A CUNY-NYSIEB FRAMEWORK FOR THE EDUCATION OF EMERGENT BILINGUALS WITH LOW HOME LITERACY: 4-12 GRADES

Ofelia García
Luz Herrera
Sarah Hesson
Tatyana Kleyn

With contributions from members of the CUNY-NYSIEB Leadership Team:
K. Carpenter, L. Guzmán-Valerio, L. Pappas, M. Sánchez, K. Seltzer, & H. Woodley

TABLE OF CONTENTS

Introduction

Introduction

Who are the emergent bilingual students with low home literacy?

The present *Framework*, produced by the *CUNY-New York State Initiative on Emergent Bilinguals*, is a detailed guide for professionals whose mission includes the educational and literacy development of emergent bilingual students who are newcomers to the U.S. and who have unusually low levels of literacy in their home languages.

Some emergent bilingual students are born in the U.S. and enter school in Kindergarten. But many start school in the U.S. after they have been educated in other countries and through other languages. Although most of these students come in with strong literacy in their home language, there are some whose educational experiences have been of low quality, either because the schools they attended were poorly resourced or because individual family circumstances or political conditions prevented them from attending school on a regular basis.

Some of these emergent bilingual students missed out on schooling for two years or more. In other cases, educational experiences were so poor that literacy abilities in the home languages are two years or more below what is expected by the time these emergent bilinguals arrive in the US. Many of these students fall under what New York State defines as *Students with Interrupted Formal Education* or SIFE.

What does having low home language literacy mean? What does it not mean?

Recently-arrived emergent bilingual students with low home language literacy have not been given the opportunity in their country to practice working with written texts and using language in academic settings. But despite their low literacy, these students are usually bright, curious, creative, and often very good oral users of their home language. As schools here provide these emergent bilinguals with opportunities to develop the literacy and language for academic purposes that they lack, they must therefore also engage the oral practices that they have already mastered. These practices (both orally and in writing) should be developed in their home languages in addition to developing them in English.

Why do schools need the present Framework?

Emergent bilingual students with low home language literacy represent a vulnerable population, whether they attend regular programs or those designed for emergent bilinguals (whether bilingual or ESL). Different programs consisting of alternative curricula, as well as innovative classroom structures and pedagogies are needed for these students. The present CUNY-NYSIEB *Framework* identifies and guides the implementation of these alternative structures and strategies.

The present Framework is for some, but not all, emergent bilinguals

The present Framework is relevant to the education of some, <u>but by no means all</u>, emergent bilingual students. The Framework and the rich suggestions presented here are intended for the education of newcomers to the U.S. whose lack of home language literacy stems from interrupted or limited education in their home countries. There are other types of emergent bilinguals whose needs are not addressed in the present Framework.

The Framework is relevant for middle and high school students (or, in some cases, 4th or 5th graders) who have some familiarity with literacy in their home language, but who upon entering U.S. schools have been exposed to schooling considerably less than their peers, or who are two or more years behind their peers in the development of literacy in their home language.

We stress that this CUNY-NYSIEB framework has been developed for emergent bilingual students who have *some familiarity with literacy in their home languages*, even if it lags behind that of their peers by two or more years. Newcomers entering 9th grade with home literacy levels below the 4th grade or newcomers without any previous schooling need a much more intensive and systematic program than the one described here, although most strategies described here would also benefit them. (For information on an intensive transitional curriculum to prepare 9th grade newcomers with home literacy below the 4th grade, visit the page of the Bridges program, https://bridges.commons.gc.cuny.edu/curriculum).

We also would like to stress that the present CUNY-NYSIEB Framework is <u>not</u> appropriate for newcomers whose low literacy in their home language is due to a disability. In these cases, low home literacy is a result of language processing issues that would need different programming and strategies. It is most important to determine whether a newcomer with low home language literacy is suffering from a disability, since the familiar assessments may not yield this information. Schools should probe parents regarding the student's previous experiences in school. If parents say things like "He never did well," or "Teachers said there were problems learning," then careful assessment of learning disabilities is warranted.

Moreover, we should also stress that the present Framework is not for emergent bilingual students known as *Long Term English Learners*. Long Term English Learners have low literacy in their home language, but it is due to reasons other than interrupted or poor schooling in another country. Long Term English Learners are not newcomers. They have been schooled in U.S. schools for at least seven years and are often fluent English speakers. Their low home language literacy is usually the result of U.S. educational experiences that did not focus on developing literacy in languages other than English; it is not a consequence of poor or interrupted schooling in another country.

The present Framework in the context of CUNY-NYSIEB

The Framework presented in this document is part of a larger project known as the *CUNY-New York State Initiative on Emergent Bilinguals* (CUNY-NYSIEB). The initiative has two central, non-negotiable principles that apply to the education of all emergent bilinguals, and that serve to

anchor the present Framework for students with low home language literacy due to interrupted or limited education in another country:

1. Utilize the students' bilingualism as a resource in their education. Use translanguaging strategies (intentionally building on students' home language practices) to engage them with educational content and to challenge them cognitively.

2. Provide students with a school wide multilingual ecology where their language practices are visible and valued.

Details on CUNY-NYSIEB's vision and non-negotiable principles, as well other information about the initiative, can be obtained by visiting our website: www.cuny-nysieb.org.

Framework and Recommendations

The CUNY-NYSIEB framework for emergent bilinguals with low home language literacy takes into account programmatic structures and pedagogical practices, curricular structures and classroom resources. It consists of a set of six recommendations that should be adapted *with flexibility* to meet the specific needs and strengths of the students, the educators, and the school.

