Instructional Sample Practice for a Seventh Grade English Language Arts 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 Seventh Grade English Langauge Arts Classroom Aligned to the Next Generation Learning Standards

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This Instructional Sample Practice describes a unit for a seventh-grade English Language Arts class with English as a New Language (ENL) integration. The teacher embedded oral language development, metalinguistic awareness, and flexible groupings in this unit, which was centered on the theme of refugees' experiences. Throughout the unit, students read fictional and informational texts that conveyed universal themes of refugees' search for a new home. This sample is meant to be a tool for observation and reflection for teachers and those who support teachers working with Multilingual Learners and English Language Learners (MLs and ELLs)[1] to build understanding and experience with instructional methods that align with 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. In this instructional unit, oral language is embedded as the main vehicle for collaborative ideas, text analysis, and for the planning and revising processes of creating a text in the context of flexible groupings. The unit also incorporates activities that target metalinguistic awareness to support the gradual and dynamic development of linguistic knowledge within and across languages.

A common thread throughout the seventh [h] grade standards is to compare, analyze, and find evidence to make connections between texts in multiple modalities. Making connections requires analyzing central ideas, comparing different versions of texts in a variety of modalities, finding relevant evidence and using it to build an argument, generating questions, drawing on multiple sources, and refocusing the inquiry when appropriate.

Comparing texts in multiple modalities is valuable for learning both content and language. It provides multilingual learners with an entry point to new content and concepts, and it allows all students to critically explore various viewpoints and language uses. In addition, students can compare and contrast two texts – one in English and the other in their home language – providing opportunities to use both content and language. Comparisons can be explored orally and in writing, in pairs and in groups. This initial task can serve as a useful scaffold for students to write their own news story using multilingual and multimodal formats.

This unit segment is centered on the theme of refugees' experiences. The two essential questions are: "What common themes unify the refugee experience?" and "How can we tell powerful stories about people's experiences using multiple modalities?" Throughout the unit, students read fictional and informational texts that convey universal themes of refugees' search for a new home. The students developed their ability to read and

[1] 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.

New York State
EDUCATION DEPARTMENT
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understand complex texts as they consider the challenges of fictional and real refugees while making text-to-world connections with current events. During this process, students built their ability to infer and analyze text, both in discussion and through writing. The final performance task for the unit was to use their knowledge to develop a graphic news story focused on the refugee experience, based on a news story of their choice.

The standards that were covered appear at the end of each section, as well as the principles outlined in the Lifelong Practices for Readers and Writers. When appropriate, templates pertaining to the Bilingual Progressions are inserted. The activities described in this sample are not meant to be prescriptive but should be taken as possibilities in which ELLs can increase their understanding of a particular content area while also increasing their mastery of the languages of instruction.

Oral language development: Oracy has an important role in developing reading and writing. Talk is also an outcome in its own right because it allows students to develop their thinking. In planning, it is essential that oracy be an integral part of literacy instruction (Escamilla et al., 2014). In addition, since students have various levels of oracy proficiency in their home language and new language, the teaching objectives should consider students' linguistic abilities in order to provide scaffolds that will support their development. It is also essential to create opportunities for flexible language use within the structures of a unit so students can use their full linguistic repertoire when they are trying to accomplish analytical tasks.

In this unit segment, the Speaking and Listening Standards are woven throughout the reading and writing engagements. Oracy is embedded as the main vehicle for collaborative ideas, text analysis, and the planning and revising processes of creating a text.

Metalinguistic awareness: It is essential to foster metalinguistic awareness so students can develop an understanding of and ability to talk about language, both within and across languages. When teachers make cross-language connections in the classroom, they strategically help the students make connections between what they know in one language and what they are learning in another. This activity also encourages students to analyze how authors use two different modalities to express their ideas and convey information. During the first part of the activity, the students discuss the different semiotic devices that the two new stories use (drawings, dialogue, titles, etc.). During the second part, they can also compare stylistic choices in different languages, vocabulary (including cognates), and the sentence structure of the articles. At this point, it is important to discuss the role of translanguaging in the pedagogies created for MLs.

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 oral communication that takes place in flexible and dynamic

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partnerships. Metalinguistic awareness, in particular, is made possible when teachers have opened a translanguaging space (Mertin et al., 2018).

Flexible groupings: This practice allows these teachers to cluster students flexibly in different ways: e.g., by cross-linguistic language levels,[2] students' home languages, and students' ability to work together. Flexible groupings provide opportunities for students to leverage their home language and to support each other in completing a task. It is important for students to be grouped in different ways so they can leverage their knowledge as they contribute to their group and help each other to build their skills. For this unit segment, there are several options for flexible groupings, depending on the classroom composition and the goal at a particular point in the year. For example, for some of the tasks, the students could be grouped by home language. For other tasks, they could be grouped by reading level in the target language or in heterogenous language groups with mixed reading levels.

Although we provide suggestions for how to group students for each activity depending on the activity and composition of the class, each teacher should decide based on their knowledge of how the students best work together, as well as their reflections on student data. Flexible grouping opens the door for naturally creating situations in which students engage in academic conversations that focus on content and language. It is important that student grouping does not remain static throughout the year.

