Instructional Sample Practice for an Eighth Grade Bilingual Education 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.

New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Instructional Sample Practice for an Eighth Grade Bilingual Education Classroom Aligned to the Next Generation Learning Standards

Gladys Aponte
CUNY Graduate Center

This instructional sample is part of the project, *Classroom Practices for Multilingual Learners and the Next Generation English Language Arts Learning Standards*, funded by the New York State Education Department Office of Bilingual Education and World Languages and developed with the support of

Cecilia Espinosa
Lehman College
Project Director

and

Patricia Velasco
Queens College
Project Director

Spotlight

This Instructional Sample Practice describes an eighth-grade dual language (Spanish-English) classroom in which ***oral language development, metalinguistic awareness,*** *and* ***flexible groupings*** *are embedded in an English Language Arts unit that focuses on first- and second-hand accounts of Japanese American incarceration during WWII. This sample is meant to be a tool for observation and reflection, as it illustrates how educators of Multilingual Learners (MLs)[1] can develop instruction aligned to the eighth-grade 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 segment highlights* ***oral language*** *through conversations that take place within* ***flexible student 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 eighth-grade Next Generation Learning Standards is to analyze, compare, and find evidence to make connections between texts, perspectives, and personal experiences. This particular spotlight centers on a unit of the ELA curriculum that seeks to answer the essential questions: "How are authors' perspectives conveyed in the narratives they write? How can perspectives be challenged with counter narratives?" To answer these questions, the teacher, Ms. McKenna, focused on a historical event in which her students were familiar and interested —Japanese incarceration during WWII. Throughout the unit, Ms. McKenna ***fostered conversations to deepen comprehension*** *as students engaged in reading and analyzing the perspectives of first- and second-hand accounts of Japanese American experiences. During this process, students built their ability to infer and analyze complex text, both in discussion and through writing. In addition to comparing texts, students developed a critical lens by analyzing the effects that specific word choices have, including euphemisms that have historically been used when referring to the camps in which Japanese-American citizens were incarcerated.*

The treatment of Japanese Americans during World War II remains one of the most serious violations of constitutional rights in the history of the United States. The Pearl Harbor attack took place on December 7, 1941 and two months later, Japanese Americans became the target of policies that stripped them of their

---

[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.

rights as American citizens. President Franklin D. Roosevelt signed Executive Order 9066, which resulted in the removal and imprisonment of the entire Japanese American population residing on the west coast of the United States. Singled out by race alone, families were forced to abruptly leave their homes, schools, and businesses and report to detention camps, bringing with them only what they could carry. Many reporters and the government euphemistically referred to this forced removal and incarceration of American citizens as an "evacuation" to "relocation centers." Critical and first-hand perspectives of this historical event are often left out of history textbooks. However, it is important that students analyze different narratives authors create, as these narratives impact public perception.

The activities described in this instructional sample are not meant to be prescriptive but should be taken as possibilities in which MLs can increase their understanding of a particular content area while increasing their mastery of the languages of instruction. This instructional sample exhibits the importance that Ms. McKenna gave to ***oral language. Speaking and listening*** *took center stage when launching this unit, as the teacher provided opportunities for students to ask and answer questions about a video used to activate their background knowledge on the incarceration of Japanese Americans during WWII—a topic they had previously covered in their history class.*

Comparing texts with different perspectives is a valuable practice for learning both content and language. It provides multilingual learners with an entry point to new content and concepts and allows all students to critically explore various viewpoints and language use. Making connections requires analyzing central ideas, using evidence to build an argument, generating questions, drawing on multiple sources, and analyzing the impact of specific word choices on mood, tone, and meaning. In Ms. McKenna's class, ***comparisons were explored verbally and in writing, in pairs and in groups.*** *Activities that developed students'* ***metalinguistic awareness*** *and* ***oral language development within flexible grouping*** *were embedded in the reading and writing tasks. This practice allowed her to* ***group students flexibly*** *in different ways: e.g., by cross-linguistic language levels,[2] interests, independent reading levels, and ability to work together. These decisions should rest on the teachers' knowledge of how their students best work together, as well as their reflections on student data. 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.* ***Flexible grouping*** *opens the door for naturally creating situations in which students have to engage in academic conversations that focus on content and language. It is important that student grouping does not remain static throughout the year. Grouping needs to be intentional and flexible.*

---

[2] *Cross-linguistic language levels in ELL students refer to the different degrees of language proficiency or control that ELLs 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.*

Oracy *plays an important role in developing reading and writing. Talk is 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* ***oral language*** *proficiency in each language, teaching objectives should consider students' linguistic abilities in order to provide scaffolds that support their development. Ms. McKenna wove scaffolds for the Speaking and Listening Standards throughout this unit's reading and writing engagements. Oracy was embedded as the main vehicle for collaborative ideas, text analysis, and for the planning and revising processes of creating a text. Ms. McKenna also created opportunities for* ***flexible language use*** *within the structures of a unit so students could use their full linguistic repertoire when they were trying to accomplish analytical tasks.*

In addition, Ms. McKenna understood that fostering ***metalinguistic awareness*** *was essential for students to develop an understanding of and the 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. Ms. McKenna targeted* ***metalinguistic awareness*** *by focusing on vocabulary development (cognates and false cognates), semantic gradients (word parts with multiple cross-linguistic meanings), and the impact of comparative words in both Spanish and English (conjunctions such as however/sin embargo). At this point, it is important to discuss the role of translanguaging in the pedagogies created for ELLs.*

Translanguaging is a strategy that brings together the students' entire linguistic repertoire (home and new languages) in ways that create spaces for deeper and more complex thinking. Translanguaging requires the creation of spaces 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 partnerships****.* ***Metalinguistic awareness,*** *in particular, is made possible when teachers have opened a translanguaging space (Velasco & García, 2014).*

The standards covered throughout the unit appear at the end of each section. In addition, when appropriate, templates pertaining to the Bilingual Progressions are inserted. Even though this instructional unit was developed in an eighth-grade dual-language bilingual class, teachers of MLs will find modifications of the practices presented throughout the text. The road map of how this sample is organized is presented in Table 1.

Table 1: Road Map of the Instructional Unit for Grade 8 English Language Arts: Analyzing Perspectives on Japanese American Incarceration Camps

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

Development of the Unit	Classroom Practices	Suggestions for Modifications by Teachers of ELLs
Launching the unit: Students watch a documentary and discuss the ways in which the historical events were portrayed in the video.	• *Oral language development and metalinguistic awareness: Students analyzed euphemisms used to report the incarceration experience of Japanese Americans.* • *Students shared observations, generated and answered questions, and made predictions about the article in either language before writing them down. These discussions were scaffolded with bilingual sentence frames and included using comparative phrases that are centered throughout the unit.* • *Flexible groupings: Students were grouped according to their language proficiencies.*	• *Provide students with questions in their home languages or use web-based translation tools to facilitate the comprehension of these open-ended questions and ensure access to deep content.* • *Teachers 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.* • *Provide the sentence frames in the target language.*
*Reading activity 1: Students read and analyze an author's perspectives and their use of euphemisms in the 1945 article, "Coast Japs Are Interned in Mountain Camp" from **Life** magazine.*	• *Metalinguistic awareness: Students analyzed cognates such as evacuación/evacuation and internment/internamiento. Students also analyzed the use of euphemisms in English.* • *Oral language development: Students generated questions, then they were supported with sentence frames to scaffold their discussion about euphemisms before drawing and writing them down. Students were reminded to speak about their analysis and agree as a group before annotating the text.*	• *Provide articles in other languages from different newspapers.* • *Partner recently arrived students with other speakers who share the same home language who can provide support and aid in comprehension.* • *Point out cognates in other languages and translate examples of euphemisms in students' home languages.*

Reading activity 2: In groups, students analyze the impact of specific word choices on the meaning, tone, and mood in multiple news articles.	• *Metalinguistic awareness: Students were reminded to use their Spanish to interpret and analyze the impact of words.* • *Flexible groupings: Students chose the articles that interested them the most and were grouped based on their independent reading levels in English and Spanish.*	• *Support students who speak a variety of home languages by organizing a jigsaw reading in which students are assigned to "home groups" of 3 to5 students who read an article in their home language.*
Reading activity 3: Students compare and contrast authors' perspectives and the impact of specific word choices on the meaning, tone, and mood of multiple news articles.	• *Metalinguistic awareness: Students engaged in a cross-linguistic analysis of comparative transitional phrases such as, "on the other hand". They realized that it cannot be directly translated to "en la otra mano."* • *Oral language development: Students made comparisons verbally before writing a short response.*	• *Support their students in comparing English comparative phrases to those used in the target language.*
Writing activity 1: Students choose an article to counter-narrate and brainstorm counter words.	• *Flexible groupings: Students were organized in heterogenous pairs or groups of three with a mix of reading and writing levels and language profiencies.* • *Oral language development: Before writing, students were encouraged to brainstorm and verbally share their ideas in either language.*	• *Provide news articles in other languages and pair students who speak the same language.* • *Invite students at Entering levels in English to use more images to tell their stories.*
Writing activity 2: Students plan and draft the counter article.	• *Oral language development: Although the final article was to be written in English, students brainstormed and outlined their articles using the languages in which they felt most comfortable.* • *Flexible groupings: Students were encouraged to work with a partner who can support them in using Spanish to make meaning.*	• *Support the writing process in a multimodal and dynamic way by promoting the use of a bilingual dictionaries and inviting students to use their home languages to draw, draft, and revise.*

