ICEBREAKER!

- Draw yourself the way your students see you.
- Think of words that describe your personality in the classroom and write it around the edge of the mirror.
How do your students see you?

- Descriptions
NYC ELL

10 Most Prevalent ELL Home Languages
• Spanish (96,163; 61.8%)
• Chinese (22,170; 14.2%)
• Bengali (6,546; 4.2%)
• Arabic (6,501; 4.2%)
• Haitian-Creole (3,591; 2.3%)
• Russian (3,315; 2.1%)
• Urdu (2,881; 1.9%)
• French (2,387; 1.5%)
• Uzbek (1,205; 0.8%)
• Punjabi (1,013; 0.7%)

Students Served
• 43.3% (or 423,189) of all NYCDOE students report speaking a language other than English at home.
• ELLs account for 14.3% (or 139,843) of the overall NYCDOE student population.
Distribution of ELLs by Program Service Type: Citywide (SY2013-14)

- ESL: 79.2%
- Dual: 4.5%
- TBE: 15.4%
- Not Served: 0.8%
- Missing information: 0.1%
NYC ELL ELA Test scores 2014

Although only 2.6 percent of current English Language Learners met or exceeded the ELA proficiency standard, the percentage of students scoring at Level 2 and above increased to 25.2%. The percentage is 18.7 at Level 3 and above and 57.5 at Level 2 and above for students who once, but no longer, received ELL services.

Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013

New York has a waiver request pending with USED that would exempt newly arrived ELLs from participating in the ELA assessments for two years.

Current ELL includes students who were identified as ELL during the 2013-14 school year.

One-Time ELL includes students identified as ELL in any school year preceding the 2013-14 (excludes students who are Current ELLs).

Never ELL includes students who were never reported to receive ELL services.
NYC ELL Math Test scores 2014

Although only 11 percent of current English Language Learners met or exceeded the Math proficiency standard, the percentage of students scoring at Level 2 and above increased to 36.7%. The percentage is 27.1 at Level 3 and above and 59.5 at Level 2 and above for students who once, but no longer, received ELL services.

Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013

Current ELL includes students who were identified as ELL during the 2013-14 school year.

One-Time ELL includes students identified as ELL in any school year preceding the 2013-14 (excludes students who are Current ELLs).

Never ELL includes students who were never reported to receive ELL services.
Four-Year Graduation and Dropout Rates By Ethnicity

Asian Students
- Percentage of Graduates: 66.3, 67.1, 71.8, 74.1, 77.6, 80.1, 82.4, 82.8, 82.1, 81.1, 82.6
- Percentage of Dropouts: 13.1, 11.9, 9.6, 7.4, 5.9, 6.2, 5.6, 6.3, 5.8

Hispanic Students
- Percentage of Graduates: 37.4, 40.1, 43.5, 48.7, 51.8, 53.3, 53.9, 52.7, 53.0, 56.6
- Percentage of Dropouts: 27.0, 23.1, 20.3, 17.6, 15.0, 15.1, 15.3, 14.7, 13.7, 12.7

Black Students
- Percentage of Graduates: 40.1, 42.9, 47.8, 51.4, 53.9, 55.9, 55.9, 56.6, 56.9, 58.8
- Percentage of Dropouts: 22.8, 18.6, 15.4, 13.1, 12.0, 12.7, 12.8, 11.9, 10.9, 9.6

White Students
- Percentage of Graduates: 64.0, 66.8, 69.0, 74.8, 76.5, 78.2, 78.9, 78.1, 79.2, 80.7
- Percentage of Dropouts: 17.1, 13.3, 12.2, 9.8, 8.4, 8.0, 7.9, 7.3, 5.9, 6.1

Note: August graduate and dropout data is only available for the classes of 2008-2014.
What is close reading? How does it look for our ELL’s?
Strategies

• Cognates
• Visual cues
• Movement
• Elicit prior knowledge
• Working in groups
• Discussion techniques

• (It looks different for every student)
• There are 5 levels of ELL’s
**NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)**

**Grade 3: Reading for Information**

| 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  
*Draw Inferences Using Evidence from the Text* |
| --- | --- |
| **Common Core Grade 3 Standard (RI.3.1): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** | **GRADE LEVEL ACADEMIC DEMAND  
*Ask and Answer Questions, Referring Explicitly to the Text*** |

