Instructional Sample Practice for a Sixth Grade Dual Language (Spanish/English) 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.

Instructional Sample Practice for a Sixth Grade Dual Language (Spanish/English) Classroom Aligned to the Next Generation Learning Standards
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PS 218X

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This Instructional Sample Practice describes a unit for a sixth-grade dual-language bilingual program. The unit centers on how cultural influences such as religion, geography, food preferences, and standard of living define how humans and animals interact. The unit was implemented by Mr. Maldonado, who teaches in one of the very few schools in New York State that has a dual-language program for middle school students. The school organizes instruction by associating a language with a specific content area. For instance, science and math are exclusively taught in English, while social studies and art are taught in Spanish. Mr. Maldonado oversees the development of curriculum for English Language Arts (ELA). There is another teacher in charge of developing Language Arts in Spanish, and he and Mr. Maldonado work closely together. Mr. Maldonado's main mode of instruction is English, but he occasionally incorporates texts in Spanish, and he allows his students to communicate in their home language to share ideas, opinions, to support each other, and to gain deeper understanding of texts and topics they are discussing in class. He believes that this practice opens spaces for students to continue developing their content knowledge and language proficiency in both English and Spanish. Mr. Maldonado embedded **oral language development, metalinguistic awareness, and organized group work in a flexible manner**. These three practices will be presented in bold throughout this instructional unit.

One of the goals Mr. Maldonado had was to target paraphrasing in **oral language** and summarizing in writing. Paraphrasing is part of the Speaking and Listening Standard 6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Summarizing is embedded in 6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL). He noticed that his students acknowledged that they were part of a conversation and used prompts they had been taught through the elementary grades. For instance, it was common for students in Mr. Maldonado's class to say , "I want to add to what Mariza said…" or "Aron, regarding your point, this is what I think…". Mr. Maldonado noticed that the students' contributions seldom reflected on what the other student said. Mr. Maldonado regularly noticed that the students made assumptions about what they understood about what someone else has said. Mr. Maldonado was also aware that he needed to create an engaging unit. He decided to develop one that centered on the many different cultural aspects that have a bearing on how humans and animals interact. The guiding questions he had for this unit were: "What is culture? How does culture impact the relationship between humans and animals? Does culture remain static over time?" These questions responded to specific Social Studies Unifying Themes (p. 9-10) found in the New York State K-12 Social Studies Framework.

- Individual development and cultural identity
- Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
- Development, movement, and interaction of cultures

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- *Cultural diffusion and change over time, facilitating different ideas and beliefs*

One of the strategies Mr. Maldonado used throughout the development of this unit was to present his students with complementary texts—that is, with different information on the same topic—written in English and Spanish. Throughout the unit, Mr. Maldonado's focus was not only developing content knowledge but also developing students' **metalinguistic awareness**. *Specifically, Mr. Maldonado's targeted substitutions, which is the replacement of a word or phrase with a "filler" word (such as* **one**, **so**, *or* **do**) *to avoid repetition. For instance, if the answer to the question "Which ice cream would you like?" was "I would like the pink one", the word "one" replaces "ice cream." Mr. Maldonado noticed that some of his students did not understand that sentences must be processed in a cohesive manner, meaning that in order to understand substitutions, sentences have to be processed holistically and not in isolation.* **Metalinguistic awareness** *also took the form of analyzing capitalization in English and Spanish and reflecting in* **conversations with their peers** *on how to improve their writing based on Mr. Maldonado's input. For* **grouping his students**, *Mr. Maldonado clustered them following different criteria. Depending on the task, he grouped them according to* **cross-linguistic language abilities** *(English-proficient with Spanish-proficient students)[1], mostly when he wanted the more fluent English speakers to support the students who needed it. At other times, he grouped them according* **to interests or their ability to work with each other,** *and at other times he grouped them* **according to their home language so they could support each other.** *At this point, it is important to discuss the role of translanguaging in the pedagogies created for Multilingual Learners and English Language Learners (MLs and ELLs)[2] in Mr. Maldonado's class.*

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 MLs in order to* **foster the oral communication**

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[1] *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.*

[2] *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 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.

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that takes place in **flexible and dynamic partnerships**. **Metalinguistic** awareness is made possible when teachers have opened a translanguaging space (Mertin et al., 2018).

This sample is meant to be a tool for observation and reflection. It is for teachers and those who support teachers working with MLs 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 that are embedded within them. The standards that were covered appear at the end of each section, as well as the Lifelong Practices for Readers and Writers that are embedded within them. When appropriate, templates pertaining to the Bilingual Progressions are inserted.

The activities described in this sample are not meant to be prescriptive. They should be taken as possibilities in which MLs can increase their understanding of a particular content area while increasing their mastery of English and Spanish. Even though this instructional unit was developed with a sixth-grade, dual-language classroom engaged in developing an ELA unit, teachers of MLs will find modifications of of the practices presented throughout the text. The road map of how this sample is organized is presented in Table 1.
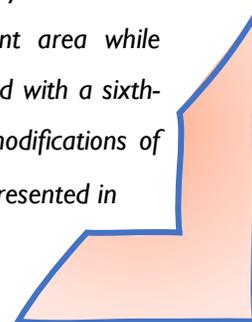
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All of the classroom practices described below can be mirrored in English and in the language other than English. These by no mean limit the variety of strategies that can support MLs.

