

NYS Bilingual Common Core Initiative

**Teacher's Guide to Implement the
Bilingual Common Core Progressions**

Introduction to the New York State Bilingual Common Core Initiative

The Bilingual Common Core Initiative is a guide for how Bilingual, English as a Second Language and teachers of Language Other Than English, can provide instruction that makes the Common Core standards accessible to students at various language proficiency and literacy levels. To this end, the initiative has created two sets of resources, the New Language Arts Progressions (formerly known as English as a Second Language Learning Standards) and the Home Language Arts Progressions (formerly known as Native Language Arts Standards).

Understanding the Bilingual Common Core Initiative’s Progressions

	New Language Arts Progressions	Home Language Arts Progressions
Target Student Population	Students learning a new language (e.g. students in English as a Second Language or Language Other than English classes)	Students developing a home language (e.g. students in Native Language Arts or language classes for speakers of that language)
CCLS Analysis	Each resource identifies what is called the <i>Main Academic Demand</i> of every Common Core anchor standard as well as the <i>Grade Level Academic Demand</i> of the Common Core grade level standard.	
	Figure 1	
Levels of Proficiency and Literacy	<p>Five Levels of Language Progressions: Entering, Emerging, Transitioning, Expanding, Commanding to target instruction to students based on their level of proficiency in the new language.</p> <p>Replaces current levels in ESL of Beginner, Intermediate, Advanced and Proficient. Note: NYSESLAT will be revised to align with these five levels.</p> <p>Figure 2</p>	<p>Five Levels of Literacy Progressions: Entering, Emerging, Transitioning, Expanding, Commanding to target instruction to students based on their level of literacy in the home language.</p> <p>New levels being introduced for home language.</p> <p>Figure 2</p>
Performance Indicators	<p>Performance indicators for each modality that demonstrate how students at each of the five levels can meet the Common Core standard for their grade level, using grade level text, with appropriate supports. Performance indicators have embedded teacher scaffolds to demonstrate how students can meet the indicators using grade level content and text. Performance indicators address each of the four modalities of language (L: Listening, R: Reading, S: Speaking, W: Write).</p> <p>Figure 3</p>	

Linguistic Demand	Each resource identifies what is called the <i>Linguistic Demands</i> of each Common Core standard. The <i>Linguistic Demands</i> identify the words, phrases and forms of language that students will need to understand and use in order to meet the Common Core standard. Figure 4
Examples to Address the Linguistic Demands	Based on the <i>Linguistic Demands</i> and <i>Grade Level Academic Demand</i> each resource provides examples of such linguistic demands used in a content-specific context, and suggested activities for teachers to target the language development needed. The examples will vary greatly based on language of instruction and the goals of the program or class (e.g. ESL classes may have more content heavy goals than LOTE classes). Thus the scaffolds are suggested resources for teachers to apply in their classrooms where appropriate. In Home Language Arts Progressions, the examples will include representation of the top 5 languages of New York State (Spanish, Chinese, Arabic, Bengali and Haitian Creole). Figure 5

Example of the New Language Arts Progressions for a Speaking and Listening (SL) Common Core Standard

CCLS Analysis Figure 1

5 Levels of Progressions Figure 2

NEW LANGUAGE ARTS PROGRESSIONS

Level of Language Progression	Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
	Entering	Emerging	Transitioning	Expanding	Commanding
RECEPTIVE	When comparing a new language, students perform... R. Able to evaluate the credibility of two or more sources by using each source (author, date, or currency) as a provided scoring rubric and justifying the ratings by choosing from a pre-identified list of words, when reading sources in new and/or home language. (See CCLS EL. 1.7.)	When comparing a new language, students perform... R. Able to evaluate the credibility of two or more sources by using each source (author, date, or currency) as a provided scoring rubric, and justifying the ratings by choosing from a pre-identified list of phrases and short sentences, when reading sources in new and/or home language. (See CCLS EL. 1.7.)	When comparing a new language, students perform... R. Able to evaluate the credibility of multiple sources by using each source (author, currency, and/or date) in a provided scoring rubric and justifying the ratings after reading sources in new and/or home language. (See CCLS EL. 1.7.)	When comparing a new language, students perform... R. Able to evaluate the credibility of multiple sources by using each source (author, currency, and/or date) in a provided scoring rubric and justifying the ratings after reading sources in new language. (See CCLS EL. 1.7.)	When comparing a new language, students perform... R. Able to evaluate the credibility of multiple sources of information by using each source (author, currency, and/or date) in a provided scoring rubric and justifying the ratings after reading sources in new language. (See CCLS EL. 1.7.)

