

Instructional Sample Practice for a Fifth-Grade English as a New Language Classroom 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 Fifth-Grade English as a New Language Classroom
Aligned to the Next Generation Learning Standards*

Nancy Dubetz

Lehman College

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Cecilia Espinosa
Lehman College
Project Director

and

Patricia Velasco
Queens College
Project Director



Spotlight

This Instructional Sample provides examples of practice for a stand-alone¹ fifth-grade English as a New Language classroom (ENL) program. This sample also focuses on the Universal Declaration of Human Rights (UDHR). It illustrates how teachers can build their 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 that are embedded within them, and scaffold instruction so that English Language Learners (ELLs)² can also meet these standards. The teacher, Ms. Hernández, had to scaffold instruction so her ELLs could engage meaningfully with grade-level material.

The content of this sample is adapted from a [unit on human rights](#) published by Expeditionary Learning. It is available to fifth-grade teachers on the EngageNY [web site](#). In the Expeditionary Learning module on human rights available on EngageNY, students were exposed to the United Nation's UDHR, true stories related to human rights, and a deep study of the novel by Muñoz Ryan, *Esperanza Rising* (2000). The students learned lessons about human rights from the experiences of real people and fictional characters. They learned that characters change over time in response to challenges to their context and situation, and that people respond differently to similar events in their lives. They also learned that authors conduct research and use specific language in order to impact their readers.

This sample begins with a description of curriculum materials and texts and is followed by an overview of three sample lessons used to illustrate effective instructional practices for ELLs. Next comes an explanation of how the practices in the lessons scaffold language, literacy, and content learning for ELLs in this classroom, including the importance of oral language development, metalinguistic awareness, and how the teacher clustered her students (flexible groupings) in various ways. After an explanation of the classroom context in which these students were learning, a road map of spotlight practices is presented. This section is followed by three lessons described in detail, each one including the context, the relevant Next Generation Learning Standards (NGLS) that were covered, highlighted practices, sample texts, relevant reading and social studies standards, and modifications that teachers of ELLs can implement in their classrooms.

¹ In a stand-alone English as a New Language (ENL) class, students receive English language development instruction taught by a NYS-certified teacher of English to Speakers of Other Languages (ESOL) in order to acquire the English language needed for success in core content areas. This program typically serves ELL students from many different home/primary language backgrounds whose only common language is English.

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 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.

Curriculum Materials and Texts

This sample of instructional practices is adapted from resources included in [Module 1 of the Expeditionary Learning Fifth Grade Module on Human Rights](#). In the practices described in this document, one of the texts is presented in multiple languages (passages from *Universal Declaration of Human Rights*), a second text is read in English (“Teaching Nepalis to Read, Plant, and Vote”), and a third text (*Esperanza Rising*) is written primarily in English with Spanish phrasing embedded. These texts were selected to illustrate how a teacher can incorporate practices that scaffold the learning for ELLs using an existing curriculum available to teachers on the EngageNY web site.

The Practices

There are three lessons containing sample practices that address both [Next Generation ELA Standards](#) and [Relevant Common Core Reading Standards for Literacy in History/Social Studies \(Grades 5-8\)](#). The standards for fifth grade can be found on pages 59-60 in the New York State Social Studies Framework. They also incorporate recommend [Grade 5 Social Studies Practices](#) for “A. Gathering, Interpreting, and Using Evidence” and “F. Civic Participation” found on pages 62-78 in the New York State Social Studies Framework.

Each lesson includes a series of recommended practices to support ELLs in accessing a particular type of written text they will be exposed to in fifth grade: a primary source document (nonfiction—Lesson 1), a secondary source document (first-hand account-nonfiction—Lesson 2), and a novel (realistic fiction—Lesson 3). These lessons are not meant to be taught sequentially without additional lessons in between. Instead, the lessons in this unit have been selected to illustrate spotlight practices that an English to Speakers of Other Languages (ESOL) teacher might use across all the lessons s/he might develop for a unit on human rights that includes the use of different types of texts.

While the existing Expeditionary Learning curriculum includes some general recommendations for how to adapt the curriculum for /ELLs, the sample lesson practices in this unit segment provide a detailed set of scaffolded activities that emphasize oral language development and develop learners’ metalinguistic awareness. Flexible grouping ensure that ELLs have access grade-level content using their existing linguistic resources and while building new ones so they can meet the NGLS.

The Fifth-Grade Classroom Setting

Ms. Hernández teaches a fifth-grade class of 27 students. Ms. Hernández is certified as an elementary school teacher, and she also holds an ESOL certification. Ms. Hernández knows that her instruction can benefit from her students’ home language to enrich comprehension. Ms. Hernández used flexible groupings in which she grouped her students according to their home language. Even though she does not speak her students’ home languages, she is aware that her students can clarify and expand the

information they learn in English using their home language while gaining understanding of the content area.

Ms. Hernández teaches fifth graders whose home/primary languages are Albanian, Mandarin Chinese, and Spanish. Two of her Spanish speaking students were recent arrivals, and they were also identified as SIFE (Students with Inconsistent/Interrupted Formal Education)³. Their knowledge of reading and writing in Spanish was below grade level in terms of what is usually expected of a fifth grader, and their English was limited. The rest of her students are considered Transitioning and Expanding in English according to the NYSESLAT ([New York State English as a Second Language Achievement Test](#)). (For a detailed description of the levels, please read Appendix B). Ms. Hernández knows that ELLs at the Entering and Emerging levels⁴ are students who require a high degree of instructional scaffolding to participate with other students in content-based, grade-level tasks. Interestingly, students at these levels often show the greatest language proficiency growth on the annual NYSESLAT test. However, Transitioning and Expanding⁵ students still require support since they need to reach high levels of proficiency and their English language development slows down (Goldenberg, 2013).

For all the students in her classroom, Ms. Hernández implements instructional structures to ensure that her students can engage in meaningful ways with the content and develop their reading and writing abilities in their new language. Ms. Hernández believes that promoting her students' oral language development while also building their metalinguistic awareness is a key factor that can have a positive impact on her students' academic progress. At this point, it is important to discuss the role of translanguaging in the pedagogies created for ELLs.

3 NYSED defines SIFE as English Language Learners who have attended schools in the United States, (i.e., the fifty states or the District of Columbia), for less than twelve months and who, upon initial enrollment in schools, are found to be two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to their arrival to the United States.

4 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).

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).

5 A student at the Transitioning level shows some independence in advancing academic language skills but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).

A student at the Expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).

Translanguaging is a practice 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 where 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 ELLs in order to foster **oral communication** that takes place in **flexible and dynamic partnerships**. **Metalinguistic awareness** is made possible when teachers have opened a translanguaging space (Velasco & García, 2014).

Oral Language Development

Each lesson in this series includes practices that require ELLs students to use oral language to enhance their literacy development. Jacoby & Lesaux (2017) point out that conversations about books in the context of a supportive and responsive classroom can make the difference between a child whose literacy development is at or above standards or one who struggles with reading, writing, and literacy throughout his or her K-12 education. This means that the [speaking and listening standards](#) should take center stage in planning for ELLs. Developing oral language, or the ability to produce extended discourse, influences reading and writing development (Lesaux & Harris, 2015).