The standards that are covered appear at the end of each section. In addition, we include the principles outlined in the _Lifelong Practices for Readers and Writers,_ and, when appropriate, templates pertaining to the Bilingual Progressions are inserted. Even though this instructional unit was developed with a seventh-grade, ELA class with ENL support, teachers of ELLs will find modifications 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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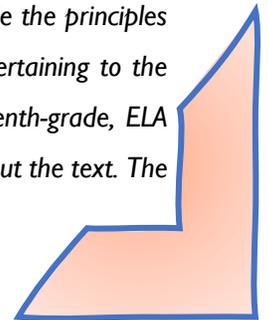
2 Cross-linguistic language levels in MLL students refer to the different degrees of language proficiency or control that a MLL can demonstrate in the new and home language. A student can be considered Expanding in the home language depending on his/her background knowledge on a particular subject area as well as the student's mastery of the language, but Emerging in the new language since s/he shows less control over the vocabulary and language structures associated with a particular subject area in the new language.

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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	Suggestions for Classroom Practices	Suggestions for Modifications by Teachers of MLs
Analyzing a graphic news story	Metalinguistic language awareness: • Students analyze linguistic and non-linguistic elements of a graphic novel (e.g., how the page is organized, dialogue, images, etc.). • Students find cognates of key words in the dialogue and narration. Oral language development: • Students read the dialogue out loud.	• As an alternative, the teacher could ask students to think about how the language in the dialogue would be different if it were in their home language or another world language. • Provide students with resources in the various languages in the class. • If possible, include stories that represent the cultural backgrounds of the students in the class.
Jigsaw reading: an analysis of a newspaper article about refugees	Oral language development: • Read a newspaper article in students' home languages and discuss it in small groups.	• Teachers of MLs can group students by reading levels. • Students can also be putin heterogenous groups with a mix of students' with the same home language or with a diverse group whose home language is English. • Preview vocabulary with visuals. • Teach cognates, false cognates, and semantic gradients words in English and in the other language(s).
Comparing the graphic news story with written news stories from around the world	Oral language development: • In small groups, compare and contrast a portrayal of a subject in a text and graphic story version.	• Teachers of MLs could group students in heterogeneous levels of language development in the target language of the day so they are able to support each other. In addition, the teacher could provide handouts with sentence starters in the home language or the world language they are learning to facilitate discussion.
Brainstorming and creating an outline for the graphic story	Flexible groupings: • Students can work with a partner who speaks the home language so they can	• Teachers of MLs could ask students to work in heterogenous groups with a variety of reading and writing levels. The use of drawings to create the stories

New York State
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	use their home langugae as a literary device if writing in English. (For example, some of the characters might speak in a language other than English.) • This is an opportunity for students who are at Entering levels to contribute to the project.	provides an opportunity for students with developing literacy skills to participate. • Teachers of MLs can engage students in creating stories based on their own experiences. • Teachers of MLs can group students according to similar interests and skills in order to brainstorm and provide support for each other.
Adding graphic literary devices and storyboarding	Metalinguistic awareness: • Students learn how to use linguistic and non-linguistic elements of a graphic novel.	• Teachers of MLs could introduce the names of the graphic literary devices in their home language or the world language they are learning. • Teachers of MLs can use sentence starters in English or in their home language or the world language they are learning - depending on the target language for the activity - to provide a chance for students to prepare their answers while working with peers.
Reviewing, providing peer feedback, and revising	Oral language development: • In small groups, students review other groups' storyboards and provide feedback. Metalinguistic language awareness: • Students use their understanding of how to use linguistic and non-linguistic elements to provide feedback to their peers.	• Teachers of MLs could teach the reviewing process in the target language. However, it is important that there is flexibility given, as the stories might be written bilingually to reflect the language use of the characters in them.
Publishing	Oral language development: • Each group can read their story using a reader's theater format in which different students read the dialogue for each character and the narrator.	• Teachers of MLs can ask students to write and perform the news stories bilingually using the two target languages. • Teachers of MLs can give students the opportunity to use online platforms to publish their stories.

Ms. Kaplan teaches a seventh-grade English Language Arts class at a public middle school (grades 6 to 8). Her seventh-grade class has 25 students. A third of her students are identified as ELLs, and at least one of the students has interrupted/inconsistent formal education (SIFE)[3]. The students in the class receive integrated ENL services[4]. Ms. Kaplan meets regularly with the English to Speakers of Other Languages (ESOL) teacher, Ms. K., to go over the lessons for the week and plan how she will support each student. Depending on the lesson, she works with them in groups or helps them individually. More than half of the students in this class are bilingual. Their home languages include Spanish, Haitian-Creole, Arabic, and Bengali.

Ms. Kaplan has 18 years of experience teaching English Language Arts. She collaborates with an ESOL teacher who comes to her classroom to provide instruction and additional support to the students. Ms. Kaplan believes that in order to support all her students, their language practices - and not only English - need to be part of the everyday space of the classroom. She embeds scaffolds in students' home languages into her classroom to help them access content in class. She provided a platform for students to leverage their linguistic practices to develop their ideas, even though they might produce a final product in English. For example, she made an effort to use class texts written in her students' home languages. At the beginning of each unit, she created a multilingual word wall with key vocabulary. For multilingual students in the early stages of English development, she distributed handouts with instructions in English and in-home languages. Ms. Kaplan speaks some French and understands some Spanish. She also uses internet translation tools and sends English words home, so that family members can provide translations for her to use in class.

