ODYSSEY

2014 EXTRA

Candi Mascia-Reed, EdD, is supervisor of the Union Street School for the Deaf and the Hackensack High School Program for the Deaf in the Bergen County Special Services School District in Hackensack, New Jersey. Mascia-Reed has 35 years of classroom and administrative experience in the field of deaf education, elementary through postsecondary. She is the co-founder of New Jersey Deaf Education Affiliates, a state-wide, nonprofit organization for professionals in educating deaf and hard of hearing students. She welcomes questions and comments about this article at *canree@bergen.org*.

For more articles, visit *www.gallaudet.edu/clerc_center/odyssey.html.*

Meeting Mandates, Supporting New Students, and Improving a Good Program

By Candi Mascia-Reed

After a period of relative quiet in the 20 years that followed the initiation of the Individualized Education Program (IEP), teachers in the Hackensack Total Communication Program in Hackensack, New Jersey, suddenly faced a multitude of new federal, state, and district procedures. At the same time, the population of deaf and hard of hearing students that entered our program from other countries increased significantly. This was a lot to face, but we were determined to keep our expectations high. Here's how we did it.

In recent years, the Hispanic student population in the Bergen County Special Services School District increased dramatically. During the 2013-2014 school year alone, the number of students not born in the United States or from families where English was not spoken in the home more than doubled, increasing from 23 to 54. Most of these students came from Spanish-speaking families. Today they comprise 54 percent of our 63-student program.

At the same time, teachers faced different evaluation measures, including the use of the Common Core State Standards, especially in the language arts classrooms, and the need to document student progress and systematically analyze student data. Furthermore, teachers of deaf and hard of hearing students were required to address and implement an additional array of administrative measures, including formative assessments and monitoring of student growth objectives—what many programs call student learning outcomes. All the while, teachers confronted the increased use of and need to understand on-line resources. This happened as students from other countries arrived with an urgent need for direct and

Photo and illustrations courtesy of Candi Mascia-Reed

GALLAUDET UNIVERSITY | LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

Above: Speech teachers and interpreters team with small groups of students to complete activities in the Language Lab.

concentrated attention and services. The learning gap between these students and the students who were already part of our program was enormous. The newly arriving deaf and hard of hearing students had never experienced early intervention, interpreters, technology, or any services routinely provided to deaf and hard of hearing children in the United States. Few had any fluency in reading or writing; many arrived without any recognized language at all, spoken or signed. Further, English as a Second Language (ESL) classes, routinely provided to hearing students, were neither appropriate nor accessible for deaf and hard of hearing students.

This meant that the Hackensack Programs for the Deaf—a county-wide program providing a wide range of educational services for deaf and hard of hearing students—faced another enormous challenge. How would we meet all of these new mandates and address the stunning changes in demographics and the needs of our newly arriving students?

Our program consists of the Union Street School,

where students from pre-kindergarten through eighth grade are provided services from small group instruction to fully mainstream instruction with interpreters, and Hackensack High School, where students are provided options from fully mainstreamed placements with hearing students, interpreters, and resource support to self-contained classrooms. We began with a series of professional learning community meetings; these meetings began in 2012 and continued in 2013 and 2014 as teachers, interpreters, speech teachers, and supportive personnel figured out ways of making our approach more systematic and cohesive. The issues facing our program were clear:

● Students entered our program at every level; setting up a single ESL class for deaf and hard of hearing students was not realistic.

- While our program had hearing and deaf staff who were fluent in Spanish, no teachers of the deaf were fluent in Spanish and no interpreters were fluent in the variety of country-specific sign language systems that our new students might use.

- Whatever we set up for our students would have to fit into our school culture with its values and beliefs, curriculum, classroom instructional strategies, course offerings, assessment strategies, staff professional development, and collaborative activities with families.

Language Lab: A Force that Became with Us

As a result of these meetings, we changed the format of our Language Lab, originally simply a pull-out instructional time for those who needed it. Now all of our students—whether mainstreamed in academic classes, in non-academic mainstreamed classes, or in small group classes taught by teachers of the deaf—would be scheduled for Language Lab. In Language Lab, a teacher of the deaf, a speech teacher, and a sign language interpreter would use a specific program of study to enable our students—those who were newly arrived in this country and those who had grown up here—to improve literacy skills.

