SIFE in Our Classrooms: Best Practices for their Success

Presenters: Myriam Augustin and Dr. Maria V. Diaz
Resource Specialists
Tuesday, January 22, 2019 – 8:30 AM – 12:00 PM
New York University

The NYS Statewide Language Regional Bilingual Education Resource Network (RBE-RN) at NYU
Students with Interrupted/Inconsistent Formal Education (SIFE)

- Academics
- Culture
- Socio-Emotional
- Parents, persons in parental relation
- Home language, Prior knowledge
Goals for January 22, 2019 workshop:

• Review the NYSED definition of SIFE

• Review the CR Part 154 process for screening, identification, administration of the Multilingual Literacy Screener (MLS) for SIFE, and sharing of MLS data gathering homework assignment

• Reflect on the steps you have taken thus far to improve the education of SIFEs in your school

• Complete SIFE teacher self-reflection survey for improvement of instruction

• Review pre-literacy skills before building foundational literacy

• Model strategies for a SIFE literacy lesson, based on the theme of the immigration experience in the United States

• Introduce key math strategies to support the theme of the immigration experience
SIFEs in Our Classrooms: Best Practices for their Success

NYSED Language RBERN professional development series focused on ELLs who are additionally identified as Students with Interrupted/Inconsistent Formal Education (SIFE)

Session 1: Tuesday, November 13, 2018
Session 2: Tuesday, January 22, 2019
Session 3: Tuesday, April 16, 2019

Invite your Principal/administrator to a special session on Friday, May 17, 2019 – more information to follow
Opening:

-What do you know about your SIFEs?

-What do you know about their assets and Funds of knowledge?

-How do you use this knowledge in your classroom?
We serve SIFEs in countless ways!

Memorialize the countless times you:

MENTOR
INSPIRE
EDUCATE
COACH
SHARE
INFLUENCE
ENCOURAGE
What is the definition of SIFE?
CR PART 154 Definition of SIFE

• In NYS, under the new (2014) CR Part 154, 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.

• This definition is inclusive of Low Literacy SIFE, with literacy at or below the third grade level in their home language. This means that they are NOT yet fluent readers in any language and do not use text independently as a resource to build on knowledge.
Remind us of the SIFE identification process
Quick Sheet for the Multilingual Literacy SIFE Screener (MLS)

- **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)
- Administer the **Writing Screener** to determine the student’s basic writing skills in the home language
- **Writing Screener** available in Arabic, Bangla, Chinese, English, Haitian Creole, Maay-Maay, S’gaw Karen, Spanish, Urdu (9)

***To access the MLS, you must login to mls.gc.cuny.edu. The password is: mlsnysed, then click the submit button***
HW For the January 22, 2019 session...

Review

Complete the Multilingual Literacy SIFE Screener (MLS) data gathering sheet.

<table>
<thead>
<tr>
<th>Student</th>
<th>Class/Grade</th>
<th>Date administered MLS</th>
<th>Results of the Screening</th>
<th>Language for Home Language Arts Instruction</th>
<th>Proficiency in Home Language</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reading Comp</td>
<td>0 - 3</td>
<td>4+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary</td>
<td></td>
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</tr>
</tbody>
</table>


What are some challenges or “ahas” that you have experienced through the administration process of the MLS?
Please answer the following questions regarding your SIFE instructional practices:

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Sometimes</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I encourage SIFEs to use their home language to process and develop ideas.</td>
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<tr>
<td>2. I give clear instructions as to when SIFEs must only use English to express themselves and demonstrate mastery.</td>
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<tr>
<td>3. I teach routines and model how to use resources to promote the academic independence of SIFEs.</td>
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<tr>
<td>4. I model and promote a respectful classroom environment that allows ELLs to participate and take risks in the classroom.</td>
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<tr>
<td>5. I provide SWIRL activities for my ELLs in my daily instruction. (Speaking, writing, interacting, reading, listening).</td>
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<tr>
<td>6. I use Total Physical Response (TPR) and other ELL strategies to promote English language development.</td>
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<tr>
<td>7. I plan instruction thoughtfully to identify unfamiliar content and language features that are needed for SIFEs to access the language and concept goals of my lesson.</td>
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<tr>
<td>8. I allocate time during my classes to work in small groups with my SIFEs and provide time for them to work collaboratively with their peers.</td>
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<tr>
<td>9. I assign independent practice after I have provided the necessary scaffolds.</td>
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<tr>
<td>10. I provide daily practice with language and word study in English and in the home language of my SIFE.</td>
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</tbody>
</table>

Personal thoughts...
**SIFE TEACHER SURVEY**

Based on the information you received during our first session, please complete the following items regarding the steps you’ve taken to improve instruction for SIFEs.