1. **Initial entry**
   Assess students' home literacy and be ready and welcoming!

2. **Programmatic Structures**
   Don't isolate, but design, extend, and team-up!

3. **Curricular Structures**
   Focus on content and rigor, but also on connections and projects!

4. **Classroom Structures and Resources**
   Build spaces for collaboration and meaningful use of alternative resources!

5. **Pedagogical Strategies**
   Go deeper; build on translanguaging and multimodalities — the oral, the visual, the listening, the virtual and textual modes — and other meaning-making systems. Differentiate throughout!

6. **Assessment Strategies**
   Differentiate between language literacy and content knowledge!

1. Initial Entry
Assess students' home literacy and be welcoming and interested!

- *Assess students' literacy abilities in their home languages as soon as they're classified as ELLs according to the LAB-R.* **This is essential.**

  If an assessment of literacy levels in the language other than English is available, make sure that students are assessed as soon as their LAB-R scores are available. The Academic Language and Literacy Diagnostic (ALLD) that was developed for the NYCDOE-OELL is available in Spanish and comes with a web-based scoring system. Contact the NYCDOE, Office of English Language Learners, Ms. Rachel Hoff directly, if your school is in NYC. The Center for Applied Linguistics maintains a searchable database of assessments in Languages Other than English (LOTE). See http://www.cal.org/CALWebDB/FLAD/. It might also be possible for educators to design their own LOTE literacy assessment(s). The CUNY-NYSIEB team can help you with this task.

  For some language groups, a proper assessment of literacy levels in the language other than English is not available. In that case, schools must design their own assessments. It is then imperative that you engage staff, family members, and the larger school community to help you with this task.

  Appendix A is a rubric that could be used to initially evaluate the students' reading ability in the home language. It is not necessary to have a calibrated score, but an overall evaluation of students' abilities for engaging them in the recommendations in this Framework. Appendix B could be used to evaluate writing, although initially the reading score might suffice.

  A home language literacy assessment could be delivered by a teacher or a parent or community member. However, evaluators need to be trained to administer the assessment and score it using the rubric.

  Designate the Assistant Principal, the Coordinator of Services for Emergent Bilingual Students (or some other staff member) in the school to be responsible for the coordination of the home language literacy assessment.

- *Provide students and their families with a simple and well-designed welcome package and video or power point orienting them to the particular school.*

  An example of such a package for elementary school students can be seen on the CUNY-NYSIEB website: www.cuny-nysieb.org. The package should be written in as many home languages as possible and should familiarize students with the school site itself, the people working in it, and school policies. Additional materials could include school vocabulary and sentence starters and phrases (in English and home languages) that students will need in negotiating their daily life in school.

Whenever possible, schools should provide a video clip, power point, or audio file that orally introduces the people, places and expectations of the school in the students' home language. This could be created and produced by older students or families in the school who are speakers of those languages.

- *Learn more about the family's background*

  If at all possible, gather information about the family. This will prove useful in understanding what services might best support each student's success. If possible, have the school social worker or family liaison involved in ascertaining the countries of origin of your students as well as their languages and cultural practices, and their immigration and political history.

2. Programmatic Structures
Don't isolate: Design, Extend, and Team-up!

- *Do not isolate students in separate classes for longer than necessary.*

  When numbers warrant it, there is the possibility of having a special intensive program for newcomers with low home literacy that would last from a semester to a year. However, these special programs should not isolate students for more than a half to three-fourth of their daily academic schedule. Newcomer students with low home literacy in fourth through sixth grade should not be isolated for more than one half of their daily academic schedules. Those beyond seventh grade could receive a specialized program for up to three-fourth of their daily academic schedule, but no more than that. Newcomers with low home literacy also need interactions with those whose home language literacies are more developed.

- *Design a focused literacy/content block.*

  A focused literacy block should consist of two to three periods of content-based ESL/ELA instruction, and one period of Native Language Arts (if available). The content-based ESL/ELA class would be anchored on the content of the curriculum, focusing on vocabulary, terms, and discourse structures needed in the core subjects: Social Studies, Science, Math and English Language Arts. The key texts for this block would be the Social Studies, Science and Math books in the academic subjects.

  Whenever possible, there should be team-teaching, similar to the ICT model prevalent in Special Education, consisting of a combination of ESL/ELA/Literacy and a Content teacher. The team has to work closely with the subject teachers. Translanguaging pedagogies are essential to facilitate the content while focusing on the development of literacy abilities. It is essential that this team have common planning time.

- *Design/Provide rigorous NLA.*

  It is very important that students receive explicit literacy instruction in their home language in a setting that uses pedagogies such as the ones described below. At the same time, it would be very important for the teacher of this NLA class to work closely with the teacher(s) of the literacy/content block and to plan joint lessons that would support language/literacy use.

  Not all home languages can have appropriate NLA classes. Spanish NLA is often a feature of bilingual programs and is often a subject in most secondary schools. But Spanish NLA teachers have to receive professional development to work with students with low home language literacy. The teaching of Spanish to Latino with low Spanish literacy requires special strategies, and teachers of Spanish are often as ill prepared to teach these students as teachers of ELA. Thus, it is imperative that they work closely with the teacher(s) of the literacy/content block.

Other home languages often do not have corresponding NLA classes. Whenever possible, special NLA classes should be made available in other home languages. Often these can be offered as heritage language classes by community-based-organizations (see below). French NLA classes, for example, can support students coming from the Francophone world, including multilingual students from West Africa and Haiti. Arabic NLA classes can support students coming from the entire Arabic-speaking world, regardless of regional variety spoken.