In this sample, the reader will find examples of how Ms. Hernández employed whole -class interactive read alouds⁶ during which students were reading along and annotating the text for important words and unknown vocabulary, as well as how she promoted listening comprehension. The reader will also find a variety of small group activities in which learners practiced their oral language by discussing the evidence of human rights challenges they found before writing about their ideas. Some of the group activities in Ms. Hernandez's classroom were teacher-led, which offered opportunities for Ms. Hernández to use verbal scaffolding strategies such as think alouds⁷, paraphrasing, and protracted language events, or instructional conversations in students' new language to increase their understanding of the content by using their contributions to extend and enhance further explanation and provide corrective feedback (Tellez & Waxman, 2010; Goldenberg, 2013; Gibbons, 2009). Tellez & Waxman (2010) describe protracted language events as dialogues involving a teacher and student(s) that are lengthy, in which teachers "keep the conversation going" by asking questions to expand the dialogue while paraphrasing

⁶ Read alouds refer to a classroom practice whereby the teacher reads a text or excerpt to her whole class, modeling intonation and expression, as well as the thinking process that a text elicits. A read aloud can also be considered interactive when the teachers ask her/his students to share how a text makes them think or feel.

⁷ Think alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think aloud strategy is to model for students how skilled readers construct meaning from a text ([Reading Rockets](#)).

what the learner says. The research suggests that protracted language events offer ELLs “an opportunity to be understood, a chance for their speech acts to be valued, and the occasion to be corrected for form without humiliation” (Tellez & Waxman, 2010, p. 261).

Metalinguistic Awareness

This sample also includes opportunities for learners to increase metalinguistic awareness. The development of metalinguistic awareness offers the opportunity for students to put the new language side-by-side with their home language(s). Developing metalinguistic awareness supports the child in grappling with more complex texts as a reader and a writer. It also helps them gain control of their own learning (also known as self-regulation) and their ability to communicate. In bilinguals, the juxtaposition of two (or more) language(s) that are learned simultaneously enhances students’ awareness of the language(s) they are in the process of learning. In the activities below, students were invited to compare translations of articles from the *Universal Declaration on Human Rights* (UDHR) in the various home language(s) of the students and in English. They were encouraged to examine author’s craft by reflecting on the language choices the author of *Esperanza Rising* made while writing the text. The first chapters of the novel contain a number of Spanish words and phrases embedded in English sentences. The author used these words to give the story another dimension related to Esperanza’s bicultural and bilingual identity, as well as to emphasize her resilience as she and her family experience injustices in both Mexico and in the United States. Names of locations are in Spanish (e.g., Aguascalientes, Oaxaca), as are words describing family members (mamá/mom; papá/dad; abuelita/grandmother; tío/uncle), workers (vaqueros/cowboys; campesinos/farmers), and the meanings of some phrases (e.g., *Aquel que hoy se cae, se levantará mañana*/He who falls today will raise tomorrow; *Es más rico el rico cuando empobrece que el pobre cuando enriquece*/The rich person is richer when he becomes poor, than the poor person when he becomes rich; *No hay rosa sin espinas*/ There is no rose without thorns) and important activities (la cosecha/harvest; fiesta/party).

Some of the group work recommended in the lessons that follow focused on frontloading academic vocabulary and language structures for ELLs at lower levels of English proficiency prior to whole class instruction so they would be better prepared to participate in whole class activities. Others were facilitated by a teacher after a whole-class lesson. This instruction included a focus on the language they need as well as important content background knowledge of which the teacher believed they had to gain control in order to understand the text when it was read aloud to the class.

Flexible Groupings

Each activity includes recommendations for how a teacher should make grouping choices that will differentiate instruction in ways that will maximize ELL students' meaningful participation in academic tasks. Flexible grouping should be dynamic and informed by students' language proficiency and academic skill levels. The examples of spotlight practices in this lesson series illustrate how teachers can group students in ways that maximize engagement for these students at all levels of proficiency. The practices include opportunities for both collaborative groups with mixed language proficiency levels and abilities (heterogeneous grouping) and teacher-led groups of students with similar needs (homogeneous grouping).

Modifications for Teachers of ELLs

The activities in this series can be adopted to other classroom contexts, including ELL classrooms where language arts is partially or fully taught in English. They can also be implemented in settings where the teacher does not share the students' home language. Suggestions for possible modifications are presented throughout the document. Throughout the text, activities that refer to the development of oral language, metalinguistic awareness, and flexible groupings will be presented in bold.

Table 1: Road Map of Spotlight Practices for Three Types of Texts in a Fifth-Grade Unit on the Universal Declaration on Human Rights
Emphasizing Oral Language Development, Language Awareness, and Flexible Groupings

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

Development of the Unit	Suggestion for Classroom Practices	Suggestions for Modifications for Teachers of ELLs
<p><i>Lesson 1: Introducing students to the concept of human rights using the UDHR</i></p>	<ul style="list-style-type: none"> • <i>Trigger background knowledge through conversations on what the students have learned about human rights in previous lessons.</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs can support students' understanding by reading the UDHR in their home language and discussing key points in their home language and/or English.</i> • <i>Teachers of ELLs can use videos related to the topic of the unit in English (with captions) or the home languages.</i>
<p><i>Lesson 1: Frontloading vocabulary and language structures</i></p>	<ul style="list-style-type: none"> • <i>In a small group setting, students are introduced to and then participate in discussions about the words and language structures they would be exposed to during interactive read alouds involving the whole class.</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs pre-select vocabulary from the texts planned for the unit.</i> • <i>Teachers of ELLs can frontload vocabulary and language structures prior to introducing the texts.</i> • <i>Teachers of ELLs use student-friendly definitions with visuals and examples of how the words are used.</i> • <i>Teachers of ELLs present the possible cognates of the vocabulary chosen.</i>

		<ul style="list-style-type: none"> Teachers of ELLs can use strategies such as Total Physical Response when introducing new vocabulary.
Lesson 1: Using interactive readalouds	<ul style="list-style-type: none"> In a whole-class setting, the students and teacher read the UDHR, share ideas, and take notes for important words/unknown vocabulary and discuss their meanings. 	<ul style="list-style-type: none"> Teachers of ELLs can access UDHR articles that have been translated into more than 100 languages by the United Nations. This read aloud can occur in the home language of students in a bilingual classroom. Teachers can also encourage students to read the text in their home language and discuss it in English.
Lesson 1: Cooperative group activities to identify important details in a text	<ul style="list-style-type: none"> To provide oral language practice, the teacher can divide the class into groups of three organized heterogeneously by reading and English proficiency levels. Teachers can use colored sticky notes to set up a cooperative activity in which every student would contribute orally and listen to what other group members say. 	<ul style="list-style-type: none"> Teachers of ELLs need to model cooperative learning strategies. Teachers of ELLs can promote students' use of their home language during the group activity to ensure engagement and comprehension. Teachers of ELLs can benefit from participating in diverse cooperative learning strategies such as Round Robin or Jigsaw.
Lesson 1: Reading in collaborative groups	<ul style="list-style-type: none"> In heterogeneous partner groups, students can take turns reading two to four UDHR articles and summarizing the main idea of the rights described in the articles. 	<ul style="list-style-type: none"> Teachers of ELLs can access the text in English. The teacher should promote students' use of the home language during the group activity to ensure engagement and comprehension.