<table>
<thead>
<tr>
<th>Item</th>
<th>Completed</th>
<th>In Process</th>
<th>Not Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I shared the SIFE Identification process information with my school leaders.</td>
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<tr>
<td>2. I shared the SIFE Questionnaire with my school leaders.</td>
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<tr>
<td>3. I shared the Multilingual Literacy SIFE Screener (MLS) with my school leaders.</td>
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<td>4. My school leader has signed up for the MLS.</td>
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<tr>
<td>5. I shared the SIFE Writing Screener with my school leaders.</td>
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<tr>
<td>6. I am using the information gained from the previous session to improve my delivery of instruction for my SIFEs.</td>
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<tr>
<td>7. I have shared the information gained from the previous session with my colleagues to strengthen everyone’s understanding of SIFEs.</td>
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<tr>
<td>8. When planning instruction for SIFEs, I consider the elements of the SIFE grid: Academics, Culture, Socio-Emotional, Home Language, Prior/Background Knowledge, Parents, and Persons in Parental Relation.</td>
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<tr>
<td>9. I incorporate foundational literacy features (for example: how print works, the English alphabet, phonetic system of English, directionality, sight words, etc.) and scaffolding in my instruction for SIFE.</td>
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<tr>
<td>10. I am engaged in conversations with my school leaders regarding developing a specific program for SIFE.</td>
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</tbody>
</table>

**COMMENTS**
In small groups, let’s review some pre-literacy skills and concepts that we covered last time, which your SIFEs need
WE CAME TO AMERICA

FAITH RINGGOLD

Caldecott Honor-winning author of Tar Beach
Today, we’re going to model several strategies for a SIFE literacy lesson from a unit based on the theme of the immigration experience in the United States
During the modeling

• Keep your students in mind at all times.

• You will be playing two roles: that of your SIFEs, and yourselves.

• You will be observing and participating.

• You will take notes of the various strategies you will observe.

• From time to time, I will stop to ask you to state and describe the strategies you saw. Do you think that such a strategy would work for your SIFEs? Why? Why not? What adaptations would you consider making in order to better serve your students as you know them?
Introduction to the unit

This is a unit on the immigration experience in the United States. It provides a context for students to explore the various experiences of people who have immigrated and those who are currently immigrating to the United States. This is intended for SIFEs.

Throughout this unit, students will recall their own and their family’s experiences with immigration to this country. They will also develop basic literacy skills as needed.

Students will listen to stories read aloud, read books, watch videos, go on field trips, and explore other visual materials on the history of immigration in this country, and much more.
Unit theme: “The Immigration Experience in the United States”

Content objectives
Students will be able to: write/draw their partners’ immigration experience
Listen to a read aloud, and answer questions
Write a book with illustrations about their immigration experience

Language Objectives
Students will: listen to, speak, read, write and draw about their immigration experience in the United States
They will use sentence frames such as: “I come from______________”
“I came to the United States because__________________________”.

Vocabulary words: came, color, race, religion, country, world
Questions for the first Activity (the teacher’s story)

1- Where do you come from?

2- Why did you come to the United States?

3- How did you travel to the United States?

4- How did you feel when you left your country?

5- How did you feel when you arrived in the United States?

6- Who do you live with now?

7- What was it like on your first day of school?
Prompts based on the teacher’s story

1- “I come from______________________________________”

2- “I came to the United States because_______________________________________
_________________________________________________________”

3- “I traveled by _________________________________________________________”

4- “When I left my country I felt ________________________________because
_________________________________________________________”

5- “When I arrived in the United States, I felt__________________________
because ________________________________________________________”

6- “I live with_________________________________________ in New York.”

7- “On my first day of school in the United States
_________________________________________________________
__________________________________________________________.”
Semantic map based on the teacher’s story

Comes from

Came to the United States because

Traveled by or Came by

When the teacher left her country she felt because
Chart for first Activity for Entering and Emerging-level students

**Entering students** could draw. **Emerging students** could also use this chart and jot down one word or a short sentence to write what their partner says.

<table>
<thead>
<tr>
<th>WHERE</th>
<th>WHY</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Template for Individual Work

Post reading activity: “We Came to America”, by Faith Ringgold

Entering students: answer the first three questions;
Emerging students: complete the whole page

-Where do people come from in the story?
People come from______________________________________________________________.

-Why do people come to America?
People come to America because ________________________________________________.

-How do people come to this country?
People come by_______________________________________________________________.

-What similarities did you find from the book, between your immigrant experience and other people’s immigrant experiences in the United States?
-I found that_______________________________________________________________.

-Do you agree or disagree with the statement at the end of the book: “In spite of where we came from, or how or why we came, we are ALL Americans, just the same.” Why or why not?
Sentence Completion (Post reading activity)

Write in the correct words in the blank spaces

Americans, America, our music, every country in the world

1. People come to America. (Sample)

2. People come from ________________________________
   ________________________________
   ________________________________.

