# *Instructional Sample Practice for a Third-Grade Segment of a Social Studies Unit of Study Aligned to the Next Generation Learning Standards*

*Underlined sentences or words constitute hyperlinks. Sentences and words in bold are classroom activities that thread oral language, metalinguistic development, and flexible groupings throughout this unit.*

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*Instructional Sample Practice for a Third-Grade Segment of a Social Studies Unit of Study Aligned to the Next Generation Learning Standards*

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PS 163 Q

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## Spotlight

*This Instructional Sample Practice describes a third-grade, dual-language (Chinese[1]-English) classroom in which teachers incorporated oral language development, metalinguistic awareness, and flexible groupings in a Social Studies unit of study that focused on China.*

*This sample is meant to be a tool for observation and reflection. It is for teachers and those who support teachers working with Multilingual Learners and English Language Learners (MLs & ELLs)[2] to build understanding and experience with instruction aligned to the New York State Next Generation English Language Arts Learning Standards, as well as the Lifelong Practices for Readers and Writers. embedded within them. Activities in this unit reveal the significance of* ***oral language, metalinguistic awareness, and grouping*** *students in different ways in order to develop content and linguistic knowledge.*

*In this third-grade, dual-language classroom, instruction was centered on the social studies unit on China, and included a case study of a community in Asia that is aligned with the third-grade social studies curriculum centered on Communities Around the World. The unit addressed the following essential questions: How do culture, geography, and history shape a community? How are world communities the same? How are they different? The lessons on contents such as math, social studies, and science in Ms. Johnson and Ms. Chen's bilingual, dual language classes were taught in the sequential approach, which means they did not repeat lessons unless students required clarification and/or practice. For this segment of the social studies unit on China, both Ms. Johnson and Ms. Chen shared the same essential questions while teaching different aspects about China. In both English and Chinese classrooms, students learned and practiced the same speaking, listening, reading, writing, and thinking skills. However, different topics were adopted in order to maximize students' learning about the content.*

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[1] *For purposes of clarity, the term Chinese will be used throughout this instructional sample to refer to the Mandarin/ English program described. The term Chinese will encompass both oral and written communication. Chinese is also the term used for written communication given that Cantonese, Fujian, Taiwanese as well as other languages from China have adopted the writing system associated with Mandarin.*

[2] *Under CR Part 154, "English Language Learners (ELLs)" are defined as students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English.*

*In addition, a* ***Multilingual Learner (ML) definition was included to the Reopening Guidance in August:*** *All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.*

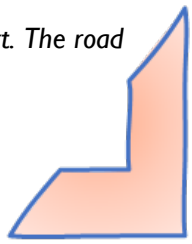
*These abbreviations are used in this document and also in NYSED guidance and other public materials.*

*Before this segment, Ms. Johnson and Ms. Chen had covered concepts related to the geography of China. From there, they built a framework for the students to better understand the scope of the Great Wall. Both teachers incorporated* ***oral language, metalinguistic awareness, and flexible groupings*** *throughout the unit. Students were clustered based on their language proficiency, reading skills, writing skills, and their interests. Throughout the unit, students were engaged in rich conversation, which helped them broaden their thoughts, clarify their thinking, and deepen their knowledge about how both English and Chinese oral and written language work. Ms. Chen spoke Mandarin and Cantonese. She taught in Mandarin, but if a student felt more comfortable using Cantonese, she was ready to answer questions and engage the student in conversations that provided support in both languages. At this point, it is important to discuss the role of translanguaging in the pedagogies created for MLs.*

*Translanguaging is a strategy that brings together the students' entire linguistic repertoire (home and new languages) in ways that create spaces for deeper and more complex thinking. Translanguaging requires the creation of spaces were learning is intentional, strategic, agentive, and thoughtfully carried out (Fu, Hasjioannou, & Zhou, 2019; Espinosa & Lerner-Quam, 2019).*

*In this instructional practice, you will notice the intentionality that teachers bring to the teaching of MLs in order to* ***foster oral communication*** *that takes place in* ***flexible and dynamic partnerships***. ***Metalinguistic awareness,*** *in particular, is made possible when teachers have opened a translanguaging space (Velasco & García, 2014).*

*The standards that were covered appear at the end of each section, as well as the principles outlined, and, when appropriate, templates pertaining to the Bilingual Common Core Progressions (BCPP) are inserted. Even though this instructional unit was developed with a third-grade, dual-language (Chinese-English) class, all teachers who have MLs in their classrooms will find modifications of the practices presented throughout the text. The road map of how this instructional sample is organized is presented in Table 1.*



## *Table 1: Road Map of the Instructional Unit for Grade 3 Social Studies: China, a Case Study of a Community in Asia*

*All the classroom practices described below can be mirrored in English and in the language other than English. These by no means limit the variety of strategies that can support MLs.*

| Development of the Unit | Suggestions for Classroom Practices | Suggestions for Modifications for Teachers of MLs |
|---|---|---|
| Launching the unit<br><br>Developing background knowledge through conversations and self-generated questions | • Students talking and reflecting on knowledge about China using a KWL chart [3] and a See, Think, Wonder[4] graphic organizer to develop background knowledge<br><br>• Supporting students in asking self-generated questions<br><br>• Grouping according to interests and language proficiency. Encouraging students to talk and take notes using: think, jot, pair, share.[5] | • Teachers of MLs can support their students by providing pictures to support building background knowledge and graphic organizers for organizing thoughts. Students can use dictionaries and thesauri to facilitate the comprehension of open-ended questions. They can use their home language to help express their ideas.<br><br>• Teachers of MLs can use videos in the students' home languages to preview concepts and academic vocabulary.<br><br>• Teachers of MLs can allow students to preview the materials by sending readings and books home with them, with specific questions to be shared the next day during group discussion. |

*[3] A KWL chart or table is a form of graphic organizer designed to support students' learning. The letters KWL are an acronym for what students, in the course of a lesson, already **k**now, **w**ant to know, and ultimately **l**earn, and using a text as the vehicle for learning. The KWL chart or table supports students in understanding their own learning process before and after reading and processing the information presented in a text.*

*[4] This is a similar chart to the KWL. It provides students with the opportunity to make hypothesis about a topic. By reading the text and talking about it, the initial hypothesis can be either confirmed, modified, or rejected.*

*[5] By working in partnerships or small groups, students share their ideas and write notes down that are then discussed in a larger or whole class setting.*

| | | |
|---|---|---|
| Read-alouds and shared reading[6].<br><br>Reading texts on the building of the Great Wall of China and papermaking in ancient China | • Reading aloud by the teacher on the Great Wall of China and papermaking<br><br>• Exposing students to shared reading in order to analyze the content and language presented<br><br>• Asking questions in small groups<br><br>• Encouraging students to take notes | • Teachers of MLs can support their students by front-loading vocabulary, providing pictures for vocabulary words, analyzing sentence structure, and working with students in a guided reading group to support comprehension.<br><br>• Teachers of MLs can use the students' English language proficiency and pair recently arrived students with students who are more familiar with the strategies being implemented in the classroom.<br><br>• Teachers of MLs should encourage students to ask questions in English and, when needed, in students' home languages.<br><br>• Teachers of MLs can provide question and sentence starters to facilitate discussion to help students to formulate thinking.<br><br>• Teachers of MLs can use previewing strategies to support students, such as looking at the cover page, images. and captions.<br><br>• Students are encouraged to use web-based translation tools to facilitate access to deep content. |