Unit Segment Summary

This unit segment focuses on reading and analyzing graphic news stories and regular news stories about the experiences of refugees. The segment supports young people in developing literacy practices with peers as they work to make sense of the developing codes of interaction in rapidly changing contexts. In the 21st century, literacy is redefined to recognize the changing nature of knowledge in contemporary

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[3] *SIFE are English language learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances (DeCapua & Marshall, 2010).*

[4] *In integrated ENL classes, students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher.*

society and is understood as a process that involves acquiring and expressing meaning in a range of symbolic forms (Buckingham, 2003; Tyner, 2014). Young people are active interpreters of media texts that are accessible to them in everyday life. A sociocultural perspective of literacy sees language and literacy as social practices that embody a broad range of multiple literacies as one enters a classroom (New London Group, 1996). Literacy needs to be re-envisioned as a unified process comprising all students' multimodal experiences.

Graphic news stories use images and print text to engage readers and convey the essential information in the story. For this reason, graphic news stories can be used to support struggling readers, since the illustrations provide contextual clues to help students understand the meaning of the written narrative. Visual imagery helps students understand difficult and abstract concepts (Dallacqua, 2012).

Activities that develop students' **metalinguistic awareness** and **oral language** development are embedded in reading and writing tasks. Thesealso provide examples of how **flexible grouping**can be used for each task.

- Reading: Students read the graphic news story "Welcome to the New World" by Jake Halpern and Michael Sloan. They also read a newspaper article in their home language devoted to a similar story (see list of newspaper suggestions) and compared it to the graphic news story. (To find news stories from around the world, see Online Newspapers or the list of multilingual newspapers in the Resources section.)
- Writing: Using "Welcome to the New World" as a model, students created their own graphic news story using their full linguistic repertoire.

Unit Segment Context

Before beginning this unit segment, students read fiction and nonfiction works and learned how to compare and contrast the structure of multiple texts,

> **LIFELONG PRACTICES FOR READERS:**
>
> READ OFTEN AND WIDELY FROM A RANGE OF GLOBAL AND DIVERSE TEXTS.

as well as how different structures impact the meaning and style of a text. For example, Ms. Kaplan reviewed five nonfiction text structures (problem/solution, cause/effect, compare/contrast, description list, and time/order sequence). She provided three articles that the students read in groups and then discussed the types of text structures the authors used, as well as why they might have chosen a particular text structure for each topic. The students also learned to analyze a variety of texts and how to cite text-based evidence to support their analysis. Using nonfiction texts, Ms. Kaplan modeled how to determine a theme or central idea of an informational text, and how to analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas).

New York State
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In addition, before reading the graphic news story, Ms. Kaplan led a discussion in which the students shared the background knowledge they had about the refugee crisis in Syria. The practices associated with oral language, metalinguistic awareness, and flexible groupings will be presented in bold throughout the document.

The following Reading Standards were addressed in this section:

- *7 Reading 1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)*
- *7 Reading 2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)*
- *7 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)*
- *7 Reading 7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)*
- *7 Reading 9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)*

Sequence of Reading Activities

- Activity 1: Students read the introduction and part one of the graphic news story "Welcome to the New World" by Jake Halpern and Michael Sloan and analyzed it in small groups.
- Activity 2: Students read a newspaper article devoted to a similar story in their home languages and discussed in small groups (see list of suggestions in the Resources section).
- Activity 3: In small groups, students compared the graphic news story and the written news stories from around the world.

Activity 1: Analyzing Graphic News Story

Ms. Kaplan began the unit by reading the first page of the graphic news story "Welcome to the New World" (Halpern & Sloan, 2017), and then asked three students to read the dialogue of the characters on the page.

To foster **metalinguistic awareness,** Ms. Kaplan pointed out the word "inshallah" in the dialogue and asked one of the Arabic speakers in her class to explain its meaning. One of the **students**

explained that it is an exclamation and means, "Allah wills it." She explained to the students that the author of the graphic news story used transliteration: he transferred the word from the Arabic

alphabet to the English alphabet so the readers of the newspaper could read it and figure out how to pronounce it. Then, Ms. Kaplan asked one of the students in the class to write the word in Arabic [إِنْ شَاءَ اللهُ]. Ms. Kaplan asked her students to think of phrases with a similar meaning from their home languages. One of the students gave an example in Spanish, "Si Dios quiere" (God willing).

Ms. Kaplan had grouped students to sit with language partners. She asked them to think what the dialogue would be if it were in their home languages. This short partner talk provided an opportunity for students to use **oral language** to make sense of the meaning of the text.

Ms. Kaplan also asked the students to think about whether there were any cognates in the words used in the dialogue. For example, the word "refugee" in Spanish is "refugiado" and in Haitian-Creole is "refijye." As **they shared**, she created a list of cognates and asked students to write them in their home languages to create a class word wall. Next, she modeled how to analyze the graphic story, creating a collaborative anchor chart with the class as they observed the first page. She created the anchor chart in English and added drawings and symbols next to each of the elements they discussed. This strategy ensured that the students could use the images as well as the words to make sense of key terms. For example, when they discussed how the page was organized, she drew a diagram of the panels on the page. She used the following question to guide the discussion as she created the anchor chart with her students using the following guiding questions:

- How is the page organized?
- Is the panel order obvious? How do you know the intended order?
- Are the panels and borders uniform in shape and size, or do they vary?