3. We bring our food, our stories, and ____________________.

4. We are all ________________________________.
Language Experience Approach
Bar Graph of how people came to the United States

By air,          by water-sea, by land
# WORD STUDY FOR

*We Came to America* by Faith Ringgold

<table>
<thead>
<tr>
<th>Word</th>
<th>Times used in story</th>
<th>Tier 1, 2, 3*</th>
<th>Variations of the word</th>
<th>Cognate (if applicable) Spanish</th>
<th>Cognate (if applicable) Haitian Creole</th>
<th>Cognate (of other language/s as per students in class)</th>
<th>ENL Linguistic demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>air</td>
<td>1</td>
<td>2</td>
<td></td>
<td>airc</td>
<td></td>
<td>noun</td>
<td></td>
</tr>
<tr>
<td>oil</td>
<td>1</td>
<td>1</td>
<td></td>
<td>adjective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>along</td>
<td>1</td>
<td>1</td>
<td></td>
<td>proposition, adverb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>already</td>
<td>1</td>
<td>1</td>
<td></td>
<td>adverb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>America</td>
<td>6</td>
<td>2</td>
<td></td>
<td>América, Amerik</td>
<td>noun; geographical name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Americans</td>
<td>1</td>
<td>2</td>
<td></td>
<td>americanos(as), ameriken</td>
<td>noun; adjective, suffix “s”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>10</td>
<td>1</td>
<td></td>
<td>conjunction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Present tense plural of Be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>art</td>
<td>1</td>
<td>1</td>
<td>arts</td>
<td>arte</td>
<td>noun; adjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td>1</td>
<td>1</td>
<td>beautifully</td>
<td>adjective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>before</td>
<td>1</td>
<td>1</td>
<td></td>
<td>adverb; adjective; preposition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>birthplace</td>
<td>1</td>
<td>2</td>
<td></td>
<td>compound word; noun</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>boat</td>
<td>1</td>
<td>1</td>
<td>boats, boating</td>
<td>bote</td>
<td>noun; verb</td>
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</tr>
<tr>
<td>brought</td>
<td>1</td>
<td>1</td>
<td>bring</td>
<td>past tense of bring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by</td>
<td>2</td>
<td>1</td>
<td></td>
<td>preposition</td>
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<td>came</td>
<td>8</td>
<td>1</td>
<td>come, comes</td>
<td>past tense of come</td>
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</tr>
<tr>
<td>chains</td>
<td>1</td>
<td>1</td>
<td>chain, chained</td>
<td>noun, verb, suffix “s”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>color</td>
<td>4</td>
<td>1</td>
<td>color, colors, coloring</td>
<td>color, koulé</td>
<td>noun, verb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WE CAME TO AMERICA: Word Study Extension Strategies

Cloze Sentences

Cloze sentences are sentences in which key words are deleted, covered up or blocked out in a systematic fashion. When presented with cloze sentences, students must use context clues to determine the missing word. As the strategy helps direct students’ attention to particular words in a sentence, it can help students understand how language works. As such, cloze sentences may be particularly useful for English Language Learners and students with language processing difficulties. Additionally, cloze sentences encourage all students to think critically about a text and monitor for meaning while reading. The strategy can be implemented across grade levels to support grammar and language skills. Cloze sentences are also an engaging way to reinforce content-specific vocabulary and academic language.

Example: Vocabulary practice using Cloze sentences

Word Bank from We Came to America: America boat freedom joyful birthplace

We came to _______________. We traveled from our ________________. By _______________ and by plane. Losing our _______________ and our names. We brought along our _______________ songs.

Sentence Starters

Sentence starters provide a frame for students to express their thoughts in writing or speaking. They can be used to assist students to focus and organize their thoughts as well as fostering their creativity.

Example: Sentence Starters

Responding to Text: We Came From America

This book reminds me of __________________________________________________.  
The main idea/theme of this book is __________________________________________.
I can connect to ____________________ because___________________________.
Exit Ticket: Closure

• What do you now know about SIFEs and how to teach them that you did not know before this workshop?
• Based on today’s pre-literacy and foundational literacy skill development, how would you use a story to teach the skills we presented?
• What are three takeaways you will start incorporating with your SIFEs as soon as possible?
• Thank you for your work on behalf of SIFE and your participation in our workshop.
• We will see everyone again on Tuesday, April 16, 2019.
• Please complete our evaluation form.
• CTLE certificates will be distributed.
• Myriam Augustin – ma3342@nyu.edu
• Maria V. Diaz – mvd316@nyu.edu
Resources

- Center for Applied Linguistics: http://www.cal.org
- Colorín colorado - http://www.colorincolorado.org/teaching-english-language-learners
- **Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers**, Shelley Fiarbairn and Stephanie Jones-Vo
- 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-sifeNYSED SIFE
- NYSED Engage NY - https://www.engageny.org/
- NYSED Statewide Language RBERN - http://steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rbern/
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