- *Design a special period of advisory.*

  Students who are developing home literacy skills often need psycho-social support. Thus, they would benefit from a daily, or at minimum bi-weekly, period of advisory focused on discussing issues that concern them. This could include adjusting to a new culture and country, as well as how to be a successful student (i.e. planning, study habits, goal setting). A school counselor or social worker should conduct these sessions. Whenever possible, members of the community should be invited to participate.

- *Provide special small group support for one to two periods a day with specialized staff.*

  Use all your school existing resources to provide small group instruction to these students for at least one period a day. This can be done either by creative use of your Response to Intervention or ESL services. As part of your Response to Intervention, assign a literacy specialist to work with a small group of Newcomers with low home language literacy on a daily basis, for at least one period a day. If the school has an ESL pull-out program, use it to provide special support in content-based learning. The ESL pull-out teacher can work with these students to provide the appropriate background knowledge, vocabulary and discourse structures to be able to understand and produce written texts in subject areas.

- *Form a school team that meets at least once a month to describe and review the work being done with emergent bilingual students with low home language literacy.*

  The team should consist of the school counselor who is involved in the advisory sessions, the literacy/ESL/ELA teacher(s), the home language teacher, a content teacher in Social Studies, Science and Math, and an Assistant Principal. The work of these students should be closely described and studied, curriculum and structures reviewed, and teaching strategies shared.

- *Create a Multilingual Family Support Center and a Family Support Team*

  Your school will need multilingual resources for these students. Other students' families are the best resources that you have. Create a Center where multilingual families feel welcome. Engage them in becoming *Family Instructional Assistants*, helping assess students' home literacies, preparing signs for the school's multilingual ecology, resources for classrooms, instructional materials, listening centers, video centers, etc. Many of the

recommendations below will require the assistance of these Family Instructional Assistants.

- *Offer extra extended support.*

  Students need to be supported beyond the regular school calendar. If at all possible, offer extra help for Emergent bilingual students with low home language literacy before or after school and Saturdays. It may be possible to provide a special intensive summer program for some newcomer students.

- *Collaborate with community agencies in the offering of extra support.*

  Many community agencies are able to offer after-school and weekend literacy classes in the students' home language. Invite community members and agencies to visit the school and work with your students and their families. Facilitate the use of classrooms for such purposes.

- *For older students, set up out-of-school internships appropriate to their abilities.*

  Students with low home language literacy learn best in authentic contexts where they are supported in the expansion of their literacies. Internship sites provide such experience. Ensure that the internship site is supportive of these students and that they will succeed in the tasks in which they are involved.

- *Create a peer mentorship program.*

  Have older students work with younger students. Have students who speak the same languages work together. Select both students and adults from similar ethnolinguistic groups to mentor the students as they adjust their new context. These mentors can take the role of offering academic support, social support and networking.

3. Curricular Structures
Focus on content and rigor, but also on relevance, connections and projects!

- *Engage students in rigorous content instruction.*

  The more students know; that is, the more background knowledge students have, the easier it will be for them to develop English and/or home language use and literacy. Ensure that students engage with a rigorous curriculum that includes sophisticated content taught through translanguaging pedagogies (described below). The content should be of interest to students and should build on their prior knowledge and experiences, as well as extend their world knowledge.

- *Ensure that the curriculum does not assume background knowledge, but builds it.*

  It is essential that teachers working with emergent bilinguals with low home language literacy check that students have the required world knowledge, and if not, 'back up' a bit conceptually to concepts from lower grades, even though the rest of the unit would include appropriate grade-level content.

- *The students' curriculum should not be mostly or solely language-based.*

  Language is developed through practice in authentic ways, and through building background knowledge. Although explicit instruction in ESL and Home Language is needed, explicit language instruction should not take up more than one-third of the students' program. Instead, content should be the vehicle for intensive language work.

- *Content instruction should not be mostly or solely content-based.*

  Language is developed through practice in authentic ways, thus, for emergent bilinguals with low home language literacy, content should be the vehicle for intensive language work. That is, content teachers need to understand the importance of oral language and multimodalities (visual, kinesthetic) for engagement with academic content. They also need to understand their own role in vocabulary and language development, as well as how to model strategies for appropriate speaking, listening, reading and writing.

- *Ensure that students have a rigorous curricular package taught by teachers who can pay attention to their individual needs.*

  It is not enough to place students in rigorous academic classes. It is important for teachers to know how to scaffold the instruction for these students, ensuring that there is ample oral work and discussion of the academic concepts. Students with low home language literacy skills should be placed with teachers who know how to differentiate instruction and who are comfortable being facilitators and using translanguaging and multimodalities to teach. More on this in the section on Pedagogies.

- *Engage students in elective courses, but ensure that these classes are not overrepresented in their curriculum.*

  Students with low home literacy need every chance they can get to practice academic language, and at the same time they need opportunities to have elective subjects that engage their creativity and imagination, and that provide them with physical activity. Ensure that the students' curriculum includes these classes, but make sure that they are not overrepresented. When electives are given (such as art, music and physical education), ensure that teachers know how to supplement their teaching with activities that reinforce the use and practice of academic language and literacy.

- *Design curriculum that is interrelated, interdisciplinary, and thematic.*

  Students with low home language literacy need to be supported in making connections between their understandings and skills. A thematic curriculum which is based on the interests and experiences of students allows them to deepen their background knowledge while developing academic skills. An interdisciplinary spiraling curriculum makes explicit their knowledge connections and allows for cyclical reinforcement of concepts. In addition, the interrelationship of topics allows them to make the connections necessary in content knowledge, giving them the context to interpret and engage with written texts. Emergent bilingual students with low home literacy need multiple exposures to the same concept from different disciplinary perspectives, as well as many examples. A thematic interrelated curriculum allows for such spiraling of concepts, as well as reinforcement.