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
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<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
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When acquiring a new language, using grade level texts and appropriate supports, students are able to:

**Receptive**

| Oracy and Literacy Links | Listening-Centered Activity: Organize pretaught words and phrases on a main-idea-and-supporting-details graphic organizer, as the text is read aloud in partnership and/or teacher-led small groups | Listening-Centered Activity: Organize preidentified words and phrases on a main-idea-and-supporting-details graphic organizer, as the text is read aloud in partnership and/or small groups | Listening-Centered Activity: Organize phrases and sentences on a partially completed main-idea-and-supporting-details graphic organizer, as the text is read aloud in partnership, small group and/or whole class settings | Listening-Centered Activity: Organize sentences on a main-idea-and-supporting-details graphic organizer, as the text is read aloud in partnership, small group and/or whole class settings |

**Reading-Centered Activity: Organize pretaught words and phrases on a cluster map to identify key details from the text** | Reading-Centered Activity: Organize preidentified words and phrases on a cluster map to identify key details from the text | Reading-Centered Activity: Organize phrases and sentences on a partially completed cluster map to identify key details from the text | Reading-Centered Activity: Organize sentences on a cluster map, after teacher modeling, to identify key details from the text |

in the new and/or the home language. | in the new and/or the home language. | in the new and, occasionally, in the home language. | in the new language. |

**NLP Reading for Information (RI)**

RI.1: RI.3.1
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<td><strong>Oracy and Literacy Links</strong></td>
<td>Speaking-Centered Activity: Use <em>pretaught</em> words and phrases to complete sentence starters that ask and answer questions referring explicitly to a text, when speaking in partnership and/or teacher-led small groups.</td>
<td>Speaking-Centered Activity: Use <em>preidentified</em> words and phrases to complete sentence starters that ask and answer questions referring explicitly to a text, when speaking in partnership and small groups and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use a <em>word bank</em> to ask and answer questions referring explicitly to a text, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use the <em>previously completed graphic organizers</em> to ask and answer questions referring explicitly to a text, when speaking in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use knowledge of the text, independently, to ask and answer questions referring explicitly to a text, when speaking in partnership, small group and/or whole class settings.</td>
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<td>Writing-Centered Activity: Use <em>pretaught</em> words and phrases to write <em>a cloze paragraph</em> that addresses <em>-wh</em> and how questions, referring explicitly to a text.</td>
<td>Writing-Centered Activity: Use <em>preidentified</em> words and phrases to write two or more paragraphs that address <em>-wh</em> and how questions, referring explicitly to a text.</td>
<td>Writing-Centered Activity: Use a <em>word bank</em> and the <em>previously completed graphic organizers</em> to develop a <em>short essay</em> that addresses <em>-wh</em> and how questions, referring explicitly to a text.</td>
<td>Writing-Centered Activity: Use the <em>previously completed graphic organizers and teacher-provided models</em> to develop an essay that addresses <em>-wh</em> and how questions, referring explicitly to a text.</td>
<td>Writing-Centered Activity: Use knowledge of the text, independently, to develop a multiple paragraph essay that addresses <em>-wh</em> and how questions, referring explicitly to a text.</td>
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Oceans

https://www.youtube.com/watch?v=9IAQTtXqcNA
Mountains and Oceans
The World’s Oceans

The Earth’s oceans cover about 70% of the planet. There is an incredible amount of life in the oceans. Most life on Earth exists in the ocean. There are thousands and possibly millions of animal and plant species living in the world’s oceans.

The five oceans hold 97% of the Earth’s water supply. In the Western Hemisphere there are the Atlantic and the Pacific Oceans. In the Eastern Hemisphere there are the Indian and the Arctic Oceans. The Southern Ocean surrounds Antarctica and the South Pole. These five oceans make up one large “world ocean.”

The world ocean provides so much for us. We need oceans to maintain balance on Earth. We need to do our best to take good care of them. There are many big companies that pollute the oceans. They dump garbage and oil in the ocean’s water. This kills thousands of animals and makes the water unusable. The world ocean supports our lives. We should support the ocean.
In your groups:

- Each group will be either an entering, emerging, transitioning, expanding or commanding group.
- Your task is to answer your question on the chart paper.
- Each group has a different question since all are on different language abilities.
- We will come together to share and discuss how these strategies can help your ELL’s when reading grade level texts.
Share

http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm
New Comers
Low intermediate
High Intermediate