



New York State

EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Bilingual E



Curriculum Materials and Texts

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

The Practices

There are three lessons containing sample practices that address [Both Generation ELA Standards](#) and [Relevant Common Core Reading Standards for Literacy in History/Social Studies \(Grades 5-8\)](#). The standards for fifth grade can be found on pages 560 in the New York State Social Studies Framework. They also incorporate recommended [Grade 5 Social Studies Practices](#) from the New York State Social Studies Framework.

Each lesson includes a series of recommended practices to support accessing a particular type of written text they will be exposed to in fifth grade: a primary source document (nonfiction Lesson 1), a secondary source document (first-hand account nonfiction³ Lesson 2), and a novel (realistic fiction Lesson 3). These lessons are not

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

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

For all the students in her classroom, Ms. Hernández implements instructional structures to ensure that her students can engage in meaningful ways with the content and develop their reading and writing abilities in their new language. Ms. Hernández believes that promoting K H V W X G H Q W V · R U D O O D development while also building their metalinguistic awareness is a key factor that can have a positive impact on K H V W X G H Q W V S U D F J A H M L P. In this point, it is important to discuss the role of translanguaging in the pedagogies created for ELL.

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

⁴ A student at the Entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).

A student at the Emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).

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

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





what the learner says. The research suggests that protracted language even offers D Q S S R U W X Q L W \ to be understood, a chance for their speech to be valued, and the occasion to be corrected for form (D M C 0 y r g Z L W K R P W L O L D W C & M a n, 2010, p. 261).

Metalinguistic Awareness

This sample also includes opportunities for learners to increase their oral language skills (e.g., 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99).

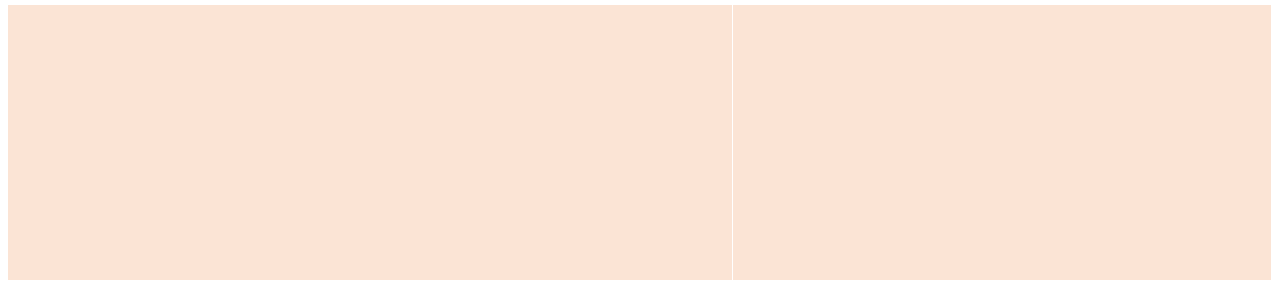
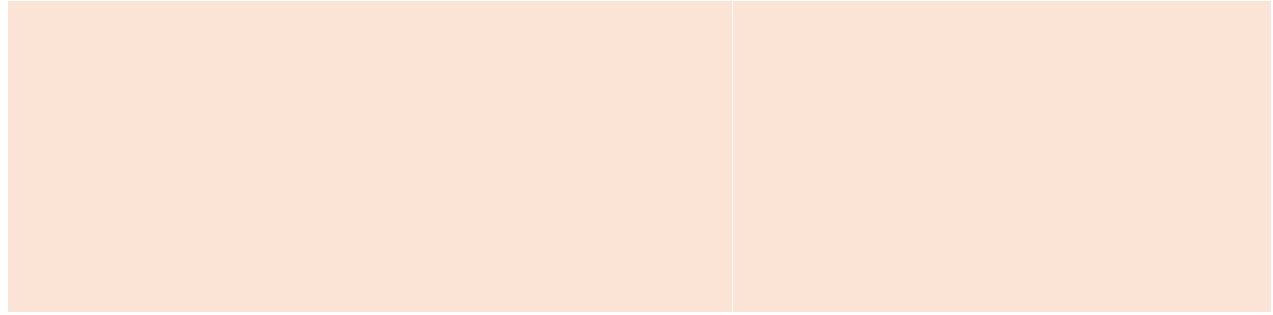
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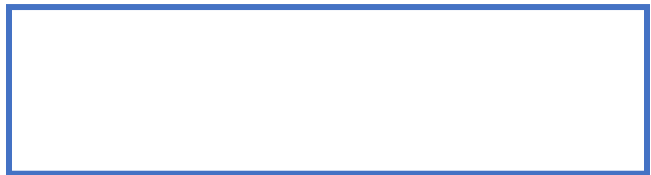
Flexible Groupings