	<ul style="list-style-type: none"> • <i>In homogeneous partnerships (based on the same home language), the teacher promotes metalinguistic awareness. Students could translate selected text to compare how the words and structure of the languages are similar and different.</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs can group their students according to home language and encourage translation of a text or text excerpt.</i> • <i>Teachers of ELLs 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.</i> • <i>Students can use web-based translation tools to facilitate the comprehension of these open-ended questions and ensure access to deep content.</i>
<p><i>Lesson 1: Writing practice</i></p>	<ul style="list-style-type: none"> • <i>In heterogeneous partner groups, the students complete the graphic organizer that can support them in better understanding the UDHR.</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs can support their students by grouping according to their home language while they complete the graphic organizer in English or the students' home language.</i>
<p><i>Lesson 2: Reading firsthand account to transition students into writing</i></p>	<ul style="list-style-type: none"> • <i>To reinforce academic language development, the teacher works with target group of Entering and Emerging ELLs and struggling readers to compare the remaining two articles of the UDHR, as well as a class statement about rights that was created in earlier lessons.</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs can group their students according to their home language and discuss the article.</i> • <i>Teachers of ELLs can foster the discussion and translation of a sentence or paragraph by grouping students (if possible) based on their home language. The discussion can take place in the students' home language, and they can translate a text excerpt in English into their</i>

		home language. Web-based translation tools can be useful in helping a teacher understand the students' work.
Lesson 2: Frontloaded small group and collaborative work	<ul style="list-style-type: none"> Using graphic organizers requires students to talk and document in writing claims and evidence as a partner activity (Lesson 1) or as an independent activity (Lesson 2). 	<ul style="list-style-type: none"> Teachers of ELLs can use sentence frames or a cloze activity to support their students in their discussions and channel their thinking. Teachers of ELLs can provide graphic organizers in the students' home languages.
Lesson 3: Using Esperanza Rising as a read aloud to study personification	<ul style="list-style-type: none"> Before reading the first two paragraphs of the novel, the teacher introduces students to a literary device used by the author: personification. The class explores the meaning of the word and analyzes examples of personification in small groups clustered according to cross-language proficiency in order to foster translation. 	<ul style="list-style-type: none"> Teachers of ELLs can use sentence frames to support their students in their discussions and channel their thinking. Teachers of ELLs can provide the paragraphs for this activity in the students' home languages.
Lesson 3: Using Esperanza Rising to analyze the translanguaged ⁸ text and analyze the meaning and craft of the author	<ul style="list-style-type: none"> In order to promote metalinguistic awareness, the teacher analyzes text excerpts in which Muñoz Ryan used Spanish words and phrases. The students analyze in small and large groups why the author made these choices, and what it means to use both languages in the same text. 	<ul style="list-style-type: none"> Teachers of ELLs can support the analysis of the English and the Language Other Than English (LOTE) text by encouraging students to share their ideas with students who speak their same home language and explaining to others the conclusions they have reached.

⁸ The term “translanguaged text” is used in this sample to mean that Spanish was inserted into the English text of *Esperanza Rising*. It denotes how the author, Pam Muñoz Ryan, is making use of her own bilingual repertoire to convey the linguistic and cultural knowledge of *Esperanza*, the main character in her book.

<p><i>Lesson 3: Using an excerpt from Esperanza Rising to analyze the human rights issues embedded in the text</i></p>	<ul style="list-style-type: none"> • <i>The teacher chooses a text excerpt from the novel and asks students key questions about human rights issues.</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs can use a variety of questions in the students' home languages.</i> • <i>Teachers of ELLs can analyze and annotate the text excerpt to scaffold the information for the students.</i>
<p><i>Lesson 3: Shared writing opportunities</i></p>	<ul style="list-style-type: none"> • <i>To scaffold literacy development, the teacher works with Entering and Emerging students to assist them with completing their essay. The students brainstorm and present their ideas to the whole class.</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs can develop writing skills by using Dictado or Dictation. This activity entails the teacher dictating a short segment from novel that includes examples of personification or translanguaged text. Students write what they hear and then together they work on creating a "corrected" model of the text.</i> • <i>Teachers of ELLs can encourage conversations around a text. They can also initiate a brainstorming session before asking students to write.</i>

Lesson 1: Introducing Learners to the Concept of Human Rights Using the Universal Declaration of Human Rights (UDHR)

The practices described in this sample are meant to engage students in a close reading of three articles from the UDHR. Ms. Hernández used the practices in this lesson to engage her students in thinking about the rights they believe all humans should have and comparing their ideas with a selection of rights articulated in the articles of the UDHR. These practices also included opportunities for students to develop **metalinguistic awareness** by comparing translations of an article in the UDHR in two or more languages.

The students' activities built upon previous exploration of how rights should guide their actions and expectations in life and in the classroom. It is essential that prior to this lesson, students have had opportunities to learn about instances of children's rights violations to get them interested in the topic. Grade-appropriate videos provide input to support this exploration. Students documented their observations on a chart and drafted a class statement about rights of students in school. These resources served as anchors to the introduction to the UDHR, a primary source document written in hundreds of languages and produced by the United Nations. Students have also previously learned about the history of how the UDHR was developed and some of the principle tenants of the preamble, which they have studied by comparing the primary document with a common language version that can be found in the Expeditionary Learning module.

Frontloaded Small Group Instruction for ELLs students: Ms. Hernández firmly believed that for her students to meet the standards, they must receive added support before, during, and following whole class activities. Ms. Hernández introduced the students to key vocabulary and sentences (e.g., dignity; act towards one another in a spirit of brotherhood) that they would be exposed to when she undertook an interactive read aloud of an article from the UDHR with the whole class. Both teachers used prepared visual displays containing key vocabulary, language structures, and samples of the articles that will be reviewed in the upcoming whole class interactive read aloud. All articles, for example, began with the similar sentence frame... "Everyone has the right..." or key words from the article, such as the adjective "free" or the word "parents." Ms. Hernández wanted to be sure her Entering and Emerging students would recognize some important vocabulary and phrases during the read aloud.

Interactive Read Aloud: In a whole class activity, Ms. Hernández conducted an interactive

read aloud in which the teacher and students read Article 1 of the UDHR together and identified what universal right is being discussed [main idea], as well as important words that explain that right. One at a time, Ms. Hernández displayed a human right on a smart board or screen using a document camera. In an

TEACHERS OF ELLS CAN SUPPORT THEIR STUDENTS' UNDERSTANDING BY READING THE UDHR IN THEIR HOME LANGUAGE AND DISCUSSING KEY POINTS IN THEIR HOME LANGUAGE AND/OR ENGLISH.

interactive read aloud, Ms. Hernández read the short article as students read along and annotated the text for important words and unknown vocabulary. After she read Article I, Ms. Hernández asked students for unknown vocabulary and made sure they understood the meanings of the words. She then documented student responses regarding which universal right the article referred to. She emphasized key words like dignity, equal, and free. She solicited **examples of what these words meant from students** and were then encouraged to refer to the list of rights they created in a previous lesson.

There were two flexible grouping structures that Ms. Hernández and her colleague used simultaneously to assist ELLs students in practicing their oral language skills and completing the tasks: Collaborative Group Work and Teacher-Led Small Group Work. Two options are provided for each below.

TEACHERS OF ELLS CAN ALSO ENCOURAGE STUDENTS TO READ THE TEXT IN THEIR HOME LANGUAGE AND DISCUSS IT IN ENGLISH.

Collaborative Group Work: Following the interactive read aloud, the students were organized by cross-linguistic language abilities.⁹ The teachers provided a set of two to four new UDHR articles. Partners took turns reading an UDHR article and summarizing main idea of the right described in the article. The standards that Ms. Hernández addressed in this activity were:

TEACHERS OF ELLS CAN FRONTLOAD VOCABULARY AND LANGUAGE STRUCTURES PRIOR TO INTRODUCING THE TEXTS.

Using Translation to Develop Language and

Content Knowledge: Given that most of Ms. Hernández’s students are Spanish speakers, she

partnered them together and used Escamilla et. al.’s (2015) “Asi se dice” procedure. This activity engages groups of students in collaborating **to translate a text word-for-word**. This translation exercise enhanced metalinguistic awareness in the students, since they had to make word choices and **discuss** the best sentence structures. They then analyzed the literal translation to explore how the words and structure of the languages are similar and different. UDHR articles are short, so the students could work with small amounts of text. This activity allowed Ms. Hernández to highlight cognates like dignidad/dignity and discuss the meaning of such words as brotherhood/fraternidad.

- *5 Speaking and Listening 1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.*
- *Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources.*
- *Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

⁹ Using cross-linguistic language abilities refers to grouping students according to different language skills across languages. Students whose English is in the early stages of development can be grouped with students who have good control over Spanish, for example.

