

Instructional Sample Practice for a Tenth-Grade (Grade Band 9th-10th Grade) Segment of an English Language Arts Unit Aligned to the Next Generation Learning Standards

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



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*Instructional Sample Practice for a Tenth-Grade (Grade Band 9th-10th Grade) Segment of an
English Language Arts Unit Aligned to the Next Generation Learning Standards*

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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

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Spotlight

This *Instructional Sample Practice* describes a tenth-grade stand-alone¹ ELA classroom in which English Language Learners (ELLs) are expected to meet the ELA curriculum goals and develop English language proficiency at the same time. This description focuses on how the teacher modified aspects of the curriculum in order to promote **oral language development, metalinguistic awareness, and flexible groupings** in a unit focused on cultural identity. This sample is intended for teachers and those who support teachers working with Multilingual Learners and English Language Learners (MLs and ELLs)². The aim is to build understanding and awareness of instructional methods that align with the [New York State Next Generation English Language Arts Learning Standards](#), as well as the Lifelong Practices for Readers and Writers that are embedded within them.

This unit highlights strategies that promote oral language development and flexible grouping through the development of interview protocols and recorded classmate interviews centered on identity. The unit also focuses on metalinguistic awareness by having students examine prefixes that appear in both English and Spanish words. At this point, it is important to discuss the role of translanguaging in the pedagogies created for ELLs.

Translanguaging is a practice that brings together the students' entire linguistic repertoire (home and new languages) in ways that create spaces for deeper and more complex thinking. Translanguaging requires the creation of spaces where learning is intentional, strategic, agentive, and thoughtfully carried out (Fu, Hasjoannou, & Zhou, 2019; Espinosa & Lerner-Quam, 2019). In this instructional practice, you will notice the intentionality that teachers bring to the teaching of ELLs in order to **foster oral communication** that takes place in **flexible and dynamic partnerships**. **Metalinguistic awareness**, in particular, is made possible when teachers have opened a translanguaging space (Duarte, 2019; Mertin et al., 2018).

Oracy plays an important role in developing reading and writing. Talk is an outcome in its own right, as it allows students to develop their thinking. In planning, it is essential that oracy be an integral part of literacy

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

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

In addition, a Multilingual Learner (ML) definition was included to the Reopening Guidance in August 2020: 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 in NYSED guidance and other public materials.

instruction (Escamilla et. al, 2014). In the instructional sample below, Dr. Faughey wove supports 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. Dr. Faughey 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, Dr. Faughey understood that fostering **metalinguistic awareness** was essential so students could develop an understanding of and ability to talk about language, both within and across languages. When teachers make cross-language connections in the classroom, they strategically help the students make connections between what they know in one language with what they are learning in another.

The description of a tenth-grade stand-alone ELA/ENL classroom focuses on the second unit of the teacher’s English curriculum. This unit centers on how cultural experiences shape our identity and how conflicts can arise between characters with different cultural identities. This unit posed the essential questions: “What is culture? How does our culture shape our experiences? How is cultural difference depicted in literature?” In the examples shared below, the students were reading a chapter from Amy Tan’s novel *The Joy Luck Club*. Also shared below is a mid-unit assessment in which students were required to reflect on their own cultural identity and consider how it compares to their classmates’ cultural identities.

Dr. Faughey is a tenth-grade English teacher. She is dually certified in English Language Arts (ELA) and TESOL. She earned her doctorate degree in curriculum and teaching from Teachers College, Columbia University, and has been working in the field of education since 2005. Dr. Faughey decided to introduce this unit because of the diverse cultural backgrounds of the students in her classroom. While many of these students had attended the same school for years, and had often shared the same classrooms, there had been minimal interaction between many of them. Some students would enter the room with their friends and sit close to them. Dr. Faughey wanted to find ways to use flexible grouping to increase her students’ interactions and promote conversations (oral language development). She also wanted to develop metalinguistic awareness by introducing texts that showed linguistic diversity. In these examples, Dr. Faughey found ways to promote and support speaking and listening skills, metalinguistic awareness, and flexible grouping. By focusing on these practices, Dr. Faughey found that she could group students according to cross-linguistic language levels and cultural backgrounds. She also found that when students understood the goal of the activity, they could make their own decisions regarding their choice in partners.

