



New York State
EDUCATION DEPARTMENT

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Developing Next Generation Learning Standards-*Linguistic Demands* for English Language Learners

**Elisa Alvarez, Associate Commissioner
Office of Bilingual Education and World Languages (OBEWL)**

Ross Garmil, Supervisor of Education Programs, OBEWL

**Christa Stevenson, Executive Director, Long Island Regional
Bilingual Education Resource Network (RBERN)**

Background

- **2012: Board of Regents Charged NYSED to Align NYS Learning Standards for English Language Learners**
- **2015: Bilingual Progressions Released**
 - Provides points of entry for students at all levels of language proficiency and literacy to access grade-level standards
- **2020-2021: Next Generation Learning Standards**

Background

- **Bilingual Progressions Framework**
 - **Academic Demands**
 - Main Academic Demand
 - Grade Level Academic Demand
 - **Performance Indicators by Proficiency Level**
 - Embedded Instructional Scaffolds
 - **Linguistic Demands**
 - Academic Language Skills Necessary to Meet Each Standard

Background

Common Core Anchor Standard (RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i>			
Common Core Grade 1 Standard (RI.1.1): Ask and answer questions about key details in a text.		GRADE LEVEL ACADEMIC DEMAND <i>Inquire and Recall Key Details</i>			
5 Levels of Literacy Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When developing home language literacy, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE Oracy and Literacy Links	Listening-Centered Activity: Organize <i>preidentified words and phrases on a -wh questions chart</i> to identify key details in a text, as text is read aloud in <i>partnership and/or small groups</i> .	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed -wh questions chart</i> to identify key details in a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>sentences on a -wh questions chart</i> to identify key details in a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>information on a -wh questions chart</i> to identify key details in a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>information on a self-created -wh questions chart, independently</i> , to identify key details in a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i> .
	Reading-Centered Activity: Organize <i>preidentified words on a main-idea-and-key-details chart</i> to identify two or more key details in a text.	Reading-Centered Activity: Organize <i>phrases and sentences from a bank on a partially completed main-idea-and-key-details chart</i> to identify multiple key details in a text.	Reading-Centered Activity: Organize <i>sentences and key-words</i> to identify <i>in</i> a text.		

5 Levels of Literacy Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When developing home language literacy, using grade level texts and appropriate supports, students are able to:					
PRODUCTION Oracy and Literacy Links	Speaking-Centered Activity: Use <i>preidentified words and phrases and the previously completed graphic organizers to complete sentence starters</i> that ask and answer questions about key details in the text, when speaking in <i>partnership and/or small groups</i> .	Speaking-Centered Activity: Use a <i>word bank and the previously completed graphic organizers</i> to ask and answer questions about key details in the text, when speaking in <i>partnership, small group and/or whole class settings</i> .	Speaking-Centered Activity: Use the <i>previously completed graphic organizers, after teacher modeling</i> , to ask and answer questions about key details in the text, when speaking in <i>partnership, small group and/or whole class settings</i> .	Speaking-Centered Activity: Use the <i>previously completed graphic organizers, with teacher prompting</i> , to ask and answer questions about key details in the text, when speaking in <i>partnership, small group and/or whole class settings</i> .	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to ask and answer questions about key details in the text, when speaking in <i>partnership, small group and/or whole class settings</i> .
	Writing-Centered Activity: Use <i>preidentified words to complete close sentences</i> that address key	Writing-Centered Activity: Use a <i>word bank and the previously completed graphic</i>	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop a short essay</i> that addresses key details in the text.	Writing-Centered Activity: Use the <i>previously completed graphic organizers, with teacher prompting</i> , to develop a <i>short essay</i> that addresses key details in the text.	Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , to develop an <i>essay</i> that addresses key details in the text.

Common Core Grade 1 Standard (RI.1.1): Ask and answer questions about key details in a text.	GRADE LEVEL ACADEMIC DEMAND <i>Inquire and Recall Key Details</i>
<p>Linguistic Demands: The following are some examples in Spanish and English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.</p> <ul style="list-style-type: none"> • Use who, what, where, why and how question forms based on the text. (Note: not all question forms have to be mastered, according to the grade level standard.) <ul style="list-style-type: none"> • WHO/QUIEN questions and answers target the subject(s) who were involved in an event. • WHERE/DONDE questions and answers refer to the place (or even circumstances) where an event takes place. • WHY/POR QUE refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference. • WHAT/QUE questions and answers refer to the event that took place. • HOW/CUANTO refers to quantity or amount. • Identify key details in the text by focusing on the subject (nouns and associated pronouns), descriptions (adjectives), location (nouns and prepositions) and actions (verbs). 	