Development of the Unit	Suggestion for Classroom Practices	Suggestions for Modifications for Teachers of MLs
Launching the unit Analyzing and providing initial definitions of culture and exploring the question, "Does culture change over time?"	• In small groups and in the whole class setting, students share their initial beliefs of what culture is and if it changes over time.	• Teachers of MLs can support their students by asking questions in English. When comprehension is jeopardized, the questions can be asked in the language other than English that a student knows. • 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. • Students can use web-based translation tools to facilitate the comprehension of these open-ended questions and ensure access to deep content. • Teachers of MLs can use sentence starters in English and provide a chance for students to prepare their answers while working with peers who can (if needed) translate and provide feedback.
Paraphrasing how other students defined culture and the impact that time has on culture	• Students practice paraphrasing, or how to restate what another student has said without embedding their own opinions and ideas (oral language development).	• Teachers of MLs can support paraphrasing by having students practice this skill in their home language in a small group. • Teachers can provide examples of paraphrasing in the students' home language. • Teachers can write a list of paraphrasing sentence frames on the board or provide a list for students to use.
Reading about how culture varies according to religion, needs, and time	• Reading and sharing ideas in small groups, formed based on interests, about how the relationship with animals changes according to the particular culture of a group.	• Teachers of MLs can provide texts in the students' home language or use web-based translation tools to facilitate the comprehension of these open-ended questions and ensure access to deep content. • Teachers of MLs can support their students by pre-loading vocabulary and working with students in a Guided Reading group to support comprehension. Pairing recently arrived

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		students with other speakers who share the same home language can provide support and aid in comprehension. • Teachers of MLs can support their students by asking questions in English and, when comprehension is jeopardized, in the language other than English that a student has mastered. Having students support one another or use web-based translation tools can facilitate the comprehension of these open-ended questions and ensure access to deep content.
Metalinguistic awareness: Understanding and practicing substitutions using fillers (e.g.., one, do, it) and substitutions that use different words for the same subject (e.g, pets and companions)	• Using different substitutions, the text is presented to help students understand the connections across sentences (metalinguistic/language awareness).	• Teachers of MLs can analyze the different kinds of substitutions the texts present that will provide MLs with strategies that will support them in better understanding texts, as well as improve their writing. • Teachers of MLs can provide specific opportunities and model the bridge that can exist between the home language and English. • Teachers of MLs can use songs, riddles, and/or poems.
Summarizing a text	• In small groups, students practice summarizing without embedding their own opinions and ideas.	• Teachers of MLs provide specific questions in English and/or in the home language to help with the activity. • Teachers of MLs provide opportunities for students to engage in discussions and then orally summarize the text. • Teachers of MLs share a list with sequential words to help students put events in order. • Teachers of MLs encourage students to take notes as they read, and then use those notes to summarize the text.
Comparing and contrasting the practices of paraphrasing and summarizing text	• Students review the similarities and differences between paraphrasing and summarizing.	• Teachers of MLs can encourage the students to use their home language in a conversation to practice comparing and contrasting, paraphrasing, and summarizing.

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Reading texts in English and Spanish that present complimentary information on how culture changes over time (e.g., the case of the hairless dog in Mexico before and after the Spaniards came) Metalinguistic awareness: Using these texts to compare how capitalization works in both English and Spanish	• Students read and practice summarizing in small groups. • Students compare and contrast how capitalization works in both languages.	• Teachers of MLs can use different texts written in English to convey that culture changes over time. Students can be grouped according to reading levels (i.e., students who are more fluent readers and have good comprehension skills can be paired with less fluent students who need support understanding texts.) Students can also discuss the texts in their home language in order to improve comprehension.
Research for writing and creating an essay	• In partnerships, students investigate other cultural manifestations related to the Mexican hairless dog (xolotl or escuincle).	• Teachers of MLs can group students according to similar interests and skills in order to brainstorm and provide support for each other. • Teachers of MLs can provide specific structures for paragraph writing. • Teachers of MLs can encourage the students to do the research in one language and write in the other, or vice versa. • Teachers of MLs can model and provide sentence frames for the students to use during their writing. • Teachers of MLs can encourage students to record their stories and then transcribe them.
Providing feedback on how to improve writing skills	• In small groups based on reading and writing ability, students discuss the feedback given to them by Mr. Maldonado related to their writing.	• Teachers of MLs need to be specific with their feedback. If possible, feedback needs to be provided in the language that the student understands. • Teachers of MLs provide regular opportunities for the students to make the necessary changes before new feedback is provided. • Teachers of MLs provide feedback that is related to the content and writing structures in addition to feedback on grammar and spelling.

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Overall Description of the Classroom Setting

Mr. Maldonado has been teaching at the same middle school for the past eight years. In this sixth-grade classroom, he had 25 students who speak Spanish and English. It is common in the school where Mr. Maldonado works to receive newly arrived students from the Dominican Republic and Mexico whose Spanish is stronger than their English. As a result, many of Mr. Maldonado's students have not been part of the dual language program at the elementary level, and they require extra support with reading and writing in English. Mr. Maldonado sees oral language development as a crucial practice, since students would be able to share their ideas when conversing in small and large group settings before turning to reading and writing.

Launching the Unit: Introduction to the Concept of Culture

Mr. Maldonado launched the unit by asking students, "What are some traditions in your family?"i.e., "How are birthdays celebrated? What is one tradition from your home country? How is it celebrated?" He asked the students to turn to a partner and **talk**. Next, he shared one of his family's traditions and how this tradition has evolved within his family. He specifically focused on how Christmas was celebrated in Mexico when he was a child and how he celebrates it here. The conversation centered on how traditions are not always static, that they can evolve as time goes on and conditions shift. Next, he posed the questions, "What is culture? Who makes culture? Is it always the same? Can it change? Who changes it? What are the elements that

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>
> TEACHERS OF MLS CAN USE THE STUDENTS' ENGLISH LANGUAGE PROFICIENCY AND PAIR RECENTLY ARRIVED STUDENTS WITH STUDENTS WHO ARE MORE FAMILIAR TO THE STRATEGIES BEING IMPLEMENTED IN THE CLASSROOM.
>
> STUDENTS CAN USE WEB-BASED TRANSLATION TOOLS TO FACILITATE THE COMPREHENSION OF THESE OPEN-ENDED QUESTIONS AND ENSURE ACCESS TO DEEP CONTENT.
>
> TEACHERS OF MLS CAN USE SENTENCE STARTERS IN ENGLISH AND PROVIDE A CHANCE FOR STUDENTS TO PREPARE THEIR ANSWERS WHILE WORKING WITH PEERS WHO CAN (IF NEEDED) TRANSLATE AND PROVIDE FEEDBACK.

make culture?" Students were **clustered in small groups** based on common interests. They first **talked with each other** in their language of preference and then shared elements they thought belonged to what they considered to be culture. Mr. Maldonado drew an umbrella, and under it he wrote the contributions his students shared.