Teacher-Led Small Group Work: Connecting their prior learning about UDHR articles, Ms. Hernández worked with a group of students to compare the remaining two articles of the UDHR statement they have studied with a class statement about rights that they created in earlier lessons. She asked students:

- Which of the rights we generated as part of our class statement are associated with one of the UDHR rights we have studied?
- Which of the rights we generated as part of our class statement focus on a different right than the UHDR rights we studied?

TEACHERS OF ELLS CAN ACCESS UDHR ARTICLES THAT ARE TRANSLATED INTO OVER 100 LANGUAGES BY THE UNITED NATIONS. THIS READ ALOUD CAN OCCUR IN THE HOME LANGUAGE OF STUDENTS IN A BILINGUAL CLASSROOM.

In a homogenous group of Spanish speakers, Ms. Hernández presented the three articles in Spanish because in any language, the articles of the UDHR expose fifth graders to vocabulary or phrasing that is not a part of everyday speech. Additionally, the articles presented in two languages side by side offered an opportunity for students to examine how the same message is communicated using a different language. This activity also constituted an exercise in developing the students' **metalinguistic awareness** about how different languages look and sound. Ms. Hernández had one of her Albanian speakers read the UDHR in Albanian. Then, a Spanish speaker read it in Spanish, and a Mandarin Chinese speaker read it in Chinese.

LIFELONG PRACTICES FOR READERS:

MONITOR COMPREHENSION AND APPLY READING STRATEGIES FLEXIBLY.

Table 2: Texts for the Development of the Unit in the UDHR

Excerpt Text 1: Selections from Articles 1, 25, 26 from UDHR in English	Excerpt Texts 2-4: Article 1 from UDHR in Albanian, Mandarin Chinese, and Spanish
<p>Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p>	<p>Albanian: Neni 1 <i>Të gjithë njerëzit lindin të lirë dhe të barabartë në dinjitet dhe në të drejta. Ata kanë arsye dhe ndërgjegje dhe duhet të sillen ndaj njëri tjetrit me frymë vëllazërimi.</i></p>
<p>Article 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.</p>	<p>Mandarin Chinese: 第一条. <i>人人生而自由，在尊严和权利上一律平等。他们有理智和良心，应该以兄弟情谊的精神相互行动。</i></p>
<p>Article 26: <i>1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.</i> <i>2. Parents have a prior right to choose the kind of education that shall be given to their children.</i></p>	<p>Spanish: Artículo 1 <i>Todos los seres humanos nacen libres e iguales en dignidad y derechos y, dotados como están de razón y conciencia, deben comportarse fraternalmente los unos con los otros.</i></p>

Reading in Collaborative Groups: Ms. Hernández had her students follow a close reading procedure that she routinely used in her classroom. The close reading procedure began with partners reading a UDHR article to each other and finding the main idea using the graphic organizer provided for this activity (see below). This graphic organizer served as a source for the writing assignment that was to follow.

TEACHERS OF ELLS CAN SUPPORT THEIR STUDENTS BY GROUPING ACCORDING TO THEIR HOME LANGUAGE WHILE THEY COMPLETE THE GRAPHIC ORGANIZER IN ENGLISH OR THE STUDENTS' HOME LANGUAGE.

TEACHERS OF ELLS CAN ACCESS THE TEXT IN ENGLISH. THE TEACHER SHOULD PROMOTE STUDENTS' USE OF THE HOME LANGUAGE DURING THE GROUP ACTIVITY TO ENSURE ENGAGEMENT AND COMPREHENSION.

Procedure for Close Reading of Articles from the UDHR: Ms. Hernández provided her class with the following instructions in order to promote reading comprehension:

- Read the article slowly.
- Reread, annotate, and underline key vocabulary.
- Identify any words that seem similar in English and _____.
- Read the article again.
- Read the questions below, then reread the article to answer the questions.
- What is UDHR Article ___ mostly about?
- What words are most important for understanding the right that is described, and why?

Teacher-Led Small Group: Students read in their home language as well as English and then summarized what they read.

TEACHERS OF ELLS CAN GROUP THEIR STUDENTS ACCORDING TO HOME LANGUAGE AND ENCOURAGE TRANSLATION OF A TEXT OR TEXT EXCERPT.

Completing a Graphic Organizer: After students analyzed all the UDHR articles, Ms. Hernández had

students write a short essay in which they identified two rights that each partner believed were the most important and explained why they felt this way. Students at early stages of English proficiency as well as SIFE completed graphic organizers prior to or in lieu of writing the essay to provide them with language examples (see next page).

The teacher used the following standards:

- *5 Writing 1a: Introduce a precise claim and organize the reasons and evidence logically.*
- *5 Writing 2c: Use precise language and content-specific vocabulary to explain a topic.*
- *Social Studies: Identify situations with a global focus in which social actions are required and suggest solutions.*

Graphic Organizer for Students Reading Article in English

What is the number of the article in the Universal Declaration of Human Rights you have read?

Article Number _____

What is the universal right that is described in this article?

What words are most important for understanding the right that is described?

Write a summary of what the article states about the universal right.

Think of an example of how this right might be violated and describe it.

LIFELONG PRACTICES OF READERS AND WRITERS:

PERSEVERE THROUGH CHALLENGING, COMPLEX TEXTS.

THINK, READ, SPEAK, AND LISTEN TO SUPPORT WRITING.

Table 3: Graphic Organizers Used by Ms. Hernández in English for Making a Claim

Modified Writing Task

	Rights	Reasons
I think that	everyone should have the right to an education	because...
My partner thinks that	everyone should have the right to an education	because...

	Rights	Reasons
I think that		because...
My partner thinks that		because...

	Rights	Reasons
I think that		because...
My partner thinks that		because...

In addition, Ms. Hernández used examples of the NYSED Home Language Arts Progressions to support her students' understanding:

<i>Entering</i>	<i>Emerging</i>	<i>Transitioning</i>	<i>Expanding</i>	<i>Commanding</i>
<p>Writing-Centered Activity: Use <i>preidentified words to complete a cloze paragraph</i> that quotes from the text to draw and explain inferences.</p>	<p>Writing-Centered Activity: Use <i>phrases and sentences and previously completed graphic organizers to write two or more paragraphs</i> that quote from the text to draw and explain inferences.</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that quotes from the text to draw and explain inferences.</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers, with teacher prompting, to develop an essay</i> that quotes from the text to draw and explain inferences.</p>	<p>Writing-Centered Activity: Use <i>knowledge of the text to develop a multiple paragraph essay, independently</i> that quotes from the text to draw and explain inferences.</p>

Lesson 2: Reading a Shared Firsthand Account of Human Rights to Transition Students to Writing (Adopted from Module 1 of Fifth Grade Curriculum: Firsthand Accounts of Human Rights)

In this activity, Ms. Hernández had her students read a firsthand account of a story on human rights to identify the challenges the individual faced. The students had learned about the United Nations’ definition of human rights and explored some of the articles of the declaration (primary source document) in previous lessons. In this activity, Ms. Hernández’s goal was to have her students identify the human rights challenges by reading a firsthand account of a person who faced human rights challenges, and then identify relevant evidence to support their claims. The text is a secondary source document because the author is not the person described in the text. There were no visuals in the text used in this activity, so the teacher must scaffold her instruction so her ELLs can make meaning from the words in the text used in whole class activities. Alternative text suggestions are provided in the resource section, such as graphic versions of narratives, because they offer more visual support for ELLs students to comprehend the words. Ms.

LIFELONG PRACTICES FOR READERS:
READ OFTEN AND WIDELY FROM A RANGE OF GLOBAL AND DIVERSE TEXTS.
PERSEVERE THROUGH CHALLENGING, COMPLEX TEXTS.

Hernández opened this section of her unit with the following question: How do individuals take social action to address challenges to their rights as humans?