The activities described in this instructional sample are not meant to be prescriptive. These activities are presented as possible ways in which ELLs can meet the Next Generation ELA Standards in the tenth-grade classroom while also increasing their mastery of the languages of instruction. This sample starts by introducing a preliminary activity in which the concept of culture was introduced to the students, and Dr. Faughey shared information about her own cultural identity with the students. This activity was intended to provide students with

the background knowledge they needed to be prepared for their reading and writing activities. It also helped Dr. Faughey build relationships with her students. Dr. Faughey was able to model the kind of thinking her students will need to do while working on this unit.

The last section of this sample focuses on students preparing to write an essay. Students were asked to draw from their personal experiences, as well as their in-class readings, to write an essay in which they synthesized ideas introduced in multiple texts. Dr. Faughey emphasized oral language development through conferencing individually with students during the writing process. These conversations provided opportunities for differentiation as well as oral language development. They also focused on the use of new vocabulary, as Dr. Faughey introduced word banks that could promote academic writing. Table 1 presents the road map that summarizes and presents the sequence of activities in this unit. Table 1 also includes suggestions for modifications by teachers of ELLs. Throughout the document, the Next Generation ELA Standards, the Lifelong Practices for Readers and Writers, and relevant templates pertaining to the [Home Language Arts Progressions \(HLAP\)](#) and the [New Language Arts Progressions](#) are incorporated.

Table 1: Road Map of the Instructional Unit for a Grade 10 ELA Unit on How Identity is Reflected in Literature

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

Development of the Unit	Suggestions for Classroom Practices	Suggested Classroom Practices for Teachers of ELLs
<p><i>Launching the unit</i></p> <p><i>Students are provided a definition of culture and share personal stories regarding their own cultural experiences.</i></p>	<ul style="list-style-type: none"> • <i>Building a personal connection to the curriculum</i> • <i>Providing background knowledge to support reading</i> 	<ul style="list-style-type: none"> • <i>Teachers of ELLs can also share their cultural backgrounds with students.</i> • <i>Teachers can provide students with resources in the various languages in the class.</i> • <i>Use the students' English language proficiency and pair recently arrived students with students who are more familiar with the strategies being implemented in the classroom.</i> • <i>Students can use web-based translation tools to facilitate the comprehension of these open-ended questions and ensure access to deep content.</i> • <i>Sentence starters in English can provide an opportunity for students to prepare their answers while working with peers who can (if needed) translate and provide feedback.</i>

Development of the Unit	Suggestions for Classroom Practices	Suggested Classroom Practices for Teachers of ELLs
<p>Pre-reading activity: vocabulary</p> <p>Students are provided key vocabulary words from the text before reading.³ While working with partners, they use context clues to make educated guesses about vocabulary word definitions.</p>	<ul style="list-style-type: none"> • Expanding oral language development by working in cross-linguistic partnerships • Discussing meanings of words in Spanish and English, including prefixes in both languages 	<ul style="list-style-type: none"> • Teachers of ELLs can provide vocabulary and sentences in the home language of the student. • Teachers can share sentence starters to facilitate conversations in a new language. <p>Teachers of ELLs pre-select vocabulary from the texts planned for the unit.</p> <ul style="list-style-type: none"> • Teachers of ELLs can frontload vocabulary and language structures prior to introducing the texts. • Teachers of ELLs can use student-friendly definitions with visuals and examples of how the words are used. • Teachers of ELLs present the possible cognates of the vocabulary chosen. • Teachers of ELLs can use strategies such as Total Physical Response when introducing a new vocabulary.

³ The idea for this activity comes from Kyleene Beers' "tea party" pre-reading activity. It is adapted here to include a focus on vocabulary in context (2003, p. 94).

Development of the Unit	Suggestions for Classroom Practices	Suggested Classroom Practices for Teachers of ELLs
<p><i>During-reading activity: prefixes</i></p> <p>Students read and listen to a Screencast recording of story.</p> <p>Students are introduced to key prefixes, search for words using those prefixes, and use context clues to guess at meanings.</p> <p>Students use Voice Memo to record responses and share them with the teacher on Google Classroom.</p>	<ul style="list-style-type: none"> • Identifying the supports necessary for reading • Developing metalinguistic awareness by identifying in English and Spanish words that use the same prefixes 	<ul style="list-style-type: none"> • Teachers of ELLs can decide which language to use while recording the Screencast. Students can decide which language to use when recording.
<p><i>After-reading activity: semantic gradients and scales</i></p> <p>Students analyze the conflict between the mother and daughter in “Two Kinds.” With partners, they identify the level of the conflict using a scale that introduces new vocabulary. Then, they are asked to use a word in their home language to “translate” the level of conflict.</p> <p>Next, students engage in partner and small group discussions using “scales” as conversation starters.</p>	<ul style="list-style-type: none"> • Developing metalinguistic awareness by translating the new conflict words into their home language • Developing oral language skills by participating in discussions about the conflict in the story 	<ul style="list-style-type: none"> • Teachers of ELLs can engage in creating semantic gradients in the home language. • Teachers can provide translations of the words being discussed. Access to bilingual dictionaries and/or web-based translation tools can aid students in translating terms and instructions.

