



## Office of ENL, World Languages and Bilingual Education

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October 2015

# Message from the Director

By Jacqueline LeRoy

Namaste!

It's been a great start to the school year, and great things are happening!

One of the Department's goals this year was to provide professional development opportunities to the ENL/Bilingual and World Languages staff in order to promote student engagement and achievement. There are several opportunities for you to attend professional development offerings this month; at the upcoming Saturday Academy or next week's Professional Learning Community. This Saturday's focus is on Co-teaching, Rigor and ELLs, Collaborative Learning and Communication Technologies in Teaching Language and Instructional Supports for English Language

Learners. These professional development sessions offer opportunities to share experiences, swap ideas, brainstorm and collaborate with other language teachers and general education teachers.

Another goal was to provide more opportunities for parents to be involved in school related events and to provide our ELL parents with strategies to help their children to be successful in school. A SCSD Parent University and OCM BOCES RBERN sponsored CNY Parent Conference will be held on November 7<sup>th</sup> at Fowler High School, Empowered Parents = Empowered 21<sup>st</sup> Century Learners. Parents can choose to attend a variety of workshops, enjoy entertainment from a variety of cultures and hear our new Deputy Commission of Curriculum and

Instruction, Angelica Infante-Greene, speak as the plenary. Please mark your calendars and come out and support our parents!

On behalf of our bilingual and multilingual students, thanks for all that you do- everyday!

A Message from the Director

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### Quote of the Month

In the words of Aristotle: *He who dares to teach must never cease to learn.*

# Department of Bilingual Education

## The Cognitive Benefits of Being Bilingual

By Viorica Marian Ph.D. and Anthony Shook

Today, more of the world's population is bilingual or multilingual than monolingual. In addition to facilitating cross-cultural communication, this trend also positively affects cognitive abilities. Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another. In addition, bilingualism has positive effects at both ends of the age spectrum: Bilingual children as young as seven months can better adjust to environmental changes,

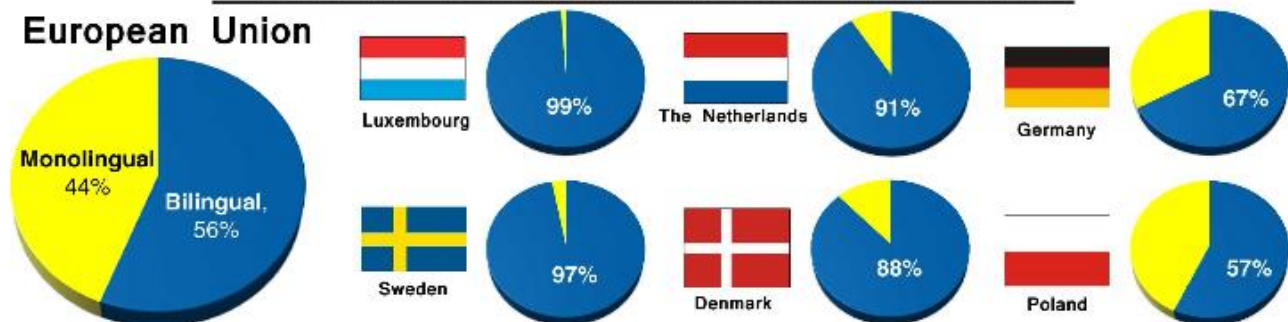
while bilingual seniors can experience less cognitive decline.

We are surrounded by language during nearly every waking moment of our lives. We use language to communicate our thoughts and feelings, to connect with others and identify with our culture, and to understand the world around us. And for many people, this rich linguistic environment involves not just one language but two or more. In fact, the majority of the world's population is bilingual or multilingual. In a survey conducted by the European Commission in 2006, 56 percent of respondents reported being able to speak in a language other than their mother tongue. In many countries that percentage is even higher—for instance, 99 percent of Luxembourgers and 95 percent of Latvians speak more than one

language.<sup>1</sup> Even in the United States, which is widely considered to be monolingual, one-fifth of those over the age of five reported speaking a language other than English at home in 2007, an increase of 140 percent since 1980.<sup>2</sup> Millions of Americans use a language other than English in their everyday lives *outside* of the home, when they are at work or in the classroom. Europe and the United States are not alone, either. The Associated Press reports that up to 66 percent of the world's children are raised bilingual.<sup>3</sup> Over the past few decades, technological advances have allowed researchers to peer deeper into the brain to investigate how bilingualism interacts with and changes the cognitive and neurological systems.