He then asked his students two questions: "How do we learn culture?" and "Can cultural beliefs change over time?" In this segment of the unit, Mr. Maldonado also focused on the characteristics of **paraphrasing**. He stated how careful we must be when paraphrasing and emphasized that paraphrasing does not mean that you just take what someone else said and change a few words to make it your own. It is about translating another person's ideas into your own words in a reduced form. However, you cannot add your own opinions or assume that you can improve what the other person has said.

Mr. Maldonado asked that the students do a Fast Write.[3] The teacher requested that three students read what they had written. He **grouped his students** based on **cross linguistic language proficiency**.

He introduced paraphrasing by taking what one of the students had written in his Fast Write and copying it—with the student's permission—to the Smart Board. Way of life was substituted for lifestyle, which entails the way people do things.

Table 2: Paraphrasing Exercise: Comparing What a Student Said with Possible Paraphrasing

What the Student Said	Paraphrasing Exercise with the Help of Mr. Maldonado
Culture is a way of life meaning the way people do things. A culture is passed on to the next generation by adults teaching their children how to do things, but sometimes it can change.	Culture is a lifestyle. Culture requires learning how to do things. Culture can change over time.

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[3] *A Fast Write requires a teacher to provide a prompt for the students (it can be an image), and the students have a limited time period to write about it. This teaching strategy allows students to channel their thinking and helps teachers assess their students' understanding.*

This segment of the unit entailed **working in the same small groups.** The students were assigned to start **paraphrasing** each other's definitions of culture which they had written about in their Fast Write. Mr. Maldonado covered the following standards in this exercise:

> - *6 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.*
> - *6 Speaking and Listening 1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.*
> - *6 Speaking and Listening 1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.*

Reading About How Culture Impacts the Relationship with Animals

As the unit continued, Mr. Maldonado provided his students with a text that explained how influences such as religion, geography, food preferences, and standard of living all come into play regarding how a specific community and animals interact. The students read the text (Table 3) individually. Then, students were **partnered by cross-language proficiency and with peers who worked well together.** The students were able to clarify concepts, talk about the text, and in many instances, translated for each other.

> TEACHERS OF MLS CAN PROVIDE TEXTS IN THE STUDENTS' HOME LANGUAGE OR USE WEB-BASED TRANSLATION TOOLS TO FACILITATE THE COMPREHENSION OF THESE OPEN-ENDED QUESTIONS AND ENSURE ACCESS TO DEEP CONTENT.
>
> TEACHERS OF MLS CAN SUPPORT THEIR STUDENTS BY PRE-LOADING VOCABULARY 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.

Table 3: Text Used by Mr. Maldonado: Culture and Treatment of Animals[4]

Animals that perform jobs to help people: Then and Now	Although humans have kept pets for a long, long time, until the past few hundred years companion animals were usually only for the well-to-do. That didn't mean working class people didn't have dogs, cats, and other animals, but these critters had jobs to perform. Cats kept mice in check. So did dogs — many of the small terrier breeds were developed as rat killers. Larger dogs were used as draft animals, pulling goods to market. Other types were used for hunting, herding, and guarding. Even now, dogs are still considered utilitarian animals in some communities. For instance, there are sled dogs in Alaska and sheepherding dogs in Australia that support people in doing their jobs. Dogs like

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[4] *This text was created by Mr. Maldonado, who based it on Szücs, E., Geers. Jerzierski, Sossiduo, & Broom (2012).*

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	German shepherds, Labradors, and golden retrievers are trained to guide the blind and keep them company.
Pets as being part of a family	In some places, like the United States, France, or the United Kingdom, dogs and cats are frequently considered part of a family and have no jobs to perform. In fact, dogs are widely considered by many Western cultures to be "man's best friend".
The role of religion and the relationship with animals	In other cultures, such as those in which Islam is the majority religion, dogs may be perceived as dirty or dangerous. The Koran describes them as unhygienic. Muslims will therefore avoid touching a dog unless he can wash his hands immediately afterwards, and they will almost never keep a dog in their home. Another example is the case of India, where cows are sacred and are treated with the utmost respect. Conversely, in Argentina, beef is a symbol of national pride because of its tradition and the high quality of its cuts. An Indian visiting Argentina would very likely be shocked by the relish an Argentinian shows when eating a piece of meat!

TEACHERS OF MLS CAN SUPPORT THEIR STUDENTS BY ASKING QUESTIONS IN ENGLISH AND, WHEN COMPREHENSION IS JEOPARDIZED, IN THE LANGUAGE OTHER THAN ENGLISH THAT A STUDENT HAS MASTERED. HAVING STUDENTS SUPPORT ONE ANOTHER OR USE WEB-BASED TRANSLATION TOOLS CAN FACILITATE THE COMPREHENSION OF THESE OPEN-ENDED QUESTIONS AND ENSURE ACCESS TO DEEP CONTENT.

GENERAL EDUCATION AND ESOL TEACHERS WILL FIND THE PRACTICES THAT ARE OUTLINED USEFUL FOR THEIR STUDENTS. ANALYZING THE DIFFERENT KINDS OF SUBSTITUTIONS THE TEXTS PRESENTS WILL PROVIDE MLS WITH STRATEGIES THAT WILL SUPPORT THEM IN BETTER UNDERSTANDING TEXTS AS WELL AS IMPROVING THEIR WRITING.

Cultural influences such as religion, geography, food preferences, and standard of living all come into play regarding our treatment of animals.

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Mr. Maldonado decided to address comprehension of the text and **metalinguistic awareness** simultaneously. That is, by focusing on some aspects of the text, specifically the **substitutions** presented in the text, the students would be able to gain a deeper understanding of the text. One way in which substitutions take place is by replacing a noun with a "filler" word (such as one, so, or do) to avoid repetition. Mr. Maldonado scaffolded this segment of the unit by analyzing a nonsense poem by Burgess (1985) which uses "one" as the filler word in place of cow.