Frontloaded Small Group Language Instruction: In a **small group**, Ms. Hernández pre-taught important vocabulary to SIFE, Entering, and Emerging students. She first focused on vocabulary in the title, “Teaching Nepalis to Read, Plant, and Vote”, so that when the reading selection was introduced to the class, these students understood key vocabulary in the title that helped them predict what the account was going to cover. She then read aloud the first two paragraphs of the account and focused on key vocabulary development.

Table 4: Associating “Teaching Nepalis to Read, Plant, and Vote” with the UDHR

Excerpt Text 1:

From *Expeditionary Learning*, p. 168 GRADE 5: MODULE 1: UNIT 1: LESSON 9 “Teaching Nepalis to Read, Plant, and Vote” by Lesley Reed

Seventy years ago, a boy named Bishnu Prasad Dhungel was not allowed to go to school. As a result, thousands of Nepalis have learned to read and write. This is the remarkable story of Bishnu, his son Dinesh, and Dinesh’s wife Ratna.

When Bishnu was a child, there was only one school in Nepal and it was far away in Kathmandu. It was against the law to start schools in the villages of Nepal, because the government believed that it was easier to control people if they didn’t know how to read and write.

Back then, parents arranged to have their children married very young. Bishnu was married when he was just nine years old, and then married again to a second wife when he was 15. He helped on the family farm, but he longed to go to school. Finally, he was so determined to get an education that he ran away to Kathmandu, walking for three entire days. He completed one year of school, enough to get a government job.

Excerpt Text 2:

Relevant selections from the **Universal Declaration of Human Rights**

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.

(2) Parents have a prior right to choose the kind of education that shall be given to their children.

Interactive ReadAloud: In this whole class activity, Ms. Hernández shared the purpose for the reading and told students they were to read the first passages of the text along with her and underline: (1) unknown words; and (2) any evidence of challenges the writer faced. To prepare the students to listen for information, she began by reviewing what they had learned from the UDHR articles and saying, “Now you are going to hear some information about the experiences of a person whose right to an education was challenged.” Then the teacher readaloud the passages from the story as the learners followed along, underlining unknown words. The teacher asked her students which unknown words they identified, and together **they discussed** these vocabulary words. Then, Ms. Hernández introduced the prompt, “What human rights challenges do

TEACHERS OF ELLS CAN USE SENTENCE FRAMES TO SUPPORT THEIR STUDENTS IN THEIR DISCUSSIONS AND CHANNEL THEIR THINKING.

you think the author faced, and what evidence did you hear/read that would support that?” Students offered suggestions, and then the teacher read another passage of the text. She asked them if the challenge(s) they identified after reading the first passage continued to be the same based on the new information. She also asked what additional evidence from the text supported their conclusions.

The following standards were addressed:

- *5 Speaking and Listening 1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.*
- *5 Speaking and Listening 4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. (5SL4)*
- *Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources.*
- *Social Studies: Identify situations with a global focus in which social actions are required and suggest solutions.*

Collaborative Groups: To introduce the groups, Ms. Hernández first reviewed a chart of prompts for productive discussions (See the sample below from the NYS New Language Progressions.) In order to **support their conversations**, the teacher used sentence frames. The students could use these sentence frames to explain the reasons and evidence an author presents to support a particular point (e.g., The author says ____, which means that ____).

The sample below from the [2012 NYS New Language Progressions for Speaking and Listening Standard I](#) includes an example of how a teacher might articulate the behaviors expected in small group work.

Linguistic Demands: The following are some 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.

- Use words and phrases to contribute to conversations (e.g., I want to add _____; I think that _____).
- Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said _____?).
- Use sentence structures that convey an elaboration on the remarks of others (e.g., I would like to add to your point _____; Another important point is _____).
- Use words and phrases to explain (What I mean is _____; What you are saying is _____).
- Use words and phrases to review key ideas (e.g., Some important ideas we discussed were _____).
- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought _____ but now I think _____; This makes me realize that _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions								
Sample texts appropriate for 5th grade students can be found in the Reading for Information and Reading Literature standards.	<p>Conversations have many names—literature circles, book clubs, reading response groups, literature discussion groups and so on. Students come together to talk about a text they have read (or have had read to them) to question the text as they examine it from different points of view.</p> <p>Prompts that can be used for productive conversations are:*</p> <table border="1" data-bbox="705 626 1680 813"> <thead> <tr> <th>Action</th> <th>What it sounds like</th> </tr> </thead> <tbody> <tr> <td>Build on others' comments</td> <td>I want to add _____; I think that _____; I agree with him but I also think _____; I think that's a good idea, and also _____; Yes, but I also feel _____.</td> </tr> <tr> <td>Disagree constructively</td> <td>I disagree/agree _____; I don't really agree with that because _____; I don't think so because _____; That's not what I think it meant because _____.</td> </tr> <tr> <td>Add information and ask for clarification</td> <td>I would like to add to your point; Another important point is _____; What did you mean when you said that _____? I don't understand what you're saying. Tell me again. Can you explain that again?</td> </tr> </tbody> </table>	Action	What it sounds like	Build on others' comments	I want to add _____; I think that _____; I agree with him but I also think _____; I think that's a good idea, and also _____; Yes, but I also feel _____.	Disagree constructively	I disagree/agree _____; I don't really agree with that because _____; I don't think so because _____; That's not what I think it meant because _____.	Add information and ask for clarification	I would like to add to your point; Another important point is _____; What did you mean when you said that _____? I don't understand what you're saying. Tell me again. Can you explain that again?
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Build on others' comments	I want to add _____; I think that _____; I agree with him but I also think _____; I think that's a good idea, and also _____; Yes, but I also feel _____.								
Disagree constructively	I disagree/agree _____; I don't really agree with that because _____; I don't think so because _____; That's not what I think it meant because _____.								
Add information and ask for clarification	I would like to add to your point; Another important point is _____; What did you mean when you said that _____? I don't understand what you're saying. Tell me again. Can you explain that again?								