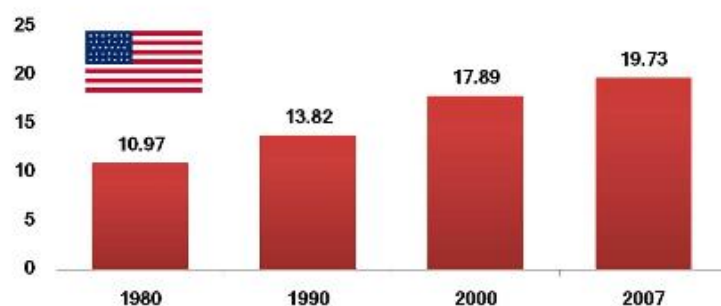
More information about this topic can be found on [The Dana Foundation](#) website.

### Percentage of Bilingual Speakers in the World



Source: European Commission, "Europeans and their Languages," 2006

### Percentage of US Population who spoke a language other than English at home by year



Source: U.S. Census Bureau, 2007 American Community Survey

# Department of English as a New Language (ENL)

## Stand Alone ENL vs. Integrated Co-Teaching ENL Instruction?

### Stand-Alone

#### Direct Instruction for English Language Development (ELD)

**Purpose:** The purpose of Direct ELD Instruction is to provide systematic English Language Development that creates a solid language foundation.

- Learning objectives follow an ELD scope and sequence.
- Instruction is differentiated to the students' ELD proficiency levels (students are grouped by ELD proficiency levels, 1-2 levels).
- The student's increasing control over a wide variety of language functions, forms and vocabulary is the main instructional focus, even though the instruction is embedded in meaningful contexts. So, while objectives for both ELD and content are established, the ELD objectives dominate. All four domains are addressed – listening, speaking, reading & writing.
- Students' English language development is carefully monitored and assessed.
- Lesson includes:
  - Connections to student background, classroom instruction, home and world
  - Explicit, direct language instruction (language functions, forms & vocabulary)
  - Differentiation to meet the language acquisition needs of proficiency levels in the group
  - Use of collaborative learning strategies to increase ELL student talk & engagement with content
  - Assessment of ELD Objectives

#### Language complexity:

- Grammatical structures
- Amount of discourse
- Organization and cohesion of ideas
- Text structures

#### Vocabulary usage:

- Grammatical structures
- Amount of discourse
- Organization and cohesion of ideas
- Text structures

#### Language control:

- Comprehensible communication (errors)
- Semantic choice
- Fluency
- Grammatical usage
- Phonology

### Integrated

#### Differentiation in Content for ELLs

**Purpose:** The purpose of Differentiation in Content is to help English Learners fully access all content instruction taught in English (i.e., science, math, social studies, language arts, etc.)

- Learning objectives are established for content and for ELD. The content objectives dominate. The Content Language Objectives (functions, forms & vocabulary) are shaped by the content objectives and all four domains are addressed – listening, speaking, reading & writing.
- Lesson includes:
  - Content Objectives and Content Language Objectives
  - Connections to student background
  - Frontloading academic language specific to content area
  - Providing comprehensible content instruction
  - Differentiation to meet the language acquisition needs of proficiency levels in the classroom
  - Use of collaborative learning strategies to increase ELL student talk and engagement with content
  - Assessment of Content Language Objectives

#### Frontload language across the content areas:

Frontloading is used to provide additional language instruction prior to a lesson to support English Learners in developing language structures and vocabulary needed to comprehend, talk, and write about the content.

#### Providing comprehensible content instruction:

The purpose is to teach content using instructional strategies that make grade-level content comprehensible to English learners. To build a contextual base for students. This includes addressing unanticipated language needs as they arise.