Writing activity 3: Provide peer feedback and revisions.	• *Oral language development: Students referred to sentence frames while providing feedback that could be useful for their classmates.*	• *Provide the sentence frames in students' home languages.* • *Partner recently arrived students with other speakers who share the same home language who can provide support and aid with comprehension.*
Writing activity 4: Publish and share the counter articles.	• *Oral language development: Students referred to bilingual sentence frames to present their articles and their takeaways from the unit.* • *Metalinguistic awareness: Students explained how words can influence a public's perception of events and described how they used words to challenge the perspectives of the original articles.*	• *Provide sentence frames spoken by family members and allow opportunities for students to translate for family members.*

Overall Description of the Classroom Setting

Ms. McKenna teaches eighth-grade English Language Arts (ELA) at a public middle school (grades 6 to 8). Her eighth-grade dual-language bilingual (Spanish/English) class has 28 students who receive 50% of their science, social studies, and math instruction in Spanish. They also receive Spanish Literacy & Language Arts for Home Language Speakers. A third of the students in this class are classified as ELLs, and at least one of the students has had interrupted or limited formal education (SIFE)[3]. One student immigrated from Venezuela this school year, and two students moved from Mexico a couple of years ago. The rest of the students were born in New York. Most students come from bilingual families where at least one parent is Mexican, Dominican, or Ecuadorian. Although three students were not of Hispanic backgrounds, these students have been in a dual-language program since elementary school.

Ms. McKenna has 12 years of experience teaching ELA to students in dual-language settings. She speaks Portuguese at home and understands some Spanish. Ms. McKenna believes that in order to support students' English literacy and language arts development, their bilingual language practices—not only English—need to be part of everyday classroom practices. Although she teaches English literacy and language arts, Ms. McKenna understands that reading is a unified process in which students fluidly use features from both languages to make meaning of texts (Ascenzi-Moreno, 2018). She believes that literacy cannot simply be taught in each language separately, and she supports students in demonstrating skills bilingually and across languages.

In order to gain a holistic understanding of her students, Ms. McKenna collaborated with the Spanish Literacy & Language Arts teacher and with an English as a New Language teacher who worked with students classified as ELLs. This collaboration allowed her to understand and build on her students' Spanish linguistic resources to develop literacy skills in English. Ms. McKenna also collaborated with the social studies teacher to make connections to the content covered, such as Japanese American incarceration camps in this unit segment.

[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).*

Launching the Unit: Developing Metalinguistic Awareness Around the Euphemisms Used in Reporting the Incarceration of Japanese Americans

As part of her preparation to teach these lessons, Ms. McKenna read Densho.org's critique of terminology and The Power of Words Handbook: A Guide to Language About Japanese Americans in World War II. These texts helped her understand critiques and alternate terminology that could more accurately describe the treatment of Japanese Americans during WWII.

PROVIDE STUDENTS WITH QUESTIONS IN THEIR HOME LANGUAGES OR USING WEB-BASED TRANSLATION TOOLS TO FACILITATE THE COMPREHENSION OF THESE OPEN-ENDED QUESTIONS AND ENSURE ACCESS TO DEEP CONTENT.

Ms. McKenna launched this part of the unit by showing the video And Then They Came for Us.[4] The purpose of this introductory activity was to activate and build on the knowledge students had gained months earlier in their history class, and to begin developing their critical lens for how words impact readers. After showing the video, Ms. McKenna posed different **questions that targeted different language proficiency levels in English.** The purpose of these teacher-generated

PROVIDE THE SENTENCE FRAMES.

students to share their thoughts about Japanese internment and analyze how the language used to describe the events impacts the public's perception of the events. She also used words she wanted to emphasize throughout the unit (such as relocation, evacuation, concentration, alien, and internment).

These are examples of the questions posed:

- What did you see in the video?
- What do you think the difference is between a "non-alien" and a "citizen"?
- How did the Japanese Americans who were imprisoned speak about their experience?
- The public was told that Japanese Americans were being "evacuated." When do you hear this word? What does it make you think of?
- Do the words "relocated" or "forcibly removed" have a different effect on you? Why?
- What connections do you see between the way Japanese were portrayed during World War II and how Muslims are being portrayed today? What kinds of words are people using to describe these groups in negative ways?

In these conversations, Ms. McKenna decided to group students according to their **language proficiencies**. Even though students were expected to answer the questions in English, they were invited to

PROVIDE THESE SENTENCE FRAMES IN THE TARGET LANGUAGE.

[4] *To watch the trailer, please visit: https://vimeo.com/ondemand/andthentheycameforus*

discuss their ideas and plan out their written answers in both languages. Ms. McKenna provided these sentence frames for support:

- I think that.../Yo pienso que…
- The word_____ make me think of… / La palabra_____ me hace pensar en…

As a follow-up activity, students were asked **to verbally share** the impact that different semantic gradients and euphemisms have on them, such as "stench" vs. "odor," "yanked" vs. "removed," and "died" vs. "passed away." **Students gave comments and agreed or disagreed with one another**. Ms. McKenna used this as an opportunity for students to **practice using transitional words and phrases** that would also be used throughout the unit segment. These included, "however," "because," and "on the contrary." Some of the sentence frames and supports she provided were taken from the linguistic demand section for the Speaking and Listening Standard 2 for eighth grade. For example, the following sentence frame was used to scaffold students' analysis:

The word _____ makes me think of _____. **However**, _____.
La palabra_____ me hace pensar en _____. **Sin embargo,** la palabra _____ me hace pensar en _____.

Common Core Grade 8 Standard (SL.8.2): Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.	GRADE LEVEL ACADEMIC DEMAND *Analyze the Purpose of Information Presented in Diverse Media and Formats* *Evaluate the Motives behind Its Presentation*
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 the purpose of information and evaluate the motives. • Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and to evaluate the purpose and the main idea. • Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic. • Use words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) for comparing and contrasting. • Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information. • Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction. • Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples. • Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information. • Use concluding words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time) to present evaluation of the text.	
Example to Address the Linguistic Demands This standard does not have an example of a linguistic demand because it requires that students analyze and evaluate the motives behind the presentation. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 8th grade.	

The following standards were addressed in this section:

- *8 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.*
- *8 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)*
- *8 Reading 3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)*

Reading Primary and Secondary Sources and Analyzing Perspectives

As the unit continued, Ms. McKenna presented her students with primary and secondary texts that built on the content that they discussed from the video about the Japanese internment experience. In each reading activity, students were guided in analyzing the words authors use to create a narrative when writing from their particular perspectives. Throughout the unit, Ms. McKenna **grouped students according to** their understanding of the topic (based on her observations and from feedback from the History teacher), students' English language proficiencies and English reading levels, and how comfortable the students felt working with each other.

This section describes three sequential activities that the class engaged in:

- Activity 1: Students read and analyzed the perspectives and word choices, including euphemisms, in the April 6, 1945 *Life* magazine article Coast Japs Are Interned in Mountain Camp.
- Activity 2: In groups, students analyzed the impact of specific word choices on the meaning, tone, and mood in multiple news articles. (See the list of articles in English and Spanish under Activity 2, or find news stories from around the world.)
- Activity 3: Students compared and contrasted different perspectives on a topic and the impact of specific word choices on the meaning, tone, and mood of news articles. Students completed a T-chart graphic organizer in the Article Comparison handout, then shared their responses verbally before writing a short response.

The following Reading Standards were addressed in this section:

- *8 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.*
- *8 Reading 6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.*
- *8 Reading 9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.*

Activity 1: Developing Metalinguistic Awareness in English: Analyzing the Word Choices and Perspectives in a 1945 Article

Ms. McKenna began this activity by asking students to **work in groups** to analyze the Summary Table of Accurate Terms from the *Power of Words Handbook* (Table 2). Ms. McKenna **grouped students based on their English language proficiencies, English reading levels, and their previous understanding of the topic.** She knew that the content vocabulary and major concepts specific to Japanese learned in Spanish in their bilingual history class would support their learning in English. Spanish-dominant students were grouped with students who are comfortable speaking about this content in English and Spanish.

TEACHERS OF ELLS CAN SUPPORT THEIR STUDENTS BY PROVIDING ARTICLES IN OTHER LANGUAGES FROM DIFFERENT NEWSPAPERS.

