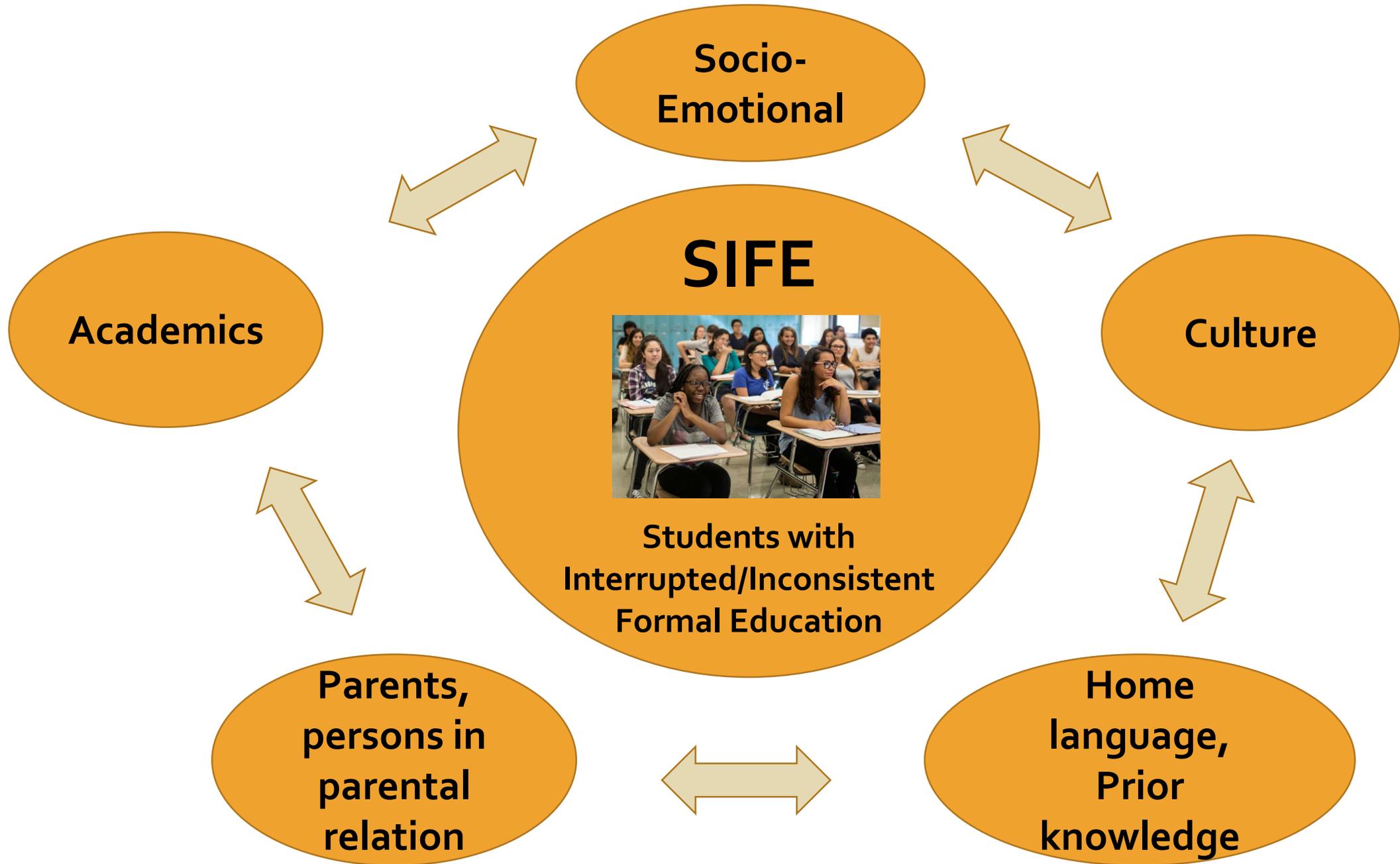


Designing lessons that integrate content and language objectives in the literacy classroom

Presenters: Myriam Augustin and Archangelo Joseph
Resource Specialists
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Bilingual Pupil Services at
The Brooklyn Law School

The NYS Statewide Language Regional Bilingual Education Resource Network (RBE-RN) at NYU



Goals for January 11, 2019 PD:

- Review the NYSED definition of SIFE, and what it means to be two grade levels below the entering grade
- know the CR Part 154 process for screening, identification, and administration of the Multilingual Literacy Screener (MLS) for SIFE
- understand what makes the needs of SIFEs unique, why we must know our students, and the need to create a positive classroom environment
- understand the concept of pre-literacy skills before teaching foundational literacy, and foundational literacy skills
- become familiar with a variety of effective practices for teaching SIFEs in the literacy classroom
- Content and language objectives
- Modeling various strategies for teaching SIFEs through a lesson plan based on the theme of “immigration”
- **Math:** Identify and discuss modes of transportation using varied mathematical strategies
- Differentiate modes of transportation using different strategies, including sentence starters with the Visual-Vocal-Word-Association (VVWA)
- Solve transportation-related math problems using the backwards-solution strategy within the Socratic Method of Teaching and Learning (SMTL)
- Share out /questions / answers/evaluation



What is the definition of SIFE?

- In NYS, under the new (2014) CR Part 154, a SIFE (a Student with Inconsistent/Interrupted Formal Education), is an English Language Learner (ELL) who may have attended school in the US for less than 12 months and who, upon initial enrollment, is **two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math** due to inconsistent or interrupted schooling prior to arrival in the US.

Remember that SIFEs are ELLs who are additionally identified as Students with Interrupted/Inconsistent Formal Education (SIFE)

What does it mean to be two grades below the entering grade?

- A student from another country, entering 9th grade in the US is not expected to have home language literacy in the 9th grade level since he/she is just starting in that grade. Such a student is expected to have 8th grade literacy in the home language.
- However, if the 9th grader has home language literacy at the **6th grade or below**, this student would be identified as a SIFE (NYSED), because he/she would be two years or more **below the expected 8th grade competency.**

SIFE Screening and Identification Process

Since SIFEs are also ELLs, schools should follow the protocol established by CR Part 154 for the identification and placement of ELLs and **then** follow the procedures for the identification of SIFE.

To determine “potential SIFE” status:

- A **qualified personnel** should administer the **SIFE Oral Interview Questionnaire**. The interview must be conducted in English and in the Ell’s home language

If the results of the Oral Interview Questionnaire indicate that the student is a potential SIFE

- the **MULTILINGUAL LITERACY SIFE SCREENER (MLS)** as well as the **WRITING SCREENER** should be administered in the student's home Language to determine their literacy skills in their home language.

Quick Sheet for the Multilingual Literacy SIFE Screener (MLS)

The MLS has 3 main components:

- **Reading comprehension component** available in Arabic, Bangla, Chinese, English, Haitian Creole, Maay-Maay, S'gaw Karen, Spanish, Urdu (9)
- **Vocabulary component** available in: English, Simplified Mandarin Chinese, Spanish, Urdu (4)
- **Writing Screener** available in Arabic, Bangla, Chinese, English, Haitian Creole, Maay-Maay, S'gaw Karen, Spanish, Urdu (9)
- Administer the **Writing Screener** to determine the student's basic writing skills in the home language

***To access the MLS, you must login to mls.gc.cuny.edu
The password is: `mlsnysed`, then click the submit button



SIFE Status Beginning and End

When a SIFE scores on the **Transitioning** proficiency level on the NYSESLAT, he/she is no longer considered a SIFE and the student's status as a SIFE is removed.

However, the student is still an ELL until reaching the exit criteria from ELL status.

We now have up to the end of the first school year to identify SIFE students.

What assets do SIFEs bring with them?

What are some life experiences and skills they might bring with them?



What might be the **funds of knowledge** (Moll et al, 2005) of your SIFEs and their family?

Why is it important for you to be aware of the skills and Knowledge they bring with them?

What makes SIFE's needs unique?

Factors that may cause SIFE to be different from other ELLs:

- As their education has been interrupted, inconsistent, and in certain cases, unavailable, SIFEs may have complex social and psychological needs due to possible traumatic migration experiences, war, lack of access to education, living situation with relatives or with parents that they don't really know, socioeconomic or cultural circumstances, frustrations with their academic delays in relation to their peers, a lack of familiarity with school culture, and feelings of isolation in school. (NYSED)
- Stress: As a result of any of these possible situations or any combination of situations, the student may suffer from post-traumatic stress disorder, may be under severe distress, or may be completely overwhelmed by the need to assimilate to a new school environment in a new language.