Each activity includes recommendations for how a teacher should make grouping choices that will differentiate instruction in ways that will maximize ELL V W X G H Q W V · P H D Q L Q J I X O S D U W L F W D V N V) O H [L E O H J U R X B Q C J L V K R W V X G H Q W V Q D P L Q D X G J B F S U G R I P E E H skill levels. The examples of spotlight practices in this lesson series illustrate how teachers can group students in ways that maximize engagement for students at all levels of proficiency. The practices include opportunities for both collaborative groups with mixed language proficiency levels and abilities (heterogeneous grouping) and teacher-led groups of students with similar needs (homogeneous grouping).

Modifications for Teachers of ELLs

The activities in this series can be adopted to other classroom contexts, including ELL classrooms where language arts is partially or fully taught in English. They can also be implemented in settings where W K H W G B F K V H Q K P W H V W X G H Q W V · K S U G E S T I O N S O R J O I N S I B L E modifications are presented throughout the document. Throughout the text, activities that refer to the development of oral language, metalinguistic awareness, and flexible groupings will be presented in bold.







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

- x Which of the rights we generated as part of our class statement are

TEACHERS OF ELLS CAN ACCESS UDHR ARTICLES THAT ARE TRANSLATED INTO OVER 100 LANGUAGES BY THE UNITED NATIONS. THIS READALOUD CAN OCCUR IN THE



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

Article NUMBER

What words are most important in your description of the article?

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

LIFELONG PRACTICES OF READERS AND WRITERS:

