

Instructional Sample Practice for Sixth Grade Dual
Language (Spanish/English) Classroom Aligned to
the Next Generation

, Q V W U X F W L R Q D O 6 1 P W S O H B G B F W L O H / D R U X D J H 6 S D Q L V K
\$ O L J Q H G W R W K H 1 H [W * H Q H U D W L R Q / H D U Q L Q
6 H U J L R & i F H U H V
3 6 ;

This L Q V W U X F W L R Q D O V D P r o j e c t [& L O V S L U R R P R I 3 U W K F W L F H V](#)
[_ 0 X O W L O L Q J X D O / H D U Q H U V _ D Q E D Q W K D U W H \[W H D H U Q H L Q D W L](#)

[6 W D Q C u n d e d](#) by the New York State Education Department Office of

Bilingual Education and uM

|

an





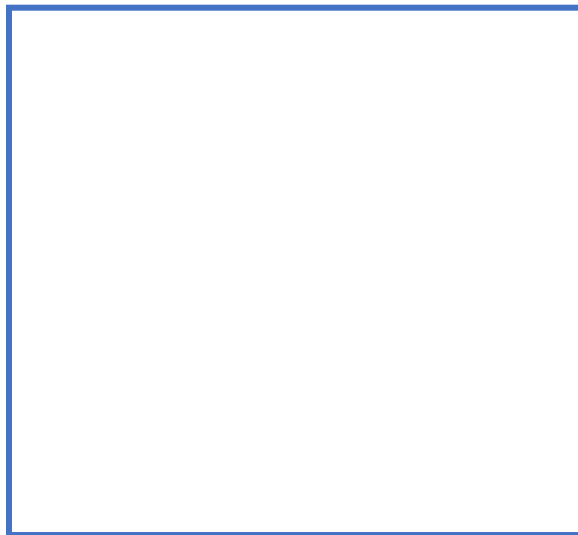
		<p>students with otherspeakers who share the same hor language can provide support and aid in comprehensio</p> <ul style="list-style-type: none"> x Teachers of MLscan support their students by asking questions in English and, when comprehension jeopardized, in the language other thanEnglish that a student has mastered. Having students support one another or use web-based translation toolscan facilitate the comprehension of these opened questions and ensure access to deep content.
<p>Metalinguisticawareness Understanding and practicing substitutions using fillers(g., one, do, it) and substitutions that use different words for the same subject(g pets and companions)</p>	<ul style="list-style-type: none"> x Using different substitutions, the text is presented to help studentsunderstand the connections across sentences (metalinguistic/language awareness) 	<ul style="list-style-type: none"> x Teachers of MLs can analyze the different kinds of substitutions the texts presentthat will provide MLs with strategies that will support them in better understanding texts, as well asimprove their writing. x Teachers of MLs canprovide specific opportunitiesand model thebridge that can exist between the home language and English. x Teachers of MLs can use songs, riddles/or poems
<p>Summarizing a text</p>	<ul style="list-style-type: none"> x In small groups,students practice summarizing without embedding their own opinions and ideas. 	<ul style="list-style-type: none"> x Teachers of MLs provide specific questions in English/or x x x