> **Purple Cow** (1985) by G. Burgess
>
> I never saw a Purple Cow
> I never hope to see **one**;
> But I can tell you, anyhow,
> I'd rather see than be **one**

> TEACHERS OF MLS CAN ANALYZE THE DIFFERENT KINDS OF SUBSTITUTIONS THE TEXTS PRESENT THAT WILL PROVIDE MLS WITH STRATEGIES THAT WILL SUPPORT THEM IN BETTER UNDERSTANDING TEXTS AS WELL AS IMPROVING THEIR WRITING.
>
> TEACHERS OF MLS CAN PROVIDE SPECIFIC OPPORTUNITIES AND MODEL THE BRIDGE THAT CAN EXIST BETWEEN THE HOME LANGUAGE AND ENGLISH.
>
> TEACHERS OF MLS CAN USE SONGS, RIDDLES, POEMS.

The **students worked in groups** according to **language proficiency in English**. Students who were Commanding and Expanding were grouped with students who were Emerging or Transitioning. This means that students who had more control over English were able to support those who did not. This exercise showed the students that sentences have to be processed holistically, not in isolation. In these **small groups**, students were able to draw arrows to make the relationship explicit. **The conversations** the students had in their **small groups** allowed them to understand the role of the filler word "one" in the poem.

However, the substitutions that were presented in the text were more complex, since they are referring to the initial subject using different words or phrases. For instance:

> Although humans have kept **pets** for a long, long time, until the past few hundred years **companion animals** were usually only for the well-to-do.

In this sentence, pets and companion animals refer to the same subject. Some students who have little experience reading complex texts might think that the author is referring to two different things. This can have negative connotations in understanding the text. To make the relationship more visible, Mr. Maldonado wrote the two referents in red (underlined). The next sentence associated dogs, cats, and other animals with these critters. Mr. Maldonado used blue (double underlined) to make the association clearer. With **the whole class,** students collectively came up with the substitution between dogs and small terrier breeds. This last one appears in green (wavy underlined) in the text.

Although humans have kept <u>pets</u> for a long, long time, until the past few hundred years <u>companion animals</u> were usually only for the well-to-do. That didn't mean working class people didn't have <u>dogs, cats, and other animals</u>, but <u>these critters</u> had jobs to perform. Cats kept mice in check. So did <u>dogs</u> — many of the <u>small terrier breeds</u> were developed as rat killers.

Then it was the students turn to try it in **small groups** clustered by English language proficiency, as Mr. Maldonado had done before (lower- and higher-level English-proficient students). Mr. Maldonado gave the students excerpt from the same text:

> **<u>Larger dogs</u>** were used as draft animals, pulling goods to market. **<u>Other types</u>** were used for hunting, herding, and guarding. Dogs were utilitarian animals, not necessarily members of the family, but things have changed.

Mr. Maldonado asked the students what "other types" meant. The students added: Other types of larger dogs were used for hunting, herding, and guarding.

Mr. Maldonado **encouraged the discussion** in a **whole class setting** centered on the substitution between dogs, these animals, and them (in purple or <u>double underline</u>). In the whole class discussion, students came up with the connections between dogs, these animals, and them as referring to dogs in Muslim societies.

> In some places, like the United States, France, or the United Kingdom, dogs are loved and considered a great pet to have at home and with the family. In other cultures, such as those in which Islam is the majority religion, **<u>dogs</u>** may be perceived as dirty or dangerous. **While <u>these animals</u>** are widely considered by many Western cultures to be "man's best friend," the Koran describes **<u>them</u>** as unhygienic.

Mr. Maldonado felt that his students were now better prepared to start thinking about summarizing. He felt that by understanding how substitutions work, their comprehension and analysis of the text had increased.

Summarizing the Text

One of the main concerns for Mr. Maldonado was that his sixth graders thought that a summary entailed the insertion of their own ideas and opinions. Similar to paraphrasing, he explained that a summary has to be written in their own words, but it should only contain the key ideas of the original text. He was very careful in signaling that when summarizing, we cannot embed our own opinions, interpretations,

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deductions, or comments. He used the New Language Arts Bilingual Progressions 6.2. templates to guide his work.

> TEACHERS OF MLs PROVIDE SPECIFIC QUESTIONS IN ENGLISH OR/AND THE HOME LANGUAGE TO HELP WITH THE ACTIVITY.
>
> TEACHERS OF MLs PROVIDE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN DISCUSSIONS AND THEN SUMMARIZE THE TEXT ORALLY.
>
> TEACHERS OF MLs SHARE A LIST WITH SEQUENTIAL WORDS TO HELP STUDENTS PUT EVENTS IN ORDER.
>
> TEACHERS OF MLs ENCOURAGE STUDENTS TO TAKE NOTES AS THEY READ, AND THEN USE THOSE NOTES TO SUMMARIZE THE TEXT.

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Common Core Anchor Standard (RI.2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		MAIN ACADEMIC DEMAND *Summarize Text by Determining Main Idea and Supporting Details*
Common Core Grade 6 Standard (RI.6.2): Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		GRADE LEVEL ACADEMIC DEMAND *Summarize Text and Determine a Central Idea and Its Supporting Details*