Since the students were already familiar with these terms from their history class, Ms. McKenna gave them a few minutes to review a list of bilingual definitions of each term with a partner. Then, in groups, students **discussed the visual and feeling that each word invoked** in them before drawing or writing those feelings next to the word in the Table of Accurate Terms. Finally, Ms. McKenna elicited a class definition of euphemisms by asking each group of students to categorize the terms "died" and "passed away" from the previous lesson, and then generate their own definition to share with the class.

TEACHERS 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.

LIFELONG PRACTICES OF READERS AND WRITERS:

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

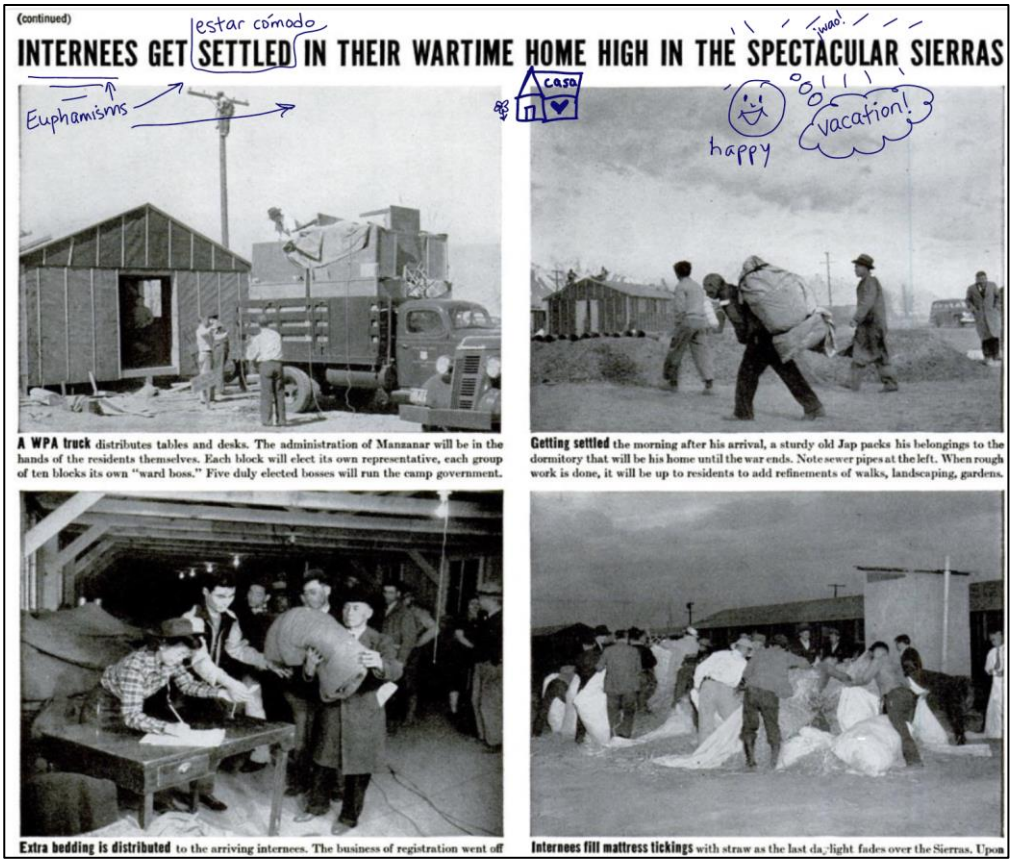
Table 2: Summary Table of Accurate Terms from Power of Words Handbook: A Guide to Language About Japanese Americans in World War II

SUMMARY TABLE OF ACCURATE TERMS

The table below, constructed from Ishizuka's list (Ishizuka, 2006, p.72), summarizes the various euphemistic terms and their more accurate counterparts.

EUPHEMISM	ACCURATE TERM
evacuation	exclusion, or forced removal
relocation	incarceration in camps; also used after release from camp
non-aliens	U.S. citizens of Japanese ancestry
civilian exclusion orders	detention orders
any or all persons	primarily persons of Japanese ancestry
may be excluded	evicted from one's home
native American aliens	renunciants (citizens who, under pressure, renounced U.S. citizenship)
assembly center	temporary detention facility
relocation center	American concentration camp, incarceration camp, illegal detention center; inmates held here are 'incarcerees'
internment center	reserve for DOJ or Army camp holding alien enemies under Alien Enemies Act 1798

Ms. McKenna continued the reading activity by **asking students to** glance at the images in and the title **of the article**, "Coast Japs Are Interned in Mountain Camp" from *Life* magazine, April 6, 1945, and **share observations, generate questions, and make predictions about the article**. These questions established connections to students' prior knowledge about the content and allowed Ms. McKenna to assess their understandings. Then, Ms. McKenna asked students to **work in groups** to annotate the titles and subtitles with their reactions and interpretations. As she frequently did, Ms. McKenna reminded students to use their full linguistic repertoires to comprehend the text, since the skills and knowledge that one learns in one language helps them build on what they know and can do in the other language (Escamilla, et. al, 2014). Table 3 demonstrates how one group of students annotated the subtitle "Internees Get Settled in Their Wartime Home High in the Spectacular Sierras." Together, the **students spoke about their interpretations and the impact and meaning of each word**. They interpreted settled as "estar cómodo" (to be comfortable), drew a happy face and a house with a heart and flower around the word "home," and annotated the word "spectacular" with the words "happy," "vacation," and "¡wao!." This students' sample demonstrated that Ms. McKenna has created a classroom environment in which students feel comfortable using all their linguistic and content background knowledge to communicate and construct meaning.

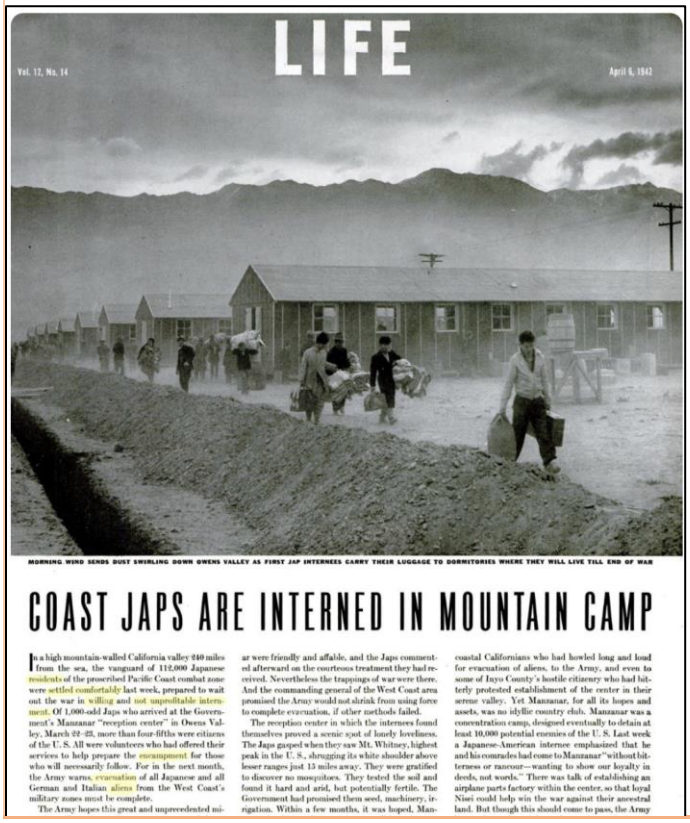


Next, Ms. McKenna **engaged the whole class in a discussion** about the connection between the euphemisms in the subtitles and the author's perspective. She asked students to infer the type of narrative they expect to be getting from the article. To support students in making and sharing these inferences, Ms. McKenna gave them the option of using this bilingual sentence frame:

- I can assume that _____ because the author uses words like _____.
- Yo supongo que _____ porque el autor usa palabras como _____.

The next part of the activity asked the students to read the article in groups and analyze the euphemisms and perspectives in each paragraph. First, Ms. McKenna modeled how she analyzed the perspectives and impact of specific word choices on the meaning, tone, mood, and attitude in the first paragraph by annotating and thinking aloud to answer the questions in the Article Analysis handout (see Appendix A). She also modeled referring to the Summary Table of Accurate Terms (Table 2) to help her identify the euphemisms in paragraph 1.

Table 3: Paragraph 1 of the Article "Coast Japs Are Interned in Mountain Camp" with Euphemisms Highlighted by Ms. McKenna



LIFE

Vol. 12, No. 14 — April 6, 1942

MORNING WIND SENDS DUST SWIRLING DOWN OWENS VALLEY AS FIRST JAP INTERNEES CARRY THEIR LUGGAGE TO DORMITORIES WHERE THEY WILL LIVE TILL END OF WAR

COAST JAPS ARE INTERNED IN MOUNTAIN CAMP

In a high mountain-walled California valley 240 miles from the sea, the vanguard of 112,000 Japanese residents of the proscribed Pacific Coast combat zone were settled comfortably last week, prepared to wait out the war in willing and not unprofitable internment. Of 1,000-odd Japs who arrived at the Government's Manzanar "reception center" in Owens Valley, March 22-23, more than four-fifths were citizens of the U. S. All were volunteers who had offered their services to help prepare the encampment for those who will necessarily follow. For in the next month, the Army warns, evacuation of all Japanese and all German and Italian aliens from the West Coast's military zones must be complete.