Working together under the direction of a teacher of the deaf, the speech teacher and the sign language interpreter would help students develop and refine their knowledge of English. We would base our teaching on three guides:

- The Common Core State Standards in English and Language Arts

- The World-Class Instructional Design and Assignment (WIDA)—Standards developed through state collaboration and a grant from the U.S. Department of Education through the Wisconsin Department of Public Instruction.

- The Fry word list—A compilation, developed in the 1990s, of the most frequently occurring words in printed English

We would not have a curriculum but instead incorporate selected concepts and overarching philosophies from WIDA and the Common Core—and use those to educate our deaf and hard of hearing learners. With an assist from the Fry word list, our interpreters and speech teachers would work together to build the reading skills of our deaf and hard of hearing students. This structure was implemented in 2014 in response to discussions in the Professional Learning Communities, where everyone realized that such collaboration was necessary. Interpreters, who could visually present multiple meanings of vocabulary, collaborating with speech teachers would most successfully foster language development when they worked together with students.

Building English Vocabulary: Reading, Writing, and Signed Discourse

In the fall of 2014, our speech teachers and interpreters began working with deaf and hard of hearing students in the Language Lab. They focused on the Fry word list, tackling the most frequently used words and combinations of words in English print. Attention focused on the word, phrase, and sentence levels, and students read materials and completed accompanying assessment pieces.

Each Fry level is taught and assessed sequentially with the goal of increasing fluency. To increase understanding beyond the one-word recognition level, these frequently used words are underlined and put into short, three-word phrases. Students select several phrases and write complete sentences. Students are administered pre- and post-assessments beginning with the first 100 words.

Speech teachers, in the role of English language specialists, and interpreters, in the role of sign language specialists, team with small groups of students for these activities. The speech teachers function as English language experts, while the interpreters provide sign language models. Together they explore words, phrases, and extended printed text of English discourse. They provide synonyms and antonyms for words and discuss multiple meanings of words in both English and sign language. Speech teachers provide instruction in reading,

Student Name: _____   Fry Words 101 - 200

	Date 1	Date 2	Date 3		Date 1	Date 2	Date 3		Date 1	Date 2	Date 3		Date 1	Date 2	Date 3		Date 1	Date 2	Date 3
101 over				121 name				141 boy				161 such				181 change			
102 new				122 good				142 following				162 because				182 off			
103 sound				123 sentence				143 came				163 turn				183 play			
104 take				124 man				144 want				164 here				184 spell			
105 only				125 think				145 show				165 why				185 air			
106 little				126 say				146 also				166 asked				186 away			
107 work				127 great				147 around				167 went				187 animals			
108 know				128 where				148 farm				168 men				188 house			
109 place				129 help				149 three				169 read				189 point			
110 years				130 through				150 small				170 need				190 page			
111 live				132 much				151 set				171 land				191 letters			
112 me				132 before				152 put				172 different				192 mother			
113 back				133 line				153 end				173 home				193 answer			
114 give				134 right				154 does				174 us				194 found			
115 most				135 too				155 another				175 move				195 study			
116 very				136 means				156 well				176 try				196 still			
117 after				137 old				157 large				177 kind				197 learn			
118 thing				138 any				158 must				178 hand				198 should			
119 our				139 same				159 big				179 picture				199 America			
120 just				140 tell				160 even				180 again				200 world			

Notes/ Observations

www.thecurriculumcorner.com

WIDA Performance Definitions Listening and Reading, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level — Linguistic Complexity	Sentence Level — Language Forms and Conventions	Word/Phrase Level — Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

---

writing, and word usage in the English language; interpreters help with translations to sign. For example, English is famous for its homonyms, i.e., words that sound and are even spelled exactly the same but have different meanings. The English word "run," for example, has many different sign translations, and students discuss different concepts implicit in phrases such as to *run* for president, to *run* the water to do laundry, to *run* the machinery, to *run* on the street, or to fix a *run* is one's stockings. In another example, both the speech teacher and the sign interpreter may work with students in fleshing out the multiple meanings of "park." One can *park* a car, and one can take a walk *in a park*. Flash cards are laminated for students to take home or use with each other.