Developing a Profile of Your SIFEs

The utmost care and respect must be taken when gathering information from your SIFEs. This information is considered **Confidential** and is only to be used to become better informed as you work with your SIFEs. Please be careful to be **non-judgmental** and watchful of any body language that might convey to your students a negative message.

We must remember that SIFEs are complete human beings who bring previous life experiences, skills and other assets into our classrooms. They are not empty slates.



Sample In-class Interview Questions

- How long have your SIFEs been here?
- What countries are they from?
- What languages do they speak?
- Did they go to school in their country?
- What was the last grade they completed there?
- Why didn't they go to school in their country?
- What skills do they bring with them?
- What skills and funds of knowledge (Moll et al, 1992) do their family bring with them?
- If they do have basic literacy, in what language is it?
- Why did they come to the United States?
- How did they come to the United States?
- Who do they live with here?
- Do they have a place to study/do their home work at home?
- What else would you like to share about your SIFE?

Educators know how important it is to create a positive classroom environment.



However, because of the unique characteristics of SIFEs, it is especially important to establish a **positive classroom environment** for them.

-Why is it important to create a positive classroom environment?

-How will you create such an environment?

English Proficiency: Level 1 (Equivalent to Entering Level)

Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelly Fairbaine and Stephaney Jones-Vo

- **Listening:** begins to recognize frequently heard words and phrases; requires frequent restating or paraphrasing; begins to develop awareness of sound system in English
- **Speaking:** silent period; produces frequently heard words and phrases or self-generated language to express meaning or ask questions; supports communication with non-verbal cues; begins to produce sounds in English
- **Reading:** gains meaning primarily from visual support; if literate in home language, may start to transfer those literacy skills to English; preliterate students may begin to develop reading skills in English when provided with high-quality, visually-supported reading instruction
- **Writing:** may draw, copy written text; write or dictate individual letters, words or phrases to convey meaning

English Proficiency: Level 2 (Equivalent to Emerging Level)

- **Listening:** able to respond to frequently heard language with continued dependence on context, paraphrasing and repetition; begins to build content and academic vocabulary
- **Speaking:** uses phrases and simple sentences to communicate about common experiences; begins to produce content and academic vocabulary; errors may inhibit communication
- **Reading:** may recognize and read words and phrases; gains meaning from simple and familiar text with visual support
- **Writing:** dictates phrases and simple sentences; writes phrases and simple sentences with occasional use of content and academic vocabulary when supported; errors often obstruct meaning

Pre-literacy Skills and Concepts

Familiarity with school culture:

- Take them on a walk around the school (what would be the purpose of this?)
- **Expectations for:** How to get on line and walk on line, how to walk into your classroom, where to hang up coats, remove hats, take a seat, take out notebooks and pencils, academic work, how to ask for a pass, how to go to the bathroom, how to get their food in the cafeteria, etc.
- **Academic habits:** listening, paying attention, how to hold a pencil/pen, how to identify pictures, note taking. The teacher must demonstrate each of these, and go around to help students.
- **Behavior:** raise hand and wait to be called on, how to talk with a partner/in small groups, be respectful to self and others, how to ask politely...

Pre-literacy Skills and Concepts

- Repetition, rate of speech, consistency, and routines
- **Native language support:** translate key concepts in the native language; allow more advanced students who speak the same home language as the Entering-level student or the SIFE to translate or explain concepts in the home language; allow SIFE to express him/herself in the home language, etc. (How else can you support your students' home language?)
- **Create a print-rich environment** by posting the alphabet, vocabulary words, posters, charts, math samples, students' work etc. (could be in English and the home language; consider age-appropriate displays)
- Must have a **classroom library** with reading books in both the home language and in English, including math books.
- The teacher must help students **develop a culture of reading & writing**, and help them understand the tasks by modeling each task in each lesson.
- **Concepts** must be **broken down** to simple forms.

Why are reading and writing important?

Print is all around us in the world. We need to be able to read and write to function in the world– to understand messages in print and to communicate our ideas in print. Being able to read and write gives people power to learn endless knowledge, to participate in society, to share our ideas with people around the world, to live more independently, and to advocate for ourselves and others. People who can read and write have more access to higher education and professional jobs, providing more opportunities and resources for ourselves and others.