Development of the Unit	Suggestions for Classroom Practices	Suggested Classroom Practices for Teachers of ELLs
<p>Interview</p> <p>Students interview each other to learn more about each other’s cultural identity. Students write interview protocols and then record interviews with classmates.</p>	<ul style="list-style-type: none"> • Practicing decision-making by deciding whom to interview • Expanding oral language development while building relationships between students in the classroom 	<ul style="list-style-type: none"> • Teachers of ELLs can engage students in an interview in their home and/or new language. • Teachers of ELLs can encourage students to record their interviews and then transcribe the information.
<p>Writing</p> <p>Students draw on what they have read and their interviews to create an argument about how culture influences the way we see the world. They use examples from the stories introduced in the unit and what they learned in their interview as evidence to support their argument. Students conference individually with the teacher to discuss the writing process.</p>	<ul style="list-style-type: none"> • Effectively using provided scaffolds that are aligned with their level of language proficiency, including an outline, a word bank, sentence starters, and a mentor text • Participating in conferences to support oral language development as well as differentiation • Making decisions about whether to write in their home language or in English 	<ul style="list-style-type: none"> • Teachers of ELLs can encourage drafting in the home and/or new language as well as discussions while working in a final draft. • Teachers of ELLs provide word banks to promote metalinguistic awareness by introducing academic vocabulary.

Overall Description of the Classroom Setting



Dr. Faughey has 19 students in this classroom, including three students who are on the English proficiency level of Expanding, one who is Transitioning, and one who is Entering. The students who are at the Transitioning and Entering levels also receive a stand-alone ENL class during the day; however, the Expanding-level students do not receive stand-alone services. The Entering-level student is from El Salvador. The Transitioning-level student and two of the Expanding-level students were born in Honduras. The other Expanding-level student was born in the United States but grew up in Taiwan and moved back to the United States three years prior. Another student who is a recent arrival from Japan who is considered proficient in English. The remaining students in the class were born in the United States, with one living in a Spanish-speaking household.

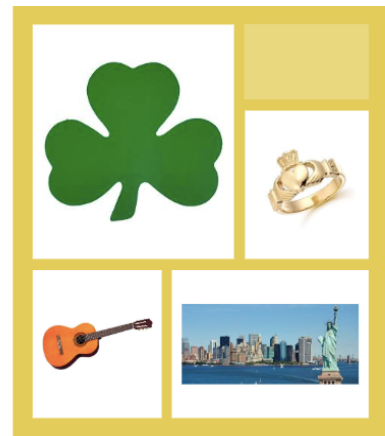
TEACHERS OF ELLs CAN ALSO SHARE THEIR CULTURAL BACKGROUNDS WITH STUDENTS.

Launching the Unit: Introduction to Cultural Identity

Dr. Faughey believes that knowing her students well enabled her to design instruction that is relevant to their lives. In addition, she believes that in order to develop a trusting relationship with her students, she needs to be willing to share from her own life as well. Therefore, as Dr.

YOUR CULTURAL IDENTITY

Make a list of objects that can help to show your cultural identity.



Faughey prepared introductory lessons designed to help students identify and analyze their cultural identities, she also shared her own cultural identity as an example for the class. The unit described here was the second unit of the school year. Dr. Faughey took inspiration from a SpringBoard unit focused on cultural identity, which engaged the students in a study of several shorter texts, including “Two Kinds” by Amy Tan (2006).

LIFELONG PRACTICES OF READERS:

MAKE CONNECTIONS (TO SELF, OTHER TEXTS, IDEAS, CULTURES, ERAS, ETC.).

To begin, Dr. Faughey introduced the students to the concept of culture. She offered a definition of the term (“Culture is the behaviors and beliefs characteristic of a particular social,

ethnic, or age group”⁴) and asked the students to copy it into their notebook. Next, she displayed slides to provide visual support for the concepts she wanted the students to learn. She provided her Entering-

Words/terms students will need to learn:

“...get good retirement”

“...money down”

Prodigy

Shirley Temple

Mission District

Reproach

Formica

Assortment

Chinatown

Abundance

Instantly

Regret

Peter Pan

Ballerina

Expectations

level student with a printed version of the slides that provided a Spanish translation. By providing these examples and sharing images that showed objects, Dr. Faughey connected to her own cultural identity. Dr. Faughey modelled the same thinking that students needed to engage in when considering their own cultural identity. This activity also provided students with the background knowledge they needed to understand the conflict between characters in “Two Kinds.”