[6] *Shared reading refers to a practice whereby students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. For MLs, this practice allows students to analyze the language used in the texts.*

| | | |
|---|---|---|
| Metalinguistic awareness<br><br>Developing knowledge about the different writing systems, words, and linguistic structures | Sharing and exploring differences between English and Chinese:<br>• Working in partnerships and in small and whole class settings, students worked based on cross-linguistic language proficiency groups as well as in groups based on language proficiency in English or Chinese.<br><br>• Discussing shades of meaning and association with pictures to elicit discussion and deepen word knowledge<br><br>• Discussing cross-linguistic comparisons between the use and formation of the comparative (the prefix -er in English and the superlative -est)<br><br>• Sharing and exploring comparisons in Chinese, which are established by using the characters 比 and 更 in front of an adjective to show comparison. The character 最 is added in front of an adjective to represent the superlative. | • Teachers of MLs can encourage deepening vocabulary knowledge and language structures in English by engaging students in making connections to their home language and to discuss their insights with their peers.<br><br>• Pairing recently arrived students with other speakers who share the same home language can provide support and aid in comprehension.<br><br>• Comparison of sentence structures: identifying location markers in English and Chinese |
| Answering the guiding questions: grouping students in guided reading groups7 in order to answer the units' questions: | • Using the texts in the English class (The Great Wall of China) and the text in Chinese on papermaking, both teachers engaged their students in answering the unit's guiding questions. Students were grouped according to reading ability in English and Chinese in their respective classrooms. | • Teachers of MLs can encourage conversations that target the unit's goals by grouping students by their home language so they can discuss their insights with their peers. |

[7] *Guided reading is an instructional approach that involves a teacher working with a small group of readers who have similar reading skills and who exhibit similar reading challenges. During the lesson, the teacher provides a text that students can read with support, coaching the learners as they use problem-solving strategies to read the text.*

| | | |
|---|---|---|
| Why would the Chinese want to build the Great Wall? How was the Great Wall built? Why did Chinese people invent paper? How did Cai Lun make paper? | | • Students can also practice their responses in English prior to sharing them in a whole class setting. |
| Writing<br><br>Answering text-based questions<br><br>Conducting research projects in small groups<br><br>Encouraging the use of transitional words in writing | • Students speak and write to answer text-based questions in English and Chinese.<br><br>• Grouping students according to their research interests<br><br>• Conducting research projects in English in small groups based on interests and willingness to work together on the following projects: Great Wall of China, other man-made features, other aspects of China<br><br>• Conducting research projects in Chinese in small groups on papermaking or other inventions by ancient Chinese, such as gunpower or kites<br><br>• Learning to use transitional words in writing | • Teachers of MLs can support the writing process by promoting the use of bilingual dictionaries and using word banks created by the class, as well as a "word wall" and classroom charts.<br><br>• Students can draw, draft, and revise, making use of their home and new language. Peers and teachers can provide explicit feedback on how to improve their drafts. Sentence starters and grouping students by their home language can support students' understanding of the texts. |

## *Overall Description of the Classroom Setting*

Ms. Johnson and Ms. Chen work in a side-by-side Chinese-English dual language program. They share 55 students in their two classes. The students switch classrooms on alternating days. On Day One, Class A attends Ms. Johnson's classroom to receive instruction in English, while Class B goes to Ms. Chen's classroom for instruction in Chinese. On Day Two, they switch—Class A goes to Ms. Chen to receive instruction in Chinese while Class B goes to Ms. Johnson to receive instruction in English. The two classes continue to alternate like this. This program is a two-way immersion dual language program where about half of the students are English dominant and half of the students have Chinese as their home language.

Ms. Johnson and Ms. Chen have been working together for three years. They meet and plan lessons together and ensure their learning objectives align. They use the Next Generation Learning Standards (NGLS) as a guideline and plan accordingly. The lessons on language arts are aligned based on the Reading, Writing, Speaking, and Listening Standards. Whenever possible, Ms. Johnson and Ms. Chen select authentic materials in English and in Chinese to help students learn about the same reading and writing skills. Ms. Chen sometimes must create the texts on her own, in Chinese, if she is not able to find texts that address the components of the lessons. Students practice the same speaking, listening, reading, writing, and thinking skills in Ms. Johnson's class and Ms. Chen's class. Different topics were adopted in order to maximize students' learning about the content.

According to New York State K-8 Social Studies Framework, the theme for third grade is Communities Around the World. Students are expected to learn about the world's geography and world communities. They conduct case studies to learn about different communities in Africa, Asia, South America, the Caribbean, Middle East, Europe, Southeast Asia, Oceania, and Australia. Since Ms. Johnson and Ms. Chen teach in the Chinese-English dual-language program, they decided to focus on China. Again, the essential questions that guided the lessons throughout the unit were the following: How do culture, history, geography, people, and government shape the development of a culture? How are world communities the same? How are they different?

### *Launching the Section of the Unit: Case Study of a Community in Asia: China*

As a starting point, the teachers asked their students to individually fill out the KWL graphic organizer. In the K column, students wrote down what they already **k**new about China. This activity was intended to activate and assess students' prior knowledge. Students also wrote down questions they had about China and topics they **w**anted to learn. At the end of the unit, students wrote down what they had **l**earned. In Ms. Johnson's room, MLs were **encouraged to express their thoughts in a variety of ways, including writing in English or Chinese**, as well as drawing pictures to replace target words they didn't know. Similarly, in Ms. Chen's class, Chinese Language Learners were encouraged to write down their ideas using Chinese characters or in English, and/or to draw pictures if needed.

> TEACHERS OF MLS CAN SUPPORT THEIR STUDENTS BY PROVIDING PICTURES TO HELP BUILD BACKGROUND KNOWLEDGE AND A GRAPHIC ORGANIZER FOR ORGANIZING THOUGHTS. STUDENTS CAN ALSO USE DICTIONARIES AND THESAURI TO FACILITATE THE COMPREHENSION OF OPEN-ENDED QUESTIONS. THEY CAN ALSO USE THEIR HOME LANGUAGE TO HELP THEM EXPRESS THEIR IDEAS.

### *Table 2: KWL Graphic Organizer Used by Ms. Johnson and Ms. Chen*

Name 姓名_____ Class 班級_____ #號碼_____ Date 日期_____

KWL 表 Topic 主題：_____

| I KNOW...(K)<br>我已經知道... (K) | I WANT to learn...(W)<br>我想學會...(W) | I LEARN...(L)<br>我學到了...(L) |
|---|---|---|
| | | |

After the KWL activity, both teachers guided students to gain more precision regarding the geographic location of China in relation to oceans, seas, continents, and the United States. They also learned about China's geographic features such as mountains,

> **LIFELONG PRACTICES FOR READERS AND WRITERS:**
> THINK, WRITE, SPEAK, AND LISTEN TO UNDERSTAND
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH READING AND COMMUNICATING WITH OTHERS.

rivers, plateaus, dessert, forests, and grasslands. **Students were grouped based on their interests and ability to work together.** The teachers provided the following questions in order to channel the students' discussion:

- What are China's geographic features?
- How did these geographic features influence where people settle and form communities?
- How did the Chinese people adapt to and modify their environment in different ways to meet their needs?