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Linguistic Demand Figure 4

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Common Core Grade 9-10 Standard	GRADE LEVEL ACADEMIC DEMAND
Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Synthesize and Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats
Linguistic Demands: words, phrases and forms that integrate and evaluate information. The following are some examples in English that may vary based on the language of instruction and in the first three levels students can approach this linguistic demand in new and/or home language. <ul style="list-style-type: none"> Presenting Information: provide, accomplish, demonstrate, arrange, present, conceptualize Words for evaluating/assessing: based on, criticize, value, decide, judge, suggest Words for adding information: and, also, in addition, as well as, too, furthermore, moreover, apart from, besides Words and phrases for reliability: impartial, neutral, valid, trustworthy, acknowledge, argue, allege, assert, grant, believe, often, question, emphasize, unless, versus, beyond, support, find 	Introducing Compare/Contrast Information: like, unlike, while, although, but, though, however, on the one hand, even though, despite, nonetheless, notwithstanding, regardless of, in spite of Sentence Transitions and Conclusions: consequently, this means that, as a result, to conclude, the former, the latter, the first reason is, lastly, the following Words for negotiating and justifying information: admit, consistently, acknowledge, argue, allege, assert, grant, believe, often, question, emphasize, unless, versus, beyond, support, find
Examples to Address the Linguistic Demands: words, phrases and forms that integrate and evaluate information found in social studies/historical text. The following are some examples in English that may vary based on language of instruction. In the first three levels, students can approach this linguistic demand in new and/or home language. <ul style="list-style-type: none"> AMAZON in small group/whole class discussion how language in an academic setting integrates and evaluates information presented in different formats and justify/rate the evidence presented: <ul style="list-style-type: none"> The United States government's request of slavery reached an unprecedented expansion. In 1790 a thousand tons of cotton were being produced every year in the South. By 1860, it was a million tons. In the same period, 500,000 slaves grew to a million. The American government had set out to fight the slave states in 1811, twice and the vote, but to secure the economic national history and market resources. (Zinn, 2002, p. 171, 191) As the map demonstrates the South had an economy based on agriculture and as a result, of day labor. On the other hand, the North had an industrial economy that depended on the working class for their success. Consequently, they found day labor cheap. (Economics and the Civil War, http://www.teachmeanings.com/teachmeanings.com/teachmeanings.com/teachmeanings.com/teachmeanings.com/) In a mini lesson and small group/whole class conversation, model how synthesizing and contrasting information requires joining multiple information and inferences: <ul style="list-style-type: none"> "The Civil War" was not a clash of peoples, but of ideas. The northerners who wanted economic expansion to have free labor, a free market, a high protective tariff for manufacturers, a bank of the United States. The southerners argued that... (Zinn, 2002, p. 189) Lincoln could argue with liberty and justice against the very material grounds... (Zinn, 2002, p. 187) "Four acres and an ox team ago, one father brought forth his constant, stern nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." (Lincoln, "The Gettysburg Address") 	

Performance Indicators Figure 3

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PRODUCTIVE	S. Able to synthesize two or more sources of information by completing sentence starters that address similarities and differences and the credibility of each source, using pre-empted word answers, when speaking about sources in partnership and/or teacher led small group discussions in new and/or home language.	S. Able to synthesize two or more sources of information by completing sentence starters that address similarities and differences and the credibility of each source, using provided key phrases and short sentences, when speaking about sources in partnership and/or teacher led small group discussions in new and/or home language.	S. Able to synthesize multiple sources of information by participating in discussions that address similarities and differences and the credibility of each source, using a word bank, when speaking about sources in partnership (small group and/or whole class) discussions in new and/or home language.	S. Able to synthesize multiple sources of information by participating in discussions that address similarities and differences and the credibility of each source, using a hierarchy of terms, when speaking about sources in partnership (small group and/or whole class) discussions in new language.	S. Able to synthesize multiple sources of information by leading discussions that address similarities and differences and the credibility of each source, when speaking about sources in partnership (small group and/or whole class) discussions in new language.
PRODUCTIVE	W. Able to synthesize two or more sources of information by developing a short paragraph that target similarities, differences and credibility of the source, using pre-empted key phrases and short sentences, when writing in new and/or home language. (See CCLS W. 9-10.1.)	W. Able to synthesize two or more sources of information by developing a short paragraph that target similarities, differences and credibility of the source, using provided key phrases and short sentences, when writing in new and/or home language. (See CCLS W. 9-10.1.)	W. Able to synthesize multiple sources of information by developing a short essay that address similarities, differences and credibility of the source, using a word bank, when writing in new and/or home language. (See CCLS W. 9-10.1.)	W. Able to synthesize multiple sources of information by developing a short essay that address similarities and differences and the credibility of the source, using a hierarchy of terms, when writing in new language. (See CCLS W. 9-10.1.)	W. Able to synthesize multiple sources of information by developing a short essay that address similarities and differences and the credibility of the source, when writing independently, when using an advanced structure language. (See CCLS W. 9-10.1.)