- *Design curriculum that is project-based.*

  Students with low home language literacy need to use all the resources available to them to make sense of challenging content. A project-based curriculum allows students maximum collaboration and engages them physically, cognitively and discursively in the activity. Furthermore, a project-based curriculum allows them to use intellectual and creative strengths that are not affected by the level of literacy. In addition, a project-based curriculum enables them to show what they have learned through means other than written texts. Project-based instruction does not need to remain at a basic level, but should be coupled with other academic tasks. That is, the project is a springboard for more critical thinking, speaking, reading and writing.

4. Classroom Structures and Resources
   Build spaces for collaboration and meaningful use of alternative resources!

- *Design classroom space so that there is interaction and collaboration.*

   Because students with low home literacy need to maximize oral participation, collaborative group structures where there is peer collaboration work best. But be aware that students may not be familiar with learning collaboratively, so this approach may need to be instructed explicitly. As discussed below, this approach works best when students are grouped with other speakers of their home language.

- *Group students appropriately.*

   Whenever possible and applicable, group emergent bilinguals with the same home language together so that they can help each other and maximize translanguaging possibilities. This is especially important when teaching content. Within each group make sure to include students who have different abilities (literacy, social, school) so that collaboration can be maximized and so that they can support each other.

- *Make sure that the classroom has the appropriate resources.*

   Students with low home literacy need more resource support than others. Provide them with I-Pads where they can look up vocabulary, use Google Translate, and listen to and view videos on different topics. Also provide them with multilingual books and resources in their home languages, such as dictionaries and glossaries. All classrooms need Smart Boards, capable of projecting video, images and teacher- and student-made material.

- *Build a listening center in the classroom.*

   Some students could benefit from hearing books read out loud in order to become familiar with the structure of written texts. Dedicate a part of the classroom space to a listening center where students are able to listen along, as they read written texts in their home languages and also in English.

- *Build a viewing center in the classroom.*

   A few short videos that correspond to written texts would be very useful for these students. In this way, the written texts (both in their home languages and English) would be contextualized through visual images that would enable students to make meaning out of the written word.

- *Have laptops available.*

  Allow students to use the computer to look up background information on the topics being discussed. Encourage students to look up resources in their home languages, including images, videos, etc. that would contextualize the reading. These are also useful to help students build Power Point presentations.

- *Provide leveled written texts for independent reading.*

  Besides the intensive shared and guided reading done with grade-level texts, it is important to provide these emergent bilinguals with leveled texts so that they can experience success with independent reading. It is also possible to have more advanced texts accompanied by audio recordings of those texts available for students.

- *Create a rich multilingual classroom landscape. Post multilingual word walls and sentence starters.*

  More than others, students with low home literacy need classrooms with rich linguistic landscape that will give them the security of being able to see and follow print in non-threatening ways. Provide them with multilingual posters with significant texts. Other students or families who speak languages other than English and have developed literacy skills would be very helpful in creating this multilingual landscape in the classrooms.

5. Pedagogical Strategies
Go deeper; build on translanguaging and multimodalities — the oral, the visual, the listening, the virtual and textual modes — and other meaning-making systems. Differentiate throughout.

- *Use translanguaging **strategies**.*

  All instruction, whether in the home language or English, should include translanguaging strategies to ensure that students have both the background knowledge and the linguistic knowledge to make sense of texts. For more on these strategies, see the *CUNY-NYSIEB Translanguaging Guide,* available at www.cuny-nysieb.org, click Resources. All strategies raised below require the use of translanguaging.

- *Utilize translanguaging in interactive **activities**.*
  Knowing is doing. Students have to be given the affordances in classrooms to act with language in order to know. Set up translanguaging activities that require that students use language meaningfully. Gallery walks, activities where students have to post reactions and questions through post-its, and the creation of a poster through a jigsaw activity, are examples of ways in which students would be required to language. Appendix C gives examples of these strategies.

- *Deepen the pace.*

  Students with low home literacy need to go deeper into the material. Slow down the pace to give students sufficient time to discuss, to use all their meaning-making strategies, to listen and look closely, to make explicit what others know implicitly. Build knowledge vertically, by going deeper, accessing all the strategies and resources of meaning-making, and being explicit in pointing out how language works and how they can appropriate it and use it to learn more.

- *Use authentic written texts at grade level (whether in the home language or in English), but engage with them more intensively; that is, read less pages, analyze the text more deeply, bringing in the social, political, geographical, scientific context of the text. Go beyond the text and go "into" the text.*

  Newcomers with low home literacy need more background knowledge in order to make sense of the written text. Take time with the written text. Encourage lots of oral discussion. Provide students with the context of the text, orally and visually (through a video-clip, a movie), if possible. Discuss the author, the social context or ideas that the text develops, where the text was written, for whom the text was written, the sociocultural context of the text, the sociopolitical, scientific or cultural ideas. Ensure that students are cognitively engaged with the text. Remember that translanguaging is critical here.

Then analyze the text carefully and deeply. Consider the genre, the key ideas and details, the craft and structure of the text, the integration of knowledge and ideas, the language conventions used, and the vocabulary used.

This pedagogical practice should be used in addition to providing students with the appropriate technological resources and leveled texts used for Independent Reading and described in the section on Classroom Structures and Resources.