5 Levels of Language Development		**Entering** (Beginner)	**Emerging** (Low Intermediate)	**Transitioning** (High Intermediate)	**Expanding** (Advanced)	**Commanding** (Proficient)
		When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a main idea graphic organizer* to determine the central idea, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a main idea graphic organizer* to determine the central idea, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed main idea graphic organizer* to determine the central idea, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a main idea graphic organizer* to determine the central idea, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, when taking notes independently,* to determine the central idea, as text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a main-idea-and-details graphic organizer* to determine a central idea and supporting details	**Reading-Centered Activity:** Organize *preidentified words and phrases on a main-idea-and-details graphic organizer* to determine a central idea and supporting details	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed main-idea-and-details graphic organizer* to determine a central idea and supporting details	**Reading-Centered Activity:** Organize *information on a main-idea-and-details graphic organizer, after teacher modeling,* to determine a central idea and supporting details	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to determine a central idea and supporting details
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that summarize a text by determining a central idea and its supporting details, when speaking in *partnership or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that summarize a text by determining a central idea and its supporting details, when speaking in *partnership or small groups*	**Speaking-Centered Activity:** Use a *word bank* to summarize text by determining a central idea and its supporting details, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to summarize text by determining a central idea and its supporting details, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to summarize text by determining a central idea and its supporting details, when speaking in *partnership, small group and/or whole class* settings
		Writing-Centered Activity: Use *pretaught words and phrases* to complete cloze paragraphs that summarize a text by determining a central idea and its supporting details	**Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more paragraphs* that summarize a text by determining a central idea and its supporting details	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that summarizes a text by determining a central idea and its supporting details	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that summarizes a text by determining a central idea and its supporting details	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that summarizes a text by determining a central idea and its supporting details
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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Common Core Grade 6 Standard (RI.6.2): Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**GRADE LEVEL ACADEMIC DEMAND** *Summarize Text and Determine a Central Idea and Its Supporting Details*

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.

- Identify words and phrases that appear throughout the text (e.g., nouns and related pronouns and/or words and phrases that have the same meaning) to determine a central idea.
- Identify transitional words and phrases (e.g., thus, one of the consequences, because) that introduce details in the text.

- Use words that summarize the text (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).

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Mr. Maldonado decided that his students needed scaffolding to understand what a summary is. He broke down the text into paragraphs and modeled how to come up with summary sentences for the first paragraph, a process similar to finding the main idea for each paragraph. He didn't copy the sentences, but the information remained the same. For instance, in the original text, the sentences: "Larger dogs were used as draft animals, pulling goods to market. Other types were used for hunting, herding, and guarding," became one sentence: "Larger dogs helped carry goods to markets, hunted, and guarded." The topic sentence that appears at the end of the first paragraph became its first bullet point. For the excerpt that states: "In places where Islam is the majority religion, dogs may be perceived as dirty or dangerous. While these animals are widely considered by many Western cultures to be 'man's best friend', the Koran describes them as unhygienic", only the adjective "dangerous" was selected because unhygienic was considered to be part of what dangerous conveys.

> **LIFELONG PRACTICES OF READERS:**
>
> READ OFTEN AND WIDELY FROM A RANGE OF GLOBAL AND DIVERSE TEXTS.
>
> MAKE CONNECTIONS (TO SELF, OTHER TEXTS, IDEAS, CULTURES, ERAS, ETC.)

For the rest of the paragraphs, Mr. Maldonado **grouped the students in partnerships**. Mr. Maldonado decided that this was the best way to have all students participate. He grouped them according to **their ability to work well with each other**. Their **conversations** were centered on finding the best way to summarize each paragraph.

Table 4: Making a Summary Based on the Text

Text	Summary sentences for each paragraph
Paragraph 1:	**Paragraph 1:**
Animals That Perform Jobs to Help People: Then and Now	Humans have had pets for a long time.
Although humans have kept pets for a long, long time, until the past few hundred years companion animals were usually only for the well-to-do. That didn't mean working class people didn't have dogs, cats, and other animals, but these critters had jobs to perform. Cats kept mice in check. So did dogs — many of the small terrier breeds were developed as rat killers. Larger dogs were used as draft animals, pulling goods to market. Other types were used for hunting, herding,	In the past and present, dogs and cats had a job to do (utilitarian animals). Example: Cats and terriers captured mice. Example: Larger dogs helped – and still do carry goods to markets, hunt, and guard. Example: Labradors and golden retrievers guide the blind and keep them company.

and guarding. Even now, dogs are still considered utilitarian animals in some communities. For instance, there are sled dogs in Alaska and sheepherding dogs in Australia that support people in doing their jobs. Dogs like German shepherds, Labrador and golden retrievers are trained to guide the blind and keep them company.

Paragraph 2: **Pets as being part of a family** In some places, like the United States, France, or the United Kingdom, dogs and cats are frequently considered part of a family and have no jobs to perform. In fact, dogs are widely considered by many Western cultures to be "man's best friend".	**Paragraph 2:** In the United States, France, and the United Kingdom, dogs are considered "man's best friend." Cats and dogs are considered part of a family and have no jobs to perform.
Paragraph 3: **The Role of Religion and the Relationship with Animals** In other cultures, such as those in which Islam is the majority religion, dogs may be perceived as dirty or dangerous. The Koran describes them as unhygienic. Muslims will therefore avoid touching a dog unless he can wash his hands immediately afterwards, and they will almost never keep a dog in their home. Another example is the case of India, where cows are sacred and are treated with the utmost respect. Conversely, in Argentina, beef is a symbol of national pride because of its tradition and the high quality of its cuts. An Indian visiting Argentina would very likely be shocked by the relish an Argentinian shows when eating a piece of meat! Cultural influences such as religion, geography, food preferences, and standard of living all come into play regarding our treatment of animals.	**Paragraph 3:** In countries that practice Islam, dogs are considered unhygienic. Dogs are not kept at homes. In India cows are sacred and respected. But in Argentina, people eat a lot of meat because of its high quality. Religion, geography, food preferences, and standard of living affect how we treat animals.

The last segment of this exercise entailed putting together the bullet points so the information would be presented as a summary. This required using some transitional words and changing the order of some of the information. In this case, the topic sentence that appeared at the end of Paragraph 3 was moved to the beginning of the summary to provide a clearer framework for the reader. The students and teacher worked on this segment of the exercise as a **whole class**. Mr. Maldonado took **the students' comments** and incorporated them or provided corrective feedback.

Creating a Summary from the Bullet Points

Cultural influences such as religion, geography, food preferences, and standard of living affect how we treat animals.