New York State
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- How is the text in each panel represented to provide different kinds of information (text bubbles for dialogue, boxes for background information, etc.)?

After creating the anchor chart with the whole class, she paired students **by cross-linguistic language proficiency** and asked students them to **analyze the story together**, using the "graphic news stories handout" (see Appendix A). She told them they could use English and their home languages, as well as drawings, to fill in the handout. For more resources for how to analyze graphic novels or news stories, see the Resources section at the end of this document.

This activity addressed the following Speaking, Listening, and Reading Standards:

> - *7 Speaking and Listening Standard 2: Analyze the central ideas and supporting details presented in diverse formats.*
> - *7 Reading Standard 1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)*
> - *7 Reading Standard 2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)*
> - *7 Reading Standard 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)*
>   *7 Reading Standard 9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)*

Activity 2: Jigsaw Reading: Analysis of A Newspaper Article About Refugees

Ms. Kaplan designs her classroom activities to emphasize cooperative learning. She wants her students to have a chance to actively help each other to build comprehension. One of the strategies she uses is **jigsaw reading groups**. The following are the steps she used to organize the activity:

> TEACHERS OF ELLs CAN GROUP STUDENTS BY READING LEVELS. YOU CAN PROVIDE STORIES IN THE SAME HOME OR WORLD LANGUAGE FROM DIFFERENT NEWSPAPERS.

- In small groups, she asked students to read and analyze stories about refugees around the world (Analyzing a News Story handout).
- She assigned each student to a "home group" of 3 to 5 students who read an article in their home language.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

- As they read, they highlighted key elements of the piece, including facts, descriptions, or details of events.

- They discussed and completed the Analyzing a News Story handout.

- Then, Ms. Kaplan created "expert groups" consisting of students from a mix of "home groups". She asked students to share within the expert groups what they had learned from their stories.

- Each expert group took notes about what the stories had in common in terms of the content and structure.

- Each expert group shared one or two things the articles had in common with the rest of the class.

Metalinguistic Awareness: Developing Knowledge About Words and Linguistic Structures in Reading New Stories

> **LIFELONG PRACTICES OF READERS AND WRITERS:**
>
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH READING AND COMMUNICATING WITH OTHERS.

Before the students read the news stories, it was important for Ms. Kaplan to explainhow understanding the figurative, connotative, and technical words in a text enable comprehension. She began by looking for words that have cognates in her students' home languages and then discussed whether they have the same effect on the reader across languages. In order to do the initial analysis, she provided a handout translated into students' home languages as a guide for how to do an initial analysis. She used, as an example, the article from the newspaper *El Sol* and engaged the students whose home language is Spanish to help her **analyze and translate** for the rest of the class.

> **LIFELONG PRACTICES FOR READERS:**
>
> PERSEVERE THROUGH CHALLENGING, COMPLEX TEXTS.
>
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH READING AND COMMUNICATING WITH OTHERS.
>
> **LIFELONG PRACTICES FOR WRITERS:**
>
> ANALYZE MENTOR TEXTS TO ENHANCE WRITING.
>
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS.

- Identify words and phrases that have a figurative meaning in the text. For example, words that produce an image in the reader's mind, e.g., "Ustedes han aliviado nuestra carga" (You have relieved our burden) or "tarde o temprano" (sooner or later).

- Identify words and phrases that have a technical meaning in the text and/or are specific to a subject area. The students identified words/phrases such as "refugiado" (refugee), "immigrante" (immigrant), and "organización sin fines de lucro" (non-profit organization).

- Identify words and phrases that have a connotative meaning in a text. Words can gather positive or negative connotations based on the contexts in which they are used, e.g., "Nos sentimos rechazados" (We feel rejected).

- Identify the impact of a specific word that is repeated throughout the text. (inmigrantes/immigrants, refugiados/ refugees).

- Identify words that have cognates in English (familia/ family, libertad/liberty).

For Goodwin and Jiménez (2015), **translation is a metalinguistic exercise**. The students in Ms. Kaplan's class were first grouped by home language in order to read articles. However, for the second task in the jigsaw, they needed to share what they learned with the rest of the class. She asked each group to summarize the article first in their home language and then translate it to English. When translating, students have to understand and discuss the effect of word choice, language structures, differences in punctuation, and overall text structure.

> **LIFELONG PRACTICES FOR READERS AND WRITERS:**
>
> THINK, WRITE, SPEAK, AND LISTEN TO UNDERSTAND.
>
> MAKE CONNECTIONS TO OTHER TEXTS, IDEAS, CULTURAL PERSPECTIVES, ERAS, AND PERSONAL EXPERIENCES.

This activity covered the following standards:

- *7 Reading 1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)*
- *7 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)*
- *7 Reading 9: Use established criteria in order to evaluate the quality of texts.*

New York State
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In small groups, students compared and contrasted the two news stories using a T-chart to keep notes. In order to scaffold this activity, Ms. Kaplan focused on oral language development. She first determined the academic and linguistic demands of the task:

- Academic demand:
    - Compare and contrast a portrayal of a subject in a text version and graphic story version.
- Linguistic demands:
    - Use words and phrases to analyze techniques unique to a graphic news story and a news story.
    - Use sentence structures to compare and contrast the two versions.