TEACHERS OF MLS CAN INCORPORATE THE FOLLOWING MODIFICATIONS: GRAPHIC ORGANIZERS, VISUAL SUPPORTS, WAIT TIME, AND THINK, JOT, PAIR, SHARE.

Ms. Johnson started her lesson by showing a picture of the Great Wall of China on the interactive board. She gave each student a **See, Think, Wonder** graphic organizer and asked them to use it as their thinking tool. Students quietly observed the picture for one minute and then jotted down ideas on the graphic organizer in English about what they saw and what questions they had. **Students were paired according to language proficiency in English**. That is, students who were proficient in English were grouped with a student who were less so. Entering [8] and Emerging[9] English Learners could also draw pictures or write in their home language to replace the words they don't know. The same grouping criteria was used by Ms. Chen's class using Chinese proficiency as the main criteria. Ms. Chen showed a picture of papermaking to the class. Ms. Johnson and Ms. Chen recorded students' wonders as guiding questions for future study. Ms. Chen and Ms. Johnson used the BCCP Standard 10 Reading for Information that states the importance of building prior knowledge as a way of providing students with a frame of reference.

**LIFELONG PRACTICES FOR READERS:**

THINK, WRITE, SPEAK, AND LISTEN TO UNDERSTAND.

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[8] *A student at the Entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).*

[9] *A student at the Emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).*

**Common Core Reading for Information Standard 10:**
***Grade 3***—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
***Grade 4***—By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
***Grade 5***—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Building Background Knowledge**: Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that the learner brings to the learning task. Background knowledge reflects the learner's prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner's making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Pre-reading discussions to build background knowledge and open ended questions during read aloud can increase the students' reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note**: Text structures and oral language development also play an important role in building a student's ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. *See* Foundations of Reading, which address these skills development.

Students first shared their thinking within their small group and then in the whole class setting. Chinese sentence starters were provided for Chinese Language Learners: "我看到…/我覺得…/我想問…" ("I see…/I think…/I wonder…"). Chinese Language Learners were encouraged to use pictures and/or English words to express their ideas.

***Table 3: See, Think, Wonder Graphic Organizers Used in Ms. Johnson's and Ms. Chen's class***

| SEE<br>What do you see? | THINK<br>What do you think is going on? | WONDER<br>What does it make you wonder? |
|---|---|---|
| | | |

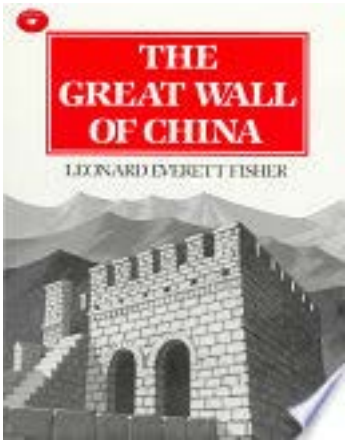
In the activity, students were also encouraged to initiate questions. Both teachers recorded the questions students raised. Classroom discussion fueled by challenging questions, helps MLs use language while processing their thinking. As stated in Passport to Social Studies from the New York City Department of Education[10], "Knowledge does not easily pass from one source to another. We cannot "make" students understand. Students learn best when they look for and discover answers to their own questions—when they make their own connections and when inquiry is at the heart of learning" (p. 24). Through generating questions, students become active learners in their learning.

[10] https://www.weteachnyc.org/resources/resource/passport-social-studies-grade-3-unit-1/

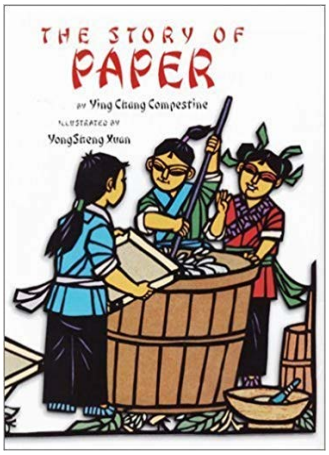
The teachers covered the following Speaking and Listening Standards:

- ***3 Speaking and Listening 1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.***
- ***3 Speaking and Listening 1c: Ask questions to check understanding of information presented and link comments to the remarks of others.***
- ***3 Speaking and Listening 1d: Explains their own ideas and understanding of the discussion.***
- ***3 Speaking and Listening 3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.***

## *Read-Aloud*




Ms. Johnson and Ms. Chen both engaged in a book walk before reading the book/text out loud. By looking closely together at the front and back cover of their respective books, as well as the index, the table of contents, the glossary, and the photographs or other images, the students were able to get a sense about the topic. This scanning and skimming helped the students set the expectation for the reading. Both teachers took the time to walk through the book before starting to read. Ms. Johnson conducted the book walk and read-aloud from *The Great Wall of China* (Fisher, 1986) to introduce this ancient man-made feature. Ms. Chen conducted her book walk and read-aloud with *The Story of Paper* (Compestine & Xuan, 2016), a fiction book that introduces the reader to the invention of paper using the adventures of three brothers, Ting, Pan, and Kuai. This is a bilingual book written in English and Chinese. Ms. Chen conducted the book walk and read-aloud in Chinese.




TEACHERS OF MLS CAN SUPPORT THEIR STUDENTS BY FRONT-LOADING VOCABULARY, PROVIDING PICTURES FOR VOCABULARY WORDS, ANALYZING SENTENCE STRUCTURE, AND WORKING WITH STUDENTS IN A GUIDED READING GROUP TO SUPPORT COMPREHENSION. PAIRING RECENTLY ARRIVED STUDENTS WITH OTHER SPEAKERS WHO SHARE THE SAME HOME LANGUAGE CAN PROVIDE SUPPORT AND AID IN COMPREHENSION.

### *Shared Reading*

As this segment of the unit continued, both teachers conducted a shared reading activity. Ms. Johnson's text focused on the Emperor Ch'in Shih Huang Ti', who needed to control not only the raids carried out by Mongol horsemen but also to thwart the Mongolian's desire to invade China. Ms. Chen read the Chinese text *Cai Lun and Papermaking*《蔡倫與造紙術》 (Lee, 2018) which is a recount of how papermaking was invented. The students had been exposed to most of this information when reading *The Story of Paper*.

**LIFELONG PRACTICES FOR READERS AND WRITERS:**

PERSEVERE THROUGH CHALLENGING, COMPLEX TEXTS

As the teachers read the text, they stopped at certain vocabulary words and guided the students to find context clues that helped them make sense of the text.

***The Great Wall of China***

Text excerpts taken from: *The Great Wall of China* by Leonard Everett Fisher (1986).