The Army hopes this great and unprecedented mi- ar were friendly and affable, and the Japs commented afterward on the courteous treatment they had received. Nevertheless the trappings of war were there. And the commanding general of the West Coast area promised the Army would not shrink from using force to complete evacuation, if other methods failed.

The reception center in which the internees found themselves proved a scenic spot of lonely loveliness. The Japs gasped when they saw Mt. Whitney, highest peak in the U. S., shrugging its white shoulder above lesser ranges just 15 miles away. They were gratified to discover no mosquitoes. They tested the soil and found it hard and arid, but potentially fertile. The Government had promised them seed, machinery, irrigation. Within a few months, it was hoped, Man- coastal Californians who had howled long and loud for evacuation of aliens, to the Army, and even to some of Inyo County's hostile citizenry who had bitterly protested establishment of the center in their serene valley. Yet Manzanar, for all its hopes and assets, was no idyllic country club. Manzanar was a concentration camp, designed eventually to detain at least 10,000 potential enemies of the U. S. Last week a Japanese-American internee emphasized that he and his comrades had come to Manzanar "without bitterness or rancour—wanting to show our loyalty in deeds, not words." There was talk of establishing an airplane parts factory within the center, so that loyal Nisei could help win the war against their ancestral land. But though this should come to pass, the Army

"Coast Japs Are Interned in Mountain Camp"

From *Life* Magazine, April 6, 1945

In a high mountain-walled California valley 240 miles from the sea, the vanguard of 112,000 Japanese residents of the proscribed Pacific Coast combat zone were settled comfortably last week, prepared to wait out the war in willing and not unprofitable internment. Of 1,000-odd Japs who arrived at the Government's Manzanar "reception center" in Owens Valley, March 22-23, more than four fifths were citizens of the U.S. All were volunteers who had offered their services to help prepare the encampment for those who will necessarily follow. For in the next month, the Army warns, evacuation of all Japanese and all German and Italian aliens from the West Coast's military zone must be complete.

The questions Ms. McKenna asked her students included:

- Is this a primary source or a secondary source? How do you know?
- Whose perspective are we getting? How can you tell?
- For what audience/readers do you think this article was intended?
- What is the author's attitude towards Japanese Americans and their incarceration? What words communicate that attitude?
- What is the agenda or objective of the article? How do you know? (Quote specific examples from the text as evidence.)
- What, if any, evidence of prejudice or stereotyping did your group find in this piece?
- What is the mood or tone of the article? What specific word choices create this mood or tone?

After modeling and guiding students in this analysis, Ms. McKenna allowed students to work in groups to examine the narrative in the rest of the article, annotate the text with their own analysis, and answer the questions on the Article Analysis handout. Students were reminded to **speak about their**

LIFELONG PRACTICES OF READERS:

READ OFTEN AND WIDELY FROM A RANGE OF GLOBAL AND DIVERSE TEXTS.

analysis and agree (negotiate) as a group before annotating. At the end of the activity, **each group shared one or two of the euphemisms they recorded on their** Article Analysis handout.

Metalinguistic Awareness: Developing Knowledge About Words and Linguistic Structures in Partnerships and Small and Whole Class Settings

One of the instructional activities that Ms. McKenna considers salient for her students' growth is the development of metalinguistic understanding that allows the students to center their attention on cross-linguistic comparisons. These pedagogical practices allow the students to develop their content knowledge and language understanding. The first element she focuses on is vocabulary knowledge.

Cognates: Before the students read the articles, it was important for Ms. McKenna to analyze and model how understanding the figurative, connotative, and technical words in a text support reading comprehension. She began by looking for words that have cognates in their home languages and then discussed whether they have the same effect on the reader across languages. In this unit, Ms. McKenna reminded the class that students at all levels of English proficiency would benefit from recognizing the various cognates in the articles. For example, while analyzing the text, she asked students to think of what the following cognates mean in Spanish: evacuación, comfortable, campamento, and residente. These words were then added to the Cognates Word Wal in the classroom. Color coding was used to denote the similar and different letters in each cognate, so students could more carefully examine the differences. This activity allowed students to capitalize on their bilingualism to better understand how these terms function as euphemisms in the articles.

LIFELONG PRACTICES OF READERS AND WRITERS:

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

TEACHERS OF ELLS SHOULD POINT OUT COGNATES IN OTHER LANGUAGES AND TRANSLATE EXAMPLES OF EUPHEMISMS IN STUDENTS' HOME LANGUAGES.

False Cognates: Ms. McKenna frequently helps her students be conscious of the cross-linguistic benefits they have as bilinguals, but also of the precautions they should take when they encounter visually similar words. She makes a point of frequently reminding students to be aware of false cognates—words that are visually similar but have differing meanings in each language. Analyzing false cognates can increase word consciousness, or metacognition of words, as well as an interest in learning more words and learning more about words (Graves & Watts-Taffe, 2009; Velasco, 2015). Using this strategy, Ms. McKenna presented both words in a sentence for students to encounter the false cognates and reflect on the meaning of each word. Students were then given time to enjoy the interplay between languages and develop a better understanding of the words by creating their own sentences with a partner. Some

examples of the sentences that Ms. McKenna's students formulated during this particular lesson are included below. The false cognates "deception" and "decepción" appear in italics.

In these examples, deception in English means "betrayal," but decepción in Spanish means "disappointment." The students came to better understand the different meanings of each term as they shared their sentences with one another.

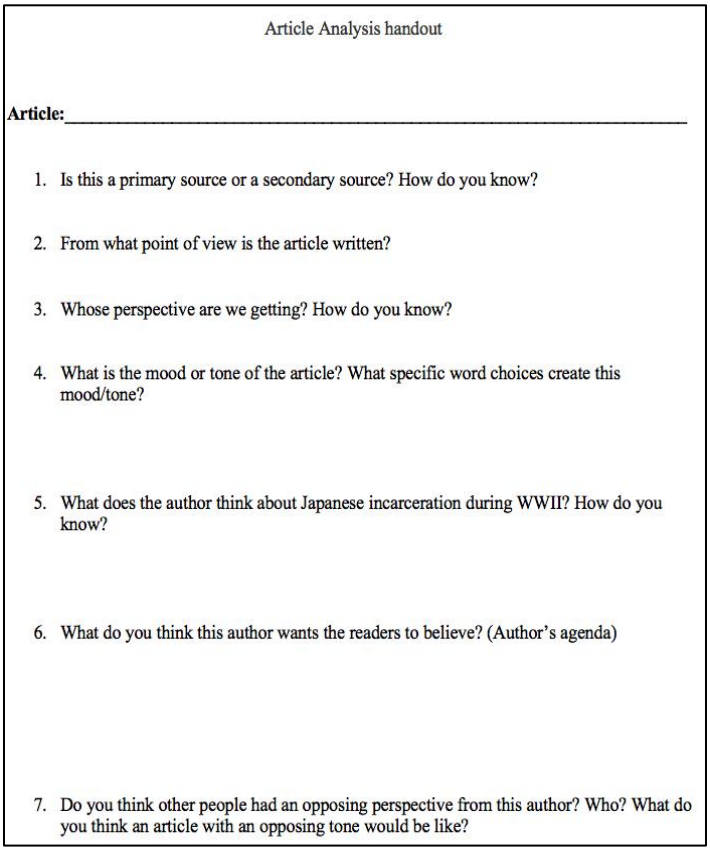
He was *decepcionado* about the government's *deception*.
That *deception* was a major *decepción*!
Él sentía una gran *decepción* porque ellos lo engañaron con esa *deception*.

The following Language Standards were addressed in this section:

- ***8 Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.***
- ***8 Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings***

Activity 2: Analyzing Perspectives and Word Choices in Various News Articles

For the second reading activity, which took place over the course of four days, Ms. McKenna gave students the opportunity to practice their analytical skills with texts they had previously read. **In small groups**, students returned to 3 to5 news articles written in Spanish and/or English that they had recently read with Ms. McKenna or with their history teacher (see Table 4). Students returned to the articles with the purpose of analyzing the authors' word choices and perspectives, as they had done in the first activity. Each student reread and analyzed at least one article from the 1940s that includes racist tones and euphemistic wording, as well as one contemporary article with more accurate



Article Analysis handout

Article:_____

1. Is this a primary source or a secondary source? How do you know?
2. From what point of view is the article written?
3. Whose perspective are we getting? How do you know?
4. What is the mood or tone of the article? What specific word choices create this mood/tone?
5. What does the author think about Japanese incarceration during WWII? How do you know?
6. What do you think this author wants the readers to believe? (Author's agenda)
7. Do you think other people had an opposing perspective from this author? Who? What do you think an article with an opposing tone would be like?

wording. Students annotated the articles that they read and chose two articles to analyze using the Article Analysis handout (see Appendices A and B).