Pre-reading Activity: Introducing Vocabulary

Before reading “Two Kinds,” by Amy Tan, Dr. Faughey introduced the students to key vocabulary terms they would see in the text. Dr. Faughey began by surveying the text for vocabulary that would be challenging to the ELL students in the classroom. Since the activity involved students with a wide range of language proficiencies, Dr. Faughey anticipated terms that could be challenging for students. She used the following standards:

- *9-10 Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.*
- *9-10 Language 4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.*

Next, Dr. Faughey thought carefully about the students in her classroom. She organized student **partnerships** according to English language proficiency, as well as personality and ability to work well together. **Students were asked to push their desks together so they could work with their partners.**

Then, Dr. Faughey distributed the vocabulary words/phrases she had printed onto slips of paper. Working together, students were asked to speculate about the meaning of each word/phrase and record their thinking on [a graphic organizer](#). **Student volunteers shared their thinking with the class.**

⁴ College Board. (2014). *SpringBoard English Language Arts Grade 10, Unit 1, p.5.*

Pre-Reading: Learning new vocabulary terms and phrases

Vocabulary	Making a guess about meaning	Using context clues to determine meaning

In your own words, explain how your understanding of a word meaning changed once you had context clues. Provide one example from above to support your answer.

Dr. Faughey distributed [a document](#) that showed the words and terms in the context of the story. Students were asked to use context clues to guess the meaning of their words and **explain their thinking**. The teacher then asked if students wanted to revise their definitions. Finally, the teacher asked them to use the vocabulary words and the sentences they appear in to make predictions about what they were about to read. This whole activity prepared students for reading and **helped them to think about language** and story conventions.

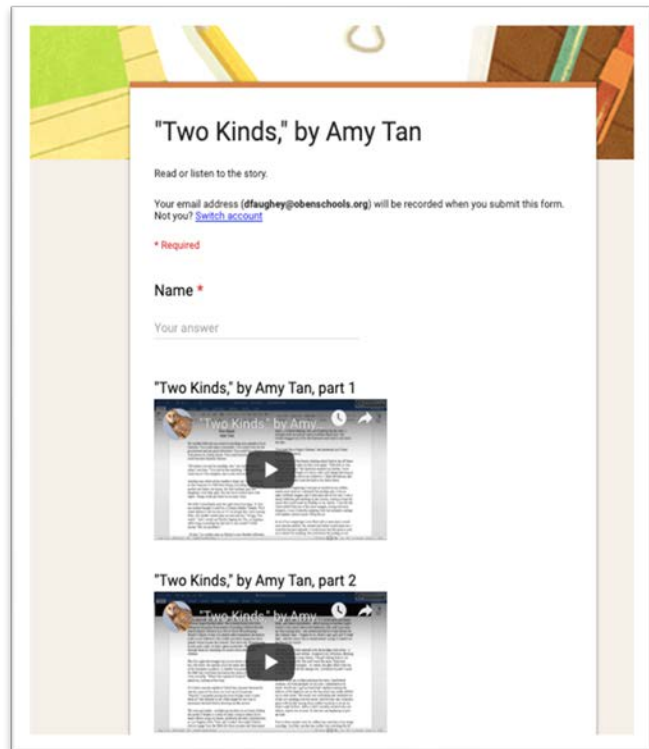
TEACHERS OF ELLS CAN SUPPORT THEIR STUDENTS BY PROVIDING SCREENCAST RECORDINGS IN THE STUDENTS' HOME LANGUAGE.

During-Reading Activity: Understanding Prefixes

Watch the video clip.



