language, and structures generated during the pre-writing activities (spelling and grammar may include errors). Some drafting strategies include:

- ⇒ Sentence stems that address different ways to begin or end a paragraph/ story or may focus on vocabulary essential to the writing piece.
- ⇒ Journal writing to encourage taking risks and experimenting with language; it can also provide a starting point for a longer writing assignment.
- ⇒ Creating a writing skeleton from notes taken during the pre-writing and /or derived from graphic organizers .



EDITING involves checking grammar, spelling, punctuation and capitalization. During this stage, students evaluate their work for mechanics and sequence of organization rather than ideas. Some effective strategies include:

- ⇒ Using an *editing* checklist to self-correct and for peer editing.
- ⇒ Ensuring grammatical accuracy, such as subject/verb agreement, expanding/combining sentences,
- ⇒ Reviewing word usage and identifying patterns in literature (genre), or content areas.



REVISING This stage calls for writers to evaluate themselves. (Chamot, 2009). ELL students can be guided and assisted in their efforts by working with a more proficient student or a native speaker. Some proven revising strategies include:

- ⇒ Using a *criteria* checklist working in mixed ability grouping.
- ⇒ Reviewing the use of vocabulary to encourage the use of precise language and more complex sentences.
- ⇒ Substituting, paraphrasing, and using synonyms for unknown words or expressions (Chamot, 2009).
- ⇒ Using dictionaries (including personal dictionaries), thesaurus, internet and grammar books



PUBLISHING The purpose of publishing is to give voice to students' writing and should not be minimized. It is understood as the sharing of the students' writing with an audience that includes classmates, parents, or the entire school. To emphasize this importance, you can:

- ⇒ Set a publishing date at the beginning of the unit to challenge and motivate student to complete their pieces in time for the sharing, and display the written work for all to read and enjoy.
- ⇒ Create a comfortable classroom environment to encourage warm and cool feedback.
- ⇒ Encourage ELLs to read their published work to provide them yet another opportunity to “support simultaneous learning of language and content across the four language domains of listening, speaking, reading and writing”. (S. Fairbairn; S. Jones-Vo, 2010)

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3. Hoch, Frances, (2011). *Writing and English as a Second Language*, (pp. 1-4): LEARN NC

USING THE LANGUAGE FRAMES 'HIDDEN' BEHIND THE TEXT

By
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English Language Learners can tackle a short but challenging text if we know how to use close readings. That is, when our protocol includes questioning techniques that take into consideration students' level of English proficiency, and scaffolds that supply these students with the necessary background information. Once ELL students appear comfortable with the meaning and key vocabulary, the language structures of particular sections of the same text can be used to further students' development of the English language.

Texts are Center Stage The Common Core Learning Standards (CCLS) require students to read more complex texts, therefore *"Teachers must learn to anticipate text challenges and how to support students to allow them to negotiate texts successfully, but without doing the work for them"* writes Tim Shanahan, Professor of Urban Education at the University of Illinois at Chicago and expert on ELL literacy on his article "Letting the Text Take Center Stage". Thus, validating the current emphasis on Close Reading, as a process that supports students' understanding of *what* a text says, *how* it says it, and *what* it means. (1, 2)

Close Readings for Comprehension & Language Development Close reading involves the re-reading of short but challenging texts so that students develop the skills and stamina to read increasingly complex text independently. The challenge that a text presents may arise from its own complexity –lexile level, structure and/or ideas in relation to the student's readiness. In the case of an ELLS, readiness also includes his/her level of English proficiency and background knowledge. .

Reading for Comprehension The purpose of the first reading is to help students get an understanding of the key ideas (not decoding or grammar). To that end, we divide the text into sections, and read each section aloud pausing frequently to ask comprehension questions based on the evidence provided by the text.