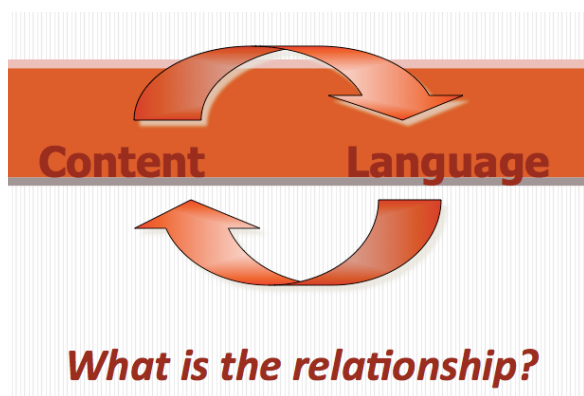
# Language Objectives: The Key to Effective Content Area Instruction for English Learners

By Jennifer Himmel, Center for Applied Linguistics

## Teaching content to ELs: The solution

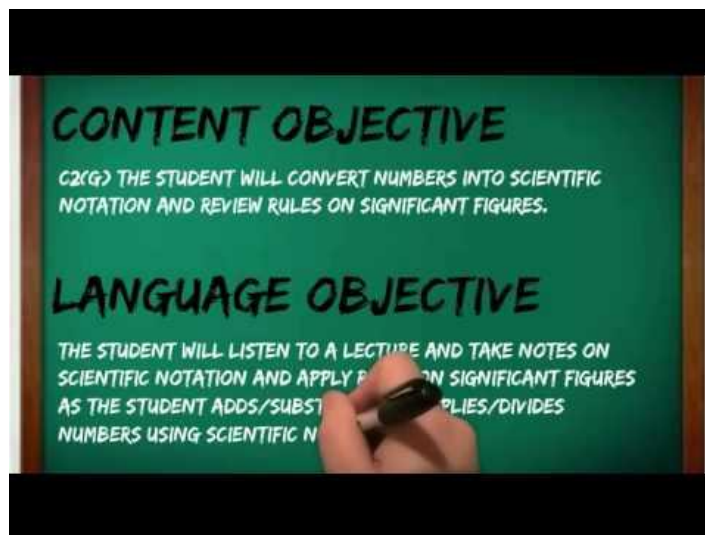
One principle that teachers of English learners can begin to apply immediately is **creating and posting language objectives** for their lessons. Many teachers are familiar with using content objectives to identify what students will learn and be able to do in the lesson. However, they are less likely to include language objectives that support the linguistic development of their students.

Implementing language objectives can be a powerful first step in ensuring that English learners have equal access to the curriculum even though they may not be fully proficient in the language. This is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills (Echevarria, Short, & Vogt, 2008).



To this end, language objectives:

- articulate for learners the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards (Echevarria, Short, & Vogt, 2008).
- are beneficial not only for language learners but for all students in a class, as everyone can benefit from the clarity that comes with a teacher outlining the requisite academic language to be learned and mastered in each lesson.



## Writing Language Objectives

Language objectives are lesson objectives that specifically outline the type of language that students will need to learn and use in order to accomplish the goals of the lesson. Quality language objectives complement the content knowledge and skills identified in content area standards and address the aspects of academic language that will be developed or reinforced during the teaching of grade-level content concepts (Echevarria & Short, 2010).

These objectives involve the four language skills (speaking, listening, reading, and writing), but they can also include:

- the language functions related to the topic of the lesson (e.g., justify, hypothesize)
- vocabulary essential to a student being able to fully participate in the lesson (e.g., axis, locate, graph)
- language learning strategies to aid in comprehension (e.g., questioning, making predictions).

Below are examples of language objectives for different content areas and grade levels.

4th grade Math, Two-Dimensional Figures			
Content Standard	Area	Content Objective	Language Objective
<b>Common Core: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>		Students will be able to classify triangles based on their angles.	Students will be able to <b>read</b> descriptions of triangles and their angles.



7th Social Studies, Colonial Communities		
Content Area Standard	Content Objective	Language Objective
<b>New York:</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live.	Students will be able show how geographic features have affected colonial life by creating a map.	Students will be able to <b>summarize in writing</b> how geography impacted colonial life.

9th grade English Language Arts, Informative/Explanatory Texts		
Content Area Standard	Content Objective	Language Objective
<b>Common Core:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.	Students will be able to draft a conclusion paragraph for their expository essay.	Students will be able to <b>use transitional phrases</b> (e.g., as a result) in writing.

### How do I create effective language objectives?

Language objectives are directly correlated to content objectives. Once a teacher determines the lesson topic from the appropriate content standards, the teacher will want to begin thinking about the academic language necessary for English learners to complete the tasks that support the content objectives. This identification of the academic language embedded in the lesson's content will become the basis for the lesson's language objectives.