In a whole class setting, she modeled how to express thoughts, feelings, and ideas using whole sentences that include subjects and predicates. She modeled in English, but she provided sentence stems in the main home language of the classroom as a scaffold for students to acquire and accurately use general academic and content-specific words and phrases. Ms. Kaplan first reviewed new vocabulary that the students had learned during the reading portion of the unit and referred them to the anchor chart that the class created as a group during the first activity of the unit. Then, she provided words and phrases to analyze the techniques unique to a graphic story in English and students' home languages. The following example is in English and Spanish:

- Las ilustraciones son_____.   The illustrations are_____.
- El diálogo muestra_____.   The dialogue shows_____.
- Los paneles en la página están organizados _____.   The panels on the page are organized _____.
- El texto en cada panel incluye_____. The text in each panel includes _____ (speech bubbles, background information, etc.)

She also provided sentence structures to compare and contrast the two versions:

- Tanto la historia gráfica como la noticia demuestran que ____.
- Both the graphic story and the news story show that____.
- La historia gráfica enfatiza ____, pero la noticia muestra ____.
- The graphic story emphasizes____, whereas the news story shows ____.

This activity addressed the following Speaking, Listening, and Reading Standards:

- *7 Reading 1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)*
- *7 Reading 7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)*
- *7 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.*
- *7 Language 6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

The following Bilingual Progressions Template for Grade 7 Standard 1 for Speaking and Listening provided a model for Ms. Kaplan to effectively engage students in collaborative discussions with diverse partners.

5 Levels of Literacy Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
		When developing home language literacy, using **grade level** texts and appropriate supports, students are able to:				
PRODUCTIVE	Oracy and Literacy Links	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers* to *complete sentence starters* that ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in *partnership and/or small groups.*	**Speaking-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers* to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers, after teacher modeling,* to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers, with teacher prompting,* to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use *knowledge of the topic, text or issue, independently,* to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in *partnership, small group and/or whole class settings.*
		Writing-Centered Activity: Use *preidentified words* to complete cloze *paragraphs* that synthesize the ideas and information presented clearly and incorporate and build upon the ideas of others.	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers* to write two or more paragraphs that synthesize the ideas and information presented clearly and incorporate and build upon the ideas of others.	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others.	**Writing-Centered Activity:** Use the *previously completed graphic organizers, with teacher prompting,* to develop an essay that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others.	**Writing-Centered Activity:** Use *knowledge of the topic, text or issue, independently,* to develop a multiple paragraph essay that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others.

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Common Core Anchor Standard (SL.1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	MAIN ACADEMIC DEMAND *Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively*
Common Core Grade 7 Standard (SL.7.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 7 topics, texts and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; d. Acknowledge new information expressed by others and, when warranted, modify their own views; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	GRADE LEVEL ACADEMIC DEMAND *Engaged and Prepared to Participate in Collaborative Conversations Follow Rules for Discussions Pose Questions That Elicit Elaboration Acknowledge New Information and Modify Personal Views*

5 Levels of Literacy Development		**Entering** **(Beginner)**	**Emerging** **(Low Intermediate)**	**Transitioning** **(High Intermediate)**	**Expanding** **(Advanced)**	**Commanding** **(Proficient)**
		When developing home language literacy, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *preidentified words and phrases on a responding-to-a-speaker graphic organizer* to identify new information expressed by others and modify their own views, during discussions in *partnership and/or small groups.*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed responding-to-a-speaker graphic organizer* to identify new information expressed by others and modify their own views, during discussions in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *information on a responding-to-a-speaker graphic organizer* to identify new information expressed by others and modify their own views, during discussions in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *information on a self-created responding-to-a-speaker graphic organizer* to identify new information expressed by others and modify their own views, during discussions in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *information, when taking notes independently,* to identify new information expressed by others and modify their own views, during discussions in *partnership, small group and/or whole class settings.*
		Reading-Centered Activity: Organize *preidentified words on a discussion preparation guide* to identify evidence on a topic, text or issue to prepare for a discussion.	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed discussion preparation guide* to identify evidence on a topic, text or issue to prepare for a discussion.	**Reading-Centered Activity:** Organize *information on a discussion preparation guide, after teacher modeling,* to identify evidence on a topic, text or issue to prepare for a discussion.	**Reading-Centered Activity:** Organize *information on a discussion preparation guide, with teacher prompting,* to identify evidence on a topic, text or issue to prepare for a discussion.	**Reading-Centered Activity:** Organize *information in a note taking guide, independently,* to identify evidence on a topic, text or issue to prepare for a discussion.

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Common Core Grade 7 Standard (SL.7.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 7 topics, texts and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; d. Acknowledge new information expressed by others and, when warranted, modify their own views; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	GRADE LEVEL ACADEMIC DEMAND *Engaged and Prepared to Participate in Collaborative Conversations* *Follow Rules for Discussions* *Pose Questions That Elicit Elaboration* *Acknowledge New Information and Modify Personal Views*

Linguistic Demands: The following are some examples in Haitian Creole and 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 words and phrases to explain (What I mean is _____; What you are saying is _____).