In the past, and in some places now, dogs and cats played a utilitarian role. They have jobs to do. Some examples are how cats and terriers capture mice, and how larger dogs help carry goods to markets, as well as hunt and guard. Labradors and golden retrievers guide the blind and keep them company.

In the United States, France, and the United Kingdom, dogs are considered "man's best friend." They have no jobs to do and are part of a family. But in Muslim countries, dogs are considered dirty, dangerous, and unhygienic. In India, cows are considered sacred. In Argentina, eating beef is considered delicious.

> **LIFELONG PRACTICES FOR WRITERS:**
>
> THINK, READ, SPEAK, AND LISTEN TO SUPPORT WRITING.

The standards that Mr. Maldonado covered in this activity were:

> - *6 Reading 2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text.*
> - *6 Writing 1d: Use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts.*

Understanding the Differences Between Paraphrasing and Summarizing

The summarizing exercise was also a way of assessing the understanding the students had garnered around the topic they were exploring. After this exercise, Mr. Maldonado decided to

> TEACHERS OF MLS, IF THEY KNOW THE STUDENTS HOME LANGUAGE, CAN ENGAGE THEM IN A CONVERSATION THAT COMPARES AND CONTRASTS PARAPHRASING AND SUMMARIZING. STUDENTS CAN ALSO HAVE THESE CONVERSATIONS IN A SMALL GROUP WITH OTHER STUDENTS THAT SHARE THE SAME HOME LANGUAGE.

recap what his students had learned about paraphrasing and summarizing. He first **partnered his students according to how well they work together**. Then, the groups shared what they had learned

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and as a whole class about the differences between paraphrasing and summarizing, and they collectively created the following chart.

Table 6: Comparing and Contrasting Paraphrasing and Summarizing

Paraphrasing	Summarizing
Paraphrase must be specific and means rewording	Summarizing requires understanding the main ideas
Paraphrase clarifies the text	Summarizing condenses a text (makes it shorter)
Paraphrasing does not mean inserting ideas and opinions	Summarizing does not mean inserting ideas and opinions
Paraphrasing requires acknowledging the source	Summarizing requires acknowledging the source

Reading Complimentary Texts in English and Spanish

> TEACHERS OF MLS CAN USE DIFFERENT TEXTS WRITTEN IN ENGLISH TO CONVEY THAT CULTURE CHANGES OVER TIME. STUDENTS CAN BE GROUPED ACCORDING TO READING LEVELS (I.E., STUDENTS WHO ARE MORE FLUENT READERS AND HAVE GOOD COMPREHENSION SKILLS CAN BE PAIRED WITH LESS FLUENT STUDENTS WHO NEED SUPPORT UNDERSTANDING TEXTS. STUDENTS CAN ALSO DISCUSS THE TEXTS IN THEIR HOME LANGUAGE IN ORDER TO IMPROVE COMPREHENSION.

Mr. Maldonado continued developing his unit by concentrating on the last question framing this unit: "Is culture static, or does culture change over time?" For this segment of the unit, he introduced the concept of time and culture by providing his students with two texts, one in English and one in Spanish, that presented complimentary information on how the conceptualization of a Mexican dog—the xolotl—has changed over time. He **grouped the students based on cross-linguistic language proficiency.** Recently arrived students whose Spanish was stronger were paired with proficient English speakers. That way, they could support each other in understanding both texts. In these partnerships, the students created a summary.

> LIFELONG PRACTICES FOR READERS AND WRITERS:
>
> EXPERIMENT AND PLAY WITH LANGUAGE

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Table 7: Complementary Spanish and English Texts About the Xolotl.

Spanish text and its translation	English text
El xolotl, o escuincle, es un perro sin pelo endémico de México. Endémico quiere decir que sólo se encuentra en esta región del mundo. Durante la época de los Aztecas, fue muy apreciado por su carne y era consumido regularmente por los aztecas, sobre todo en banquetes de boda y funerales.	Xolos or xolotls were considered sacred dogs by the Aztecs, Toltecs, Maya, and other indigenous groups living in what is now Mexico and Guatemala.

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Al estar tan arraigado entre las costumbres y la religión de los aztecas, los españoles intentaron terminar con la especie, y casi lo lograron. Si embargo, los xolos huyeron y se refugiaron en las montañas de Oaxaca y Guerrero. Fue hasta la década de 1950 cuando fue oficialmente reconocido como raza y se tomaron medidas para su conservación.

English translation:

The xolotl, or escuincle, is a hairless dog endemic to Mexico. Endemic means that it is only found in this region of the world. During the time of the Aztecs, it was highly prized for its meat and was consumed regularly by the Aztecs, especially at wedding receptions and funerals.

Being so rooted in the customs and religious practices of the Aztecs, the Spaniards tried to end the species, and almost succeeded. However, the xolotls fled and took refuge in the mountains of Oaxaca and Guerrero. It took until the 1950s for it to be officially recognized as a breed, and measures were taken for its conservation.

Xolos or xolotls were considered sacred dogs by the Aztecs, Toltecs, Maya, and other indigenous groups living in what is now Mexico and Guatemala.

According to Aztec mythology, the god Xolotl made this dog and named it Xoloitzcuintli. It was made from a sliver of the Bone of Life from which all mankind was made. Xolotl gave this gift to Man with the instruction to guard it with his life. In exchange, it would guide Man through the dangers of Mictlan, the underworld or World of Death. Because of this reason, in ancient times the Xolos were often sacrificed and then buried with their owners to act as guide to the soul on its journey to the underworld. The Spaniards were amazed at this dog. They had never seen a dog with no hair and they first thought that it was a dwarf horse. The Xolotls disappeared for many years and Mexicans didn't know about them.

In the 1950s, Diego Rivera, a famous Mexican painter, adopted a xolotl. For him, this was a symbol of being Mexican.