- *Potentialize oral interactions, discussion and collaborative talk.*

  o Ensure that students discuss and build background knowledge before they engage with written texts (whether in the home language or English or both).
  o Teach students to build on each others' ideas orally.
  o Insist that students express their ideas clearly and persuasively.

- *Build oral expression.*

  o Have students memorize short chunks of poetry in either the home language or English and recite it to an audience.
  o Have students interview community-members, family, and classmates about a topic of interest, and make an oral presentation to the class making use of digital media or visual display, in the home language or English.
  o Engage students in role-playing and theater production, in both the home language and English.
  o Have students develop oral presentations for different audiences – their peers, their teachers — about different topics — a topic familiar to all, a topic only familiar to the student. Tape the talks. Analyze the differences in speaking to different audiences as a class. Note that this is an authentic opportunity to present information bilingually depending on the linguistic background of the audience.

- *Tape and transcribe student discussion and have students analyze their own language, whether in the home language or in English.*

  o These students need to understand the differences between language as used in academic functions, and the language they speak at home and in the community. Language has multiple functions, varies by context, and students need mastery in all uses – to be successful in schooling, in society, with their friends. Students also need to understand the differences between written language and oral language.
  o Tape and transcribe what students say informally. Ask students to analyze what they say. Have students think about how they use language differently in other contexts; for example, in speaking to their teachers, to a government official, to the President of the US. Then ask them to repeat what they would say for others. Tape these examples, transcribe them, and analyze them.
  o Provide students with a transcript of what one student said and a written text on the same topic (which you, the teacher, could craft).
  o Ask them to analyze them for differences in language structures and explicitness.

- *Encourage students' attention to listening both in their home language and English.*

  o Bring in books on tape that students can listen to as they read.
  o Have other students or families record written texts or parts of language (for example, unfamiliar words or sounds) that students can then listen to in class or at home. Prepare MP3s with these recordings.

- *Potentialize literacy as communication in and around texts and ensure that students meet Common Core State Standards orally first, and then with written texts.*

  Literacy refers to *all communication in and around texts*. Before students enter into written texts, ensure that they focus on meeting the Common Core State Standards through oral texts. For example, after watching a movie or selected video clips based on an informational or literary piece, or a TV program, have students evaluate the piece according to the standards of the Common Core for Reading and Speaking/Listening and Language Artswhich are listed below (identified in parentheses). Students can then work through small chunks of written text to do the same.

  CCSS: Key Ideas and Details

  o Discuss the piece and make logical inferences (Reading,1)
  o Cite evidence to support their conclusions about the piece (Reading.1)
  o Determine the central idea or themes of the piece (Reading.2)
  o Analyze the development of the theme (Reading.2)
  o Analyze how and why individuals, events, or ideas develop and interact (Reading.3)

  CCSS: Craft and Structure

  o Interpret words and phrases used in the piece and analyze how specific word choices shape meaning (R.4)
  o Analyze the structure of the piece (R.5)
  o Assess how the point of view or purpose shapes the content and style of the text (R.6).

  CCSS: Integration/Presentation of Knowledge and Ideas
  o Compare and contrast the content presented, for example, in the movie watched and in a text read about the same content (R.7)
  o Evaluate the sufficiency of the evidence presented in an informational movie or program or the validity of the reasoning of a character or person (R.8, SL.3)
  o Compare and contrast the approach presented in a movie and a written text, for example (R.9, SL.2)
  o Present information and supporting evidence orally (SL.2, 4)
  o Prepare Power Point presentations (SL.5)

CCSS: Comprehension and Collaboration
- o Participate effectively in discussions (SL.1)
- o Demonstrate command of formal oral language (SL.6)

CCSS: Vocabulary Acquisition and Use
- o Clarify meaning of unknown words by consulting with peers or reference material or using other context (ELA.4)
- o Demonstrate when language is being used figuratively (ELA.5)

- ▪ *Work with visual/oral texts and written texts at the same time*

A teacher can work with four texts that reflect similar content — 1. a visual/oral piece such as a movie clip in the home language, 2. a visual/oral piece such as a movie clip in English, 3. a written text in the home language of the video clip, 4. a written text in English of the video clip. The visual/oral piece should be considered and analyzed first, followed by consideration and analysis of the written text.

If, for example, the class is Spanish speaking, the movie clip could be shown first in Spanish. There should be much oral discussion of the clip, and work with the CCSS as presented above. Then the written text in Spanish of the video clip could be introduced. The teacher could lead a *Shared Reading* of the text, where she models reading strategies. For example, she pauses to encourage students to predict what is coming or what a character would do. She then would encourage groups of students to work in small groups in reading a follow-up text to that which the teacher has presented in the Shared Reading.

During this *Guided Reading*, the teacher would guide the different groups, listen to them read, pose questions both about the content and their comprehension (CCSS: Key ideas and details), the language structures (CCSS: Craft and structure), the conventions of standard English (CCSS: Conventions), and the vocabulary (CCSS: Vocabulary Acquisition and Use), as well as the reading strategies being used. Other *Independent Reading* on the same topic can then follow.

Writing activities, as described below, would also be appropriate. The English video clip should follow from the one in Spanish; there should be some overlap of the same material and some new follow-up material introduced. The same strategies, as done in Spanish, could be done in English.
Afterwards, comparisons could be drawn between the ways of using and writing Spanish, and ways of using and writing English.

The students could then give an oral presentation in English to the class, following a Power Point which could have been written in English, Spanish or both, and includes images. Depending on the needs of the students, the presentation could be about the content learned or about the linguistic differences between English and Spanish (see, for example, next bullet point).