- Use sentence structures that facilitate a review key of ideas (e.g., Some said _____ while others believe _____).
- 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 _____).
- Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that _____ but you/I think that _____; This is different because _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Sample texts appropriate for 7th grade students can be found in the Reading for Information and Reading Literature standards.	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. Some ways to encourage students to share their thinking: • Invite elaboration of an idea (e.g., "Uhuhh. Tell us more about that.") (Ekzamp. "Di nou plis sou sa."). • Ask for clarification (e.g., "I'm not sure I understand. Is there another way you can explain that?") (Ekzamp. "Mwen pa si mwen konprann. Èske gen yon lòt fason ou kapab esplike sa"?). • Encourage new points of view (e.g., "Mmhmmm, so what does everyone else think?") (Ekzamp, "Ki sa tout lòt moun panse"?). • Invite new voices to enter the conversation (e.g., "That's interesting. I'm wondering if anyone else has an idea to share?") (Ekzamp. "Sa a enteresan. Map mande si nenpòt lòt moun gen yon lide pou yo pataje.").

Creating a Graphic News Story

Note: This process takes multiple class periods.

In order to close this segment of the unit, Ms. Kaplan's students created their own graphic news stories. For this final task, students were organized in pairs or groups of

> **LIFELONG PRACTICES FOR WRITERS:**
>
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS.
>
> EXPERIMENT AND PLAY WITH LANGUAGE.
>
> WRITE OFTEN AND WIDELY IN A VARIETY OF FORMATS, USING PRINT AND DIGITAL RESOURCES AS TOOLS.

> **LIFELONG PRACTICES FOR WRITERS:**
>
> EXPERIMENT AND PLAY WITH LANGUAGE.
>
> WRITE OFTEN AND WIDELY IN A VARIETY OF FORMATS, USING PRINT AND DIGITAL RESOURCES AS TOOLS.

three with mixed reading and writing levels. The use of drawings to tell the stories provided an opportunity for students at Entering levels in English to contribute to the project.

The following standards were addressed in this section:

- *7 Language Standard 6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- *7 Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.*
- *7 Writing Standard 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Students can work with a partner who speaks the home language so they can use their home language as a literary device. For example, some of the characters might speak in a language other than English.

Sequence of Writing Activities

Activity 1: Brainstorming and Creating an Outline

After the groups were established, the students discussed the news stories that they read during the second reading activity and chose one to produce into a graphic news story. In order to create the story, they re-read the news story as a group and discussed how it

> TEACHERS OF ELLS CAN ASK STUDENTS TO WORK IN HETEROGENOUS GROUPS WITH A VARIETY OF READING AND WRITING LEVELS. THE USE OF DRAWINGS TO CREATE THE STORIES PROVIDES AN OPPORTUNITY FOR STUDENTS WHO ARE AT ENTERING LEVELS TO CONTRIBUTE TO THE PROJECT.

addressed the following questions: who, what, where, when, why, and how? These questions were also provided in students' home languages. Ms. Kaplan asked the students to refer to the summary that they had written during the second reading activity and to create an outline using the summary. Each group brainstormed and created an outline for the graphic story.

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Activity 2: Adding Graphic Literary Devices and Storyboarding

Ms. Kaplan modeled how to create a storyboard and engaged the whole class in brainstorming through the process by using drawings and texts (see Appendix B). She shared an outline she wrote based on one of the news stories the class read. She reviewed the anchor chart the class created during the second activity when they analyzed the graphic news story. This chart included drawings and words in students' home languages. Then she walked the students through her outline, asking them to think how elements such as speech bubbles, narration boxes, and drawings that focus on particular details should be included in the storyboard, and then asked students to come help her draw them. Through this activity, she engaged students to participate using multimodalities and

TEACHERS OF ELLS COULD INTRODUCE THE NAMES OF THE GRAPHIC LITERARY DEVICES IN THE HOME LANGUAGE OR WORLD LANGUAGE. THEY CAN ALSO USE SENTENCE STARTERS IN ENGLISH AND THE HOME LANGUAGE OR WORLD LANGUAGE, DEPENDING ON THE TARGET LANGUAGE FOR THE ACTIVITY, TO PROVIDE A CHANCE FOR STUDENTS TO PREPARE THEIR ANSWERS WHILE WORKING WITH PEERS.

leveraged their metalinguistic awareness by referring to symbols, drawings, and key terms in their home languages as they built the storyboard.

In small groups, students reviewed the outline and followed the same process, referring to the anchor chart. Using the storyboard, students created a first draft of the story with images (see Appendix C). Ms. Kaplan suggested that students could first draw the different elements that would be part of their story. Drawing before writing was a brainstorming activity that provided a scaffold for students who were at an Entering level in English to participate in the project.

Ms. Kaplan asked each group to consider what graphic literary devices they would use throughout the story to communicate their ideas (speech bubbles, types of drawing, uneven panes, etc.). During this process, it was important for Ms. Kaplan to encourage students to think about what languages different people in the story spoke and why.

Activity 3: Peer Feedback and Revisions

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When students finished their first draft, Ms. Kaplan asked them to share their work with a different group to get feedback (see Appendix C for Graphic News Story Checklist). Ms. Kaplan shared the graphic news story checklist and modeled how to provide feedback that could be useful to the writer using the following prompts:

- The news story is well developed, with an introduction, body, and ending.
- The images enrich and provide a second layer of meaning to the story.
- The authors used the literary devices of graphic stories to convey the story.
- The authors incorporate direct evidence from a news story.
- The authors carefully edited their work (as an editor of a newspaper would).