	<table border="1" data-bbox="705 833 1680 1047"> <tbody> <tr> <td>Ask questions</td> <td>I was wondering why _____; How come _____? Why do you think _____?</td> </tr> <tr> <td>Explain your thinking</td> <td>What I mean is _____; What you are saying is _____; Well, in the book it says _____; My family and I did something just like that when _____; I think so because _____; Well, that's not what I meant. What I meant was _____.</td> </tr> <tr> <td>Reviewing thinking</td> <td>Before I thought _____ but now I think _____; This makes me realize that _____; I hadn't considered that _____; I have learned that _____.</td> </tr> </tbody> </table> <p>*Adapted from Pearson, P. D. (2004). <i>Rich talk about text</i>. Retrieved from http://www.nlnw.nsw.edu.au/videos09/lo_Pearson/documents/Pearson.pdf</p>	Ask questions	I was wondering why _____; How come _____? Why do you think _____?	Explain your thinking	What I mean is _____; What you are saying is _____; Well, in the book it says _____; My family and I did something just like that when _____; I think so because _____; Well, that's not what I meant. What I meant was _____.	Reviewing thinking	Before I thought _____ but now I think _____; This makes me realize that _____; I hadn't considered that _____; I have learned that _____.
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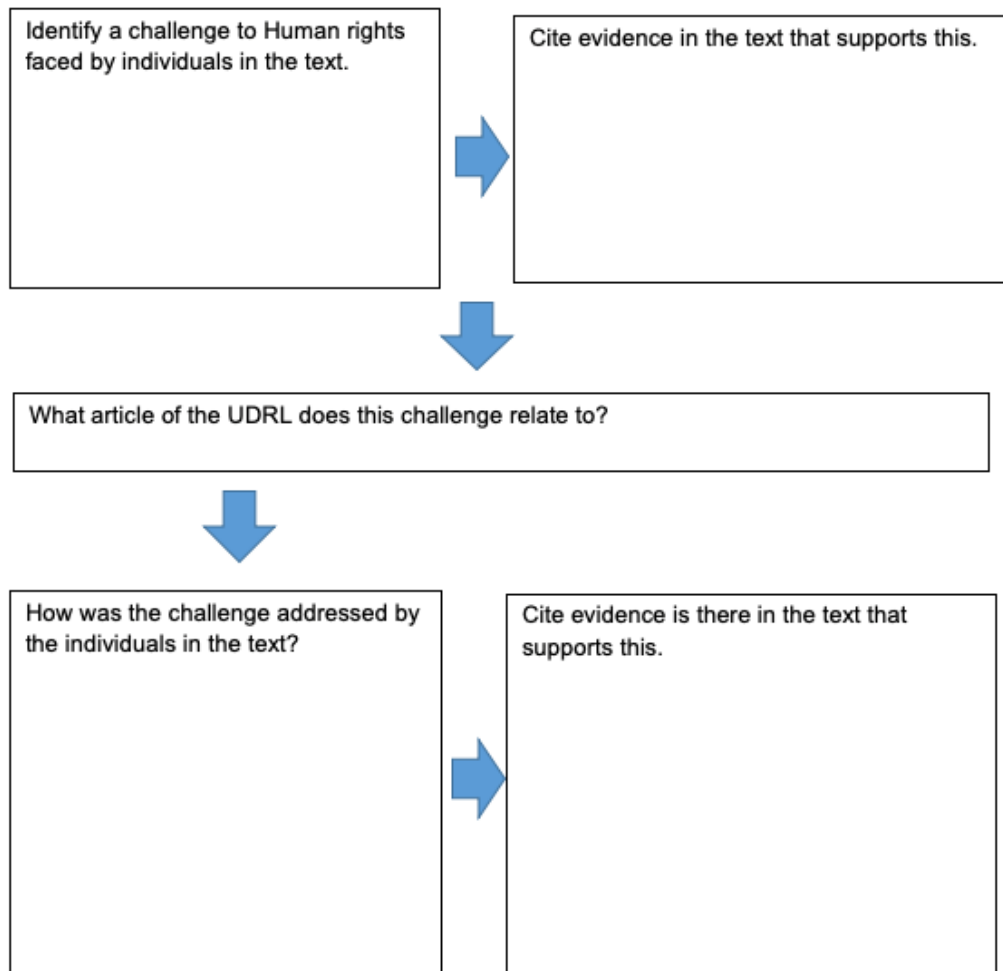
To ensure that all students were able to participate in the discussion, Ms. Hernández divided the class into groups of three based on **cross-linguistic language proficiency**. When possible, Entering and Emerging level students were placed in groups with at least one learner who spoke the same language but had more control over English. After reviewing the anchor charts, the teacher distributed three sticky notes, each of a different color, to each group. The teacher had each group randomly distribute the sticky notes, one per group member. One color sticky note is for the student who will offer the first idea, the second is for the student who will add on to what the first student said, and the third color is assigned to the student who will close the discussion to share final conclusions with the class (Expanding level students). Ms. Hernández started with the first color and said that all students with that color had to go first. They identified a piece of evidence that illustrated a human rights challenge, which they underlined **while talking and listening to the teacher**. Then Ms. Hernández called on a second color, and that student would either add another piece of evidence to support that claim or suggest a different challenge and an example of evidence to support it. The teacher continued until all students had shared. Then she had the third student share out what was discussed. The following standards were addressed:

- *5 Writing 1 a-b: Introduce a precise claim and organize the reasons and evidence logically.*
- *Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources.*
- *Social Studies: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*
- *Social Studies: Identify situations with a global focus in which social actions are required and suggest solutions.*

Highlighted Reading and Writing Practices

As the unit continued, Ms. Hernández distributed a graphic organizer that included human rights challenges, how those challenges were addressed, and textual evidence to support each. The sample was in English because the text was in English. Together they went over the questions in the boxes.

Table 5: Graphic Organizer for Identifying the Human Rights Challenges Embedded in the Text “Teaching Nepalis to Read, Plant, and Vote”



There were two flexible grouping structures that were used simultaneously to assist all students in **practicing their oral language skills** and completing the tasks: Collaborative Group Work and Teacher-Led Small Group Work.

Collaborative Group Work: Following a teacher modeling and group discussion of first paragraphs of the account, students were asked to read the remaining pages of the account using close reading steps.

Teacher-Led Small Group Work: (Target students: Entering, Emerging, and SIFE) This task contains important vocabulary (word bank) and sentence structures students must learn in order to write expository responses. Option 1: Ms. Hernández worked with Entering and Emerging students to complete a structured graphic organizer. Some other students in class were able to complete picture boxes to write a graphic adaptation of “Teaching Nepalis to Read, Plant, and Vote.”

Words You Need to Know Before You Begin

Challenge Article	Text Evidence Human Rights	First Hand Account Addressed Choices
-------------------	----------------------------	--------------------------------------

1. One human rights challenge that Bischnu and his son, Dinesh, address is not having

Choices:

education
food
clothing
housing

2. Copy the text evidence from the first hand account that supports your answer.
-
-

3. How did Bischnu address this challenge?

Copy the text evidence from the first hand account to answer this question.

4. How did Dinesh address this challenge?

Copy the text evidence from the first hand account to answer this question.

5. Complete the following statement:

This challenge is related to Article _____ in the Universal Declaration of Human Rights, which states that

Choices:

- Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services
- Everyone has the right to education.
- Elementary education shall be free.
- Parents have a prior right to choose the kind of education that shall be given to their children.

Lesson 3: Using *Esperanza Rising* as a Read Aloud to Study Personification

Esperanza Rising is an example of realistic fiction that takes place from the mid-1920s through the early 1930s and is based on the life story of the author’s grandmother. The story begins on a ranch in Mexico and then moves to a camp of agricultural workers in the San Joaquin Valley of California. This activity was designed to illustrate how Ms. Hernández supported her students understanding of how an author uses certain literacy devices. In this case, Ms. Hernández was focusing on personification. Personification was defined by Ms. Hernández as the act of giving human characteristics to something that is not human. In the case of *Esperanza Rising*, personification is used to emphasize the strong relationship between humans and the land, e.g., “the whole valley breathes and lives” (p. 1). The students and their teacher first found what the subject in the sentence is: the whole valley. They agreed

LIFELONG PRACTICES FOR WRITERS:

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

that they valley is nonhuman, but the verbs “breathes” and “lives” make the valley seem to have human characteristics. In small groups, based on cross-language

proficiency, the students analyzed other examples of personification found in the first two chapters: “I think my heart was dancing; the flames ran across the rows of vines”; “He gently touched a wild tendril that reached into the row, as if it had been waiting to shake his hand.” Grouping the students according to cross-language proficiency enabled the translation and clarification necessary for all the students to grasp the meaning of these examples.

Lesson 4: Using *Esperanza Rising* to Analyze the Translanguaged Text and Analyze the Meaning and Craft of the Author

Analyzing how Muñoz Ryan inserts Spanish words and sayings into her text constitutes an exercise in metalinguistic awareness, as well as in understanding the author’s craft. Muñoz Ryan’s book presents a translanguaged¹⁰ text that shapes the storytelling approach she used while crafting a novel with a human rights theme. The story is narrated primarily in English, but it includes strategic words and phrases in Spanish. This includes the author’s choice for the name of the main character, Esperanza, and the ranch, El Rancho de Las Rosas, where the story begins. The author also uses several proverbs that deserve to be interpreted throughout the book, as well as literary devices (e.g., *Aquel que hoy se cae, se levantará mañana/He who falls today will raise tomorrow; Es más rico el rico cuando empobrece que el pobre cuando enriquece/ The rich person is richer when he becomes poor, than the poor person when he becomes rich/No hay rosa sin espinas/There is no rose without thorns*). This device is explored as a mechanism for an author to situate a story in a particular place, involving particular people. In this lesson, Ms. Hernandez’s fifth graders explored examples of translanguaging in the first chapters of the novel

. Ms. Hernández also introduced this segment of her lesson by posing the following question: How does an author use figurative language to communicate important imagery that reveals how the characters see the world?