If the class is linguistically diverse, the movie could be shown in English with English subtitles, in very short clips. If at all possible, the text in the home language should be provided to students. Students could then discuss the movie in same home-language groups, aided, if possible by the home-language texts. After much discussion in small groups, the teacher could then lead a *Shared Reading* of the English text.

Next, *Guided Reading* groups, again with same home-language groups, could be established with students being encouraged to translanguage as they make sense of the English text to discuss the content and students' comprehension (CCSS: Key ideas and details), the language structures (CCSS: Craft and structure), and the reading strategies being used. As with the Spanish-speaking class described above, the students could then be encouraged to make an oral presentation in English, supported by a Power Point that could be about the content learned or explains to the class the differences between English and the language they speak (CCSS, Speaking & Listening: Presentation of Knowledge and Ideas).

- *Provide students with written texts in English and the home language.*

  Written texts in English and the home language could be used by the students simultaneously, as they learn to compare and contrast their two languages, and address some of the Language Arts Standards. For example, engage students in:

  - Demonstrating understanding of when are words capitalized; how punctuation is used; how words are spelled in the two languages (L.2)
  - Using context cues (or cues from the other language) to clarify meaning of unknown words in English or the home language (L.4)
  - Demonstrating understanding of figurative language in the home language or English (L.5)
  - Demonstrating independence in gathering vocabulary knowledge for the text in English and the home language (L.6)

- *Capitalize on multimodalities. Include music, video, visual displays of data and art activities as ways of making meaning.*

  Listening and Seeing are important ways of making sense, especially for those who do not have much experience with written texts. Ensure that their lessons engage them in listening to music and texts and interpreting them, as well as interpreting displays of data and art, as well as producing them. Whenever possible capitalize on the multimodalities of today.

- *Have students conduct research projects on the Internet, using home language resources and images/diagrams/and other visual media.*

  Students should engage in conducting research to build and present knowledge, using all the information available to them, integrating it, and learning to avoid plagiarism (CCSS-W. 7, 8)

- *Have students "speak" their argumentative, informative/explanatory, and narrative writing, using transcription software, either in the home language or in English.*

  Students need to develop understandings of the difference in text structure between arguments, information/explanation and narratives, by producing oral texts first.

  - For argumentative writing, students must provide, through oral expression, the evidence, and use reason (CCSS.W.1)
  - For informative/explanatory writing, students must organize, through oral expression, the information clearly and accurately (CCSS.W.2)
  - For narrative writing, students need to structure the sequence of events and choose details (CCSS.W.3).

- *Have teachers lead a shared/interactive writing, either in home language or English, with the teacher doing the actual writing, and students providing the oral text, according to the tasks described above.*

  - The topic of the writing should come from a shared experience such as a field trip, experiment, discussion, etc., following a Language Experience Approach.
  - Students copy the entire text.
  - Students design their own text modeled after the one above. Students are involved in planning, revising, editing, rewriting over a long period of time (CCSS.W.5)
  - Students then produce and publish their writing (CCSS.W.6)

- *Differentiate not only according to home language, but also according to student readiness, interest and learning style.*

  Design activities that have flexible and multiple entry points. Provide students with graphic organizers and encourage them to use them appropriately.

- *Establish classroom routines and make them explicit.*

  These students often have not had much experience with classroom scripts; that is, the behavior expected in classrooms and the routine discourse.

  - Develop classroom rules jointly and make them explicit. Display them.
  - Be consistent with your routines until students understand the scripts.
  - Record your instructions using an audio recorder for students to replay when needed.

6. Assessment Strategies
Differentiate between language, literacy and content knowledge

- *Never confuse content knowledge and language/literacy use. Therefore, assess content knowledge orally.*

  These students often have content knowledge, but cannot express it in writing and cannot access further knowledge in reading. Assess content and understanding orally, independent of written texts.

- *Allow translanguaging to better access what students know about a text in one language or the other.*

  Students with low home literacy, for example, often know what a reading text in English says, but cannot explain it orally or in writing in English. Allow translanguaging to enable students to show what they know.

Further Reading

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Websites

http://www.colorincolorado.org/article/27483/ - Basic information and suggestions

http://www.advocatesforchildren.org/SIFE%20Paper%20final.pdf?pt=1 – Report of the conditions of SIFE students in New York City

http://www.p12.nysed.gov/biling/docs/NYSEDSIFEGuidelines.pdf - New York State Education guidelines on SIFEs

Home Literacy Assessment Resources

The Academic Language and Literacy Diagnostic (ALLD):
http://schools.nyc.gov/Academics/ELL/KeyDocuments/Academic+Language+and+Literacy+Diagnostic.htm

Searchable database of assessments in LOTEs from The Center for Applied Linguistics:
http://www.cal.org/CALWebDB/FLAD/.

Web Resources in Multiple Languages

International Children's Digital Library (ICDL) (An online library of nearly 4,500 digitized books from more than 40 countries and 50 languages. The site includes many additional teaching resources and multiple website versions in languages other than English.)
http://en.childrenslibrary.org/

Mama Lisa's World: Kid Songs Around the World (Mama Lisa's webpage contains children's songs, nursery rhymes poetry, games and music from around the world.)
http://www.mamalisa.com/?t=eh

Arabic

Fun with Arabic (This site provides elementary age students with interactive songs, stories, practice and games for Arabic speaking students.) http://www.funwitharabic.com

English language periodicals
   Aljazeera (Bilingual)-- http://www.aljazeera.com
   Arab Times (Bilingual)-- http://www.arabtimes.com
   The National Arab-American Times Newspaper-- http://www.aatimesnews.com