“Developing literacy, learning to read in a first or second language is not a matter of stringing phonemes (sounds) into words, and words into phrases and sentences, etc. Rather, it is a matter of learning to understand meaningful print in order to participate more fully in a community of readers and writers.”

Patricia R. Amato (2003)

How do we read a text written in English?

- with a purpose in mind
- We bring some **prior knowledge** of the topic. The more familiar the topic, and event, the easier it is for the reader to understand the text.
- How do we activate prior knowledge of the topic or the text?

Prior knowledge (continued)

- We imagine **what we know** and don't know **about the topic**.
- We **look at the pictures/illustrations or clips about the topic**, go on **field trips**
- We **predict what the text will be about**, and generate questions that the text might answer.
- We assess, confirm or change our prediction based on what we discover while reading.
- Having set a purpose and activated prior knowledge, we begin reading by **visually processing the print from left to right, top to bottom** of the page
- Processing the print involves **decoding the words on the page**. (This is a mental or verbal way to **access meaning**).

However, decoding word by word is insufficient. It should always be done **within context**. We have seen students call out words in a sentence without understanding the meaning. Without meaning, reading does not take place.

What are some foundational literacy skills that you think SIFEs need to learn?

Foundational Skills SIFEs need to be taught:

- Foundational Skills for literacy: how print works, the alphabet, the phonetic system of English, and other basic conventions of the English writing system, such as grammar, syntax, morphology, reading comprehension, the four modalities: listening, speaking, reading and writing, etc.
- Spoken words are represented in written language by specific letters, which represent specific sounds
- One-to-one letter-sound correspondences
- Associate long and short vowel sounds with common spellings: (homonyms)
- Read high-frequency words by sight (sight words)
- Read leveled text with purpose and understanding

(www.corestandards.org/ELA-Literacy/RF/K/)

Effective Practices for Teaching SIFE

- Programs for SIFE must start with the **specific needs** of this population.
- Students must have opportunities to learn **foundational literacy skills** through **thematic units** of study, and direct instruction.
- **Contextualize their schema** (background knowledge), for example: if you're teaching about the drought in California, find out if any of them have ever experienced a drought. Help them make that connection, allow them to talk about their experience.
- Must **use scaffolding** through: pictures (that are as real as possible to remove ambiguity), realia, video clips, connecting to prior knowledge, body movement, use of native language, etc.

Effective Practices (continued)

- Provide **hands-on, real life experiences** through the discovery approach. They must see, touch, and do. They must go on field trips to a variety of places.
- Research has proven how experiences are important to language development. This will support oral language development, which then supports the development of reading and writing.
- **Home Language Instruction** or support: Linguists have proven over and over again that the best way for a student to learn is through the language the student understands best. In the case of SIFE, this usually means their native/home language. They might have some basic understanding of the language of instruction in their country, but they might not be fluent in that language.
- If Native Language Instruction is not possible, the teacher can use other staff for translation when necessary. They could also have more advanced students translate for the new ones (but this should not be on an every day basis). In addition to this, the next best thing is to **teach content** areas **through ENL** methodologies in a way that makes content accessible.

Content and Language Objectives

When writing lesson plans for ELLs, it is now important to include both the content objective and the language objective.

What is the difference between a content objective and a language objective?

The content objectives or terminal objectives are statements of what students will be able to do at the end of a lesson, within a particular content area. These should be clearly stated both in writing and orally at the beginning of a lesson. They must be observable and measurable: Ex. students will be able to “list”, “define”, “write”... Ex. Students will learn about the American Revolution and will be able to discuss the causes of the revolution”.

The language objectives tell how the students will learn and /or demonstrate their mastery of the lesson through speaking, listening, reading, or writing. Specific verbs should be used to state how the students will accomplish the objectives. Key vocabulary words from a lesson are also stated in the language objectives

Ex. Students will listen to a read aloud about the American Revolution, and will write the causes using irregular past tense.