Bringing order to his empire was not Ch'in Shih Huang Ti's only problem. In the north, **fierce** Mongol horsemen raided Chinese villages. They attacked the people and stole their goods. The Mongols threatened to invade all of China. (p. 7)

"I shall fix old walls," replied the emperor. "I shall build a new and **mightier** wall and shall join all the walls together. I shall have one long wall across the top of China. It will stretch from Liaodong in the east to Lintao in the west. It will be six horse wide at the top, eight at the bottom, and five men high. I shall build it at the edge of our **steepest** mountains. No Mongol barbarian will be able to go around it, over it, under it, or through it. It will be the Great Wall!" (p. 15)

Ch'in Shih Huang Ti ordered Gran General Meng Tian to make preparations. The general's soldiers grabbed criminals, cheats, troublemakers, and anyone the emperor did not like. They dragged humble people from their homes. They forced musicians, teachers, writers, and artists to join the army of workers. (p. 16)

Tens of thousands were put to work fixing the old walls. Thousands more were made to pound the earth into thick, high mounds and to shape the mounds with bamboo poles. (p. 21). Mobs of workers made huge, heavy bricks from clay. They cut large, square stones as well. These they fitted to the sides and tops of the earthen mounds. The entire wall, from one end of Ch'in Shih Huang Ti's China to the other, they faced with brick and stone. (p. 23)

Everyone hundred yard, the workers built watchtower two stories high. Now the Mongols could be seen coming. Warning signals could be sent. There would be no more surprise attacks. The Mongols watched from distant hills. They were unable to attack so many workers and soldiers on the high slopes. (p. 24)

The wall grew slowly, winding up and down the mountains. Roadways at the top were paved with three layers of brick. They connected the watchtowers. They were wide enough to hold ten soldiers side by side. (p. 29)

Finally, after ten years of labor, the wall was finished. Ch'in Shih Huang Ti came to inspect his Great Wall. He was overjoyed.

"I have stopped the Mongols," he shouted. "We are saved at last." (p. 30)

***Cai Lun and Papermaking《蔡倫與造紙術》***

*By Michelle Lee*

*中國古代有四大發明：火藥，指南針，紙和印刷術。紙的發明帶來了重大的影響。是中國古代四大發明之一。*

*很久很久以前，人們要花很多力氣和時間把文字刻在龜甲或動物的骨頭上，用來記事情。後來人們將竹子剖成竹片，在上面寫字，叫做竹簡。寫一本書就要用許多竹簡。這些竹簡很重，不**容易**搬運。當時也有人在絲帛上寫字，雖然好寫而且容易帶，但是價錢昂貴，平民百姓買不起。*

*到了漢代的時候，大約在公元 100 年，蔡倫把樹皮、破布、和破魚網等材料剪碎， 放在水裏浸泡，用火煮成紙漿，然後用長方形的網子撈起來，攤成薄片，放在太陽底下曬乾，就成了一張紙。*

*蔡倫發明的紙跟龜甲，骨頭和竹簡比，是**最**輕的，也**比**絲帛便宜。從此，紙開始被更多的人使用。紙的發明，帶動了印刷術的發明，讓文字廣為流傳，也讓中國的文明發展得**更**快了！*

***Cai Lun and Papermaking (translation)***

*The four great inventions of ancient China are: gunpowder, the navigational compass, paper, and printing. The invention of papermaking made a great impact on people's lives.*

*In ancient times, Chinese people engraved on tortoise shells or bones to help them remember things. It took a lot of time and effort. Later, people cut bamboo shoots into slips and wrote on the surfaces, called zhujian. Bamboo slips were heavy and bulky, which made them difficult to transport. At that time, people also wrote on silk. Silk was lightweight and easy to carry around, but it was so expensive that most people could not afford it.*

*During Han dynasty, around 100 CE, Cai Lun mixed finely chopped barks, rags, and worn fish nets with water. He cooked it to make pulp, meshed the pulp flat, pressed out the water, and let it dry in the sun to make sheets of paper.*

*Compared to tortoise shells, bones, and bamboo slips, paper was the lightest. It was also cheaper than silk. From then on, paper was used throughout China. The invention of paper led to the invention of the printing press. This helped spread literature and literacy, which accelerated the development of Chinese civilization.*

After the teachers read the texts aloud during shared reading, students were paired in each class based on their English and Chinese proficiency levels and language abilities, like this, they could support each other. **Students discussed the main idea for each paragraph with their partners**. They also worked with their **partners in asking questions** about the text. They generated factual questions about the text and answered the questions in order to clarify text details. (For example, "Who built the Great Wall?" "How wide and how high was the Great Wall?" When was paper invented?" "How was paper made in ancient China?") They also asked inferential questions for deeper understanding (For example, "Why did Ch'in Shih Huang Ti want to build the Great Wall?" "How did building the Great Wall affect people's life?" "Why was paper invented?" "How was the invention of paper changed Chinese' culture?"). Transitioning and Expanding MLs were provided with prompts to help them ask questions. Examples of prompts included "Why would…?" "How was…" "How did…?" MLs were encouraged to use home language as a support to help them ask questions. Similarly, Chinese Language Learners use English to help them ask questions. The NGLS Reading Standards that Ms. Chen and Ms. Johnson covered were the following:

TEACHERS OF MLS CAN SUPPORT THEIR STUDENTS BY ASKING QUESTIONS IN ENGLISH AND, WHEN NEEDED, IN STUDENTS' HOME LANGUAGE. TEACHERS CAN PROVIDE QUESTION STARTERS AND SENTENCE STARTERS TO FACILITATE DISCUSSION. STUDENTS ARE ENCOURAGED TO USE WEB-BASED TRANSLATION TOOLS TO FACILITATE THE ACCESS TO DEEP CONTENT.

- ***3 Reading I: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)***
- ***3 Reading 3: In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)***

## *Metalinguistic Awareness*

### *Developing Knowledge about the Different Writing Systems and Words*

Metalinguistic awareness in Ms. Johnson and Ms. Chen's classroom took shape by discussing the nature of the languages their students are learning. Both teachers described to their respective students the different nature of English and Chinese. While English is an alphabetical language in which phonology (sounds) is used to sound out words, Chinese does not have an alphabet. Instead, it uses a logographic system for writing. In logographic systems, symbols represent the words themselves - words are not made up of various letters as in alphabetic systems. Unlike English, Chinese is a tone language. This means that it uses the pitch (highness or lowness) of a phoneme sound to distinguish word meaning. In English, changes in pitch are used to emphasize emotion or to differentiate between statements or questions, but never to give a different word meaning to the sound. A very important aspect to consider when trying to figure out a new word in Chinese is to focus on the radical, which is a semantic indicator (or meaning of the character). Ms. Chen always made a point of practicing this aspect with her students, and they in turn **provided examples in a whole class setting.**

> TEACHERS OF MLS CAN ENCOURAGE DEEPENING VOCABULARY KNOWLEDGE AND LANGUAGE STRUCTURES IN ENGLISH BY ENGAGING STUDENTS TO MAKE CONNECTIONS TO THEIR HOME LANGUAGE AND TO DISCUSS THEIR INSIGHTS WITH THEIR PEERS. PAIRING RECENTLY ARRIVED STUDENTS WITH OTHER SPEAKERS WHO SHARE THE SAME HOME LANGUAGE CAN PROVIDE SUPPORT AND AID IN COMPREHENSION.

