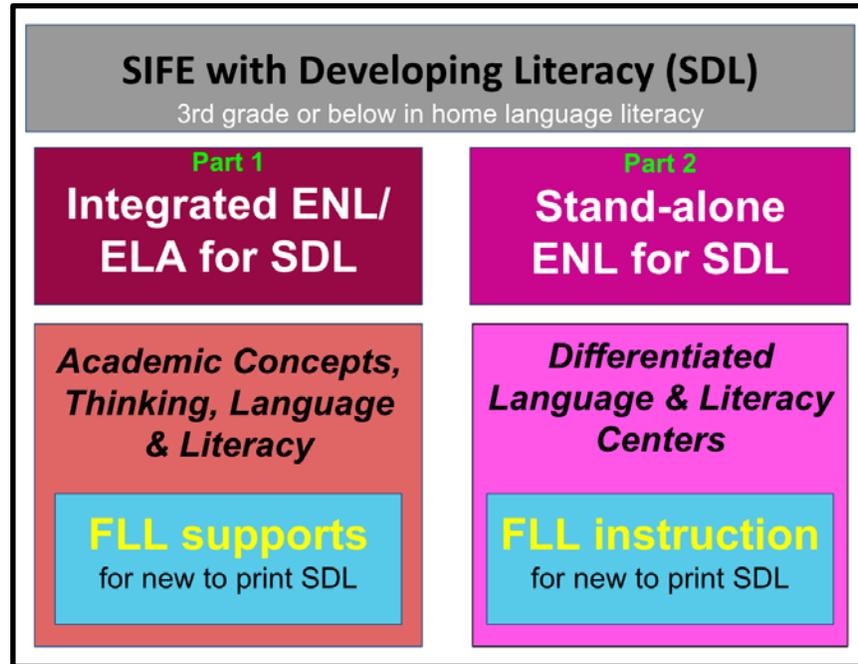


Two Course Design for SIFE with Developing Literacy ¹

We have designed two courses in response to the needs of the Bridges learner, SIFE with Developing Literacy (SDL). These are secondary ELLs whose home language literacy is at or below 3rd grade. The three major areas of SDL need are: *conceptual knowledge, academic thinking, language & literacy, and foundational literacy.*² The two courses below are designed in tandem to target all three needs.



Integrated ENL/ELA for SIFE with Developing Literacy (Part 1): This is a Language Arts focused curriculum designed around engaging essential questions and themes, with four thematic units that culminate in performance tasks. Students read authentic texts with rich content and language. Foundational Language and Literacy (FLL) supports are woven throughout the Integrated ENL/ELA curriculum to *support* SDL who are new to print.

Stand-alone ENL for SIFE with Developing Literacy (Part 2): This is a language and literacy centers based class designed to target the language and literacy levels of each student, using a developmental framework and leveled texts. Foundational Language and Literacy (FLL) instruction and practice are integrated across all centers of Stand-alone ENL to *accelerate* basic language and beginning print skills for SDL who are new to print.

¹ We replaced the previous term *Low Literacy SIFE* (LL SIFE) with *SIFE with Developing Literacy* (SDL). The new term shifts the focus from a static view of literacy to a more dynamic one.

² The *Bridges Orientation* training provides detailed guidance on identifying SDL.

The two course design’s focus on these three areas of instruction supports students to develop **both** the foundational skills they need to *learn to read and write* and also the concepts and academic thinking they need to analyze information as they *read to learn*. We recognize that developing literacy is more dynamic and complex than simply learning to read. Withholding complex texts and the discussion of big concepts until SDL have learned to read would be tantamount to educational foreclosure. Therefore SDL need *both* Integrated ENL/ELA (Part 1) and Stand-alone ENL (Part 2) daily in the Bridges year.

Note: All schools in New York State are required to provide Integrated ENL/ELA and Stand-alone ENL classes for ELLs at the early levels of English proficiency. However, because SDL often cannot access these print heavy classes, we have designed the curriculum and instruction to target SDL needs. Since these documents make clear that these courses are *only* for SDL, the remaining curriculum documents only refer to **Integrated ENL/ELA** and **Stand-alone ELA**.

Additional details about the differences between the two courses are provided below:

Two Course Design Details

	INTEGRATED ENL/ELA for SDL	STAND-ALONE ENL for SDL
Purpose	- Build academic concepts, thinking, language & literacy to prepare students for grade level ELA classes.	-Provide direct reading & writing instruction targeted to student levels. -Build literacy independence through daily practice at centers.
Overall Structure	<u>Thematic Units</u> Students engage in 4 sequential units across the year.	<u>Rotating Centers</u> Students move through the same 4 centers across each week, with tasks targeted to literacy levels.
Instructional Design	Scaffolded language arts instruction through whole class lessons using gradual release. Distinction between targets for acceleration vs exposure.	Direct instruction at Center 1, and student application at centers 2-4 (<i>independent reading, writing & foundational skills</i>).
Texts	<u>Stretch Texts</u> Rich, informational and narrative text that require scaffolding.	<u>Leveled Texts</u> Leveled texts targeted to each reader, used with instruction and practiced independently.
Student Grouping	<u>Flexible Grouping</u> -Mostly heterogenous -Frequent same HL partners	<u>Reading Level Grouping</u> -Fluid groups that change with student progress

Key points about programming SDL: Both courses are designed for a very specific subpopulation of SIFE with distinct learning needs. With this, we want emphasize these key points:

- These two courses as designed are **only intended for SDL**, students with home language (HL) literacy at or below 3rd grade. These courses are *not appropriate* for SIFE with higher levels of HL literacy.³
- Each class is designed for a **daily 45-minute period**, although instruction can easily be extended for longer periods.
- SDL must be programmed **for both classes daily**, as one course alone is not sufficient to accelerate learning across the three needs.
- Many resources are provided online for both classes through the Bridges website. However, schools will need to **purchase additional texts** not provided in the curriculum.
- To access the curriculum, teachers must **participate in an orientation** and follow up task to ensure that schools know the procedures for identifying and programming SDL for both classes.

³ The Stand-alone ENL centers design for SDL can be easily adapted for other SIFE and even non-SIFE ELLs.
New York State Curriculum for SIFE with Developing Literacy