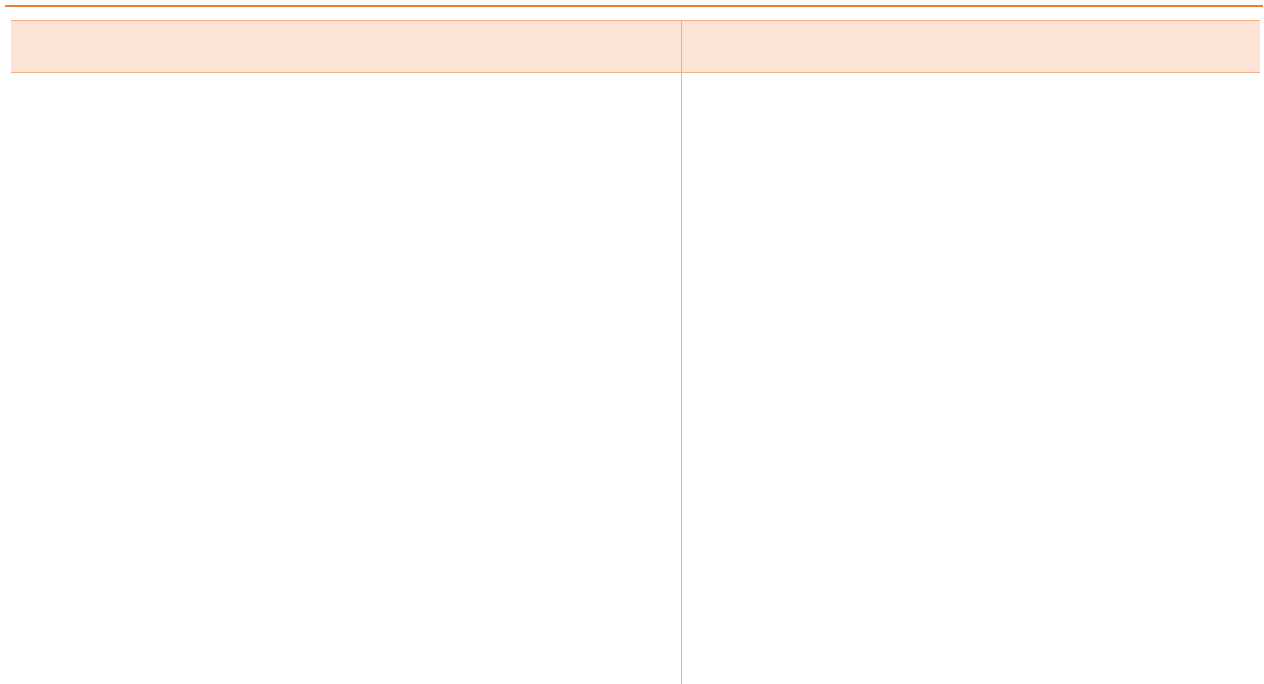


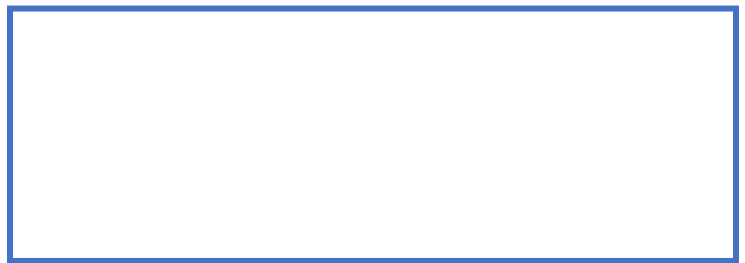


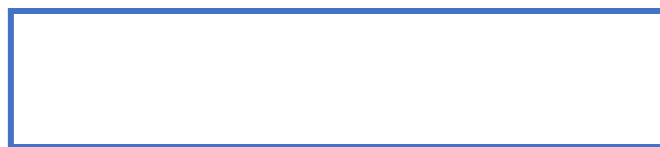


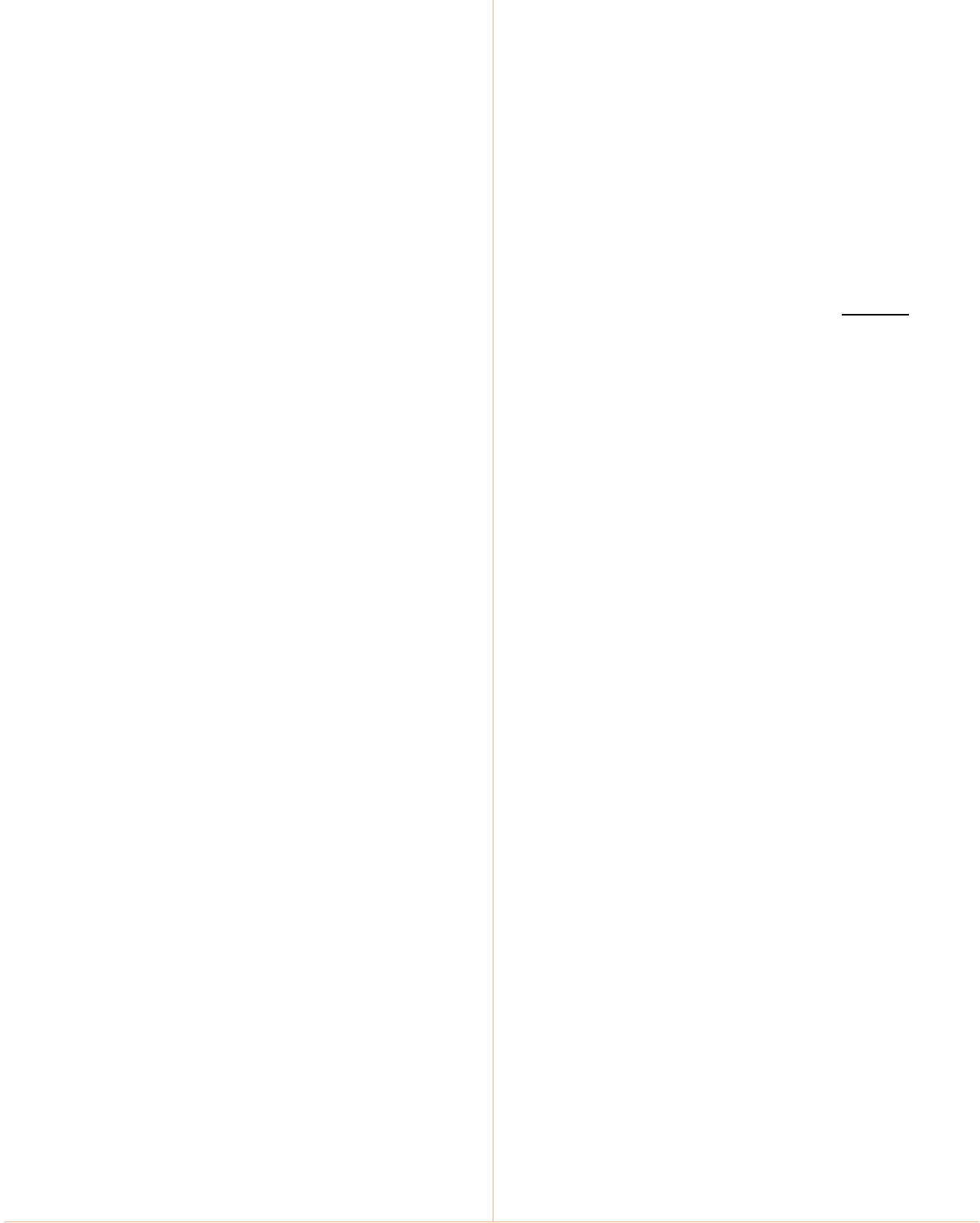
deductions or comments He used the New Language Arts Bilingual Progressions 6.2. templates to guide his work.

TEACHERS OF ML S PROVIDE SPECIFIC QUESTIONS
IN ENGLISH OR/AND THE HOME LANGUAGE TO
HELP WITH THE AC4 0B5.11 208.1 197.18 re W* n BT









—

Metalinguistic Awareness: Capitalization Rules in Both Languages

While analyzing these two texts, Mr. Maldonado decided it was a good opportunity to focus on how capitalization changes in English and Spanish. He wrote the following words on the board: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z. He asked the students to write the words in Spanish. The students discussed with their partners (based on how well the students worked together)

LIFELONG PRACTICES WRITERS:

PERSEVERE THROUGH CHALLENGING WRITING TASKS

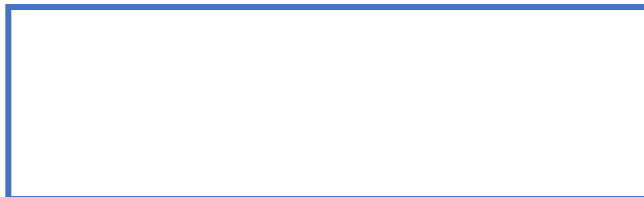
ENRICH PERSONAL LANGUAGE BACKGROUND KNOWLEDGE, AND VOCABULARY THROUGH WRITING AND COMMUNICATING WITH OTHERS

TEACHERS WILL SCAN GROUP STUDENTS ACCORDING TO SIMILAR INTERESTS AND SKILLS IN ORDER TO DISTURB AND PROVIDE SUPPORT FOR EACH OTHER



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

For this task, Mr. Maldonado ~~use~~ a table. The left-hand column contained the text that the student wrote. In the right-hand column contained an alternative version created by Mr. Maldonado was presented. It was






	 

Table 10:

References and Resources

' (// 0//G X F D W R U 5 H N Z < B V M Q A X F D W L R Q ' H S D U W P H Q W 5 H W U L H Y H C
<http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-resources>.

' (Q J O L V K / D Q H X D J G H W S D U G V C H Z G V R U N 6 W D W H S D G X F D W L R Q S P W U L H Y H G
<http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

' 1 H Z < B W N P W B L Q J X D O & R, P L R V Q S M D U Y S H W U L H Y H G I U R P

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 K-12 Schools. *Journal of Multilingual and Multicultural Development*, 9:1, 1-15.