Ms. Chen explained that as a rule of thumb, components at the left or top of the character, or elements which surround the rest of the character, are the ones most likely to be used as radical. For example, before the invention of paper, Chinese people wrote on 竹簡 (bamboo slips). The first character, 竹, is a pictogram for bamboo. The radical of the second character, 簡, is also 竹 (the top part of the character). Therefore, students can guess that this character is related to bamboo. Ms. Chen stressed that this is similar to prefixes or compound words in English. For example, in the English text The Great Wall of China students can find the word **unable,** which consists of a prefix **-un** (meaning no) and the word **-able**.

The following standards were covered during this unit:

- ***3 Reading 4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)***
- ***3 Reading Foundational Skills 3a: Identify and know the meaning of the most common prefixes and suffixes.***

During small group time, Ms. Johnson worked with a group of MLs (at the Entering and Emerging levels) on vocabulary building. Similarly, Ms. Chen worked with a group of Chinese Language Learners.

Both teachers gave students a sheet of vocabulary words with picture support. They had the students act out the vocabulary words, draw pictures, and use the words in a sentence.

### *Semantic Gradients/Shades of Meaning*

Both Ms. Johnson and Ms. Chen adopted the practice of "shades of meaning" in order to build students' vocabulary. This practice supported students in broadening and deepening their understanding of related words. Ms. Johnson identified the word fierce. **She grouped her students based on language proficiency in English (students who required more support with students who had more control over English)**. For this strategy, Ms. Johnson gave her students associated words as well as pictures that could be paired with the target words. After pairing the words with the pictures, the students had to orally explain why they had done so.

**strong → powerful → aggressive → violent → fierce**

In the Chinese classroom, Ms. Chen followed the same strategy for associated words related to 容易 (easy). She gave them the following words and pictures, and students had to make associations and orally explain why they had chosen to match a particular word with a particular picture:

***容易(easy) -> 簡單 (straightforward)-> 輕易(painless) -> 難(hard) -> 困難 (challenging)***

This activity **elicited discussions** around the subtle differences of the target words. Ms. Johnson and Ms. Chen found the Grade 3 BCCP Standard 4 useful in the implementation of this activity:

| | |
|---|---|
| **Common Core Anchor Standard (RI.4):** Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. | MAIN ACADEMIC DEMAND<br>*Analyze the Meaning and Impact of Word Choice* |
| **Common Core Grade 3 Standard (RI.3.4):** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | GRADE LEVEL ACADEMIC DEMAND<br>*Determine Meaning of Academic and Domain-Specific Words and Phrases in Text* |

| 5 Levels of Literacy Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
|---|---|---|---|---|---|---|
| When developing home language literacy, using **grade level** texts and appropriate supports, students are able to: | | | | | | |
| RECEPTIVE | Oracy and Literacy Links | **Listening-Centered Activity:** Connect *preidentified words and phrases* with *synonyms on a semantic web* to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership and/or teacher-led small groups*. | **Listening-Centered Activity:** Connect *words and phrases from a bank* with *synonyms and/or antonyms on a partially completed semantic web* to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership and/or small groups*. | **Listening-Centered Activity:** Connect *words and phrases from a bank* with *synonyms and/or antonyms on a semantic web* to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership, small group and/or whole class settings*. | **Listening-Centered Activity:** Connect *words and phrases from a bank* with *synonyms and/or antonyms on a self-created semantic web, after teacher modeling*, to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership, small group and/or whole class settings*. | **Listening-Centered Activity:** Connect *words and phrases from a bank* with *synonyms and/or antonyms, independently, on a self-created semantic web*, to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership, small group and/or whole class settings*. |
| | | **Reading-Centered Activity:** Highlight *preidentified words* in a text and *associate them with synonyms*, to determine the meaning of academic and domain-specific words and phrases in a text. | **Reading-Centered Activity:** Highlight *words and phrases from a bank* in a text and *create short definitions*, to determine the meaning of academic and domain-specific words and phrases in a text. | **Reading-Centered Activity:** Highlight *unfamiliar words and phrases* in a text and *create a glossary, after teacher modeling*, to determine the meaning of academic and domain-specific words and phrases in a text. | **Reading-Centered Activity:** Highlight *unfamiliar words and phrases* in a text and *create a glossary, with teacher prompting*, to determine the meaning of academic and domain-specific words and phrases in a text. | **Reading-Centered Activity:** Highlight *unfamiliar words and phrases* in a text and *independently create a glossary*, to determine the meaning of academic and domain-specific words and phrases in a text. |

| 5 Levels of Literacy Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
|---|---|---|---|---|---|---|
| PRODUCTIVE | Oracy and Literacy Links | **Speaking-Centered Activity:** Use *preidentified words and phrases to complete sentence starters* that make use of new words and phrases from the text, in *partnership and/or teacher-led small groups.* | **Speaking-Centered Activity:** Use a *bank of words and phrases* and the *previously completed semantic web* to make use of new words and phrases from the text, in *partnership and/or small groups.* | **Speaking-Centered Activity:** Use the *previously completed semantic web* to make use of new words and phrases from the text, *after teacher modeling,* in *partnership, small group and/or whole class settings.* | **Speaking-Centered Activity:** Use the *previously completed semantic web* to make use of new words and phrases from the text, *with teacher prompting,* in *partnership, small group and/or whole class settings.* | **Speaking-Centered Activity:** Use the *previously completed semantic web to independently* make use of new words and phrases from the text, in *partnership, small group and/or whole class settings.* |
| | | **Writing-Centered Activity:** Use *preidentified words to complete a cloze paragraph* where new words from the text are used appropriately. | **Writing-Centered Activity:** Use a *bank of words and phrases to complete cloze paragraphs* where new words and phrases from the text are used appropriately. | **Writing-Centered Activity:** Use the *previously completed semantic web to develop a short essay, based on a teacher-provided sample,* where new words and phrases from the text are used appropriately. | **Writing-Centered Activity:** Use the *previously completed semantic web to independently develop an essay, with teacher prompting,* where new words and phrases from the text are used appropriately. | **Writing-Centered Activity:** Use the *previously completed semantic web to independently develop an essay* where new words and phrases from the text are used appropriately. |

### *Analyzing Comparative and Superlative Sentences*

Both teachers compared the ways to show a comparative adjective and a superlative adjective in English and Chinese with the students. First, the teachers asked the students to find the words *mightier* and *steepest* in *The Great Wall of China* and the characters 比, 更 and 最 in the Chinese text *Cai Lun and Papermaking*《蔡倫與造紙術》. In English, adding the prefix "-er" to the end of an adjective is used for comparing, and adding "-est" is used for the superlative. In Chinese, the characters 比 and 更 are added in front of an adjective to show comparison. The character 最 is added in front of an adjective to represent the superlative.

**Comparative words in English and Chinese:**

**English:** mightier

**Chinese:** 比絲帛便宜 (cheaper than silk fabric)

**Superlative:**

**English:** steepest

**Chinese:** 最輕的 (lightest)

### *Working with Sentence Structures: Identifying Location Markers in English and Chinese*

For this exercise, the teachers started developing metalinguistic awareness in their students by analyzing where an event takes place in a sentence written in English and in Chinese. Ms. Chen told her students in both groups that in English, location is usually placed at the end of a sentence, while in Chinese, location is usually mentioned in the middle of the sentence. She took a sentence from *The Great Wall of China*: "[The Mongols] were unable to attack so many workers and soldiers on the high slopes." As a whole group, the students translated this sentence and identified the location (on the high slopes), which was placed in the middle of the sentence: "他們無法在高山上攻擊這麼多的建築工人和士兵。"

Even though Ms. Johnson did not engage in this activity, Ms. Chen was able to focus on Chinese and English by translating a sentence in conjunction with her students. This analysis supported the students' understanding of how both languages work.