During the second read aloud or shared reading we

begin a deeper exploration of meaning through the study of new words (phrases, grammar) in the context of the text. Students underline the new words, share them with a partner, and using them in their own sentences. It is a good practice to record these examples for all to see with the name of the authors to give them credit. We then proceed with a read aloud of the entire text to model for intonation and fluency while reflecting on its meaning pausing and thinking aloud. (1, 2)

Reading for Language Development Close readings are also a great approach to developing academic language. Academic language –the formal language used in the classroom to acquire new knowledge, can be differentiated into *Instructional Language* and *Language of the Discipline*. The reading of a non-fiction includes many vocabulary words that are specific to the discipline and/or topic, such as *storms* and *hurricanes*. The instructional language is the language teachers and students use when teaching as *"What is the evidence that supports your opinion?"* or learning *"I agree with the statement about ____"* The identification and use of language patterns within a text can enhance both aspects of the academic language (3). *Please refer to the example on the next page for specifics.*

Other helpful strategies to teach academic vocabulary include: using summary frames and scripts for academic routines, practicing translating from Academic to Social Language (and reverse); using diagrams for similarities and differences; and providing Transition handouts to support students' writing (4).

Practicing English with Language Frames Hidden in the Text

Selected Text: The Making of a Hurricane (Grades 4 & 5)

Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea. Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth's mightiest storms.

Like all storms, they take place in the atmosphere the envelope of air that surrounds the earth and presses on its surface (D). The pressure (A) at any one place is always changing. There are days when the air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low-pressure areas over warm oceans give birth to hurricanes.”

Source: NY CCLS, Appendix B Grades 4&5, p. 71, “The Making of a Hurricane” Lauber, Patricia. Hurricanes: Earth's Mightiest Storms. New York: Scholastic, (1996)

The Language Frames ‘Hidden’ Behind the Text

The second paragraph of this sample text offers an opportunity to show students how to add specificity and details to an idea, a thing, or a living organism (person, plant, animal).

Starting with the words “Like all” the author identifies its subject “storms”, which is followed by a comma and a few descriptive details “they take place in the atmosphere”. This becomes a pattern when the author places a comma immediately after the descriptive detail “atmosphere”, and adds an explanation about it “the envelope of air that surrounds the earth and presses on its surface”. The pattern using either a comma or a period, continues throughout the paragraph.

Selected Pattern:

“Like all **storms, they take place in the atmosphere, the envelope of air that surrounds the earth and presses on its surface** . [FIND THE PATTERN:] The pressure at any one place is always changing. There are days when the air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low-pressure areas over warm oceans give birth to hurricanes.”

Practice as a Cloze Paragraph Remove words from the paragraph, make them available as a list, and encourage students to fill in the gaps using these words. “Like all _____, they take place in _____ the envelope of air that surrounds _____ and presses on its surface”. (the, earth, storms, atmosphere, the)

More advanced students may have the option to either use the words from the list, or new words as long as they make meaning within the context.

Create a Language Frame, Make It Your Pattern! Working in pairs or small groups students use the mastered language frame to create their own examples. In many classrooms, students cut up their new sentence frames into words or language segments and keep them in individual Ziploc bags for further practice, or for others to use.

Sources: 1) <http://blog.colorincolorado.org/2013/02/22/background-knowledge-a-key-to-close-reading-with-ells/>
2) <http://www.aft.org/pdfs/americaneducator/fall2013/Shanahan.pdf>, **3)** http://www.rmssc.org/Data/documents/exhibits/Race/Close%20reading%20protocol_061812.pdf **4)** <http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

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Fordham University DUAL LANGUAGE SYMPOSIUM

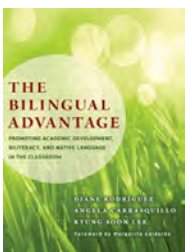
By
Abby Baruch
NYC RBE-RN @Fordham University

The Dual Language Symposium at Fordham University convened on June 30, 2014 for the purpose of promoting the benefits of Dual Language Programs for all students – English Language Learners and students who are native speakers of English. This conference, sponsored by the NYC RBE-RN at Fordham University and the NY State RBE-RN at New York University, featured two broadly recognized keynote speakers: Dr. Diane Rodriguez from Fordham University and Dr. Nancy Cloud from Rhode Island College.