After the groups review each other's stories, each group made revisions. The following bilingual language arts progressions provided a model for Ms. Kaplan on how to effectively engage students in collaborartive discussions with diverse partners.

> **LIFELONG PRACTICES FOR WRITERS:**
>
> ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS.
>
> STRENGTHEN WRITING BY PLANNING, REVISING, EDITING, AND TRYING A NEW APPROACH.

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Common Core Anchor Standard (W.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	MAIN ACADEMIC DEMAND *Write by Revising, Editing or Trying a New Approach*
Common Core Grade 7 Standard (W.7.5): 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 7.)	GRADE LEVEL ACADEMIC DEMAND *With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies*

5 Levels of Literacy Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
		When developing home language literacy, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE	Oracy and Literacy Links	**Listening-Centered Activity:** Organize *preidentified words and phrases on a text-specific (e.g., narrative, opinion or expository) graphic organizer* to plan an audience-specific written piece, as text is read aloud in *partnership and/or small groups.*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed text-specific (e.g., narrative, opinion or expository) graphic organizer* to plan an audience-specific written piece, as text is read aloud in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *information on a text-specific (e.g., narrative, opinion or expository) graphic organizer, after teacher modeling,* to plan an audience-specific written piece, as text is read aloud in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *information on a text-specific (e.g., narrative, opinion or expository) graphic organizer, with teacher prompting,* to plan an audience-specific written piece, as text is read aloud in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *information when taking notes independently,* to plan an audience-specific written piece, as text is read aloud in *partnership, small group and/or whole class settings.*
		Reading-Centered Activity: Arrange *pretaught words on a flow chart* to suggest a new approach to a written piece, focusing on a specific audience.	**Reading-Centered Activity:** Arrange *preidentified phrases and sentences on a flow chart* to suggest a new approach to a written piece, focusing on a specific audience.	**Reading-Centered Activity:** Arrange *information on a flow chart, after teacher modeling,* to suggest a new approach to a written piece, focusing on a specific audience.	**Reading-Centered Activity:** Arrange *information on a flow chart, with teacher prompting,* to suggest a new approach to a written piece, focusing on a specific audience.	**Reading-Centered Activity:** Arrange *information in a note-taking guide, independently,* to suggest a new approach to a written piece, focusing on a specific audience.

21

5 Levels of Literacy Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
		When developing home language literacy, using **grade level** texts and appropriate supports, students are able to:				
PRODUCTIVE	**Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that discuss how well purpose is addressed in a written piece, when speaking in *partnership and/or small groups.*	**Speaking-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers* to discuss how well purpose is addressed in a written piece, when speaking in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to discuss how well purpose is addressed in a written piece, *after teacher modeling,* when speaking in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to discuss how well purpose is addressed in a written piece, *with teacher prompting,* when speaking in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use *knowledge of the text, independently,* to discuss how well purpose is addressed in a written piece, when speaking in *partnership, small group and/or whole class settings.*
		Writing-Centered Activity: Use *pretaught words to complete cloze paragraphs* that focus on audience and purpose, to strengthen writing.	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to write two or more paragraphs* that focus on audience and purpose, to strengthen writing.	**Writing-Centered Activity:** Use the *previously completed graphic organizers, after teacher modeling, to develop an essay* that focuses on audience and purpose, to strengthen writing.	**Writing-Centered Activity:** Use the *previously completed graphic organizers, with teacher prompting, to develop an essay* that focuses on audience and purpose, to strengthen writing.	**Writing-Centered Activity:** Use *knowledge of the text, independently, to develop a multiple paragraph essay* that focuses on audience and purpose, to strengthen writing.

Common Core Grade 7 Standard (W.7.5): 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 7.)	GRADE LEVEL ACADEMIC DEMAND *With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies*

Linguistic Demands: The following are examples in Spanish and 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., ¿Puedes explicar ésto con más claridad? ¿Es ésta la secuencia correcta de los acontecimientos? ¿Por qué utilizaste esa palabra? ¿Crees que _____? ¿Me pueden ayudar con esta sección? ¿Qué es lo que quieres decir? ¿Has pensado en intentar una perspectiva diferente?/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?).

- Use question forms that address purpose or audience (e.g., ¿Quién va a leer tu ensayo? ¿Cuál es el propósito? ¿Qué es exactamente lo que quieres decir? /Who will be reading your essay? What is the purpose? What exactly do you want to say?).

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 7th grade.

Activity 4: Publishing the Stories and Sharing

A publishing celebration provides an opportunity for young authors to share their final published pieces with an audience. Some of the benefits of organizing a publishing celebration is that it promotes oral language development, reinforces strategies that good writers use, encourages young people to learn from one another as they read each other's writing, and highlights different ways in which authors write. In addition, knowing that there is an authentic audience for their finished product can motivate students to work hard during independent work time.