Arabic Language Periodicals
   Al-Ahram (Egypt)-- http://www.ahram.org.eg
   Al-Khabar (Algeria)-- http://www.elkhabar.com/ar

Bengali

English Language Periodicals
   The Daily Star-- http://www.thedailystar.net

Bengali Language Periodicals
   Prothom Alo (Bangladesh)-- http://www.prothom-alo.com
   Anandabazar Patrika (West Bengal)-- http://anandabazar.com

Chinese

English Language Periodicals
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   China Post-- http://www.chinapost.com.tw
   The Standard-- http://www.thestandard.com.hk
   World Journal-- http://www.worldjournal.com/wjenglishnews

Chinese Language Periodicals
   People's Daily (China)-- http://www.people.com.cn
   United Daily News (Taiwam)-- http://udn.com/NEWS/mainpage.shtml

Haitian Creole and French

English Language Periodicals
    France24 News-- http://www.france24.com/en/france
    The Gazette (Quebec)-- http://www.montrealgazette.com
    The Haitian Times-- http://www.haitiantimes.com
    West Africa News-- http://westafricanews.com
    Boston Haitian Reporter-- http://www.bostonhaitian.com

French Language Periodicals
    Le Journal de Montréal (Canada)-- http://www.journaldemontreal.com
    Le Matin (Haiti)-- http://www.lematinhaiti.com
    Le Monde (France)-- http://www.lemonde.fr
    Le Potentiel (Dem. Rep. of Congo)-- http://www.lepotentiel.com
    Le Républican Niger-- http://www.republicain-niger.com

Hindi/Urdu

English language periodicals
    Indo-American News-- http://www.indoamerican-news.com
    Little India-- http://www.littleindia.com
    The Nation-- http://www.nation.com.pk
    Times of India-- http://timesofindia.indiatimes.com

Hindi and Urdu periodicals
    Daily Jang (Pakistan)-- http://jang.com.pk
    Dainik Jagran (India)-- http://jagran.com

Karen

Burma Project/ The Southeast Asia Initiative (The Open Society Institute, a non-for-profit group established in 1994, provides information pertaining to a wide variety of topics surrounding Burma/Myanmar.)
http://www.opensocietyfoundations.org/about/programs/burma-project-southeast-asia-initiative

Drum Publication Group (Site offers free materials including conversational and other language-based materials in Sgaw Karen.) - http://www.drumpublications.org/index.html

English Language Periodicals
    Karen News-- http://www.karennews.org

Korean

English language periodicals
   Chosun Ilbo-- http://english.chosun.com
   Joongang Daily-- http://joongangdaily.joins.com
   Korea Herald-- http://www.koreaherald.com
   Korea Times-- http://www.koreatimes.co.kr

Korean language periodicals
   Chosun Ilbo-- http://chosun.com
   Dong-a Ilbo-- http://donga.com

Russian

English Language Periodicals
   The Moscow Times-- http://www.themoscowtimes.com
   The Russian Journal-- http://www.russianjournal.com

Russian Language Periodicals
   Komsomolskaya Pravda-- http://kp.ru
   Moskovskij Komsomolets-- http://www.mk.ru

Spanish

Colorín Colorado (Colorín Colorado is a free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners). - http://www.colorincolorado.org

English Language Periodicals
   Hispania News-- http://www.hispania-news.com

Spanish Language Periodicals
   El Diario (New York)-- http://www.eldiariony.com
   Excelsior (Mexico)-- http://www.excelsior.com.mx
   El País (Spain)-- http://elpais.com
   El Tiempo (Colombia)-- http://www.eltiempo.com

CUNY-NYSIEB Resources

Vision and non-negotiables:
http://www.nysieb.ws.gc.cuny.edu/our-vision

CUNY-NYSIEB Resources Page (includes additional resources created especially for SIFE students): http://www.nysieb.ws.gc.cuny.edu/publicationsresources

APPENDIX A
General Home Language Reading Assessment Rubric

Use a short text that is age appropriate (2nd grade for 4/5th grade; 4th grade for 6/7th grade; 6th grade for 8/9th grade; and 8th grade for 10/11/12th) of approximately 500 words in the language to be assessed. The text should tell a story and involve at least one character in an action.

Reading Fluency
Directions: Ask student to read the short narrative. Rate the accuracy of the students' reading fluency. The following do not count as an error: self-corrections, hesitation (or pausing), word substitutions that make sense (i.e. "mom" instead of "mother"), pronunciation based on regional or other variation (i.e., reading with "an accent"). If the student cannot read, **stop** immediately and give a Total Score of 0.

Rate the Reading Fluency by circling the number of the box below:

1	2	3	4
Read with **many** errors (more than 30)	Read with **some** errors (between 11 and 30)	Read with **few** errors (between 6 and 10)	Read with almost **no** errors (less than 5)

Reading Comprehension Questions

Directions: Ask the two questions in each of the categories below:

Literal Questions:
1. What was the story about? or What happened in the story?
2. Who were the characters in the story?

Rate the Literal Reading Comprehension by circling the number of the box below:

1	2	3	4
No answers	No questions answered correctly, but answers attempted	One question answered correctly	Both questions answered correctly

Inferential Questions:
1. Why did [*one character*] do [*this action*] in the story?
2. How do you think the character(s) in the story felt? or How did [*a problem or event that happened in the story*] make the character feel?

Rate the Inferential Reading Comprehension by circling the number of the box below:

1	2	3	4
No answers	No questions answered correctly, but answers attempted	One question answered correctly	Both questions answered correctly

Total Score: _____(This is the sum of Reading Fluency, Literal Reading Comprehension, and Inferential Reading Comprehension.)