Ms. McKenna wanted her students to actively help each other build comprehension, so she designed her classroom activities to center on cooperative learning.[5] She recognized that **strategic grouping could allow bilingual students to make stronger cross-linguistic comparisons and reflections and support the development of their two languages**. For Activities 2 and 3, students must understand and discuss the effect of word choice, sentence construction, the inclusion of transitional words, and overall text structure in both languages. Since students would be rereading articles they had already read and analyzed in their history class, Ms. McKenna **allowed students to choose the articles they were most interested in and grouped them accordingly**. This also meant that students were grouped based on **their independent reading levels in English and Spanish,** since the articles corresponded to those.

TEACHERS OF ELLS CAN SUPPORT STUDENTS WHO SPEAK A VARIETY OF HOME LANGUAGES BY ORGANIZING A JIGSAW READING IN WHICH STUDENTS ARE ASSIGNED TO A "HOME GROUPS" OF 3 TO5 STUDENTS WHO READ AN ARTICLE IN THEIR HOME LANGUAGE.

Flexible grouping: In settings with various home languages, a jigsaw reading can be organized using the following steps:

- Assign each student to a "home group" of 3 to5 students who read an article in their home language.
- As they read the article, the students should note, underline, or circle the bits of information they believe are key elements. These key elements might include facts, descriptions, or details of events.
- Students can be asked to discuss and complete the Article Analysis handout.
- Create "expert groups" that consist of students across "home groups." Ask students to join the groups and share what they have learned from their stories.
- Ask each group to take notes about what the stories have in common in terms of the content, perspectives, and word choices.
- Have each group share one or two things the articles have in common.

To effectively engage students in collaborative discussions and reading activites, Ms. McKenna referred to the New Language Arts Progressions (NLAP) Standard 4 of Grade 8 Reading for Information of the Bilingual Common Core Progression. The Linguistic Demand section for Grade 7 also informed Ms. McKenna's practice since the NLAP for eighth grade does not include a Linguistic Demand section.

---

[5] *Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences that foster positive interdependence.*

Common Core Anchor Standard (RI.4): Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	MAIN ACADEMIC DEMAND *Analyze the Meaning and Impact of Word Choice*
Common Core Grade 8 Standard (RI.8.4): Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	GRADE LEVEL ACADEMIC DEMAND *Determine Figurative, Connotative and Technical Meanings of Words and Phrases* *Analyze Analogies and Allusions to Texts and Impact of Word Choices on Meaning and Tone*

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 semantic web* to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in *partnership and/or teacher-led small groups.*	**Listening-Centered Activity:** Organize a *bank of words and phrases on a semantic web* to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in *partnership and/or small groups.*	**Listening-Centered Activity:** Organize *words and phrases independently on a partially completed semantic web* to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *words and phrases, after teacher modeling, on a self-created semantic web* to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in *partnership, small group and/or whole class settings.*	**Listening-Centered Activity:** Organize *words and phrases independently on a self-created semantic web* to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in *partnership, small group, and/or whole class* settings.
		Reading-Centered Activity: Organize *preidentified words on a three-column chart* (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone.	**Reading-Centered Activity:** Organize a *bank of words on a three-column chart* (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone.	**Reading-Centered Activity:** Organize *words independently on a partially completed three-column chart* (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone.	**Reading-Centered Activity:** Organize *words, after teacher modeling, on a self-created three-column chart* (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone.	**Reading-Centered Activity:** Organize *words independently on a self-created three-column chart* to analyze the impact of specific words on meaning and tone.

5 Levels of Literacy Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the impact of analogies or allusions on other texts, in *partnership and/or teacher-led small groups.*	**Speaking-Centered Activity:** Use a *bank of phrases and short sentences* and the *previously completed graphic organizers* to explain the impact of analogies or allusions on other texts, in *partnership and/or small groups.*	**Speaking-Centered Activity:** Use *a glossary* and the *previously completed graphic organizers* to explain the impact of analogies or allusions on other texts, in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers, after teacher modeling,* to explain the impact of analogies or allusions on other texts, in *partnership, small group and/or whole class settings.*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers to independently* explain the impact of analogies or allusions on other texts, in *partnership, small group and/or whole class settings.*
		Writing-Centered Activity: Use *preidentified words to complete cloze paragraphs* in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts.	**Writing-Centered Activity:** Use a *bank of words and phrases* and the *previously completed graphic organizers to write two or more paragraphs* in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts.	**Writing-Centered Activity:** Use a *glossary* and the *previously completed graphic organizers to write a short essay* in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts.	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and a *teacher-provided sample to write an essay* in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts.	**Writing-Centered Activity:** Use the *previously completed graphic organizers to independently write an essay* in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts.

Common Core Grade 8 Standard (RI.8.4): Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	GRADE LEVEL ACADEMIC DEMAND *Determine Figurative, Connotative and Technical Meanings of Words and Phrases* *Analyze Analogies and Allusions to Texts and Impact of Word Choices on Meaning and Tone*

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.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind).
- Identify words and phrases that have a connotative meaning in the text.
- Identify allusions to other texts (e.g., the Bible).

Example to Address the Linguistic Demands

See Grades 1, 4, 7 and 11–12 of this standard for examples of linguistic demands in Spanish, Chinese, Arabic, Bengali and Haitian Creole.

Seventh grade excerpt, RI.7.4:

(Eighth grade does not have a CCLS linguistic demand section for HLAP)

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.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; but his legacy remains).
- Identify words and phrases that have a technical meaning in the text (e.g., NASA, Voyager, patent).
- Identify words and phrases that have a connotative meaning in the text (e.g., everyone's jaw dropped).
- Identify the impact of a specific word that is repeated throughout the text (e.g., color).

Example to Address the Linguistic Demands

Text Excerpt		Teacher Directions
Guillermo González Camarena, inventor de la televisión a color Pocas personas saben que el inventor de la televisión a color fue un mexicano nacido en 1917. La construcción de la televisión a color se veía como una misión imposible, pues las piezas que requería no sólo eran difíciles de conseguir, sino que además su precio era muy elevado. Sin embargo, González Camarena no se desanimó. Fue en el año de 1939 cuando presentó su flamante aparato de televisión a color, en su misma casa, ante el asombro de todos los asistentes. Todos se quedaron boquiabiertos. El 19 de agosto de 1940, a sus escasos 23 años de edad, se le otorgó la *patente* de la televisión a color por parte de México y Estados Unidos. González Camarena murió en 1965. **Pero su legado perdura**. Un sistema de televisión en color similar al inventado por González Camarena fue utilizado en la misión *Voyager de la NASA* en 1979, para tomar fotos y video de Jupiter.	Translation Guillermo González Camarena, inventor of color television. Few people know that the inventor of the color television was a Mexican born in 1917.The construction of color TV looked like an impossible task, because the parts that were required were not only hard to get, they were also expensive. However, González Camarena was not discouraged. It was in 1939 when he presented his new color television, in his home, to the amazement of everyone. Everyone's jaw dropped. In August 19, 1940, when he was only 23 years old, he was awarded the *patent* for color television by Mexico and the United States. González Camarena died in 1965. **But his legacy remains**. A color television system similar to the one González Camarena invented was used in *NASA's Voyager* mission in 1979, to take pictures and video of Jupiter.	In a mini lesson and small group/whole class conversations, analyze how understanding the figurative, connotative and technical words in a text enables comprehension: • Identify words and phrases (**bold**) that have a figurative meaning in the text: words that produce an image in the reader's mind (e.g., **Pero su legado perdura/But his legacy remains**). • Identify words and phrases (*italics*) that have a technical meaning in the text: words and phrases specific to a subject area (e.g., *patente/patent*; *Voyager/Voyager*; *NASA/NASA*). • Identify words and phrases (underline) 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., Todos se quedaron boquiabiertos/Everyone's jaw dropped has a positive connotation in the text). • Identify the impact of a specific word that is repeated throughout the text (wavy underline) (e.g., color/color).

Krauze, E. (2000). *Guillermo González Camarena. 50 años de la Televisión Mexicana* (50th anniversary of Mexican TV). Produced by Editorial Clío & Televisa.

Activity 3: Comparing Authors' Perspectives

In the third reading activity, students in Ms. McKenna's class compared and contrasted authors' perspectives and the impact specific word choices had on the meaning, tone, and mood of multiple news articles. Some **students continued to work in their same groups, while others chose to work with partners** who analyzed the same articles as them in Activity 2. Students used the T-chart graphic organizer in the Article Comparison handout to guide their analysis (see Appendix B).

Appendix B: Article Comparison handout

Article title:	**Article title:**
Type of source:	**Type of source:**
Whose **perspective** are we getting?	Whose **perspective** are we getting?
Facts and **visuals included:**	**Facts** and **visuals included:**
Facts and **visuals avoided:**	**Facts** and **visuals avoided:**
Words/Euphemisms used:	**Words/Euphemisms** used:
Narrative being told:	**Narrative being told:**

Reading Response. Answer the following question on a separate piece of paper:
How do authors of news articles use specific word choices to create a narrative and influence the public's perception of events? Compare and contrast two accounts of the same event.