Examples to Address the Linguistic Demand Figure 5

Key for Abbreviations of CCLS ELA/Literacy Standards				
Reading Anchor (R)	Reading for Literature (RL)	Reading Science & Technical Subjects (RST)	Speaking and Listening (SL)	Writing (W)
Reading for Information (RI)	Reading Foundations (RF)	Reading for History/Social Studies (RH)	Language (L)	Writing in History/Social Studies, Science & Technical Subjects (WHST)

Figure 1: Example of Main Academic Demand and Grade Level Academic Demand in New Language Arts Progressions and Home Language Arts Progressions

Common Core Anchor Standard: SL1.2 COMPREHENSION AND COLLABORATION. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	MAIN ACADEMIC DEMAND: <i>Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats</i>
Common Core Grade 9-10 Standard: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	GRADE LEVEL ACADEMIC DEMAND: <i>Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</i>

Figure 2: Example of Five Levels of Language Proficiency in New Language Arts Progressions and Five Levels of Literacy in Home Language Arts Progressions

NEW LANGUAGE PROGRESSIONS

Common Core Anchor Standard: SL1.2 COMPREHENSION AND COLLABORATION. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	MAIN ACADEMIC DEMAND: <i>Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats</i>				
Common Core Grade 9-10 Standard: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	GRADE LEVEL ACADEMIC DEMAND: <i>Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</i>				
5 Levels of Language Progressions	Entering	Emerging	Transitioning	Expanding	Commanding

HOME LANGUAGE ARTS PROGRESSIONS

Common Core Anchor Standard: SL1.2 COMPREHENSION AND COLLABORATION. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	MAIN ACADEMIC DEMAND: <i>Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats</i>				
Common Core Grade 9-10 Standard: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	GRADE LEVEL ACADEMIC DEMAND: <i>Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</i>				
5 Levels of Literacy Progressions	Entering	Emerging	Transitioning	Expanding	Commanding

Figure 3: Example of Performance Indicators in New Language Arts Progressions and Home Language Arts Progressions

5 Levels of Language Progressions	Entering
RECEPTIVE	When acquiring a new language, student perform L. Able to compare and contrast two or more sources of information by organizing pre-identified key words into a Venn Diagram that targets similarities and differences, as sources are read aloud in class, or in partnership and/or teacher leads small group discussions, in new and/or home language.
	R. Able to evaluate the credibility of two or more sources by rating each source (authority and/or currency) in a provided scoring rubric and justifying the ratings by choosing from a pre-identified list of words, when reading sources in new and/or home language. (See CCLS RI.3.7)
Oracy and Literacy Links	

5 Levels of Literacy Progressions	Entering
RECEPTIVE	When home language literacy is advancing, student perform L. Able to compare and contrast two or more sources of information by organizing pre-identified key phrases and short sentences into a Venn Diagram that targets similarities and differences, as sources are read aloud in class, or in partnership and/or small group discussions.
	R. Able to evaluate the credibility of two or more sources by rating each source (authority and/or currency) in a provided scoring rubric, and justifying the ratings by choosing from a pre-identified list of phrases and short sentences, when reading sources. (See CCLS RI.3.7)
Oracy and Literacy Links	

PRODUCTIVE	<p>S. Able to synthesize two or more sources of information by <i>completing sentence starters</i> that address similarities and differences and the credibility of each source, using <i>pre-taught one word answers</i>, when speaking about sources in <i>partnership and/or teacher-lead small group discussions</i> in new and/or home language.</p>	PRODUCTIVE	<p>S. Able to synthesize two or more sources of information by <i>completing sentence starters</i> that address similarities and differences and the credibility of each source, using <i>provided key phrases and short sentences</i>, when speaking about sources in <i>partnership and/or small group discussions</i>.</p>
	<p>W. Able to synthesize two or more sources of information by <i>completing close-type paragraphs</i> that target the similarities, differences and credibility of the sources, using <i>pre-identified key words</i>, when writing in new and/or home language. (See CCLS W.3.8)</p>		<p>W. Able to synthesize two or more sources of information by <i>developing short paragraphs</i> that target similarities, differences and credibility of the sources, using <i>pre-identified key phrases and short sentences</i>, when writing. (See CCLS W.3.8)</p>
Oracy and Literacy Links		Oracy and Literacy Links	