You can use the following guidelines to start thinking about appropriate language objectives for the lesson:

1. Decide what **key vocabulary, concept words, and other academic words** students will need to know in order to talk, read, and write about the topic of the lesson. Those words might be taught as a language objective. They should include technical terms, such as

**ecosystem**, and terms like **distribution** that have different meanings across content areas. Other terms to highlight are those that language learners may know in one context, such as family (as in parents, siblings, etc.), but that have a different use in science (e.g., family of elements in the periodic table).

2. Consider the **language functions** related to the topic of the lesson (e.g., will the students describe, explain, compare, or chart information). See the [WIDA English Language Proficiency \(ELP\) standards](#) for examples of these functions for English language arts, math, science, and social studies for all English proficiency levels and grade-level clusters.
3. Think about the **language skills** necessary for students to accomplish the lesson's activities. Will the students be reading a textbook passage to identify the stages of mitosis? Are they able to read a text passage to find specific information? Will they be reporting what they observe during a scientific demonstration to a peer? Do they know how to report observations orally? Acquiring the skills needed to carry out these tasks might be the focus of a language objective.
4. Identify **grammar or language structures** common to the content area. For example, many science textbooks use the passive voice to describe processes. Additionally, students may have to use comparative language to analyze two related concepts. Writing with the passive voice or using comparative phrases might be a language objective.
5. Consider the **tasks** that the students will complete and the language that will be embedded in those assignments. If students are working on a scientific investigation together, will they need to explain the steps of the procedure to one another? The language objective might focus on how to explain procedures aloud.
6. Explore **language learning strategies** that lend themselves to the topic of the lesson. For example, if students are starting a new chapter in the textbook, the strategy of previewing the text might be an appropriate language objective.

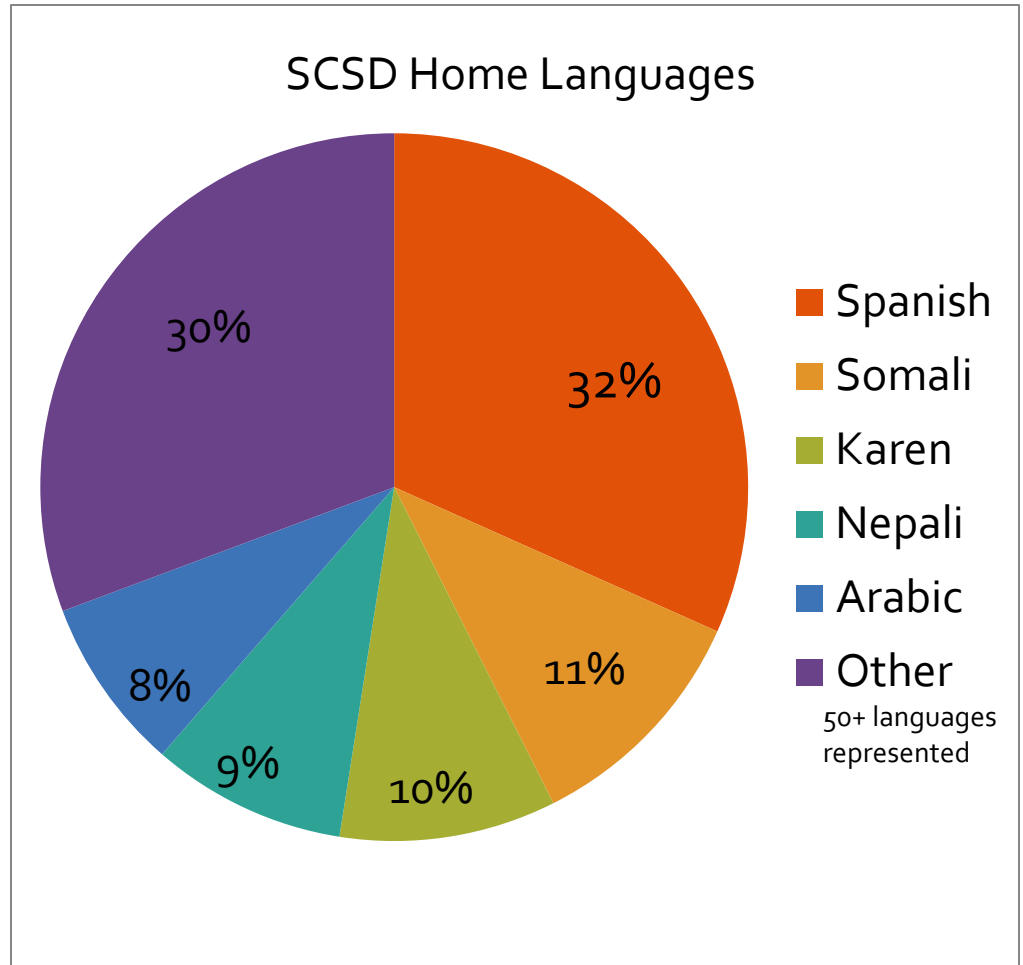
(Adapted from Short, Himmel, Gutierrez, & Hudec, 2012. Used with permission.)