Ms. McKenna modeled the practice of referring to both sides of the T-chart to construct a comparative sentence. Students were also asked to **share a comparative sentence aloud before writing their short response**.

Ms. McKenna provided these sentence frames as scaffolds:

Both authors _____.

Ambos autores usan _____.

In _____ **the author uses the words** _____,_____, **and** _____.

Those words show/create _____. **On the contrary, the author of**_____ **uses words like** _____, _____, **and** _____ **which show/create**_____.

En _____ la/el autor/a usa las palabras_____, _____, y _____.

Esas palabras muestran/crean_____.

Al contrario, la/el autor/a de _____ usa palabras como _____,

_____, y _____, cuales demuestran/ crean_____.

Although both authors _____,

similarity

_____, **while** _____.

difference difference

Aunque ambos autores _____,

_____, mientras que _____.

Table 4: English and Spanish Texts Describing Internment Camps for Japanese Americans

"Coast Japs Are Interned in Mountain Camp" **From *Life* magazine, April 6, 1945**	"Campos de concentración de japoneses, el lado menos conocido de EEUU en la II Guerra Mundial" **Elnuevoherald.com, 8 de agosto, 2015**
In a high mountain-walled California valley 240 miles from the sea, the vanguard of 112,000 Japanese residents of the proscribed Pacific Coast combat zone were settled comfortably last week, prepared to wait out the war in willing and not unprofitable internment. Of 1,000-odd Japs who arrived at the Government's Manzanar "reception center" in Owens Valley, March 22-23, more than four fifths were citizens of the U.S. All were volunteers who had offered their services to help prepare the encampment for those who will necessarily follow. For in the next month, the Army warns, evacuation of all Japanese and all German and Italian aliens from the West Coast's military zone must be complete.	MANZANAR - La entrada de Estados Unidos en la Segunda Guerra Mundial tras el ataque a Pearl Harbor dio pie a uno de los capítulos más oscuros y desconocidos de su historia, cuando miles de japoneses fueron confinados como enemigos en campos de concentración. Washington temió represalias tras declararle la guerra al imperio nipón un día después de la ofensiva en Hawái, el 7 de diciembre de 1941, y puso en marcha la maquinaria para proteger su territorio. La medida más radical fue la orden ejecutiva 9066 que firmó el presidente Franklin D. Roosevelt el 19 de febrero de 1942 y que delimitó las zonas militares de exclusión en las que controlar al rival El gobierno creó en ellas diez campos de concentración en California, Utah, Idaho, Wyoming, Colorado, Arizona, Arkansas y Georgia. En total albergaron a más de 112.500 japoneses-estadounidenses hasta 1945. "Fuimos llevados como criminales. Perdimos nuestra libertad y tuvimos que acostumbrarnos a

	condiciones horribles", recuerda Rosie Maruki Kakuuchi, una superviviente…

Cross-linguistic Analysis of Transitional Phrases

Examining the functions and structures of transitional phrases in both English and the Language Other Than English (LOTE) can help students become more competent in using both languages. Such **metalinguistic awareness** also helps students become aware of similarities and differences in the languages they speak and helps them avoid incorrect direct translations, such as how "on the other hand" does not translate correctly into Spanish as "en la otra mano." Ms. McKenna's students came to this understandingduring a cross-linguistic activity . Students **worked with a partner, combining English and Spanish dominant students**, to place the unit's transitional phrases side-by-side with their Spanish counterparts. Students then **shared their observations with the class.** Ms. McKenna highlighted the differences the class discussed in the chart below:

> TEACHERS OF ELLS SHOULD SUPPORT THEIR STUDENTS IN COMPARING ENGLISH COMPARATIVE PHRASES TO THOSE USED IN THEIR HOME LANGUAGE.

Table 5: English and Spanish Compare and Contrast Transitional Words and Phrases

Compare & Contrast Language **Palabras para comparar**	
Differences	**Diferencias**
On the contrary, In contrast, On the one hand, other hand,	Al contrario, Por el contrario, En contraste, Por un lado, por otro lado
Similarities Likewise, Similarly,	**Semejanzas** De la misma manera, del mismo modo, de manera similar, Igualmente

The following standards were addressed in this section:

- ***8 Reading 6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.***
- ***8 Reading 9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.***
- ***8 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.***
- ***8 Speaking and Listening 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.***

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 Point of View Clearly and Persuasively*
Common Core Grade 8 Standard (SL.8.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 8 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 and decision-making, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations and ideas; d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	GRADE LEVEL ACADEMIC DEMAND *Participate in Collaborative Conversations* *Follow Rules for Discussions* *Pose and Answer Questions That Connect Ideas* *Acknowledge New Information and Justify One's Own Views*

Common Core Grade 8 Standard (SL.8.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 8 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 and decision-making, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations and ideas; d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	GRADE LEVEL ACADEMIC DEMAND *Participate in Collaborative Conversations* *Follow Rules for Discussions* *Pose and Answer Questions That Connect Ideas* *Acknowledge New Information and Justify One's Own Views*

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to contribute to conversations (e.g., I want to add _____; I think that _____).
- Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said _____?).
- Use words and phrases to explain (What I mean is _____; What you are saying is _____).
- Use words and phrases to review key ideas (e.g., The key ideas that were considered were _____).
- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought _____ but now I think _____; This makes me realize that _____).
- Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that _____ but you/I think that _____; This is different because _____).

Common Core Grade 8 Standard (SL.8.2): Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	GRADE LEVEL ACADEMIC DEMAND *Analyze the Purpose of Information Presented in Diverse Media and Formats* *Evaluate the Motives behind Its Presentation*

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 the purpose of information and evaluate the motives.
- Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text to evaluate the purpose and the main idea.
- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- Use words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) for comparing and contrasting.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.
- Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.
- Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.
- Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey or add information.
- Use concluding words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time) to present evaluation of the text.

Example to Address the Linguistic Demands

See Grades 1, 4, 7 and 11–12 of this standard for examples of the linguistic demand in Spanish, Chinese, Arabic, Bengali and Haitian Creole.

Writing Counter-Narrative News Articles

As the unit progressed, students in Ms. McKenna's class made connections to current perspectives on immigration, gentrification, and "fake news" as ways in which narratives are contested in the world today. Students came to understand some of the ways in which language can influence a public's perception of events and can serve as a powerful manipulation tool for political and economic purposes that can impact human rights. As the National Council of Teachers of English (2019) highlights in their position statement, it is essential for students to "have an informed discussion and engage with current events and civic issues while staying mindful and critical of the difference between the intent and impact of their language."

In order to close this segment of the unit, Ms. McKenna gave students the opportunity to take multiple perspectives to construct counter-narratives to news articles that used euphemisms. While some students decided to counter articles about the incarceration experiences of Japanese Americans during WWII, many of the students chose news articles of current events that mattered to them, such as immigration, sports, gentrification, and education policy.

For this final task, students were organized in **heterogenous pairs or groups of three with a mix of reading and writing levels, as well as various language profiencies**. Students were encouraged to work with a partner who could support them in using each language to make meaning and as a literary device.

In preparation for this activity, Ms. McKenna referred to the Eighth Grade Standard 3 of the Common Core Writing Bilingual Progressions:

Common Core Anchor Standard (W.3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	MAIN ACADEMIC DEMAND *Write Detailed Real or Imagined Narratives*
Common Core Grade 8 Standard (W.8.3): Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	GRADE LEVEL ACADEMIC DEMAND *Write Well-Structured Real or Imagined Narratives Use Techniques Such as Establishing a Point of View, Dialogue, Pacing, Description and Reflection*

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 introductory words and phrases (e.g., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a context.
- Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative.
- Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when, as, initially) to signal event order.
- Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in time frame or setting.
- Use precise words such as verbs (e.g., said, whispered, answered, shouted, replied, grumbled), adverbs (e.g., slowly, quickly, carefully, cheerfully, initially) and adjectives (e.g., cheerful, enthusiastic) to capture the action and convey experiences and events.
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus, hence) to provide closure.