Figure 4: Example of Linguistic Demands in New Language Arts Progressions and Home Language Arts Progressions

Common Core Grade 9–10 Standard: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	GRADE LEVEL ACADEMIC DEMAND: <i>Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</i>
<p>Linguistic Demands: words, phrases and forms that integrate and evaluate information. The following are some examples in English, that may vary based on the language of instruction and in the first three levels students can approach this linguistic demands in new and/or home language.</p> <ul style="list-style-type: none"> • Presenting information: provide, accomplish, demonstrate, arrange, present, conceptualize • Words for evaluating: appraise, assess, based on, criticize, value, decide, survey, suggest • Words for adding information: and, also, in addition, as well as, too, furthermore, moreover, apart from, besides • Words and phrases for reliability: impartial, neutral, valid, trustworthy, presently, modern, actual, often • Introducing Compare/Contrast Information: like, unlike, while, although, but, though, however, on the one hand, even though, despite, nonetheless, notwithstanding, regardless of, in spite of • Sentence Transitions and Conclusions: consequently, this means that, as a result, to conclude, the former, the latter, the first reason is, lastly, the following • Words for negotiating and justifying information: admit, consistently, acknowledge, argue, allege, assert, grant, observe, often, question, emphasize, refute, reject, report, respond, suggest, think 	

Figure 5: Examples to Address the Linguistic Demands in New Language Arts Progressions and Home Language Arts Progressions

Examples to Address the Linguistic Demands: *words, phrases and forms that integrate and evaluate information found in social studies/historical text. The following are some examples in English, that may vary based on language of instruction. In the first three levels, students can approach this linguistic demand in new and/or home language.*

- Analyze in small group/whole class discussion how language in an academic setting integrates and evaluates information presented in different formats and justify/analyze the evidence presented:
 - The United States government's support of slavery was based on an overpowering practicality. In 1790 a thousand tons of cotton were being produced every year in the South. By 1860, it was a million tons. In the same period, 500,000 slaves grew to 4 million. ... The American government had set out to fight the slave states in 1861, not to end slavery, but to retain the enormous national territory and market and resources. (Zinn, 2005; p.171, 198).
 - As the map demonstrates, the South had an economy based on agriculture and as a result, of slave labor. **On the other hand,** the North had an industrial economy that depended on the working class for their success. **Consequently,** they found slavery illegal (Economics and the Civil War: <http://www.markedbyteachers.com/international-baccalaureate/history/industry-vs-agriculture-the-economics-leading-to-the-civil-war.html>)
- In a mini lesson and small group/whole class conversations, model how synthesizing and contrasting information requires joining multiple information and sources:
 - [The Civil War] ... was not a clash of peoples... but of elites. The northern elite wanted economic expansion—free land, free labor, a free market, a high protective tariff for manufacturers, a bank of the United States. **The slave interests opposed all that...** (Zinn, 2005; p.189).
 - Lincoln could argue with lucidity and passion against slavery on moral grounds... (Zinn, 2005; p.187). This vision is portrayed in the Gettysburg Address: “Four score and seven years ago, our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” (Lincoln, “The Gettysburg Address”)

Sources: Zinn, H. (2005). *A People's History of the United States*. Harper Perennial Classics.

Economics and the Civil War: <http://www.markedbyteachers.com/international-baccalaureate/history/industry-vs-agriculture-the-economics-leading-to-the-civil-war.html>

Lincoln, A., “The Gettysburg Address.” Gettysburg, Penn. Nov. 19, 1863

Note: Types of sources may be an important consideration for students, especially in the early levels of progressions. Note how the map provides visual supports as well as academic content.