Interactive ReadAloud Focusing on Translanguaged Text: On a chart, Ms. Hernández wrote, “Pat Muñoz chooses when to present words in Spanish. Think about the title of the book, the titles of the

TEACHERS OF ELLS CAN SUPPORT THE ANALYSIS OF THE ENGLISH AND THE NEW LANGUAGE TEXT BY ENCOURAGING STUDENTS TO SHARE THEIR IDEAS WITH STUDENTS WHO SPEAK THEIR SAME HOME LANGUAGE AND EXPLAINING TO THE OTHERS THE CONCLUSIONS THEY HAVE REACHED.

chapters, and other moments when she uses Spanish. What ideas are conveyed in Spanish? Read pages 4 through 8 from the chapter ‘Las Uvas.’ Write down all the Spanish words and phrases used by the author.” As Ms. Hernández then read a passage containing Spanish

phrases or words. She stopped and asked, “What do Muñoz Ryan’s choices reveal about what she thinks

10 The term “translanguaged text” is used in this sample to mean that Spanish was inserted into the English text of *Esperanza Rising*. It denotes how the author, Pam Muñoz Ryan, is making use of her own bilingual repertoire to convey the linguistic and cultural knowledge of *Esperanza*, the main character in her book.

about her readers?” She explored with her students how the author is able to engage learners who don’t speak Spanish by assigning meaning to these words and phrases in the text. The students shared their ideas on how Esperanza and her family and context reflected, to an extent, their own context. That is, they were all bilingual and bicultural, and the language choices Muñoz Ryan makes shows that they also move along languages and cultures.

Collaborative Groups: Students were organized into “two pair” groups for a total of four students heterogeneously organized by cross-linguistic reading proficiency. During this activity, students were paired according to their home language. Chinese, Spanish, and Albanian home language speakers **were grouped according to their home language**. Each small group of students took turns reading a paragraph of the text from chapter 2, documenting additional examples of translanguaged text. After reading, in a “Hot Seat” activity (Gibbons, 2015) each student chose among the following characters: Esperanza, Mamá, Abuelita, and Papá, and **took questions from other students about their character**, such as, “What is it like where you live? What do you enjoy doing and with whom? How did you feel when...? What do you think of (another character in the book)?”

Teacher-Led Small Group: While other students were completing tasks as collaborative groups, Ms. Hernández had her Spanish-speaking students look for examples of Spanish/English cognates as well as translanguaged words and phrases that appeared throughout the first two chapters. The cognates her Spanish speakers found were added to the cognate chart (e.g., rancho/ranch; fruta/fruit). Ms. Hernández used the NYS New Language Progressions Standard 5.9 for Speaking and Listening to offer additional scaffolds to her students in order to further develop their oral language proficiency:

Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that describe how the evidence from literary and informational texts supports their inferences and conclusions, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that describe how the evidence from literary and informational texts supports their inferences and conclusions, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to describe how the evidence from literary and informational texts supports their inferences and conclusions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe how the evidence from literary and informational texts supports their inferences and conclusions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to describe how the evidence from literary and informational texts supports their inferences and conclusions, when speaking in <i>partnership, small group and/or whole class settings</i></p>

The final activity in this segment of Lesson 4 entailed creating a chart of phrases that made use of personification as a literary device as well as the translanguaged text. The phrases were then analyzed. Ms.

Hernández asked her students to pinpoint the sentences that convey personification. Then, the students, **as a whole class**, identified the translanguaged text. Ms. Hernández asked was how Muñoz Ryan makes sure that all readers— regardless if they speak Spanish or not—are able to understand the Spanish sentences. The students shared that the author provides a translation as well as a short definition. For instance, on page 1, Esperanza’s father says, “Aguántate tantito y las frutas caerán en tu mano.” This translates to, “Wait a little while and the fruit will fall into your hand. You must be patient, Esperanza.” (p. 2). In this way, all readers were included in the translanguaged text, but using Spanish conveys the character’s linguistic and cultural fluidity that would otherwise would not be evident. Given the support that the SIFE, Entering, and Emerging students had been given, they were able to participate in and

- *5 Speaking and Listening 1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.*
- *Social Studies: The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.*
- *5 Reading 4: Literary and Informational Text: Determine the meaning of words, phrases, figurative language, academic, and content specific words and analyze their effect on meaning, tone, or mood.*

understand the purpose of the activity.

Table 6: Excerpts from Chapters 1 and 2 of Esperanza Rising. Phrases in Bold Show Personification. Phrases in Italics Show Translanguaged Text.

Samples from Chapter 1	Samples from Chapter 2
<p>“Our land is alive, Esperanza,” said Papa, taking her small hand as they walked through the gentle slopes of the vineyard... “the whole valley breathes and lives,” he said, sweeping his arm toward the distant mountains that guarded them. “It gives us the grapes and then welcomes us” (p. 1).</p> <p>He picked up a handful of earth and studied it. “Did you know that when you lie down on the land, you can feel it breathe? That you can feel its heart beating?” (p. 1)</p> <p>Aguántate tantito y las frutas caerán en tu mano, he said. “Wait a little while and the fruit will fall into your hand. You must be patient, Esperanza.” (p. 2)</p>	<p>The August sun promised a dry afternoon in <u>Aguascalientes</u>. Everyone who lived and worked on El Rancho de las Rosas was gathered at the edge of the field: Esperanza’s family, the house servants in their long white aprons, the vaqueros, already sitting on their horses and ready to ride out to the cattle, and fifty or sixty campesinos, straw hats in their hands, holding their own knives ready They were covered top to bottom, in long-sleeved shirts, baggy pants tied at the ankles with string, and bandanas wrapped around their foreheads and necks to protect them from the sun, dusk and spiders (p. 4-5).</p>

Lesson 3: Using an Excerpt from *Esperanza Rising* to Analyze the Human Rights Issues Embedded in the Text

As Ms. Hernández was drawing this unit to a close, she presented her students with the following text excerpt from the book. In it, Esperanza describes her desire to marry Miguel, who was the housekeeper’s son. Esperanza was the owner’s daughter. Ms. Hernández and her ESOL partner worked on the metaphor that states: between them ran a deep river. These **conversations** took place as a whole class. Ms. Hernández asked: “Should money, power, and position be the determinant points when choosing whom we can marry? Are human rights denied if people must marry because of tradition instead of getting married to whom they want?” After posing these questions, the following excerpt was analyzed in small groups of three students based on reading ability. That is, students who were fluid and proficient readers worked with students who required support.

Text Excerpt from *Esperanza Rising* That Was Used in Ms. Hernández’s Class in Order to Associate it with Human Rights Challenges

Several years ago, when Esperanza was a young girl, Mama and Papa had been discussing boys from ‘good families’ whom Esperanza should meet one day. She couldn’t imagine being matched with someone whom she had never met. So, she announced, “I am going to marry Miguel!” Mama had laughed at her and said, “You will feel differently as you get older.”

“No I won’t,” Esperanza had said stubbornly.

