NYC Student Demographics

Of the ~1 million New York City public school students (excluding pre-K and charter schools)...
- ~15% identified as English Language Learners
- ~13% former ELLs
- ~42% report speaking a language other than English at home

ELLs by Nativity
- 50.5%** born in the United States
- 49.5%** born outside the United States

ELL Student Population

Languages spoken by NYC public school ELL students: 161

<table>
<thead>
<tr>
<th>Rank</th>
<th>Language</th>
<th># of ELLs</th>
<th>% of ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spanish</td>
<td>93,829</td>
<td>61.55%</td>
</tr>
<tr>
<td>2</td>
<td>Chinese</td>
<td>21,765</td>
<td>14.28%</td>
</tr>
<tr>
<td>3</td>
<td>Arabic</td>
<td>6,840</td>
<td>4.49%</td>
</tr>
<tr>
<td>4</td>
<td>Bengali</td>
<td>6,502</td>
<td>4.26%</td>
</tr>
<tr>
<td>5</td>
<td>Russian</td>
<td>3,375</td>
<td>2.21%</td>
</tr>
<tr>
<td>6</td>
<td>Haitian Creole</td>
<td>3,031</td>
<td>1.99%</td>
</tr>
<tr>
<td>7</td>
<td>Urdu</td>
<td>2,937</td>
<td>1.93%</td>
</tr>
<tr>
<td>8</td>
<td>French</td>
<td>2,048</td>
<td>1.34%</td>
</tr>
<tr>
<td>9</td>
<td>Uzbek</td>
<td>1,310</td>
<td>0.86%</td>
</tr>
<tr>
<td>10</td>
<td>Punjabi</td>
<td>940</td>
<td>0.62%</td>
</tr>
</tbody>
</table>
Top 5 Countries of Birth for English Language Learners

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>51.29%</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>16.75%</td>
</tr>
<tr>
<td>China</td>
<td>6.65%</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>3.09%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>2.30%</td>
</tr>
<tr>
<td>Other (180 Countries)</td>
<td>19.92%</td>
</tr>
</tbody>
</table>


Available Resources for Chinese Bilingual Programs

Home Language Arts:

Social Studies:
- DELLSS Recommended K-8 Chinese Language Arts classroom library book lists in Science and Social Studies
- NYS ALBETAC Bilingual Study Notes: Elementary & High school
- K-5 Chinese Social Studies Supplemental Library

Available Resources for Chinese Bilingual Programs (cont’d)

Science:
- DELLSS Recommended K-8 Chinese Language Arts classroom library book lists in Science and Social Studies
- NYS ALBETAC Bilingual Study Notes: Elementary & High school

Math:
- NYS EngageNY Common Core Curriculum translated modules (available for grade PK-8)
- Chinese enVisionMATH by Pearson Learning Solutions (available for grade K-4)
<table>
<thead>
<tr>
<th>Sampled Item</th>
<th>English Original</th>
<th>Chinese Mentor vs. Bridge Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Original</td>
<td>Chinese Mentor vs. Bridge Version</td>
</tr>
<tr>
<td>2</td>
<td>English Original</td>
<td>Chinese Mentor vs. Bridge Version</td>
</tr>
<tr>
<td>3</td>
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<td>English Original</td>
<td>Chinese Mentor vs. Bridge Version</td>
</tr>
</tbody>
</table>

**Grade 1 Sample: English Original and Chinese Mentor vs. Bridge Version**

*Communication Then and Now*

Do you send e-mails? Do you talk on the phone? You can communicate.

*NYC Department of Education*
Session Objectives:

- Exploring opportunities to address ELL students’ learning needs based on their performance level
- Developing language and literacy skills in Chinese Language Arts through content area resources
- Engaging in Chinese Language Arts lesson design and instructional delivery

Chinese Language Arts Instruction - Considerations

- Develop/strengthen students’ language & literacy skills in their home language
  - To equip/empower literacy skills transfer to English learning
- Build background and/or content knowledge to support content learning

Sample Lesson: 社區裡的公共設施和用處

Content Objective (CLA):

學生能夠描述和討論他們如何使用社區裏的公共設施。

Language Objective:

學生能夠使用輔助句型和同學進行討論並寫出他們如何使用社區裏的公共設施。

Small Group Activity:

學生分享他們使用社區公共設施的經驗。
Integrated Support for English Language Learners and Chinese Language Learners

- Guiding/Supplementary Questions
  - 諮助性問題 (討論與寫作)
  - 議論框架 (討論與寫作)

- 討論程序
  - Discussion Protocol

今日重點：

Guiding/Supplementary Questions

- 諮助句型 (討論與寫作)

Discussion Protocol
Activity:

Guiding Question: 你怎麼利用社區裡的公共設施？

Directions:

Part I – 小組討論及寫作 Discussion and Recording (10 mins)
1. As a group, read aloud the text one time together.
2. Use the supplementary questions and the sentence frames provided to guide discussion.
3. Write and illustrate your responses on the chart paper.

Part II – 練習 Rehearsal (10 mins)
1. As a group, read aloud the text one more time together.
2. Individually, takes turns to read aloud the text and use the sentence frames provided to explain recordings on the chart.

Part III – 口頭報告 Presentation (10 mins)

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### 輔助句型 (討論與寫作)

<table>
<thead>
<tr>
<th>領導性問題</th>
<th>你怎麼利用社區裡的公共設施？</th>
</tr>
</thead>
<tbody>
<tr>
<td>這項公共設施裏面有什麼？</td>
<td>• 有 ______________ (公共設施)</td>
</tr>
<tr>
<td>• 還有 ______________ (公共設施)</td>
<td></td>
</tr>
<tr>
<td>• 你喜歡在那裏做什麼？</td>
<td></td>
</tr>
<tr>
<td>• 你會在那裏做什麼？</td>
<td></td>
</tr>
<tr>
<td>• 我們喜歡 ______________ (怎麼利用公共設施)</td>
<td></td>
</tr>
<tr>
<td>• 我們會 ______________ (怎麼利用公共設施)</td>
<td></td>
</tr>
<tr>
<td>• 我們還會 ______________ (怎麼利用公共設施)</td>
<td></td>
</tr>
</tbody>
</table>

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Section Reflection

- What was the one thing that I like/learn/confirm about supporting ELLs through CLA instruction after this section?
- What are some ideas/changes/actions that I will take and implement through my practice?
- What additional resources/structures/PDs/Support that needed to be in place in my school in order for me to carry this out?
Activity: Lesson Planning for Chinese Language Arts

Guiding Question:
How can we plan effective lessons to support ELLs in accessing grade level content through CLA instruction?

Group Work Directions:
Part I – Lesson Planning (40 mins)
Use “社區裏的工作” as a mentor text to design a lesson.
1. Discuss and decide on a lesson topic.
2. Use Sample Lesson Planning Template to plan for a CLA lesson.
3. Record your lesson on chart paper.
Part II – Rehearsal (10 mins)
1. Individually, familiarize with the lesson and prepare for a presentation.
Part III – Presentation (30 mins)

CLA Lesson Planning
Mentor Text:
Jobs in a Community

Section Reflection
• What was the one thing that I like/learn/confirm about supporting ELLs through CLA instruction after this section?
• What are some ideas/changes/actions that I will take and implement through my practice?
• What additional resources/structures/PDs/Support that needed to be in place in my school in order for me to carry this out?

Teacher Resources for Discussions:
Strengthen Chinese Bilingual Program through Social Studies Supplemental Library
Quick Book Summary

Grade A
Grade B

Chapter
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

Teacher Name
Date

Teacher Resources for Discussions:
Strengthen Chinese Bilingual Program Through Social Studies Supplemental Library
Home: Lesson 4 – Teacher Created Sample

CABE Section Reflection

With the types of program (foreign language/immersion, TBE, or DL) that your school/school district is currently implementing in mind, consider the following questions for your discussions:

• What was the one thing that I like/learn/confirm about planning for CLA instruction after this section?

• What are some ideas/changes/actions that I will take and bring back to my school/school district?

• What additional resources/structures/PDs/Support that needed to be in place in my school/school district in order to implement/incorporate these resources in our programs?
Chinese Bilingual Program Implementation Support

- Parent Choice/Agreement
- Enrollment
- Assessment
- Program Design
- Instructional Resources
- Professional Development
- Teacher Recruitment/Career Pipelines
- Community involvement
- Program Evaluation and Research

Questions?

Comments?

Thank you!

謝謝！

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