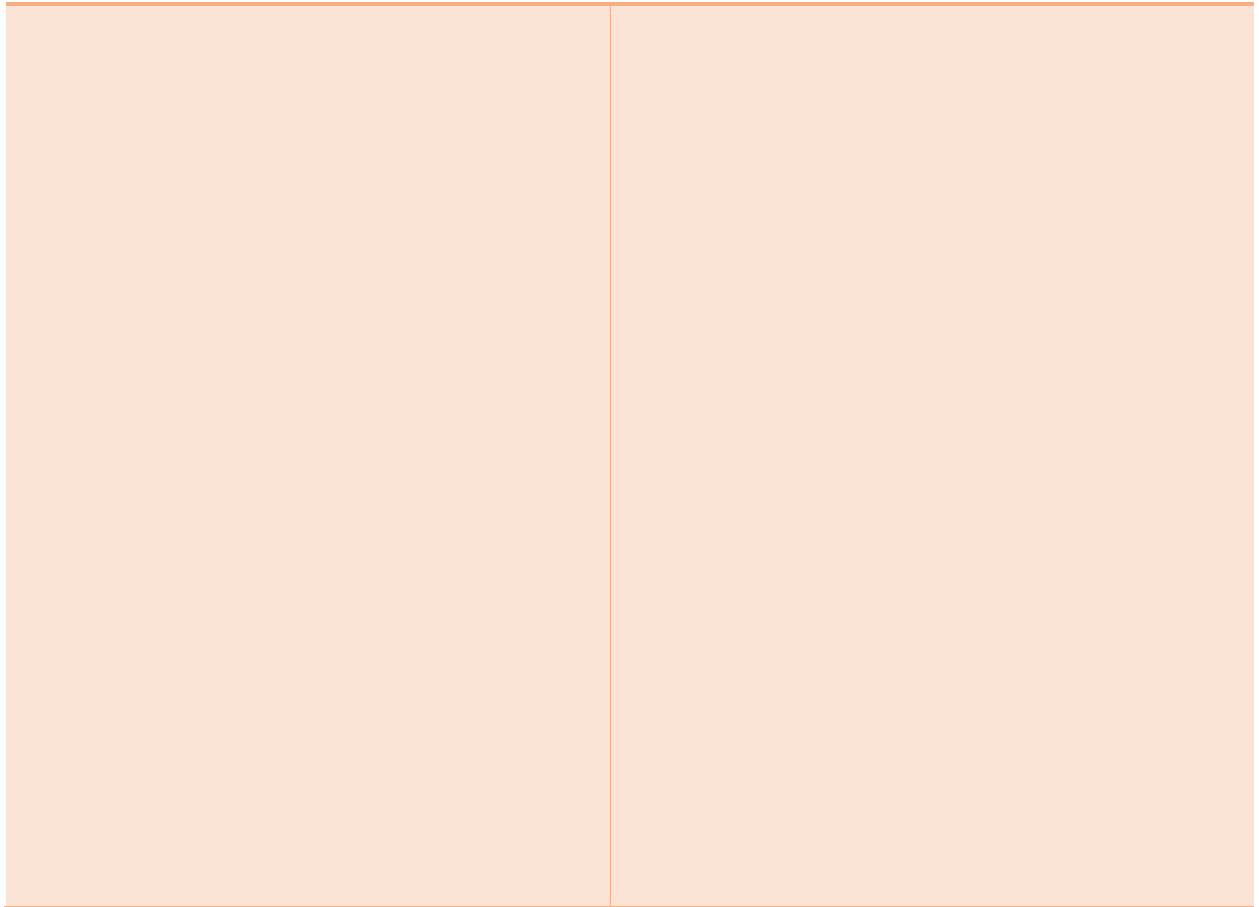
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Table 3: Graphic Organizers Used by Ms. Hernández in English for Making a Claim