**This complete article can be found on the Colorin Colorado site.**

<http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners>

# Who Are Our ELL/MLLs in SCSD?

- **Refugees**  
People who have been forced from their country and cannot return.
- **Secondary Refugees/Migrants**  
Refugees who relocate from other parts of the US to join family & friends
- **Immigrants**  
People who are coming to the U.S. for better opportunities
- **Non-immigrants**  
Children who are *born in the U.S.* to parents whose first language is not English.
- Students who have been **adopted** who are older from other countries.
- Students who are children of **visiting** professionals and higher education students



## Countries of Origin

Most Prevalent (70%)

U.S. and Puerto Rico, Myanmar (Burma), Somalia, Bhutan, Iraq

Other (30%)

Cuba, Vietnam, Burundi, Congo, Yemen, Thailand, Kenya, Liberia, Sudan, Dominican Republic, and 50+ others

## Refugee Resettlement

Each year Americans welcome refugees to the U.S. Whether refugees come from Nepal, Sudan, Iraq, Burma, Somalia or another part of the world, all refugees share a similar journey. Refugees, differ from other immigrants, in that they do not have the choice to remain in their home country. Refugees flee their country to save their lives. They run from war and persecution, and cannot return because he or she has a well-founded fear of persecution based on religion, race, nationality, political opinion or membership in a particular social group. Refugees often lose or leave behind beloved family members along the way.

Many refugees then spend years and sometimes decades in substandard refugee camps. Less than 1% of all refugees get the chance to leave a camp and resettle in the U.S., Canada, Sweden, Australia, or another country which resettles refugees.

The first step for most refugees is to register with the United Nations High Commissioner for Refugees (UNHCR) in the country to which s/he has fled. UNHCR has the mandate to provide international protection to refugees. UNHCR determines if an individual qualifies as a refugee and, if so, works toward the best possible durable solution for each refugee: safe return to the home country, local integration, or third-country resettlement.

According to UNHCR's latest statistics, there are approximately 15.4 million refugees in the world. The vast majority of these refugees will receive support in the country to which they fled until they can voluntarily and safely return to their home country. A small number of refugees will be allowed to become citizens in the country to which they fled, and an even smaller number — primarily those who are at the highest risk — will be resettled in a third country. While UNHCR reports that less than 1 percent of all refugees are eventually resettled in third countries, the United States welcomes over half of these refugees, more than all other resettlement countries combined. Since 1975, Americans have welcomed over 3 million refugees from all over the world. Refugees have built new lives, homes and communities in towns and cities in all 50 states.

## Newly Arrived Refugee Student School Enrollment Process

### Phase 1

- Upon arrival in the US, intake at Refugee Assistance Program--RAP (Bob's School)
- RAP creates K-12 student list and sends to Community Based organizations (CBO-CYO and IFW) and SCSD at the end of each week.

### Phase 2

- CYO Academy--4-week school preparation curriculum; open to IFW and CYO families; starts on the 1st Monday of every month, Monday-Thursday
- Immunizations/TB Clearance--families attend the health screenings; students receive immunizations and physicals; families attend TB clinic
- Registration folders are compiled--SCSD registration packet (I-94, complete immunizations, TB clearance, school records collected); CBOs call Language Assessor at Central Registration Center to schedule testing

### Phase 3

- Testing--registration folders are brought to Central Registration Center by the CBOs when CBOs bring students for scheduled test
- SCSD makes school placement--notifies schools, scans and sends documents to school/folder follows in district mail; notifies CBOs
- Finally, student starts school!

# Celebrating Dashian Festivals

During the month of late September / early October, the people of Nepal get ready to enjoy Dashain, one of the biggest and major festivals of the country. Dashain is the most auspicious festival in the Nepalese annual calendar, celebrated by Nepalese people throughout the globe. It is also celebrated by many Hindus all over the world. It has special significance in Hinduism, and is celebrated for 15 days. According to Hindu philosophy, a demon called 'Maishasura' was killed by goddess Durga and saved everyone from his evils. Dashain symbolizes the victory of good over evil and it is the longest and most anticipated festival in Nepal.