One of the challenges teachers may face in a stand-alone ELA/ENL classroom is the readers in the room having a wide range of English language proficiency and requiring a variety of scaffolds. Dr. Faughey found that the students in her classroom were most successful when they were provided various scaffolds and permitted to make independent decisions about which ones suited their needs. For example, Dr. Faughey used Google Chrome extension called **ScreenCastify**, which she was able to download to her computer. This extension allowed her to create a video displaying her computer screen while recording her own voice. Dr. Faughey used ScreenCastify to display the text that the students would need to read (such as



Vocabulary words in context:

“You could work for the government and get good retirement”

“You could buy a house with almost no money down”

“‘Of course, you can be a prodigy, too,’ my mother told me when I was nine”

“At first my mother thought I could be a Chinese Shirley Temple”

“I would be beyond reproach”

“Every night after dinner my mother and I would sit at the Formica topped kitchen table”

“And since she cleaned many houses each week, we had a great assortment”


“All I knew was the capital of California, because Sacramento was the name of the street we lived on in Chinatown”

“Two Kinds.”) and record her own voice clearly reading it aloud. Dr. Faughey shared [these videos on Google Classroom using Google Forms](#), which the students were able to access on school devices or on their phones. When she presented them as options to students in her room, she found that the multilingual learners used them as audio guides while reading. A few of the students for whom English is their home language and who struggle with reading also found this technology helpful for comprehension.

Dr. Faughey also used Google Classroom to share YouTube video clips and Google Docs with background information relevant to the text. For example, in the chapter “Two Kinds,” from The Joy Luck Club by Amy Tan, Shirley Temple is a historical figure who is referred to often. Since most of the students in her

TEACHERS OF ELLS CAN MAKE DECISIONS ABOUT WHICH LANGUAGE TO USE TO RECORD THE SCREENCAST. STUDENTS CAN DECIDE WHICH LANGUAGE TO USE WHEN RECORDING.

Notes for “Two Kinds,” by Amy Tan



Shirley Temple was an American actress.

She was very famous all over the world when she was a little girl.

She used to sing and dance in American movies.

In “Two Kinds,” by Amy Tan, the narrator describes how her mother wanted her to be like Shirley Temple.

- The author also uses the word **prodigy**. This is a word for children who have incredible talents.
- The story is set in San Francisco, in a neighborhood called the **Mission District**.

classroom did not know who Shirley Temple was, Dr. Faughey showed [a video clip](#) of Temple singing and dancing in one of her movies and shared it with the students. She created a collaborative document that all her students could access. She used Google Docs to collect other information the students would need to know in order to understand the reading. This document shared brief background information on Shirley Temple and Ed Sullivan (also referred to in the text). The document also provided definitions of key words in the text. Finally, Dr. Faughey shared [a video](#)

[clip of this key scene](#) from the film version of the novel. Throughout this activity, the teacher strategically paired her students according to their cross-linguistic language proficiency.⁵

⁵ Cross-linguistic language levels in ELLs refer to the different degrees of language proficiency or control that ELLs can demonstrate in the new and home language. A student with more control over English can be paired with one whose home language is stronger than her/his English proficiency.

Working with Prefixes

To focus on metalinguistic awareness, Dr. Faughey created a lesson focused on prefixes. After reading the first few pages to the students, she wrote three common prefixes on the board (pre-, pro-, and re-) and asked students to think of words they know, in English or in Spanish, that begin with these prefixes. Then, she grouped students so that they were working in cross-linguistic level partnerships and distributed a

Learning how to use prefix meaning to understand unfamiliar vocabulary

Prefix	Pro-	Pre-	Re-
Prefix meaning	In favor of; coming coming first; projecting outward	Coming before	Again, or backwards
Spanish words using the prefix	<i>proponer</i> (to propose), <i>pronombre</i> (pronoun), <i>prometer</i> (to promise)	<i>prefijo</i> (prefix), <i>predestinación</i> (predestination), <i>prehistoria</i> (prehistory)	<i>repaso</i> (review), <i>renacer</i> (to be reborn), <i>renegar</i> (to strongly deny)
Find words from the text using these prefixes.	prodigy		
Make a guess about what you think this word means.	Something good		

Use the space below to write down the complete sentence in which the word with the prefix appears. Then, write your explanation of what you think the word means in context.

Sentence #1:

"Of course, you can be a prodigy, too," my mother told me when I was nine.

Explain what you think this word means in the context of the sentence:

handout that shared the meanings of these prefixes. She asked the students to find examples of words from the text that used these prefixes. The students found words such as **prodigy**, **remarkable**, **pronounce**, and **refrigerator**. The students used what they knew about prefix meanings to make an educated guess about the word meanings.

TEACHERS OF ELLS CAN ENGAGE IN CREATING SEMANTIC GRADIENTS IN THE HOME LANGUAGE. STUDENTS CAN ALSO PROVIDE TRANSLATIONS OF THE WORDS BEING DISCUSSED. ACCESS TO BILINGUAL DICTIONARIES AND/OR WEB-BASED TRANSLATION TOOLS CAN AID STUDENTS IN TRANSLATING TERMS AND INSTRUCTIONS.