The above-mentioned activities demonstrated how Ms. Johnson and Ms. Chen deliberately planned activities to promote students' metalinguistic awareness in order to support their students in deepening their knowledge about both languages. By conducting cross-language comparisons, all MLs in these classrooms gained the ability to reflect upon the properties of language while gaining a deeper understanding of the content area.

### *Answering the Unit's Guiding Questions*

During small group time, Ms. Johnson and Ms. Chen conducted guided reading groups in their respective classrooms. Students were grouped based on their reading ability in English. The teachers worked with MLs on answering the first question: "Why would the Chinese want to build the Great Wall?" and the second question: "How was the Great Wall built?" At the end of lesson, students shared their thoughts with the whole class. Similarly, during small group time, Ms. Chen held a guided reading, and worked with Chinese Language Learners on answering the first question: "Why did Chinese people invent paper?" and the second question: "How did Cai Lun make paper?" She gave them sentence starters and transitional words for supports. Both teachers made sentence starters for all questions available for those students who felt they needed it.

In the reading activity, students were given chances to discuss and generate questions about the texts. They were also given chances to orally discussed text-based questions and later construed written short response.

TEACHERS OF MLS CAN ENCOURAGE CONVERSATIONS THAT TARGET THE UNIT'S GOALS BY GROUPING STUDENTS BY THEIR HOME LANGUAGE SO THAT THEY CAN DISCUSS THEIR INSIGHTS WITH THEIR PEERS. STUDENTS CAN ALSO PRACTICE THEIR RESPONSES IN ENGLISH PRIOR TO SHARING THEM IN A WHOLE CLASS SETTING.

### *Writing in Response to the Text*

According to the third-grade writing standards, it is important that the students learn to construct a response to a text and express their thoughts clearly using relevant text evidence:

- ***3 Writing 4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).***

Guiding questions and sentence starters were provided to students who need extra support in answering the unit's questions. Table 3 shows questions and sentence starters used in Ms. Johnson's class. Table 4 shows guiding questions and sentence starters used in Ms. Chen's class.

## Table 3: Guiding Questions and sentence starters used in Ms. Johnson's class

| Guiding Questions in Ms. Johnson's Class | Sentence Starters |
|---|---|
| Why would the Chinese want to build the Great Wall? | "The Chinese wanted to build the Great Wall because…" |
| How was the Great Wall built? | "Workers built the Great Wall by …<br>"First, … Second, … Then … Finally, …" |
| What difficulties might the builders of the Great Wall have faced? How did they solve the problem(s)? | Some difficulties the builders of the Great Wall might have faced included…<br>They solved the problem(s) by… |
| How did the building of the Great Wall impact Chinese people's lives? | The building of the Great Wall impacted Chinese people's lives by… |

## *Table 4: Guiding Questions and Sentence Starters Used in Ms. Chen's Class*

| Guiding Questions in Ms. Chen's Class | Sentence Starters |
|---|---|
| 中國人為什麼會發明紙？**(Why did Chinese people invent paper?)** | 中國人發明紙因為… (Paper was invented because…) |
| 蔡倫的紙是怎麼做出來的？**(How did Cai Lun make paper?)** | 首先，。。。然後，。。。接著，。。。最後，。。。(First, … Second, … Then, … Finally, …) |
| 紙的發明在當時對中國人有什麼影響？現在對人們有什麼影響？ **(How did the invention affect China's people at the time? How does it affect people today?)** | 紙的發明在當時對中國人的影響是。。。（The invention of paper affected ancient Chinese people by…）<br>紙的發明對我們的影響是。。。（The invention of paper made impacts to our life today by…） |
| 如果沒有發明紙，人們的生活會有什麼不同？**(What if paper were not invented, how would our life be different?)** | 如果沒有發明紙，人們的生活會。。。（If paper had not been invented, people would have…） |

Students were also given linguistic frames to help them cite text evidence and elaborate their text evidence while constructing the short response (see Table 5).

***Table 5: Sentence Starters for Short Response Writing in Ms. Johnson's Class and in Ms. Chen's Class***

| | In Ms. Johnson's Class | In Ms. Chen's Class |
|---|---|---|
| Citing text evidence | According to the text, "…"<br>The text says, "…"<br>For example, the text mentions…<br>For instance, the texts states…<br>In the text, the author says, "…" | 根據《…》文章, …<br>文章裡說:「……」<br>比方說, 文章裡提到…<br>舉例來說, 文章裡提到…<br>在《…》文章裡作者說:「……」 |
| Elaborating to explain the text evidence you cited | This shows…<br>This indicates…<br>This means…<br>This demonstrates… | 這表示…<br>這說明…<br>這就是說…<br>這顯示… |

The students were free to use the sentence starters for asking and answering questions. Ms. Chen and Ms. Johnson grouped their students according to cross-linguistic language proficiency levels.

The teachers covered the following:

- ***3 Writing 2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.***
- ***3 Writing 2a: Introduce a topic and organize related information together.***
- ***3 Writing 2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.***
- ***3 Writing 2c: Use precise language and content-specific vocabulary.***
    - ***3 Writing 2d: Use linking words and phrases to connect ideas within categories of information.***
- ***3 Writing 2e: Provide a concluding statement or section.***
- ***3 Writing 3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.***
- ***3 Speaking and Listening 1c: Ask questions to check understanding of information presented and link comments to the remarks of others.***
- ***3 Speaking and Listening 1d: Explains their own ideas and understanding of the discussion.***

### *Culminating Project*

Both teachers asked students to conduct a culminating project to demonstrate their understanding about the unit, working in small groups based on their interests. Ms. Johnson gave a list of suggestions. Students could choose from the topics and formats presented on Table 6 based on their language proficiency levels and their interests. Similarly, Ms. Chen provided a list of suggestions. Students could choose from the following topics and formats based on their interests (see Table 6).

**LIFELONG PRACTICES FOR READERS:**

PERSEVERE, THROUGH CHALLENGING, COMPLEX TEXTS.

ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE AND VOCABULARY THROUGH READING AND COMMUNICATING WITH OTHERS.

**LIFELONG PRACTICES FOR WRITERS:**

ANALYZE MENTOR TEXTS TO ENHANCE WRITING

ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS.