10 to 12	Average LOTE Home Literacy
7 to 9	Low home Literacy. Needs this Framework
3 to 6	Low home Literacy. Certainly needs this Framework
0	Very Low home Literacy. Needs an Intensive Program, such as Bridges

APPENDIX B
General Home Language Writing Assessment Rubric

Assignment: **Ask students to write either:**
1. A memory they have of a special person in their lives (encourage students to write the steps of the story first using a timeline or other graphic organizer) OR
2. An informative text about their life in their home country (give students ideas about what they might include, such as information on food, clothing, holiday traditions, school, free time, activities, friends and family, home, etc.)

Student: _____   Grade: _____   Date: _____

Criteria	4	3	2	1
Response to prompt	Student fully responds to writing prompt given.	Student mostly responds to writing prompt given.	Student vaguely responds to writing prompt given.	No response given.
Details in writing	There are details to support and enhance the response.	There are some details to support and enhance the response.	There are few details to support and enhance the response.	There are no details to support and enhance the response.
Organization	Response is well organized.	Response is somewhat organized.	Response is poorly organized.	Response is not organized.
Mechanics of writing	There are less than four errors in spelling & grammar that distract the reader from the content.	There are less than six errors in spelling & grammar that distract the reader from the content.	There are less than eight errors in spelling & grammar that distract the reader from the content.	There are eight or more errors in spelling & grammar that distract the reader from the content.
Use of transition words	Student uses transition words to create a cohesive writing piece.	Student uses one or two transition words to create a cohesive writing piece.	Student does not use transition words, but sentences follow a somewhat logical sequence.	Response is disjointed. Sentences do not follow a logical sequence. No transition words used.

Total Score:_____/20   Comments:

Writing Fluency

16 to 20	Average LOTE Home Literacy
13 to 16	Low home Literacy. Needs this Framework
8 to 12	Low home Literacy. Certainly needs this Framework
5 to 7	Very Low home Literacy. Needs an Intensive Program, such as Bridges

Appendix C: Gallery Walks and Jigsaw Activity
Written by Liza Pappas

Gallery walks

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to encourage students to share their work with peers, to examine multiple documents, and to practice giving feedback. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners. It is especially useful for emergent bilingual students with low home literacy because the print is always larger in the displays, and there is room for oral discussion among peers, and much background building.

Procedure:

Step one: Select texts

Select the texts (e.g. quotations, images, documents, and/or student work) you will be using for the gallery walk. Students, individually or in small groups, can also select the text for the gallery walk.

Step two: Organize texts around the classroom

Texts should be displayed "gallery-style" - in a way that allows students to disperse themselves around the room, ideally with space for several students to congregate around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

Step three: Instruct students on how to walk through the gallery

Viewing instructions will depend on the goals for the activity. If the purpose of the gallery walk is to introduce students to new material, instruct students to take informal notes as they walk around the room. If the purpose of the gallery walk is for students to examine or compare texts, create a graphic organizer for students to complete as they view the "exhibit," or compile a list of questions for them to answer based on the texts on display. Give students time to walk the gallery and make their own comments on Post-it notes (putting those comments on text) or ask students to record impressions in their own notebooks. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit.

How to use translanguaging in this activity!!: Pair students up who speak the same language to walk through the gallery together. Encourage students to record their impressions in any language they desire. In the debrief session, have students first share their responses in their home language, and in English.

2) <u>Jigsaw activity</u>

The jigsaw strategy is a unique cooperative learning approach. With this approach, students work together as a team toward learning the target material--particularly when that material contains several chunks of related information. It is especially useful for students with low home literacy because of the cooperative nature of the task.

Step 1: Start by determining your target material. What is it that you want students to learn? For example, the answer to the question, "What does it take to become a successful student?" will become the completed jigsaw at the conclusion of the activity.

Step 2: Determine how many pieces of information regarding the target material you wish to review or as a warm up activity generate this list from students.

For this example, those pieces might include the following:

- Preparation
- Willingness to take risks
- Collaboration with other students
- Asking the teacher for help
- Study and homework techniques
- Other factors affecting school success

Step 3: Once you or students have determined the specific pieces, it's time for students to divide into groups (jigsaws) of four or five depending on the number of students in the class and the number of "pieces" for the puzzle. The first group that students start off in is their primary jigsaw group. Students are asked to share their expertise on one aspect of the question, and in order to do, that they will have to temporarily leave their new group and join another expert group.

Step 4: To form groups, use the simple and straightforward method of having your kids count off one thru five until everyone has a number and then group all the ones in an expert group (or piece group), all of the twos in another expert group, and so forth. Or use strategic grouping (based on language, skill set, etc.)

Step 5: Students then brainstorm ideas related to their particular assigned aspect, but NOT ideas related to any of the other aspects listed.

For example, expert group number one brainstorms on "preparation". Expert group number two brainstorms "willingness to take risks", and so on.

Remind students that they will need to take notes on what they are discussing so that they can teach the other members who will visit this jigsaw group what they learned.

Step 6: After an appropriate time is allowed for brainstorming, ask students to reassemble. (This is the jigsaw!) Have students count off again – and then regroup based on numbers. The groups will now be mixed to continue the conversation with different parts of information. Students have the opportunity to expand the overall picture of what it takes to become a successful student--the target material.

Step 7: It is always great practice to leave time for reflection. For this simple introductory example activity, you may want to go with a very informal assessment. For instance, you may ask each jigsaw group to summarize in one sentence what it takes to become a successful student. Those summaries then could be displayed for the entire class to compare, contrast, and synthesize.