Before the publishing celebration, Ms. Kaplan sent an invitation to families. She also invited another seventh grade class to attend. At the beginning of the celebration, Ms. Kaplan asked one group to share their work using a document camera. It was important to set a protocol for feedback before sharing work. Ms. Kaplan explained that visitors could use the following prompts to provide feedback and modeled how to do it:

- I like how you…
- One question that I have is…
- Next time you could…

Each group displayed the news stories in the room with a notepad for "comments and questions." Next to the notepad, Ms. Kaplan posted the three prompts, which were translated into her students' home languages. Before starting, she reminded everyone to think about the overall story, as well as the linguistic and graphic literary devices used by the authors. Another option for publishing the stories is that, in addition to displaying the work, each group could also read a section of their story using a reader's theater format. In this format, different students read for each character and for the narrator.

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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
- Built background knowledge in all students and structured conversations in order to provide them with a framework for situating the new information - Asked key questions from the very beginning that showed students where she wanted them to focus their attention - Emphasized key words throughout analysis of graphic news stories and regular new stories - Encouraged reading and peer discussion of the texts - Provided opportunities for students to ask their own questions to clarify meaning - Used sentence starters when students needed support - Encouraged conversations and translations using the home and/or the new language that fostered understanding	- Encouraged the comparative analysis of word meanings - Extended vocabulary knowledge - Built understanding of how to use linguistic and non-linguistic elements of a graphic novel - Explored translations of text summaries in order to focus on word choices and meanings, linguistic structures, and text structures - Negotiated ideas by drawing first to discuss the writing of a collaborative piece	- Teachers grouped students based on: - Cross-linguistic language proficiency - Home language proficiency - Particular abilities of students to work in groups (i.e. interests, cross-linguistic language proficiency, brainstorming, writing)

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Recommended Resources

- [Visual Rhetoric/Visual Literacy Series: Writing about comics and graphic novels:](#)
- Eisner, W. (1985). Comics & Sequential Art. New York: Poorhouse Press.
- McCloud, S. (1994). Understanding Comics: The Invisible Art. New York: Harper Perennial.
- [Online Newspaper Directory for the World](#)
- Editorials, Opinions, and Advice Columns from appropriate and relevant multilingual newspapers recommendations from ["Translanguaging in curriculum and instruction: A CUNY-NYSIEB guide for educators."](#) (p. 97)

- Al-Hoda [Arabic]
- Akhon Samoy [Bengali]
- Du Wei Times [Chinese]
- The Daily News [English]
- The Village Voice [English]
- VOA Novel [Haitian Creole]
- Nowy Dziennik [Polish]
- Russian Bazaar [Russian]
- El Diario La Prensa [Spanish]
- [Exploring Literary Devices in Graphic Novels](#)

Appendix A: Analyzing Graphic News Stories

What is the main central idea of this news story? (higher-order thinking)

_____

_____

_____

_____

What elements does the author use to tell the story?	I think that the author uses this element because…

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Appendix B: Graphic News Story Storyboard

Group Names: _____

Notes:_____

_____

_____

_____

Notes:_____

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Notes:_____

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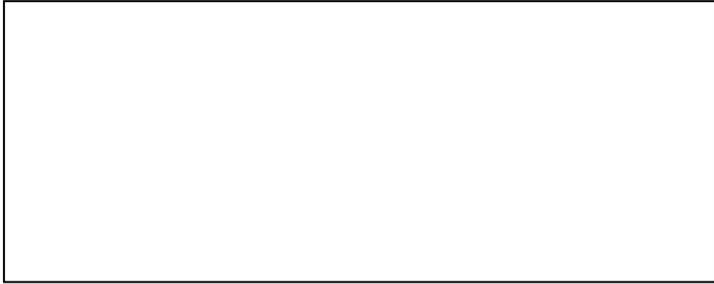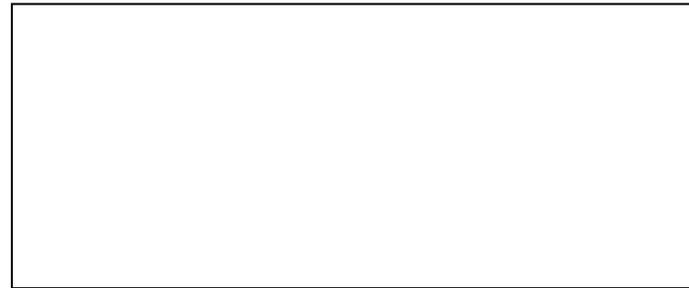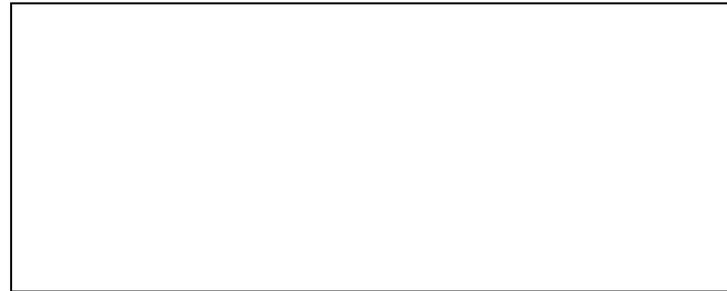
Appendix C: Graphic News Story Check List

Writers' Names:

Editors' Names:

Criteria The writer…	Suggestion Yes/No, and….
❏ **The news story is well developed, with an introduction, body, and ending.**	
❏ **The images enrich and provide a second layer of meaning to the story.**	
❏ **The authors used the literary devices of graphic stories to convey the story**	
❏ **The authors incorporate direct evidence from a news story.**	
❏ **The authors carefully edited their work (as an editor of a newspaper would).**	

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