Activity

Think about a topic you are now covering with your students in either language arts/ENL, or social studies

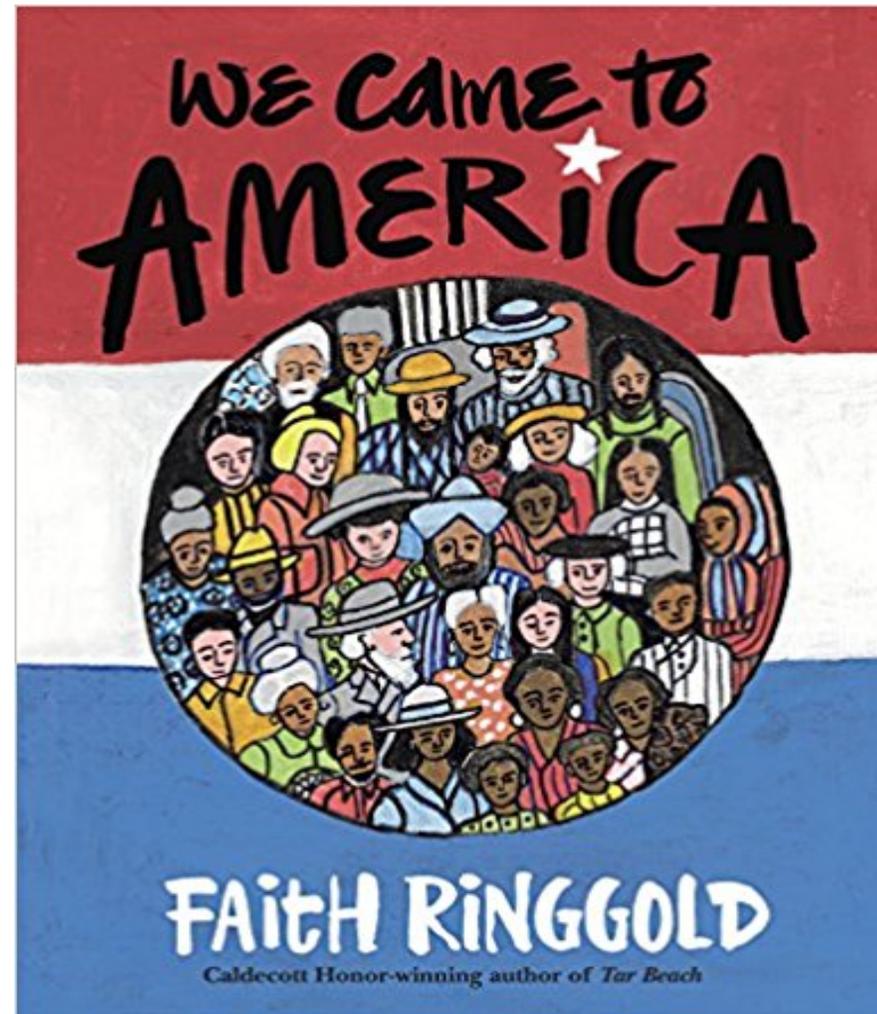
Write 1-2 content objectives, and write 1-2 language objectives, for Entering and Emerging SIFEs.

Share with your group: be sure to state the grade and the English proficiency Level of your students. Explain the reason why you came up with the content Objective and the language objective.

Modeling of various effective strategies for SIFEs

Let's look at a few examples of effective strategies
We could use to teach SIFEs. These strategies are based
On the theme of "immigration".

Myriam's lesson plan for "We Came to America", by Faith Ringgold



Exit Ticket: Closure



- What do you now know about SIFEs and how to teach them that you did not know before this workshop?
- What are three takeaways you will start incorporating with your SIFEs as soon as possible?

Resources

- Center for Applied Linguistics: <http://www.cal.org>
- Colorín colorado - <http://www.colorincolorado.org/teaching-english-language-learners>
- Common Core State Standards - <http://www.corestandards.org/ELA-Literacy/>
- **Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers, Shelley Fiarbairn and Stephaney Jones-Vo**
- Moll, L. et al, Funds of Knowledge, 2005 - http://cmmr.usc.edu/FullText/Luis_Moll_Hidden_Family_Resources.pdf
- NYCDOE SIFE Educator Resources - <http://schools.nyc.gov/Academics/ELL/EducatorResources/SIFE.htm>
- NYSED Bridges Program, Lisa Auslander, Project Director –<http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife> NYSED SIFE
- NYSED Engage NY - <https://www.engageny.org/>
- NYSED Office of Bilingual Education and World Languages - <http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl>
- NYSED Statewide Language RBERN - http://steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rbern/