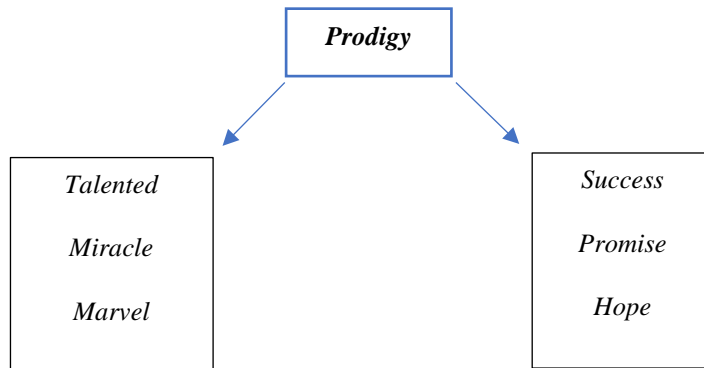
Semantic Gradients for Developing Vocabulary

Next, the students closely examined one word from the story: prodigy. To convey the meaning of this word to the students, Dr. Faughey introduced a scale to show both what the word prodigy means and how it fits within a group of other words she selected that could be used to describe student performance. Note: This is not a fixed gradient. Teachers might find other words to be more appropriate.

weak	adequate	excellent	outstanding	prodigy
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Next, Dr. Faughey created a semantic network to further develop student understanding of the word “prodigy.” The aim was to create groups of words that would help students see how the term relates to known concepts. As Hiebert (2018) argues, semantic networks can illustrate “how an unknown

word is presented in relation to known concepts.” These networks can help a student learn an additional label for a known concept. They also help students understand how writers select words from several options.



Post-reading Activity: Analyzing Conflict Between Characters

Excerpt from “Two Kinds”

My mother believed you could be anything you wanted to be in America. You could open a restaurant. You could work for the government and get good retirement. You could buy a house with almost no money down. You could become rich. You could become instantly famous.

"Of course, you can be a prodigy, too," my mother told me when I was nine. "You can be best anything. What does Auntie Lindo know? Her daughter, she is only best tricky."

America was where all my mother's hopes lay. She had come to San Francisco in 1949 after losing everything in China: her mother and father, her home, her first husband, and two daughters, twin baby girls. But she never looked back with regret. Things could get better in so many ways.

In “Two Kinds,” the readers meet two characters who are in conflict with one another: the mother, who was born in China, and the daughter, who was born in the United States. Dr. Faughey provided a version of the text in Spanish for her Entering-level student and a version with a glossary providing definitions for key vocabulary terms for the Transitioning-level students. As they read, the students developed an understanding of characterization and how authors can use conflict between characters to develop a theme. In “Two Kinds,” part of the conflict that builds between the mother and daughter is due to differences

STEP #1:
What does each character want?




Somebody...	Wanted...	But...	So...
Jing-mei Woo			
Suyuan Woo			

in their cultural identities, i.e., differences that arise because of their ages and their perspectives on life that derive from their experiences in China versus the United States.

After reading and listening to this chapter, Dr. Faughey created **partnerships** to allow students time to share their thinking about the mother-daughter conflict in this excerpt. When forming these partnerships, Dr. Faughey considered the home language of the students, their level of English proficiency, and their ability to work well together. Additionally, Dr. Faughey shared [a handout](#) with the multilingual learners in the classroom to help them organize what they have learned about each character. Dr. Faughey used a strategy introduced by Kylene Beers (2003, p. 144) called “Somebody...wanted...but...so....,” which requires students to think about character motivation and conflict.

Step #3: What do you think?

With your partner, respond to the following statements using the scale provided.]

1. Jing-Mei Woo should obey her mother and practice playing the piano so that she can get better.

Strongly disagree	Disagree	Agree	Strongly agree
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2. Suyuan Woo is right; if you try hard enough your dreams can come true.

Strongly disagree	Disagree	Agree	Strongly agree
-------------------	----------	-------	----------------
3. Suyuan Woo should listen to her daughter and stop trying to make her be like other children.

Strongly disagree	Disagree	Agree	Strongly agree
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Then, Dr. Faughey introduced a semantic gradient to support student understanding of vocabulary that can describe intensity of conflict.



Finally, to encourage the **oral language development** of the students in this activity, Dr. Faughey provided the students with a set of scales to support their discussions. These conversations could take place in the students' home language while being supported by bilingual dictionaries or web-based translation tools.