And the Work Continues: Perfecting Language Lab

Today teachers have refocused instruction to:

- negotiate reading text complexity

- provide opportunities for more independent reading of texts

- ask more text-dependent questions

- focus on more nonfiction reading, beginning in the younger grades

- introduce more robust vocabulary

As we continue with the school year, we are pleased with the results so far. Language Lab, with its collaboration of teachers of the deaf, speech teachers, and interpreters, has proven beneficial not only to students from other countries but to all deaf and hard of hearing students in our program. We want to continue to improve what has turned out to be an important initiative. We sent a survey to our teachers asking for their input. Here are some suggestions we received:

- **Add subject-specific vocabulary.** How might math, science, and social studies vocabulary be incorporated?

- **Include longer passages in reading.** How might discourse-level text be incorporated?

- **Ensure continuity.** How do we manage scheduling with speech teachers, interpreters, and students whose schedules vary individually throughout the day?

- **Include all levels.** How do we incorporate the three elementary students who have not yet received Language Lab because they have scheduling conflicts due to their placement in remedial programs?

- **Assess on entry.** Can we develop a language profile for students arriving from other countries at the signed, speaking, listening, reading, and writing levels?

We continue to reflect on student success with Language Lab, and our speech teachers and interpreters are enthusiastic about their collaboration. They have begun to notice literacy improvements, and the teachers of the deaf have noticed improvements in the classroom as well. The unexpected teaming of speech teachers and interpreters, working together with the teachers of the deaf, continues to be a win-win situation for our deaf and hard of hearing students, both those who are new to our country and those who have grown up here. It has allowed us to keep our expectations high for all of our students.

Note: Visit www.thecurriculumcorner.com *for some excellent activities and ideas using the Fry word lists.*

WIDA Performance Definitions Speaking and Writing, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Discourse Level — Linguistic Complexity	Sentence Level — Language Forms and Conventions	Word/Phrase Level — Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

…within sociocultural contexts for language use.

Language Lab Objectives

By Union Street School for the Deaf, Bergen County Special Services

VOCABULARY ACQUISITION AND USE:

1st

CCSS.ELA-Literacy.L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-Literacy.L.1.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.1.4.b
Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-Literacy.L.1.4.c
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

2nd

CCSS.ELA-Literacy.L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-Literacy.L.2.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.2.4.b
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

CCSS.ELA-Literacy.L.2.4.c
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CCSS.ELA-Literacy.L.2.4.d
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)

3rd

CCSS.ELA-Literacy.L.3.4
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.3.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.3.4.b
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

CCSS.ELA-Literacy.L.3.4.c
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

CCSS.ELA-Literacy.L.3.4.d
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

4th

CCSS.ELA-Literacy.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.4.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

CCSS.ELA-Literacy.L.4.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5th

CCSS.ELA-Literacy L.5.4.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies.

CCSS ELA-Literacy L.5.4a.
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy L.5.4.c.
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS ELA-Literacy L5.5.c.
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6th

CCSS ELA-Literacy L.6.4.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based reading and content, choosing flexibly from a range of strategies.

CCSS ELA-Literacy L.6.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS ELA-Literacy L.6.4.c.
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS ELA-Literacy L.6.5b.
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

7th

CCSS ELA-Literacy L7.6.
Acquire and use accurately general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy L.7.4a.
Use context (e.g., the overall meaning of a sentence or paragraph; a words' positon or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS ELA-Literacy L.7.5.b.
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

8th

CCSS.ELA-Literacy L.8.6.
Acquire and use accurately general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS ELA-Literacy L.8.4a.
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS ELA-Literacy L.8.4c.
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS ELA-Literacy L.8.5b.
Use the relationship between particular words to better understand each of the words.

9th

CCSS.ELA-Literacy.L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.9-10.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

CCSS.ELA-Literacy.L.9-10.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-Literacy.L.9-10.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Staff Name: _____

Date: _____

Pre-Survey LLab Program

*What do you anticipate might be a challenge in implementing the LLab initiative for elementary, middle, and secondary school students?*_____
_____
_____
_____

What might be some advantages to adopting the FRY ASSESSMENT in the LLab? What do you anticipate might be some further needs that are not addressed within the FRY ASSESSMENT? _____
_____
_____
_____

What are your expectations/hopes for student achievement (overall) from their participation in LLab?
_____
_____
_____
_____

CREDIT: UNION STREET SCHOOL FOR THE DEAF, SEPTEMBER 2014