Examples to Address the Linguistic Demands: *words and phrases found in historical texts. The following are some examples in Spanish that may vary based on the home language and content area.*

- Analyze in small group/whole class how language in an academic setting integrates and evaluates information presented in different formats and justify/analyze the evidence presented:
 - Durante la Independencia de México, varias mujeres apoyaron el movimiento armado en contra de España. **Sin lugar a dudas,** el papel de Leona Vicario siempre ha sido **valorado**. Leona provenía de una familia pudiente y apoyó de manera generosa al ejército independentista. **Sin embargo,** Leona Vicario no fue la única mujer que participó en este período histórico. **Varios historiadores, entre ellos Lucas Alamán,** han **reconocido** el valor de otras mujeres. **Contrario** a Leona Vicario, Manuela Medina era una mujer indígena de Taxco que logró obtener el rango de capitana en el ejército. Diccionario Porrúa de Historia, p. 321. (During the Mexican Independence, many women supported the armed movement against Spain. **Without a doubt,** the role that Leona Vicario played has always been **valued**. Leona came from a wealthy family and she generously supported the independence army. **However,** Leona Vicario was not the only woman who participated in this historical period. **Several historians, amongst them Lucas Alamán,** have **recognized** the courage displayed by other women. **Unlike** Leona Vicario, Manuela Medina was an indigenous woman from Taxco who obtained the rank of captain in the army.)
- In a mini lesson and small group/whole class conversations, model how synthesizing and contrasting information requires joining multiple information and sources:
 - En opinión de la historiadora mexicana Raquel Huerta, autora de *Leona Vicario en Chilpancingo*, el papel de las mujeres tanto en la independencia como en la revolución, no ha sido suficientemente estudiado y mucho menos aterrizado en un lenguaje claro y atractivo para el conocimiento de los niños y jóvenes lectores. **De ahí que las *Historias de la Historia* hace de estos relatos una actividad placentera.** *Rescatan la Historia de Heroínas Mexicanas*, Boletín del 28 de Febrero, 2012. (In the opinion of the Mexican historian Raquel Huerta, author of *Leona Vicario en Chilpancingo*, the role that women played in both the independence and the revolution has not been sufficiently studied and even less grounded in clear and attractive language for children and youngsters to acquire knowledge. **That is why *Historias de la Historia* makes reading these stories a pleasurable activity.**)

Sources: Diccionario Porrúa de Historia, *Biografía y Geografía de México*. Editorial Porrúa Hermanos, S.A. de C.V. p. 321.

Rescatan la Historia de Heroínas Mexicanas. Instituto Nacional de Antropología e Historia. Boletín del 28 de Febrero, 2012.

(<http://www.inah.gob.mx/index.php/boletines/1-acervo/5703-rescatan-la-historia-de-heroinas-mexicanas>)

Applying the Bilingual Common Core Initiative Progressions in Different Classrooms and Programs

The following explains how the Bilingual Common Core Progressions can be used by teachers to: target instruction for specific student populations; design instruction in different classroom settings; and to differentiate instruction for students based on language programs and settings.

Target Instruction for Students Developing a New Language: New Language Arts Progressions

Teachers working in *ESL or bilingual programs* as well as teachers of *foreign language classes* can use these performance indicators and progressions for students who are learning a new language, for example:

- Students who are learning English as a new language (i.e. Spanish, Chinese or Haitian Creole home language speakers learning English as a new language)
- Students who are learning a Language Other than English as a new language (i.e. English speakers learning Spanish or Japanese)
- Students for whom both languages in a dual program are new (i.e. students who speak another home language not represented in the dual or transitional bilingual language program)

Target Instruction for Students Developing a Home Language: Home Language Arts Progressions

Teachers working in *dual/bilingual or transitional bilingual programs*, as well as *foreign language teachers* of students who already speak the language, can use the home language performance indicators and progressions for:

- Students who are in dual/bilingual programs (i.e., a Spanish speaker attending a dual bilingual Spanish-English; a Mandarin speaker attending a dual bilingual Chinese-English program)
- Students who are in transitional bilingual programs (i.e., a Spanish speaker participating in a Spanish Language Arts class; an Arabic speaker participating in a Arabic Language Arts class)

The Home Language Arts Progressions can offer teachers useful strategies to design intervention activities and develop literacy skills for students who are:

- new to the US school system in initial grades, and thus lacking literacy in any language;
- newcomer students (beyond 2nd grade) with appropriate literacy in their home language;
- newcomer students (beyond 2nd grade) without age-appropriate literacy in their home language (often known as SIFE);
- students who entered US schools as emergent bilinguals, but who have been in the US school system for longer than three years, have developed listening and speaking abilities in English, but for a variety of reasons lack age-appropriate literacy abilities (often known as LTELs); and
- students who are new to the US school system and have Disabilities (students in Special Education).