The teacher addressed the following standards:

- *9-10 Language 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*
- *9-10 Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.*
- *9-10 Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*
- *9-10 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. Examine technical or key terms and how language differs across genres. (RI&RL)*
- *9-10 Reading 6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)*

Conducting Interviews with Classmates

Dr. Faughey recognized the importance of building relationships between the students in her classroom and of helping students make connections between their own lives and

TEACHERS OF ELLS CAN ENGAGE IN AN INTERVIEW IN THE HOME AND/OR NEW LANGUAGE.

LIFELONG PRACTICES FOR READERS:

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

MAKE CONNECTIONS (TO SELF, OTHER TEXTS, IDEAS, CULTURES, ERAS, ETC.).

the curriculum. Therefore, she developed an activity designed to help students develop their **oral language** skills while building relationships between one another. Students were first asked to select a classmate to interview about their cultural identity. Then, Dr. Faughey provided the students with a bank of interview questions they could use to develop their own interview protocol. Dr. Faughey used a tool to translate a version of this protocol into Spanish for the Entering-level student in the class and partnered her with a student whose home language was also

Spanish. Students then recorded their interviews (in Spanish or in English) as Voice Memos and uploaded them to Google Classroom directly from their smartphones. These interviews showed that students used the scaffolds in different ways. For example, the Transitioning-level student read directly from the questions provided while an Expanding-level student composed an interview protocol that mainly consisted of questions she wrote herself. Also, some students elected to pose impromptu follow-up questions to get more in-depth responses from their interviewees.

The bank of interview questions provided sample questions to help students plan their interview protocols, including:

- What country were you born in?
- Do you feel connected to that country?
- Do you feel connected to more than one culture?
- Do you feel these cultures conflict with one another?
- Have you ever wanted to change your cultural background?
- Has anyone ever made fun of you, or bullied you, about your cultural background?
- Are you proud or ashamed of your cultural background?
- Which parts are you most proud of?
- What would you like to change about your culture?
- Why do you think people feel a strong connection to your cultural background?

- When you meet people who have a similar cultural background, do you feel a connection to them right away?
- Do you think that some people don't understand you because of your cultural background?
- Do you think you will always feel a strong connection to your cultural background?
- Do some people in your family feel stronger connections to your cultural background than you do?
- Do your parents have different cultural backgrounds?
- What are some foods that are typical of your culture?
- When do you eat these foods?
- Who traditionally cooks these foods?
- Do you like these foods?
- What are some traditions that are associated with your culture?
- When do you participate in these traditions?
- Do you enjoy these traditions?
- Does everyone in your family enjoy these traditions?
- Are there particular items of clothing that are associated with your culture?
- Have you ever worn these items of clothing? Do you like them?
- What types of music are associated with your cultural background?
- What instruments are associated with your cultural background?
- Do you like to listen to this music?
- Do members of your family also like to listen to this music?
- Is religion an important aspect of your cultural background?
- What religions are commonly practiced by people with your cultural background?
- What are some of the traditions or customs associated with this religion?

Writing to Process Thinking and Synthesize Ideas

Following these interviews, students were asked to write reflection essays in which they shared what they learned from the discussion. Students were provided with the following questions as prompts for their reflection writing:

- What did you learn about your interviewee's cultural background?
- How does his or her background compare with your own?
- In what ways have you both experienced cultural conflict (if at all)?

- How might you use a particular cultural element (food, language, clothing, etc.) as a metaphor or central idea to focus your essay?

In a classroom workshop setting, Dr. Faughey met with each student individually while they began to jot their ideas on paper. Dr. Faughey called students up to her desk individually and used the questions above to guide the discussion. These conversations helped Dr. Faughey build relationships with her students as she learned more about how they think about their cultural experiences. They also helped the students develop the ideas they would put into their written reflection. Additionally, the conversations supported the students' oral language development, particularly across linguistic differences.

TEACHERS OF ELLS CAN ENCOURAGE DRAFTING IN THE HOME AND/OR NEW LANGUAGE AS WELL AS DISCUSSIONS WHILE WORKING IN A FINAL DRAFT.

Next, Dr. Faughey wanted the students to be able to write an essay in which they synthesized

Vocabulary students could incorporate into their writing in the revision stage:

in contrast	especially	because	therefore
even though	nonetheless	analyze	access
as a result	to sum up	overall	

ideas from the short stories they read, as well as the personal experiences they learned about in their cultural identity interviews. The students were provided two essay prompts and they were asked to select one for their writing.