But now that she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed. In a moment of self-importance, Esperanza had told all of this to Miguel. Since then, he had spoken only a few words to her. When their paths crossed, he nodded and said politely, “Mi reina, my queen,” but nothing more. There was no teasing or laughing or talking about every little thing. Esperanza pretended not to care, though she secretly wished she had never told Miguel about the river (From the Chapter Las Uvas/Grapes)

The unit continued by asking students to compare and contrast the reactions of two characters that are depicted in

TEACHERS OF ELLS CAN DEVELOP WRITING SKILLS BY USING DICTATION (DICTADO). THIS ACTIVITY ENTAILS THE TEACHER DICTATING A SHORT SEGMENT FROM THE NOVEL THAT INCLUDES EXAMPLES OF PERSONIFICATION OR TRANSLANGUED TEXT. STUDENTS WRITE WHAT THEY HEAR AND THEN TOGETHER THEY WORK ON CREATING A “CORRECTED” MODEL OF THE TEXT.

the same excerpt. This constituted part of the writing assignment that closed the unit. Students discussed how Esperanza and Miguel’s conversations came to an end; Esperanza pretending that she did not care while Miguel referred to her as mi reina/my queen. Students discussed as a class, what this meant, saying

that Miguel felt admiration for Esperanza but also how it meant that she belonged to a different social class from his.

Ms. Hernández supported her students by providing sentence starters to help channel their thinking and writing:

- In this segment, Esperanza believes that... but Miguel feels...
- The statement “between them ran a deep river” means...
- This segment shows that the right to... is a human right...

Writing Practice

Students wrote an expository essay to respond to the prompt that Ms. Hernández had previously stated: Are human rights denied if

TEACHERS OF ELLS CAN ENCOURAGE CONVERSATIONS AROUND A TEXT, AS WELL AS A BRAINSTORMING SESSION, BEFORE ASKING STUDENTS TO WRITE.

people have to marry because of tradition instead of getting married to whom they want? Students used their previous notes to write their collaborative essays. Ms. Hernández **grouped her students according to how well they worked** together. Ms. Hernández and her ESOL teacher worked with Entering and Emerging ELLs to assist them with completing their essay by participating in a shared writing of the essay. The **New Language Progressions Standard 5.9** offered additional suggestions about how teachers can make additional modifications to the tasks in this activity for students at different levels of English proficiency to further develop their writing.

Entering	Emerging	Transitioning	Expanding	Commanding
<p>Writing-Centered Activity: Use <i>pretaught words and phrases</i> to complete a cloze paragraph that uses evidence from literary and informational texts to support their analysis and research of a topic</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases</i> to write two or more paragraphs that use evidence from literary and informational texts to support their analysis and research of a topic</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a short essay that uses evidence from literary and informational texts to support their analysis and research of a topic</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an essay that uses evidence from literary and informational texts to support their analysis and research of a topic</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that uses evidence from literary and informational texts to support their analysis and research of a topic</p>

The unit closed with the students sharing their essays with each other. This elicited a lively, whole class discussion in which the issues raised by *Esperanza Rising* and human rights merged.

- **5 Writing 1: Write an argument to support claims with clear reasons and relevant evidence.**

Table 8: Summary of the Strategies 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 instance, students working in a small group can use oral language to discuss word choices, translate words, and gain metalinguistic knowledge.

Oral Language Development	Metalinguistic Awareness	Flexible Groupings
<ul style="list-style-type: none"> ● <i>Frontloading language-focused activities help ELLs students practice important academic language.</i> ● <i>Interactive ReadAlouds provide language models and promote listening comprehension.</i> ● <i>In collaborative groups, students analyze articles in the Universal Declaration of Human Rights and apply their understandings to real life contexts (Lesson 1) or analyze the experiences of an individual whose rights were denied (Lessons 2 and 3).</i> ● <i>The cooperative learning activity in Lesson 2 using colored sticky notes ensures that students listen to one another to build upon each other’s responses.</i> ● <i>Activities like partner reading and graphic organizers requiring the responses of both partners ensure participation by all students (Lesson 2).</i> ● <i>Teacher-facilitated group work such as “Hot Seat” to provide opportunities for ELLs to practice their new language with the support of their teacher (Lesson 3).</i> ● <i>Students brainstormed and shared their ideas about how Esperanza Rising demonstrated different human rights issues.</i> 	<ul style="list-style-type: none"> ● <i>Students compare translations of articles from the Universal Declaration on Human Rights in the students’ various home language(s) and English.</i> ● <i>Students develop cognate charts that highlight similarities in particular words in English and Spanish.</i> ● <i>Dictation (Dictados) engage students in a study of author’s language choices.</i> ● <i>Students learn about author’s craft by examining the Spanish language choices the author of Esperanza Rising makes when narrating the story.</i> 	<p><i>Teachers grouped students based on:</i></p> <ul style="list-style-type: none"> ● <i>Cross-linguistic language proficiency</i> ● <i>Home language proficiency</i> ● <i>Partnerships based on interests and ability to work together</i>

Appendix A: Recommended Resources

Recommended Graphic Novels Focusing on Human Rights Topics

Medina, T. (2017). *I am Alfonso Jones*. New York: Lee & Low Books.

Brown, D. (2018). *The Unwanted: Stories of Syrian Refugees*. Boston: Houghton Mifflin Harcourt.

Recommended Supplemental Readings That Include Figurative Language

Mora, P. & Colón, R. (2005). *Doña Flor: A Tall Tale about a Giant Woman with a Big Heart*. New York: Knopf Books for Young Readers.

Sacre, A. (2015). *A Mango in the Hand: A Story through Proverbs*. New York: Abrams Books for Young Readers.

Recommended Audio Books

Nelson, K. (2013). *Heart and Soul: The Story of America and African Americans*. New York: Balzer and Bray. (available at [Audible](https://www.audible.com), which requires a subscription)

Recommended Activities

“Hot Seat” activity can be found in Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English Language Learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Asi se dice activity can be found in: Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L. Ruiz-Figueroa, O. & Escamilla, M. (2014). *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia: Caslon Publishing.

Additional Resources

Expeditionary Learning Grade 5 Module 1, Unit 1, pp. 135-143

[Relevant Common Core Reading Standards for Literacy in History/Social Studies \(Grades K-8\) & Social Studies Practices](#)

“Teaching Nepalis to Read, Plant and Vote” by Leslie Reed in Expeditionary Learning Module 1, Unit 1, Lesson 9 Supporting Materials (p. 168). <https://www.engageny.org/resource/grade-5-ela-module-1>

[Articles 25 and 26 of the Universal Declaration of Human Rights](#)

Appendix B: Student Profiles

Entering: An entering student is defined as one who is first encountering the new language and can produce key words and phrases in contextually rich settings.

Emerging: An emerging student is defined as one who is integrating words and basic sentence patterns that allows for increased communication in the new language, but who needs consistent support in advancing his/her oral and literacy skills.

Transitioning: A transitioning student is defined as one who has gained enough mastery of the new language in contextually rich situations, but who needs frequent support in advancing his/her oral and

literacy knowledge in school settings.

Expanding: An expanding student is defined as one who has gained mastery of the oral and written demands of the language used in school, but who still needs targeted and specific language support. English learners often “plateau” and take longer to move to higher levels of English proficiency. Additional instructional scaffolding is necessary for these students to be able to access grade-level content.

Commanding: A commanding student is defined as one whose new language and content knowledge are parallel.

Former English Language Learners: These students have passed the NYESLAT exam within the last two years. These students can still be challenged by academic tasks and grade level content and need additional supports. As a result, it is important to monitor their learning and to continue to include opportunities in instruction to expand their metacognitive awareness.

Students with Limited or Interrupted Formal Education (SIFE): SIFE may be at all levels of English language proficiency in the areas of speaking and listening, but what they have in common is that they are struggling readers and writers because they have experienced many interruptions in their formal learning experiences. Teachers must be very careful about how these students are placed during small group or independent work involving reading and writing tasks to make sure they have the scaffolding they need to expand academic language knowledge and develop their literacy skills.

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