***Table 6: Options for Projects, Topics, and Formats in Ms. Johnson's class and Ms. Chen's Class***

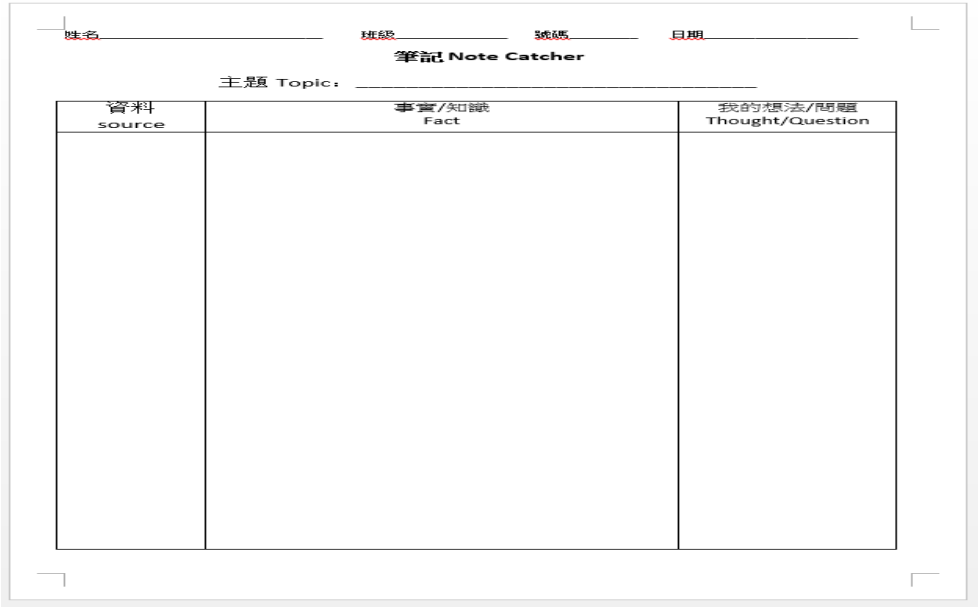
| ***Topics in Ms. Johnson's Class (English)*** | ***Topics in Ms. Chen's Class (Chinese)*** | ***Format*** |
|---|---|---|
| • *Continue to explore more on the Great Wall of China*<br>• *Study another man-made feature, such as the Grand Canal and Dujiangyan Irrigation System*<br>• *Study other aspects of ancient China, such as cultures, music, food, and traditions*<br>• *Introduce contemporary China and construct a travel brochure*<br>• *Compare and contrast: The United States and China* | • *Continue to explore more on papermaking*<br>• *Study other inventions by ancient Chinese people, such as movable type printing, the compass, and gunpowder*<br>• *Study other aspects of ancient China, such as cultures, music, food, and traditions*<br>• *Introduce contemporary China and construct a travel brochure*<br>• *Compare and contrast: The United States and China* | *Students could choose different formats for the English project and Chinese project:*<br>• *Research report*<br>• *Brochure*<br>• *Picture book* |

Both teachers grouped the students based on the topics of their choice. Each group consisted of two to three students. Students met with their group members to discuss ideas for their research project. They read books and searched online for additional information in both languages. Both teachers gave students note-taking graphic organizers (see below) to help them structure their notes. Students took notes independently and shared them with their group. Ms. Chen and Ms. Johnson allowed students to use both languages in this note-taking exercise as well as pictures, since they wanted their students to gather as much information as possible.

For the project in English, some Entering and Emerging students created a picture book about the Great Wall using information in the texts that Ms. Johnson provided. They also used the sentence starters to help them construct their project. They could ask questions to the teacher and peers using their home language in order to clarify concepts. In Ms. Chen's class, they conducted a research project in Chinese and generated a research report containing rich details to demonstrate their in-depth knowledge about the unit.

TEACHERS OF MLS CAN SUPPORT THE WRITING PROCESS BY PROMOTING THE USE OF BILINGUAL DICTIONARIES, USING WORD BANKS CREATED BY THE CLASS AS WELL AS THE WORD WALL, AND CLASSROOM CHARTS. STUDENTS CAN DRAW, DRAFT, AND REVISE, MAKING USE OF THEIR HOME AND NEW LANGUAGE. PEERS AND TEACHERS CAN PROVIDE EXPLICIT FEEDBACK ON HOW TO IMPROVE THEIR DRAFTS. SENTENCE STARTERS AND GROUPING STUDENTS BY THEIR HOME LANGUAGE CAN SUPPORT STUDENTS' UNDERSTANDING OF THE TEXTS.

## *Table 7: Graphic Organizer to Structure Students' Notetaking*



姓名_____ 班級_____ 號碼_____ 日期_____

筆記 Note Catcher

主題 Topic：_____

| 資料 source | 事實/知識 Fact | 我的想法/問題 Thought/Question |
|---|---|---|
| | | |

Both teachers found the use of the BCCP Writing Standard 8 for Grade 3 beneficial in constructing this activity.

| **Common Core Grade 3 Standard (W.3.8):** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | GRADE LEVEL ACADEMIC DEMAND<br>*Recall and Gather Information*<br>*Make Notes about the Different Sources and Categorize Evidence* |
|---|---|
| **Linguistic Demands:** The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.<br>• Use question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of ___; I learned that ___).<br>• Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books have you used for ___? I used the following books ___; I used the following sources ___).<br>• Use words and phrases to describe information gathered from print or digital sources (e.g., I used the following books/chapters/articles/website/browser/database ___).<br>• Use sentence structures that target sorting evidence into categories (e.g., This information can be organized by ___; the facts can be arranged by ___). | |
| **Example to Address the Linguistic Demands**<br>This standard does not have an example of a linguistic demand because it requires recalling information from experience or provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 3rd grade. | |

### *Using Transitional Words in Writing*

Transitional words in both languages were explicitly taught to help students smoothly link their ideas. Students in social studies class need to learn to describe relationships between people, events, and places. Therefore, Ms. Johnson and Ms. Chen introduced the transitional words to help students describe cause and effect in both English and Chinese. The strategy they used to achieve their goal was to present transitional words the students already knew (such as because) and as well as a new word with the same meaning. For instance, the statement: "The Emperor built the Great Wall because he wanted to stop the Mongols from invading China" can also be stated as: "The Emperor built the Great Wall since he wanted to stop the Mongols from invading China." In these sentences, "because" and "since" have the same function. In Ms. Chen's class, the following transitional words were also associated:

| |
|---|
| ***therefore / as a result / consequently*** |
| ***因此 / 所以 / 於是*** |

Both teachers also introduced the transitional words for stating steps in a sequence, which is applicable to papermaking, as the process requires following a particular order:

| |
|---|
| ***"First,… Second,… Then, …Finally,…"*** |
| ***"首先，。。。然後，。。。接著，。。。最後，。。。"*** |

At this stage, English Language Learners and Chinese Language Learners could discuss, read, and write using their home and new language to fully express their ideas. Ms. Johnson and Ms. Chen encouraged her students to use their home language and English when drafting. Similarly, Ms. Chen encouraged the Chinese Language Learners to use as much Chinese as possible. Students could use English and pictures if needed. After students finished their draft, they worked with group members to revise and edit their writing. As the projects were completed, students presented them to the class.

In a closing discussion, both teachers led the students to revisit the essential questions for the unit: "How do culture, geography and history shape a community? How are world communities the same?

How are they different?" Students were asked to compare and contrast what they have learned about China with what they have learned about the United States. Students were asked to do a quick write[11] with these questions in mind before sharing their thoughts with the class. The teacher took notes of the students' responses.