Dr. Anita Vazquez-Batisti, Associate Dean of the Graduate School of Education, Center for Educational Partnerships and Eva Garcia, the Executive Director of the NYC RBE-RN welcomed the group of more than seventy educators who were assembled for the event.

“Affirming Dual Language” Dr. Diane Rodriguez presented on the importance of dual language programs and the advantages of bilingualism, citing current brain research. Research shows that as bilingual individuals go back and forth between two (or more) languages, there is significantly more activity in the right hemisphere of the brain, the brain’s creative and problem solving center. In addition to this benefit, bilingualism in children include enriched metalinguistic awareness and cognition, and cross-cultural awareness and understanding.

Dr. Rodriguez illustrated these elements with concrete suggestions including videos of authentic dual language programs. The three critical elements of a dual language program are: 1. High expectations towards grade level literacy in both languages; 2. Active student engagement in conversations using both languages, and 3. The support and collaboration of well-informed stakeholders.



In Nelson Mandela’s own words: “ If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

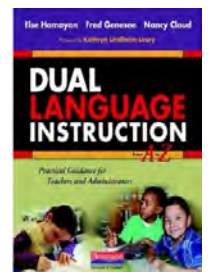
The Bilingual Advantage: Promoting Academic Development, Biliteracy, and Native Language in the Classroom. D. Rodriguez, A. Carraquillo and K. Lee (2014) Teachers College Press

“Critical Features and Tools for Planning and Improving Dual Language Programs” by Dr. Nancy Cloud. The author outlined the core principles of quality dual language programs. These are:

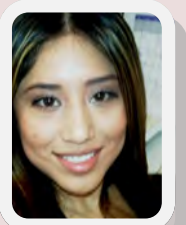
1. Teach thematically
2. Establish content, language, cross-linguistic, cross-cultural, and general learning skill/strategy objectives
3. Select print and adapt technology based materials
4. Teach in three phases of *Preview, Focused Learning and Extension*
5. Integrate instruction and assessment, and
6. Extend learning out to the community and bring the community into the classroom.

Dr. Cloud shared a variety of assessments to measure first and second language development in dual language programs and their alignment to the newly released New York Bilingual Progressions. She then articulated a comprehensive set of monitoring protocols that educators in a dual language program can use to achieve their students’ learning objectives. Multiple varieties of templates were made available as she engaged participants with anecdotes and “teacher-friendly” information from her recent publication Dual Language Instruction.

Dual Language Instruction from A to Z, N. Cloud, E. Hamayan and F. Genesse (2013) Heinmann Publishers, Portsmouth, New Hampshire Publishers.



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2014-15 PROFESSIONAL DEVELOPMENT EVENTS

The NYC RBE-RN @ Fordham University

The New York City Regional Bilingual & Education Resource Network

For information and registration, please contact Sarai Salazar:

FALL' 14 SESSIONS

September 23: *Native Language Series_ Using a Formative Assessment Framework for Teaching and Learning (Spanish Literacy)*
Fordham Lincoln Center Campus-Tierney

October 22: *Close Reading for ELLS (Grades 6-12)*
Angela Lalor
Lincoln Center Campus

WINTER 14-15 SESSIONS

November 14: *Native Language Series- Spanish Literacy Instruction- Session II*
Dr. Lucia Butaro, Rose Hill Campus

November 14: *Immigration in America Begins in New York (6-12)* NY Historical Society
Location: NY Historical Society

December 5: *Using Picture Books to Engage ELL students in History (K-5)* NY Historical Society
Location: NY Historical Society

December 12: *Long-Term ELL Institute* Dr. Nancy Cloud, Rose Hill Campus

January 16, 2015: *Students with Interrupted Education (SIFE) Institute*
Dr. Nancy Cloud, Rose Hill Campus

February 7, 2015: *Supervising Bilingual Programs; What to look for in a lesson?*
Eva Garcia, NYCESPA Brooklyn Marriott

February 27, 2015: *Literacy Instruction for ELLs*
Alma Flor Ada, Lincoln Center Campus