Modified Writing Task

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

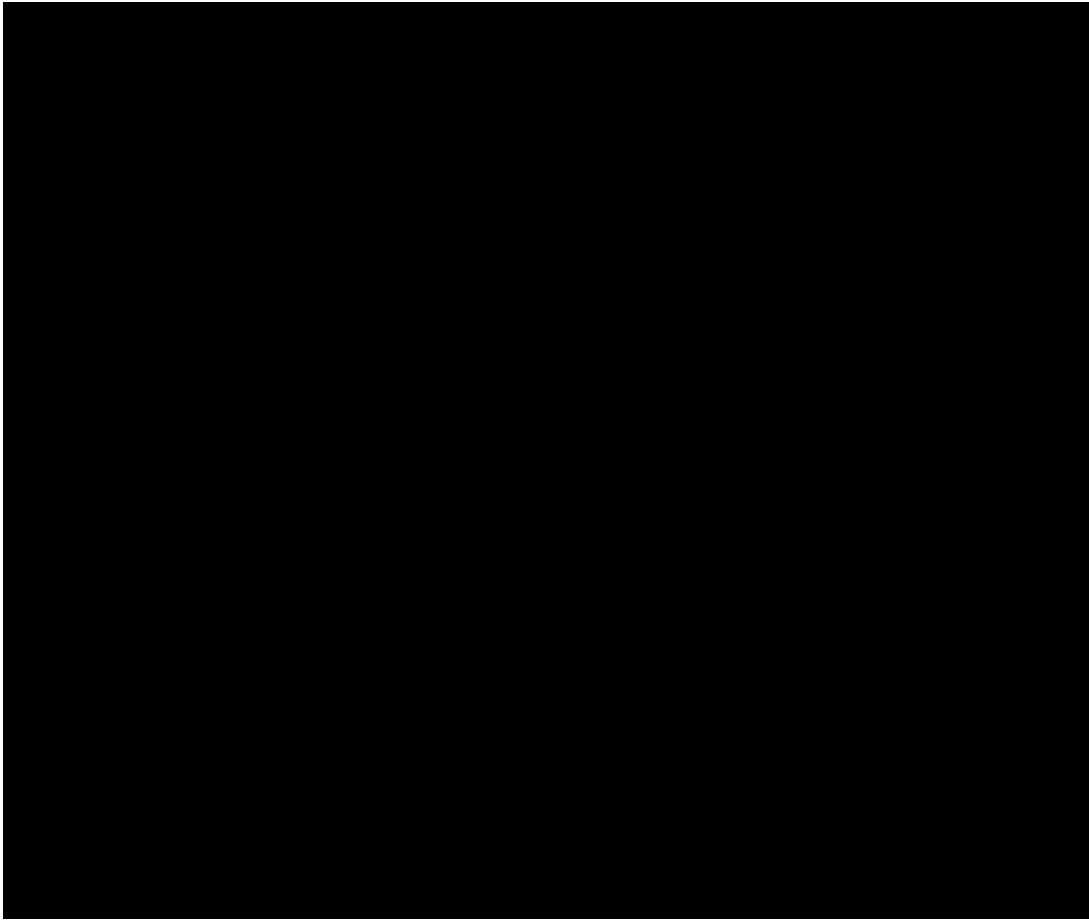




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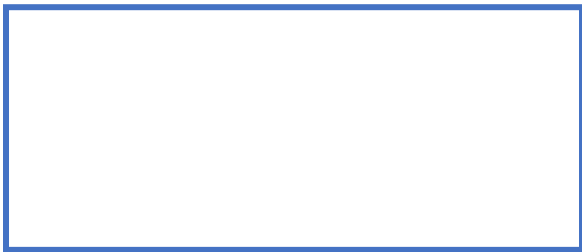






Lesson 3 Using Esperanza Rising as a Read Aloud to Study Personification

Esperanza Rising is an example of realistic fiction that takes place from the 1920s through the early 1930s and Mexico and then moves to a camp of agricultural workers in the Sacramento Valley of California. This activity was designed to illustrate how Ms. Hernández supported her students' understanding of how an author uses certain literacy devices. In this case, Ms. Hernández was focusing on personification. Personification was defined by Ms. Hernández as the act of giving human characteristics to something that is not human. In the case of Esperanza Rising, personification is used to emphasize the students and their teacher first found what the subject in the sentence is the whole valley





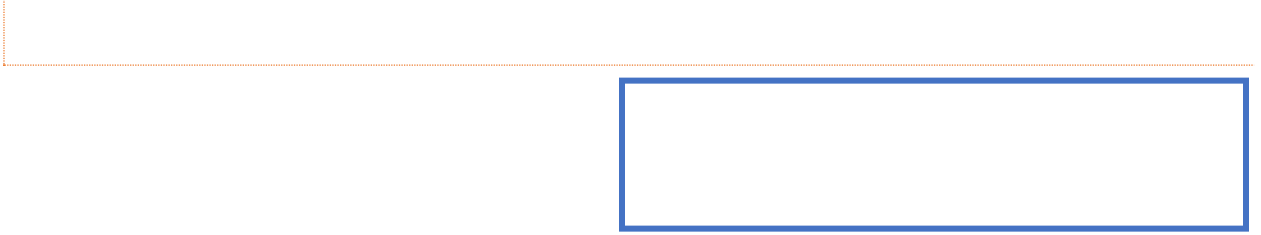


Table 8: Summary of the Strategies Used to Increase the Understanding, Engagement, and Participation of All Students

Oral Language Development, Metalinguistic Awareness, and Flexible Groupings

Oral Language Development	Metalinguistic Awareness	Flexible Groupings

References

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 and Youth*, 55: 1, 35³