TEACHERS OF MLS CAN SUPPORT THE WRITING PROCESS BY PROMOTING THE USE OF BILINGUAL DICTIONARIES, USING WORD BANKS CREATED BY THE CLASS AS WELL AS THE WORD WALL AND CLASSROOM CHARTS. STUDENTS CAN DRAW, DRAFT AND REVISE MAKING USE OF THEIR HOME AND NEW LANGUAGE. PEERS AND TEACHERS CAN PROVIDE EXPLICIT FEEDBACK ON HOW TO IMPROVE THEIR DRAFTS. SENTENCE STARTERS AND GROUPING STUDENTS BY THEIR HOME LANGUAGE CAN SUPPORT STUDENTS' UNDERSTANDING OF THE TEXTS.

As this segment of this instructional unit ended, Ms. Johnson and Ms. Chen reflected on the oral language opportunities they provided their students, the metalinguistic exercises they developed, and how successful their grouping had been.

Oral development was woven into all aspects of this instructional unit. Ms. Johnson and Ms. Chen increased students' metalinguistic understanding about English and Chinese by analyzing explicitly the usage of both languages. Both teachers provided scaffolds such as vocabulary sheets and sentence starters to ensure multiple accesses for English Language Learners and Chinese Language Learners.

In Ms. Johnson's class, MLs were invited to use their home language and English as a support while discussing ideas and composing drafts. In Ms. Chen's class, Chinese language learners could use English as an alternative tool to express their thoughts in either oral discussion or writing. Learning a new language is a dynamic process (Garcia, 2009). The teachers used the BCPP template Standard 10 as the basis to engage in rich conversation using either home language or new language in order to broaden their thoughts and strengthen their language knowledge. Using a process-driven approach instead of product-driven approach encouraged language learners to take risks and to experiment with their writing skills using the new language.

[11] *A quick write is a short, written response that can take 2 to 8 minutes. The students develop writing fluency as well as reflective stance. It is used to informally assess students' thinking and understanding. A quick write allows students to write fast without self-censoring.*

## NEW LANGUAGE ARTS PROGRESSIONS and HOME LANGUAGE ARTS PROGRESSIONS

| **Common Core Anchor Standard (W.10):** Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3) | MAIN ACADEMIC DEMAND: *Write for a range of tasks, purposes and audiences* |
|---|---|
| **Common Core Grade Level Standard:** Same as the Common Core Anchor Standard | GRADE LEVEL ACADEMIC DEMAND: *Write for a range of tasks, purposes and audiences* |

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|---|---|
| Allowing students to use their **home language** will emphasize that **writing is process- driven** and not a product-driven approach. | **Students are:** composing texts in their **new** and/or **home** languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.<br>**Connecting reading and writing in both languages and across texts:**<br>Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader's or a writer's eyes contributes to the success of both reading and writing. Students can read a text in the **home** language and discuss in the **new** language; or conversely, read in the **new** language and discuss in the **home** language.<br>**Brainstorming can take place in the home and/or new language in order to:**<br>• Clarify meaning and expand the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore.<br>• Stimulate and enlarges the writer's thoughts<br>• Move writers from the stage of thinking about a writing task to the act of writing<br>**Revising can take place in the home and/or new language in order to:**<br>• Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer's text to another published text.<br>• Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary.<br>• Provide time for practice, response, and reflection<br>**Editing can take place in the home or new language:**<br>Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer's text to another published text. Comparisons across languages (e.g. one piece written in the **new** |

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| | language and the other in the home language) can strengthen the understanding of the editing process. Using rubrics in the home and/or new language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions. Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the home and/or new language while focusing on a piece written in either the home or new language.<br><br>**Presenting and Publishing can take place in the home and/or new language:**<br>Considering an audience is a key aspect of the writing process. Oral presentations support the student in gaining mastery of oral academic language that will impact writing and, in turn; writing will impact oral academic language. Oral presentations can be done in the home language, about a piece written in the new language. A piece written in the home language can also be discussed in the new language. Students can also present and publish in the new or home language exclusively. Through conversations and presentations in the home and/or new language (e.g. self-standing descriptions, explanations) discourse patterns, audience, context, and tone are exercised and mastered). This practice will allow the student to focus on the communication of meaning to a real and genuine audience, thus giving a purpose for the writing efforts. | | | | |
| **New Language Students** | **Entering**<br><br>Cloze texts or outlines can be produced with support of pre-taught words (frontloaded words), and the student's home language resources, in the new language. More extensive written pieces can be produced in the home language. | **Emergent**<br><br>More extensive cloze texts can be produced with support of pre-identified words (previously frontloaded and recognized), and the student's home language resources, in the new language. More extensive written pieces can be produced in the home language. | **Transitioning**<br><br>Production of short essays in the new language with support from word banks and the student's home language. | **Expanding**<br><br>Production of essays in the new language with support of previously used graphic organizers and teacher provided models. | **Commanding**<br><br>Production of multi-paragraph essays in the new language with quality, length, style and variety of sentences and vocabulary can be expected |

The strategies related to oral language development, metalinguistic awareness, and flexible grouping that Ms. Chen and Ms. Smith implemented in their 3rd Grade class are presented in Table 8.

***Table 8: Summary of the Strategies that Ms. Johnson and Ms. Chen Used to Increase the Understanding, Engagement, and Participation of All Students***

***Oral Language Development, Metalinguistic Awareness, and Flexible Groupings.***

*These instructional strategies are meant to overlap. For example, during the see-think-wonder activity as the teachers show a picture to activate students' prior knowledge, students are to share with thoughts with partners first then in large group. In addition, students discuss with their partner during small group time or center time to discuss metalinguistic knowledge the teachers introduce during large group instruction.*

| ***Oral Language Development*** | ***Metalinguistic Awareness*** | ***Flexible Groupings*** |
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| • *Activate prior knowledge and built background knowledge in all students using structured conversations in order to provide a context for the topic.*<br>• *Develop students' capacity to produce self-generated questions.*<br>• *Students express their thoughts, listen to peers, and generate their own open-ended questions about the topic.*<br>• *Student in small groups discuss guiding question for deeper understanding of the text in reading activity. (Based on language proficiency).*<br>• *ML are supported with sentence starters.* | • *Distinguish vocabulary knowledge between two languages in order to enhance appropriate usage:*<br>• *Alphabetic (English) vs. logographic (Chinese)*<br>• *Phonological awareness in English vs. character recognition in Chinese*<br>• *Extend vocabulary knowledge through semantic gradients/shades of meaning in English and Chinese Words*<br>• *Encouraged comparative analysis about the comparative and the superlative in both languages* | • *Students work in:*<br>• *Whole class/large group*<br>• *Small group*<br>• *Partnership*<br>• *Teachers group students based on the following criteria:*<br>• *Cross-linguistic language proficiency*<br>• *Home language proficiency*<br>• *English language proficiency*<br>• *Students interests (topics chosen for writing project)* |

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| • *MLs discuss and practice vocabulary words and language structures in guided reading groups.*<br>• *Students engage in rich discussion about their ideas, information they collected, and their plans on how to construct their project. (small group)*<br>• *Students conduct oral presentation of their projects. (large group)*<br>• *Home and/or the new language is used to help enhance understanding* | • *Strengthen knowledge of language structure by Working with syntax/sentence structure*<br>• *Encouraged the comparative analysis of how transitional words work in both languages* | • *Grouping by reading ability (Guided Reading)* |

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