Metalinguistic Awareness: Capitalization Rules in Both Languages

While analyzing these two texts, Mr. Maldonado decided it was a good opportunity to focus on how capitalization changes in English and Spanish. He drew his students' attention to these words: Aztecs/aztecas; Spaniards/españoles; Oaxaca/Oaxaca; México/Mexico. **The students discussed** with their partners (**based on how well the students worked together**) these differences and reached the conclusion that words that refer to a nationality (e.g., españoles/Spaniards) are capitalized in English, but not Spanish. Words that refer to a geographical place (e.g., Mexico, Oaxaca) are capitalized in both languages.

> LIFELONG PRACTICES WRITERS:
>
> PERSEVERE THROUGH CHALLENGING WRITING TASKS
>
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS
>
> TEACHERS OF MLS CAN GROUP STUDENTS ACCORDING TO SIMILAR INTERESTS AND SKILLS IN ORDER TO BRAINSTORM AND PROVIDE SUPPORT FOR EACH OTHER.

Research for Writing

> TEACHERS OF MLS CAN GROUP STUDENTS ACCORDING TO SIMILAR INTERESTS AND SKILLS IN ORDER TO BRAINSTORM AND PROVIDE SUPPORT FOR EACH OTHER.
>
> TEACHERS OF MLS CAN PROVIDE SPECIFIC STRUCTURES FOR PARAGRAPH WRITING.
>
> TEACHERS OF MLS CAN ENCOURAGE THE STUDENTS TO DO THE RESEARCH IN ONE LANGUAGE AND WRITE IN THE OTHER, OR VICE VERSA.
>
> TEACHERS OF MLS CAN MODEL AND PROVIDE SENTENCE FRAMES FOR THE STUDENTS TO USE DURING THEIR WRITING.
>
> TEACHERS OF MLS CAN ENCOURAGE STUDENTS TO RECORD THEIR STORIES AND THEN TRANSCRIBE THEM.
>
> STUDENTS CAN EXPERIMENT AND PLAY WITH LANGUAGE.

In the **same groups,** Mr. Maldonado gave his students one period in which they could engage in research that referred to how the role of pets has changed throughout history. One of the groups focused specifically on the xolotl, and found a ballet from the Universidad de Cólima in Mexico that depicts this dog and its role in guiding the dead to the underworld. Another group focused on creating a timeline showing when dogs started being domesticated. A third group worked on differentiating pets from domestic animals. For instance, chickens, cows, and pigs are domesticated, but are not considered cuddling pets. In their final **conversations and whole class sharing,** the conclusion that students reached was that our relationship with pets and animals is influenced by time, wealth, needs, and religion.
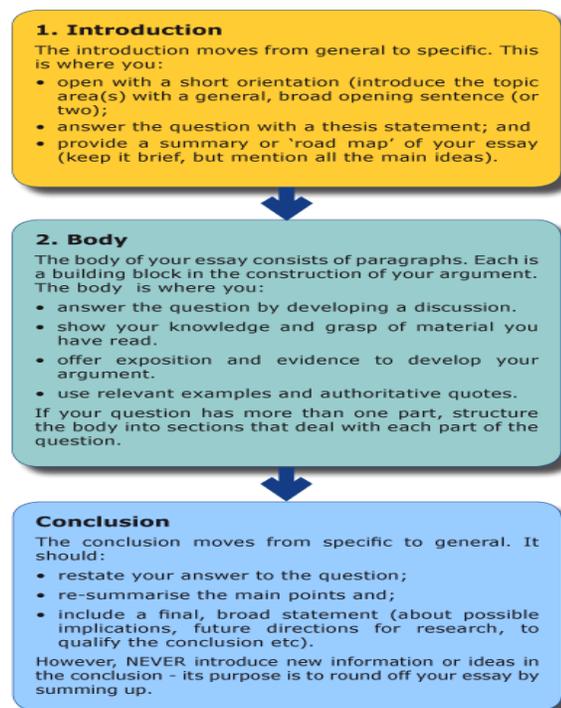
Creating an Essay

Toward the end of the unit, Mr. Maldonado wanted his students to write an essay. He reminded his students about how to paraphrase and how to summarize, and he also focused on the guiding questions, "What is culture? How does culture impact the relationship between humans and animals, including pets? Does culture change over time?"

He gave his students the opportunity to work in partnerships to brainstorm, **talk, and exchange ideas and advice** on how to start the piece. He asked them to take notes while they brainstormed. Next, he gave them the following guidelines in order to support their writing piece.

Table 8: Essay Guidelines Used in Mr. Maldonado's Class

1. Introduction
The introduction moves from general to specific. This is where you:
- open with a short orientation (introduce the topic area(s) with a general, broad opening sentence (or two);
- answer the question with a thesis statement; and
- provide a summary or 'road map' of your essay (keep it brief, but mention all the main ideas).

2. Body
The body of your essay consists of paragraphs. Each is a building block in the construction of your argument. The body is where you:
- answer the question by developing a discussion.
- show your knowledge and grasp of material you have read.
- offer exposition and evidence to develop your argument.
- use relevant examples and authoritative quotes.
If your question has more than one part, structure the body into sections that deal with each part of the question.

Conclusion
The conclusion moves from specific to general. It should:
- restate your answer to the question;
- re-summarise the main points and;
- include a final, broad statement (about possible implications, future directions for research, to qualify the conclusion etc).
However, NEVER introduce new information or ideas in the conclusion - its purpose is to round off your essay by summing up.

Providing Feedback in Writing Task

Mr. Maldonado was always careful to provide feedback to his students regarding their writing. He believed students need opportunities to give feedback to one another. For this purpose, he formed **intentional partnerships**. During these initial student- -to-student writing conferences, he asked them to **listen to their partner's** rough draft and note one strength, one or two areas of improvement, and one question that can help the writer add important details to the piece. In addition to asking students to provide feedback to each other, he also provided feedback. He was careful to provide feedback that targets error correction (usually grammatical elements), but he believed that a process- driven approach is better than a product-driven one. This means that he did not correct the students' work or write the standard grammatical structure without having the students **reflect with each other** on the feedback he provided. He again asked students to work with a partner. They sat next to each other and reviewed one essay at the time. The author and their partner reviewed what the author wrote and what the teacher suggested. The purpose was to understand the feedback; for example, the student wrote a verb in present tense (chase) and it needed to be written in past tense (chased). In addition, Mr. Maldonado always emphasized that if a student did not know a word in English, s/he should use it in his/her

home language and keep writing. The equivalent word in other language can always be incorporated in subsequent drafts. He based his thinking on the Bilingual Progressions Standard 10 for Writing:

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*

| 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.