Using the Progressions to Design Instruction

The New and Home Language Arts Progressions are designed to help all teachers plan instruction and develop appropriate expectations for students at different levels of language and literacy levels. The development of academic language rests on content area texts. Teachers can target grade appropriate text and develop strategies to provide multiple points of entry for their students. The following are some examples of how teachers can use the progressions to plan and assess language.

- **Differentiate linguistic scaffolds that students will require:** Entering students for example, will be able to develop their listening, reading, speaking and writing skills by focusing on key words in text, while Emerging students will focus on key phrases and short sentences in the new language. Transitioning students will need less explicit teaching of language and can replicate models, while Expanding students can be supported with tools such as glossaries while Commanding students can be expected to work more independently. All students will be working within the same content area, but the teacher will be able to create different supports for the students to access the content and the academic language that is integral to the content area.
- **Determine the specific scaffolds that target the content area demands:** Recognizing the precise way in which content should be broken down for students learning a new language or developing their home language is key for selecting scaffolds. Using a cause and effect graphic organizers is essential for understanding historical events. Sequencing becomes essential for understanding how a specific cycle works in science. Rubrics can be useful for assessing the reliability of a source and summarizing is essential for distinguishing the main idea from unimportant details in a text. The Progressions can support teachers in understanding how to create content area scaffolds such as graphic organizers, sentence starters and rubrics that target the content area standard and match the students' language ability in the new or home language.
- **Develop formative assessments according to levels:** Knowing what students should be able to do at each level create benchmarks against which to measure progress. If, for example, a student should be able to integrate information from the text into a graphic organizer with the support of only a word bank, a formative assessment can include that scaffold and the teacher can recognize if the student needs more support, or if the student is ready to move to the next level. Similarly, teachers can develop rubrics to assess the ability of students to participate in partnership, small group or whole class discussions and measure progress over time.
- **Develop specific language objectives:** The linguistic demands within the Progressions will facilitate for planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit demands. For instance, knowing the words that are necessary for introducing cause and effect (i.e. because of, due to, when) will reinforce and clarify the content area concepts and thus help guide teachers to language development for the content.

It is important to note that the Progressions can and should be used by teachers working in content area classrooms with students learning English. In such classrooms, teachers can use the new language progressions to develop literacy and language in academic settings within their content area. For example:

- **Students who are learning English in English Language Arts, Social Studies/History or Science classrooms:** content area teachers can use the performance indicators to determine what scaffolds can be the most appropriate for a particular student based on their level of language progression. Teachers can also use the linguistic demands to understand the words, phrases and forms of language that students learning English will need to know in order to meet the academic demand. Knowing how to scaffold the language and the content for the Common Core standard being targeted will help ensure that all teachers are able to design instruction based on the needs of English Language Learners.

Differentiating Instruction Based on Language Programs and Settings

The Home and New Language Arts Progressions are designed to facilitate the planning and implementation of content and language learning in different educational settings. Examples of how the Home and New Language Arts Progressions can be used jointly or separately for planning and implementing instruction in whole class settings follow:

- Teachers working in *transitional bilingual programs* can address their students' needs by using the Home Language Arts Progressions in the beginning stages of the program as they transition to the New Language. Even though the final goal of these programs is often not to develop biliteracy, using the Home Language as a springboard for developing oracy and literacy in the New Language will facilitate language and content development for these students.
- Teachers working in *bilingual programs* that aim to develop biliteracy can use the New and Home Language simultaneously. The objectives of these programs are to develop oracy and biliteracy, but a student's development of both languages will rarely follow a parallel path. Teachers working in these bilingual programs can use the progressions to scaffold content and academic language instruction at different levels. A teacher working in the Home Language can be driving their students literacy level at the Expanding and/or Commanding level whereas the same student might be at a Transitioning level in the New Language.
- Teachers working in *foreign language classes* using content area instruction in full immersion models, can find the supports, scaffolds and linguistic demands useful to integrate content and academic language development. While the goal in these programs may not be biliteracy, the stages of language development can guide instruction based on both the point of entry for students and the language development goals of the foreign language program.

The main characteristic of the Home Language Arts and New Language Arts Progressions are their functionality and flexibility. Their purpose is to help teachers plan, organize, and implement successfully, the ambitious demands described in the NYS Common Core Learning Standards, while taking into account the range of language and literacy skills that characterize these students.

Bilingual Common Core Initiative's Next Steps

The New Language Arts and Home Language Arts Progressions are under development this school year in order to implement them in the 2013-14 school year, pending Board of Regents adoption. If approved, curriculum resources will be developed during the 2013-14 school year to support implementation of both the New Language Arts and Home Language Arts Progressions.