Text Excerpt	Teacher Directions
<p>Las abejas producen miel y habitan en cualquier lugar donde haya flores. Las abejas viven en panales de cera. Su enorme familia está formada por una reina madre, un ejército de hijas llamadas obreras y un único macho llamado zángano.</p> <p>Cada abeja vive alrededor de treinta días, vuela casi toda su vida y trabaja hasta diez horas al día, chupando el néctar de las flores para producir media cucharada de miel diaria.</p>	<ul style="list-style-type: none"> • In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions. • Use who, what, where, why and how question forms based on the text. (Note: not all question forms have to be mastered, according to the grade level standard.) <ul style="list-style-type: none"> • WHO/QUIEN questions and answers target the subject(s) (nouns and associated pronouns) (bold) (e.g., <i>abejas/las abejas; their/su</i>) and by asking who questions (e.g., ¿Quiénes viven en panales de cera?/Who lives in wax honeycombs?). • WHERE/DONDE questions and answers refer to the place (or even circumstances) where an event takes place (<i>italics</i>) (e.g., <i>any place where there are flowers/cualquier lugar donde haya flores</i>) and by asking where questions (e.g., ¿Where do bees live?/¿Dónde viven las abejas?). • WHY/POR QUE refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference supported by a why/por qué question (e.g., Why do bees fly so much?/¿Por qué vuelan tanto las abejas?). • WHAT/QUE questions and answers refer to the event that took place (verbs) (<u>wavy underline</u>) (e.g., <u>produce/producen</u>) and by asking what/qué questions (e.g., What do bees do?/¿Qué hacen las abejas?). • HOW/CUANTO questions and answers refer to a quantity or amount (<u>double underline</u>) (e.g., <u>thirty days/veintita días; ten hours/diez horas</u>) and by asking how/cuanto questions (e.g., ¿Cuánto tiempo viven las abejas?/How many days do bees live?).

Moreno, P. (2005). *La abeja. Mi primer diccionario de fauna de México*. Retrieved from: <http://ricodondelecturas.com/lecturas/10006-la-abeja/10006-la-abeja.php>

Next Generation Learning Standards Analysis

- Separate Elements
- Streamlined Delivery of Linguistic Demands

NGLS Writing Anchor Standard 2	Main Academic Demand
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine, organize, and convey complex ideas and relevant information.

Next Generation Learning Standard (NGLS)	Grade Level Academic Demand	Linguistic Demand
KW2 Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	<i>Use drawing, dictating, writing, and/or oral language to provide information about a topic.</i>	<ul style="list-style-type: none"> • Develop a familiar topic by, for example: <ul style="list-style-type: none"> ○ Drawing a favorite toy or character ○ Speaking or writing about an experience ○ Dictating information about a topic • Describe a person or object using adjectives of size, or color (e.g., “my dog is brown,” “he is big”) • Describe using sensory verbs (e.g., “I see,” “I hear”) • Inform readers using simple present tense to describe a picture (e.g., “it is a house,” “it has four windows”)
1W2 Write an informative/explanatory text that introduces a topic, supplying some facts to develop points, and provide some sense of closure.	<i>Write informative/explanatory text to introduce and develop a topic including facts and provide closure.</i>	<ul style="list-style-type: none"> • Inform readers about a topic using simple sentences that answer WHO questions (e.g., “Firefighters help our community.”) • Describe a topic using simple present tense that answers WHAT questions (e.g., “What do firefighters do? Firefighters put out fires.”) • Describe a topic using adjectives of quality (e.g., “Firefighters are brave.”) • Close writing with linking words (e.g., “Last, firefighters help people because...”)

Next Generation Learning Standards Analysis

- Vertical alignment
- Documentation abridged

NGLS Writing Anchor Standard 2	Main Academic Demand
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<i>Write informative/explanatory texts to examine, organize, and convey complex ideas and relevant information.</i>

Next Generation Learning Standard (NGLS)	Grade Level Academic Demand	Linguistic Demand
<p>KW2</p> <p>Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</p>	<p><i>Use drawing, dictating, writing, and/or oral language to provide information about a topic.</i></p>	<ul style="list-style-type: none"> • Develop a familiar topic by, for example: <ul style="list-style-type: none"> ○ Drawing a favorite toy or character ○ Speaking or writing about an experience ○ Dictating information about a topic • Describe a person or object using adjectives of size, or color (e.g., “my dog is brown,” “he is big”) • Describe using sensory verbs (e.g., “I see,” “I hear”) • Inform readers using simple present tense to describe a picture (e.g., “it is a house,” “it has four windows”)
<p>1W2</p> <p>Write an informative/explanatory text that introduces a topic, supplying some facts to develop points, and provide some sense of closure.</p>	<p><i>Write informative/explanatory text to introduce and develop a topic including facts and provide closure.</i></p>	<ul style="list-style-type: none"> • Inform readers about a topic using simple sentences that answer WHO questions (e.g., “Firefighters help our community.”) • Describe a topic using simple present tense that answers WHAT questions (e.g., “What do firefights do? Firefighters put out fires.”) • Describe a topic using adjectives of quality (e.g., “Firefighters are brave.”) • Close writing with linking words (e.g., “Last, firefighters help people because...”)

Linguistic Demands Timeline

Aug-Oct 2019
Drafting

Nov-Dec 2019
Educator Reviews

Jan-Mar 2020
Final Draft

Mar-Apr 2020
Public Comment

May-Jun 2020
Implementation of
Feedback

Jul-Sep 2020
Presentation to
Board of Regents

Questions?