Example to Address the Linguistic Demands

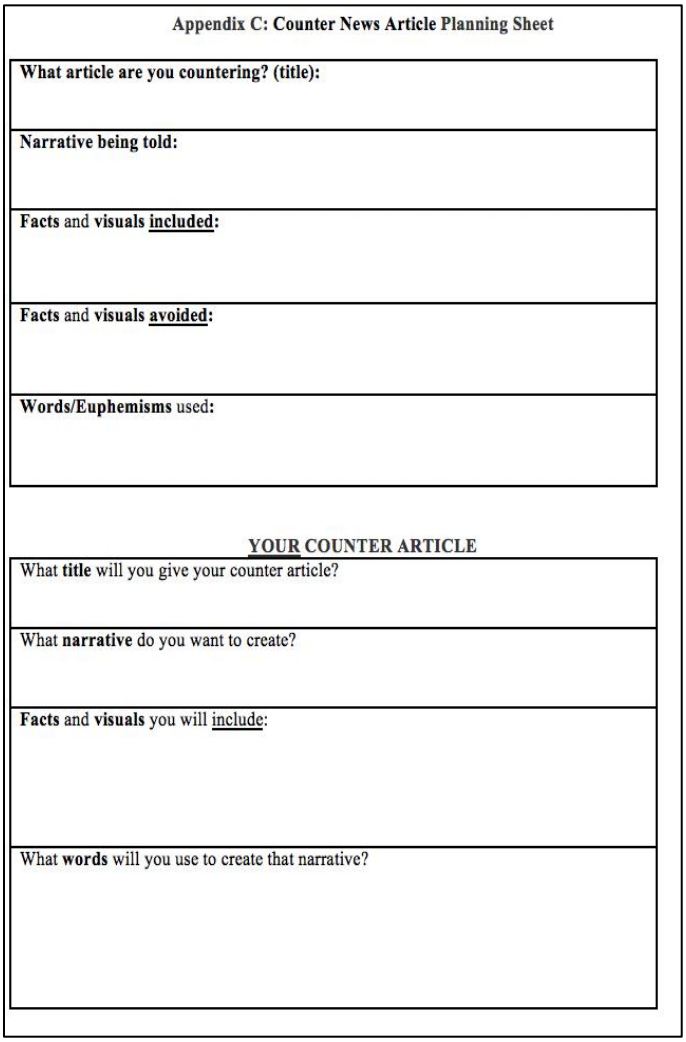
See Grades 1, 4, 7 and 11–12 of this standard for examples of the linguistic demands in Spanish, Chinese, Arabic, Bengali and Haitian Creole.

Activity 1: Choosing an Article to Counter-Narrate and Brainstorming Counter Words

> TEACHERS OF ELLS CAN ALSO INVITE STUDENTS AT ENTERING LEVELS IN ENGLISH TO USE MORE IMAGES TO TELL THEIR STORIES.

After the groups were established, the **students summarized various news articles they had read and discussed the euphemisms in them.** Some students brought in articles they were interested in, while others decided to focus on articles they had read during the ELA reading activities. Ms. McKenna also gave students time to search for articles on the internet, and some students selected articles in Spanish. **Talking about the articles and the euphemisms** allowed students to recall what the articles were about and decide which one they wanted to counter-narrate.

After **students had a chance to plan verbally**, Ms. McKenna asked students to plan out the perspective and word choices they wanted to incorporate in their counter news article. Ms. McKenna modeled with the article from the first reading activity, "Coast Japs Are Interned in Mountain Camp." She explained that in her counter-narrative, she would refer to the Japanese Americans as prisoners instead of "residents." She then asked students to suggest different ways of saying that they "settled comfortably" as the article states. Students **discussed this with their writing partner,** and many referred to the analysis they had made on the graphic organizers during the second and third reading activities. Although the final article was to be written in English, **students brainstormed and outlined their own articles using the languages in which they felt most comfortable**. The Counter News Article Planning Sheet (see Appendix C) supported each group as they brainstormed ideas for their articles.



Appendix C: Counter News Article Planning Sheet

What article are you countering? (title):
Narrative being told:
Facts and **visuals** **included**:
Facts and **visuals** **avoided**:
Words/Euphemisms used:

YOUR COUNTER ARTICLE

What **title** will you give your counter article?
What **narrative** do you want to create?
Facts and **visuals** you will include:
What **words** will you use to create that narrative?

Activity 2: Planning and Drafting the Counter Article

LIFELONG PRACTICES FOR WRITERS:

ANALYZE MENTOR TEXT TO ENHANCE WRITING.

WRITE OFTEN AND WIDELY IN A VARIETY OF FORMATS USING PRINT AND DIGITAL RESOURCES AS TOOLS.

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

In the second activity, Ms. McKenna asked students to work with their partner to identify and discuss the elements of the article they were countering, including the headline, introduction, photograph, details, and quotes. Before they did this on their own, Ms. McKenna modeled with the article, "Coast Japs Are Interned in Mountain Camp." **To enhance the students' literary awareness**, Ms. McKenna asked the students to read as writers, reminding them of the mutually supportive roles that reading and writing have: a reader's insights can be turned around to provide insights into his or her own writing, and writing can inform the reading process. To support students in doing this, Ms. McKenna often had them take off their "readers' glasses" and put on their "writers' lens." For this lesson, she asked students to use their writers'lens to discern the author's intentionality behind the elements and information was conveyed. Ms. McKenna guided the class in this analysis by collaboratively answering the following questions about "Coast Japs Are Interned in Mountain Camp":

TEACHERS OF ELLS CAN SUPPORT THEIR STUDENTS BY PROVIDING NEWS ARTICLES IN OTHER LANGUAGES AND PAIRING THEM WITH STUDENT WHO SPEAKS THEIR LANGUAGE.

- Why do you think that the author used **the headline**, "Coast Japs Are Interned in Mountain Camp"? What effect did the author expect the headline to have on the reader?
- Of the many **photographs** available for this author to include in the first page, why do you think the author chose this photograph? What effect did the author expect the image to have on the reader?
- Choose one **other photograph** in the article. Why do you think the author chose to include this photograph? What effect did the author expect the image to have on the reader?
- Imagine you were the author of this article. Why would you choose to include the **subtitle**, "Interns get settled in their wartime home high in the spectacular Sierras"? What effect did the author expect the subtitle to have on the reader?
- Select **a quote** that the author included in this article. What do you think was the author's purpose of including this specific quote? What effect did the author expect the quote to have on the reader?

After this guided practice, students worked in partnerships to **discuss their own articles** and identify and discuss the elements of the article they were countering, including the headline, introduction, photograph, elaboration, and quotes. **These conversations helped them think about how they would incorporate these elements in their counter articles.** After their discussions, students planned their articles on the Countering News Article Planning Sheet (see Appendix C).

TEACHERS OF ELLS CAN SUPPORT THE WRITING PROCESS IN A MULTIMODAL AND DYNAMIC WAY BY PROMOTING THE USE OF A BILINGUAL DICTIONARIES AND INVITING STUDENTS TO USE THEIR HOME LANGUAGES TO DRAW, DRAFT, AND REVISE.

Next, students used their completed Newspaper Article Graphic Organizer to draft their counter articles. During this process, Ms. McKenna suggested that students first draw out the different elements that would be part of their article. 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. It is also important to note that **conversations** in both languages were frequently part of the brainstorming and drafting process. Ms. McKenna's focus was to ensure deeper dialogue among the students throughout the process, even though the final product was to be produced in the target language.

Activity 3: Providing Peer Feedback and Revisions

When students finished their first draft, Ms. McKenna asked them to **share their work with a different group** to get feedback (see Appendix D for News Article Elements Checklist).

TEACHERS OF ELLS CAN SUPPORT THEIR STUDENTS BY PARTNERING RECENTLY ARRIVED STUDENTS WITH OTHER SPEAKERS WHO SHARE THE SAME HOME LANGUAGE WHO CAN PROVIDE SUPPORT AND AID COMPREHENSION.

Ms. McKenna shared the news article checklist and modeled how to provide feedback that could be useful to the writer using the following prompts:

- The narrative I get from your article is _____ because you use words like _____.
- Your article is/is not eye-catching because _____.
- Your article is well developed, with a headline, introduction, body, and ending.
- After the groups reviewed each other's articles, students made revisions and finalized their articles.

TEACHERS OF ELLS CAN PROVIDE THE SENTENCE FRAMES IN THE TARGET LANGUAGE IN THE CLASS.

The following Writing Standards were addressed in this section:

- *8 Writing 3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.*
- *8 Writing 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.*

Activity 4: Publishing and Sharing the Counter Articles

A publishing celebration provides an opportunity for young authors to share their final published pieces with an audience. A publishing celebration 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 work can motivate students to work hard during independent work time.

LIFELONG PRACTICES FOR WRITERS:

STRENGTHEN WRITING BY PLANNING, REVISING, EDITING, AND TRYING A NEW APPROACH.

The students in Ms. McKenna's class invited parents and another eighth grade class to share their articles with them during the publishing celebration. Before the celebration, the students shared their articles with one another, which allowed them to **verbally practice explaining** what they had learned from the unit. Ms. McKenna asked students to explain how words can influence a public's perception of events, and to **describe how their counter article challenges the perspectives** of the original article.

At the beginning of the celebration, Ms. McKenna asked some of the groups 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… / Me gusta como tu….
- One question that I have is… /Una pregunta que tengo es…
- Next time you could… / La próxima vez, puedes…

Each partnership displayed their article in the room with a notepad for "comments and questions." Next to the notepad, Ms. McKenna posted the three prompts in English and Spanish. For homework, Ms. McKenna asked students to write a short reflection about their overall presentation and the feedback they received.

TEACHERS OF ELLS SHOULD PROVIDE THE SENTENCE FRAMES IN THE LANGUAGES THAT FAMILY MEMBERS SPEAK AND ALLOW OPPORTUNITIES FOR STUDENTS TO TRANSLATE FOR FAMILY MEMBERS.