Dr. Faughey followed the Bilingual Progressions for Anchor Standard 2. Entering-, Emerging-, and Transitioning-level students were encouraged to draft in their home language, and the other students in

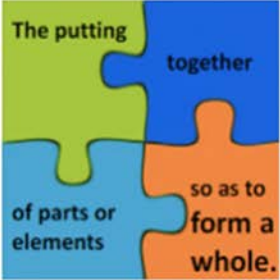
Writing options:

Option #1: Similarities

If you choose this option, you will write a 4-paragraph essay about how two of the texts from this unit present a **similar** message about cultural identity.

Option #2: Personal Response

If you choose this option, you will write a 4-paragraph essay about how you can connect one or two of the texts from this unit to your own cultural identity.



Key Word
Synthesize: To combine different things into a coherent whole.

the class were provided with word banks and encouraged to incorporate pre-taught vocabulary into their writing. Once drafts were completed, students were partnered with other students who share the same home language, or who were more proficient in English, to find ways to revise and edit draft writing.

Dr. Faughey continued to conference with the students while they were writing and revising their essays. These conferences provided Dr. Faughey with the opportunity to discuss the writing process with her students and share scaffolds for those who need additional support with writing. She followed the Bilingual Progressions Grade Band 9-10 for Writing Standard 2 and shared a model essay with an Expanding-level student.

Table 2 presents a summary of the strategies implemented by Dr. Faughey in this tenth- grade classroom.

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, and the previously completed graphic organizers to complete sentence starters</i> that clearly explain complex ideas supported by evidence, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that clearly explain complex ideas supported by evidence, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases</i> to clearly explain complex ideas supported by evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases</i> to clearly explain complex ideas supported by evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, to clearly explain complex ideas supported by evidence, when speaking in partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, to complete cloze paragraphs</i> that target an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, to write two or more paragraphs</i> that target an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language</p>	<p>Writing-Centered Activity: Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases to compose a short essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language</p>	<p>Writing-Centered Activity: Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases and teacher-provided models to compose an essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language</p>	<p>Writing-Centered Activity: Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, to compose a multiple page essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

Common Core Grade 9-10 Standard (W.9-10.2): Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension; b. Develop the topic with well-chosen, relevant and sufficient facts; extended definitions, concrete details, quotations or other information; and examples appropriate to the audience's knowledge of the topic; c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts; d. Use precise language and domain-specific vocabulary to manage the complexity of the topic; e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

GRADE LEVEL ACADEMIC DEMAND

Write to Inform and Explain Complex Ideas Clearly, with Precision and Command of Textual and Formal Language Structures with Domain-Specific Vocabulary and Precise Language

Use Well-Constructed Paragraphs and Transition Sentences That Connect Paragraphs to a Cohesive Whole

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 the standards in their new and/or home language.

- Identify facts, definitions, quotations, examples and details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow.
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though, nonetheless) to link ideas and information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification).
- Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic.
- Use appropriate phrases (e.g., the purpose of the current study; this project was undertaken to; this assignment has explained that) to introduce the implications in an essay.

Table 2: Summary of the Strategies that Dr. Faughey Used to Increase the Understanding, Engagement, and Participation of All Students

Oral Language Development, Metalinguistic Awareness, and Flexible Groupings

These instructional strategies are meant to overlap. For instance, students working in a small group can use oral language to discuss word choices, translate words, and gain metalinguistic knowledge.

Oral Language Development	Metalinguistic Awareness	Flexible Groupings
<ul style="list-style-type: none"> Built background knowledge in all students and structured conversations in order to provide them with a framework for situating the new information Emphasized key words and terms that appear in the short story Encouraged reading and peer discussion of the texts Used sentence starters when students needed support Encouraged the development of questions that would be used in one-on-one conversations Facilitated conversations between students on the topic of culture 	<ul style="list-style-type: none"> Introduced key vocabulary terms, such as culture Encouraged students to make predictions about word meanings Extended vocabulary knowledge through semantic gradients Encouraged the comparative analysis of prefixes in two languages Encouraged analysis of semantic networks for learning new words 	<p>Teachers grouped students based on cross-linguistic language proficiency</p> <ul style="list-style-type: none"> Home language proficiency Particular abilities of students to work in groups (e.g., interests, cross-linguistic language proficiency, brainstorming, writing) Negotiating ideas by drawing first to discuss the writing of a collaborative piece

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