People return from all parts of the world, as well as different parts of the country, to celebrate Dashain together. All government offices, educational institutions and other offices remain closed during the

festival period and a week-long government holiday is given to everyone to celebrate Dashain. Dashain is all about celebration, tradition, respect, fun and preservation of culture. The major part of the festival lasts for 10-days and every day is full of color, festivity and religious rites. Among the fifteen days on which it is celebrated, the most important days are the first, seventh, eighth, ninth and the tenth.

The first 9 days, people pay their homage to the deity (mostly mother goddesses) by visiting the temples around the country. The 10th day is the peak of the festival and the most important day. This is also the day of social harmony - on this day the festivities settle a bit and the focus turns towards family. Younger ones visit their elders and receive the "Tika" (the blessings) from the senior family member. Family and relatives who are apart travel to meet each other and receive blessings from the surviving elders in the family clan. People try to



visit as many relatives as possible to collect the most possible blessings.

Wherever there is a community of Nepalese, or Hindu's, they want to celebrate Dashain. Living outside of Nepal is a bit different, so all days of Dashain may not be celebrated as in Nepal but a big Dashain celebration will take place on the 10<sup>th</sup> day. This year, Dashain will be celebrated on October 22<sup>nd</sup>.



## Trivia:

- The Nepalese national flag is the only one in the world that is not quadrilateral.
- Greetings in Nepal involve putting the palms together, bowing the head, and saying, "Namaste."
- Blackouts in the country are very common, with the average household having only 9-12 hours of electricity per day.
- Nepal holds some of the rarest species on earth, such as the Bengal tiger and the one-horned rhino.



# Department of World Languages

## NYSED OBE-WL Tips for October

Find a one frame cartoon, like the one used for the Comprehensive Examinations, that can be used in your classroom. Enlarge it, make an overhead of that picture and/or provide a Xeroxed copy for each student or pairs of students.

1. Checkpoint A, level 1: Use this picture to brainstorm old vocabulary (nouns, adjectives, verbs) as well as vocabulary that the students wish to know. Using that vocabulary, read ten sentences about the picture in the target language (TL) to the students and they respond by marking True/False on their paper (listening). Have students identify what they see in the picture using the TL. They can do this in pairs, taking turns, using complete sentences in the TL, and by helping each other. The teacher might provide the expressions, I see, there is/are, etc...(speaking). After checking for understanding, have the students write a description of the cartoon, or some aspect of it, in the TL. This may be done in pairs or individually. Use the State rubric for assessment purposes (writing).

2. Checkpoint B, levels 2,3: Using the same cartoon, the teacher tells a story to the students in the TL. Keep it short, about 5-8 sentences. Repeat the story once (possibly more). Ask the students to tell you, in the TL, about the story. For a greater challenge, remove the picture after your last reading of the story and then proceed. (listening and speaking). Begin a story about the picture but stop before you conclude. Ask students to write, in the TL, (pairs or individually) a conclusion that fits the picture (writing). Ask student volunteers to read aloud their endings. Vote on the best one! (listening).

### Performance Indicators Checkpoint A Students can...

- Comprehend languages consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
- Call upon repetition, rephrasing and nonverbal cues to derive meaning from a LOTE
- Compose short, informal notes and messages to exchange information with members of the target culture

### Performance Indicators Checkpoint B Students can...

- Understand the main idea and some discrete information in live presentations
- Comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone
- Write short notes, uncomplicated personal and business letters, brief journals, and short reports
- Produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs and literature of the TL.

## Professional Growth Opportunity

### 101 Best Strategies for Teaching World Languages (Grades 4-12)

Event Date: December 8, 2015

Event Hours: 8:30 am - 3:15 pm

Check-In: 8:00 am – 8:30 am

Event Location: Syracuse

View brochure in PDF [here](#).

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Inquiries regarding the District's non-discrimination policies should be directed to:

Executive Director of Student Support Services, Civil Rights Compliance Officer  
Syracuse City School District  
725 Harrison Street • Syracuse, NY 13210  
(315) 435-4131

Email: [CivilRightsCompliance@scsd.us](mailto:CivilRightsCompliance@scsd.us)

Syracuse City



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