Table 6: Summary of the Strategies Ms. McKenna Used to Increase the Understanding, Engagement, and Participation of All Students

Oral Language Development, Metalinguistic Awareness, and Flexible Groupings *These instructional strategies are meant to overlap. For instance, students working in a small group can use oral language to discuss word choices, translate words, and gain metalinguistic knowledge.*		
Oral Language Development	***Metalinguistic Awareness***	***Flexible Groupings***
• *Built background knowledge in all students and structured conversations in order to provide students 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 the analysis of news articles* • *Encouraged reading and peer discussion of texts* • *Provided opportunities for students to ask their own questions to clarify meaning* • *Used bilingual sentence frames when students needed support* • *Encouraged conversations and translations using the home and/or the new language to foster understanding and prepare for writing*	• *Engaged in a cross-linguistic analysis of comparative transitional phrases and transitional words in both languages* • *Supported the comparative analysis of word meanings: cognates and false cognates* • *Built understanding of the power words (euphemisms) used to influence a public's perception of events* • *Translated segments of texts in order to focus on word choices, word meanings, and linguistic structures* • *Built understanding of the impact of images and non-linguistic elements of news articles*	*Teachers grouped students based on:* • *Cross-linguistic language proficiency* • *Home language proficiency* • *Independent reading levels in English and Spanish* • *Particular abilities of students to work in groups (e.g., interests, cross-linguistic language proficiency, brainstorming, writing)*

Resources

Daniels, R. (2008). Words Do Matter: A Note on Inappropriate Terminology and the Incarceration of the Japanese Americans. Available at http://www.discovernikkei.org/en/journal/2008/2/1/words-do-matter/

Densho.org https://densho.org/terminology/

Japanese American Citizens League's Power of Words Handbook, A Guide to Language about Japanese Americans in World War II https://static1.squarespace.com/static/5e8e0d3e848b7a506128dddf/t/5ffc861741448928cd131066/1610384921163/POW-Handbook-Rev2020-V4.pdf

The New York Times: Teaching Japanese-American Internment Using Primary Resources https://www.nytimes.com/2017/12/07/learning/lesson-plans/teaching-japanese-american-internment-using-primary-resources.html

English Language Learner/Multilingual Learner Educator Resources http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-resources

Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards

Online Newspaper Directory for the Newspapers Around the World organized by region http://www.onlinenewspapers.com

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]

News Articles in Spanish and English

Campos de concentración de japoneses, el lado menos conocido de EEUU en la II Guerra Mundial
https://www.elnuevoherald.com/noticias/estados-unidos/article30483810.html

I Know What Incarceration Does to Families. It Happened to Mine.
https://www.nytimes.com/2018/07/13/opinion/when-america-incarcerated-my-family.html

A short introduction to the history of the exclusion and incarceration of Japanese-Americans during WWII **http://encyclopedia.densho.org/history/**

Japanese Seizure Ordered by Biddle, The Times, Dec. 8, 1941
https://timesmachine.nytimes.com/timesmachine/1941/12/08/105167931.pdf

1000 Japs Arrive at Manzanar Colony, The San Francisco News, March 24, 1942
http://www.sfmuseum.org/hist8/evac2.html

Los campos de concentración en Estados unidos durante la Segunda Guerra Mundial
https://www.geopolitica.ru/es/article/los-campos-de-concentracion-en-estados-unidos-durante-la-segunda-guerra-mundial

Isamu Carlos Shibayama y la persecución de los japoneses latinoamericanos: un expediente abierto
http://www.discovernikkei.org/es/journal/2017/5/1/isamu-carlos-shibayama/

California Aliens Face Changed Way / Great Areas of the State to Be Affected by Restrictions or Forced Removals, Feb. 5, 1942
https://timesmachine.nytimes.com/timesmachine/1942/02/05/85229953.pdf

El drama de los peruano-japoneses encarcelados en campos de detención en EE.UU.
https://www.bbc.com/mundo/noticias/2015/01/141212_eeuu_peru_japoneses_campos_internamiento_guerra_mundial_jg

Appendix A: Article Analysis Handout

Name: _____ **Date:** _____

Article: _____

Is this a primary source or a secondary source? How do you know?

From what point of view is the article written?

Whose perspective are we getting? How do you know?

What is the mood or tone of the article? What specific word choices create this mood/tone?

What does the author think about Japanese incarceration during WWII? How do you know?

What do you think this author wants the readers to believe? (What is the author's agenda?)

Do you think other people had an opposing perspective from this author? Who? What do you think an article with an opposing tone would be like?

Appendix B: Article Comparison Handout

Name: _____ **Date:** _____

Article title:	**Article title:**
Type of source:	**Type of source:**
<u>Whose</u> perspective are we getting? **Facts and visuals <u>included</u>:** **Facts and visuals <u>avoided</u>:** **Words/Euphemisms used:** **Narrative being told:**	**<u>Whose</u> perspective are we getting?** **Facts and visuals <u>included</u>:** **Facts and visuals <u>avoided</u>:** **Words/Euphemisms used:** **Narrative being told:**

<u>Reading Response</u>

Answer the following question on a separate piece of paper:

How do authors of news articles use specific word choices to create a narrative and influence the public's perception of events? Compare and contrast two accounts of the same event.

Appendix C: Counter News Article Planning Sheet

Name: _____ **Date:** _____

What article are you countering? (title):
Narrative being told:
Facts and visuals <u>included</u>:
Facts and visuals <u>avoided</u>:
Words/Euphemisms used:

<u>YOUR</u> COUNTER ARTICLE

What title will you give your counter article?
What narrative do you want to create?
Facts and visuals you will <u>include</u>:
What words will you use to create that narrative?

Appendix D: Checklist of News Article Elements

Name: _____ **Date:** _____

Headline

Gives the reader an idea of what the article is about

Contains eye-catching words to grab the attention of the reader

Introduction (printed in bold font)

Tells readers in a more detailed way what article is about

Must be interesting so that readers continue reading

Photographs

Incorporates a photograph that can add credibility to your perspective.

Elaboration

Provides more information about the story that is outlined in the introduction.

Responds to the following questions: What? When? Where? Who? Why?

Narrative

Use words that add to the narrative created.

References

Ascenzi-Moreno, L. (2018). Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility. Language Arts, 95(6), 355 - 369.

"English Language Arts Learning Standards." New York State Education Department. Retrieved from http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards.

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). Biliteracy from the start: Literacy squared in action (pp. 25-26). Philadelphia, PA: Caslon Publishing.

DeCapua, A. & Marshall, H. W. (2011) 'Reaching ELLs at Risk: Instruction for Students With Limited or Interrupted Formal Education', Preventing School Failure: Alternative Education for Children andYouth, 55: 1, 35 — 41. DOI: 10.1080/10459880903291680
(17) (PDF) Reaching ELLs at Risk: Instruction for Students With Limited or Interrupted Formal Education. Available from: https://www.researchgate.net/publication/254347313_Reaching_ELLs_at_Risk_Instruction_for_Students_With_Limited_or_Interrupted_Formal_Education [accessed Jul 01 2019].

Graves, M. F. & Watts-Taffe, S. (2008). For the love of words: Fostering word consciousness in young readers. The Reading Teacher 62(3), 185-193.

The National Council of Teachers of English. Resolution on English Education for Critical Literacy in Politics and Media. Retrieved from https://www2.ncte.org/statement/resolution-english-education-critical-literacy-politics-media/

"New York State Bilingual Common Core Initiative." EngageNY. Retrieved from https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative.

Velasco, P. (2015). The role of interlexical homographs in vocabulary learning. In G. Valdés, K. Menken, & M. Castro (Eds.), Common Core and ELLs/emergent bilinguals: A guide for all educators (pp. 181–182). Philadelphia: Caslon.

References and Resources about Translanguaging

Ascenzi-Moreno, L. & Espinosa, C. (2018). Opening up spaces for their whole selves: A case study group's exploration of translanguaging practices in writing. NYS TESOL Journal, 5 (1), pp. 10 -29.

Duarte, J. (2019) Translanguaging in mainstream education: a sociocultural approach, International Journal of Bilingual Education and Bilingualism, 22:2, 150-164, DOI: 10.1080/13670050.2016.1231774

Fu, D., Hadjioannu,, X. & Zhou, X. (2019). Translanguaging for Emergent Bilinguals. New York: Teachers College Press.

García, O. (2009). Bilingual Education in the 21st Century: A Global Perspective. Malden, MA and Oxford: Basil/Blackwell

Gort, M. (2015). Transforming Literacy Learning and Teaching Through Translanguaging and Other Typical Practices Associated With "Doing Being Bilingual", International Multilingual Research Journal, 9:1, 1-6, DOI:10.1080/19313152.2014.988030

Mertin, P., Van Den Bosh, J., & Daignault, P. (2018). Translanguaging in the Secondary Classroom. John Catt Educational, I.P.