Connecting reading and writing in both languages and across texts:
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.

Brainstorming can take place in the home and/or new language in order to:
- 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.
- Stimulate and enlarges the writer's thoughts
- Move writers from the stage of thinking about a writing task to the act of writing

Revising can take place in the home and/or new language in order to:
- 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.
- Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary.
- Provide time for practice, response, and reflection

Editing can take place in the home or new language:
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.

Presenting and Publishing can take place in the home and/or new language:
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**	**Emergent**	**Transitioning**	**Expanding**	**Commanding**
	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.	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.	Production of short essays in the **new** language with support from word banks and the student's **home** language.	Production of essays in the **new** language with support of previously used graphic organizers and teacher provided models.	Production of multi-paragraph essays in the **new** language with quality, length, style and variety of sentences and vocabulary can be expected

Home Language Students	Entering	Emergent	Transitioning	Expanding	Commanding
	Cloze texts or outlines can be produced in the student's **home** language with support of pre- identified words (previously frontloaded and recognized).	Production of short essays in the student's **home** language with support of glossaries and graphic organizers.	Production of short essays in the student's **home** with support of glossaries and graphic organizers.	Production of essays in the **home** language, with support of teacher provided models and graphic organizers.	Production of multi-paragraph essays in the **home** language with quality, length, style and variety of sentences and vocabulary can be expected.

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For this task, Mr. Maldonado used a table. The left-hand column contained the text that the student wrote. In the right-hand column contained an alternative version created by Mr. Maldonado was presented. It was up to the student to find the change and to **reflect and consult with his/her peers about the nature of the change.** This required the students **working in partnerships based on cross-linguistic language proficiency levels**. For purposes of clarity, the changes are underlined and highlighted in Table 9 but were not signaled in the in-class activity.

> **LIFELONG PRACTICES FOR WRITERS:**
>
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS.

Table 9: Feedback for Improving the Writing of Two Students in Mr. Maldonado's Class

Student Work	Mr. Maldonado' Sample
Sample 1: (segment of first draft) Hace mucho tiempo, people kept animals to help them. Cats and some dogs hunted mice. Large dogs took food to the market. Dogs in Mexico were different. Xolots are a dogs that are from Mexico. The dogs have no hair and the Aztecs considered guides for the underworlds. But now they are not. This means that culture has changed.	Many years ago, people kept dogs to help them. Cats and dogs hunted mice. Large dogs took food to the market. Dogs in Mexico were different. Xolots are hairless, Mexican dogs. The Aztecs considered them guides for the underworld. But now they are not. This means that culture has changed.
Sample 2: (segment of first draft) Culture means a lifestyle that impacts everything we do and believe. People who live in Islamic cultures believe that dogs are unhygienic and do not bring them into their homes but people who live in the United States love their dogs and keep them in their home. In Argentina, people like to eat beef but in India, cows are protected.	Culture means a lifestyle that impacts everything we do and believe. People who live in Muslim countries (or practice Islam) believe that dogs are unhygienic and do not bring them into their homes but people who live in the United States love their dogs and keep them at home. In Argentina, people like to eat beef, but in India cows are protected.

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The Writing Standards that Mr. Maldonado covered in this section of his unit were:

> - *6 Writing 2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
> - *6 Writing 2f: Establish and maintain a style appropriate to the writing task.*
> - *6 Reading 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)*

Mr. Maldonado based this activity on the BCCP Standard 5 forsixth grade. He found that the section on Linguistic Demands provided his students with sentence frames, which were useful to students seeking advice on how to improve their writing.

Common Core Grade 6 Standard (W.6.5): With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 6.)	GRADE LEVEL ACADEMIC DEMAND *With Guidance and Support, Plan, Edit, Rewrite or Try a New Approach*
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. Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that _____? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).	
Example to Address the Linguistic Demands	
This standard does not have an example of a linguistic demand because it requires that students ask and answer questions to strengthen their writing. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 6th grade.	

The sentences/words that appear highlighted had to be revised by the students in conjunction with a partner. The purpose was to understand the change that Mr. Maldonado had signaled, and the students had to find their own explanations. In essence, this exercise also emphasized the students' **metalinguistic awareness** since they had to notice and understand the nature of the changes that Mr. Maldonado was suggesting in this instructional unit. Mr. Maldonado's main goal was to explore the concept of culture. All communities develop a culture or a lifestyle that encompasses beliefs and values and ways of engaging with the world. He explored this concept using the difference in the relationships that humans establish with animals. Mr. Maldonado also explored how time is an element that plays a role in changing a particular belief, and he used the Mexican hairless dog to exemplify this last concept. Mr. Maldonado's main objectives at the beginning of this instructional unit were to practice paraphrasing and summarizing, and to help students understand that these two skills do not mean inserting personal opinions. Along the instructional unit, he incorporated various exercises that targeted metalinguistic awareness. Table 10 presents a list of the strategies that Mr. Maldonado used with his sixth-grade class.

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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
• Building background knowledge in all students and structuring conversations in order to provide them with a framework for engaging on the topic of culture • Students talking in their home language and in cross-linguistic language proficiency levels • Students practicing paraphrasing • Students engaging in Fast Write before sharing their thoughts and ideas to the whole class • Practicing summarizing • Discussing feedback when writing	• Practicing substitutions using fillers (e.g., so, do, one) • Practicing substitutions using different words to refer to the same subject (e.g., pets and companion animals) • Comparing and contrasting the differences between paraphrasing and summarizing • Analyzing capitalization in English and Spanish • Reflecting on the feedback about improving writing	• Partnerships based on interests and capacity to work well together • Students grouped by cross-language proficiency • Whole class discussions and presentations

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