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 from Universal Declaration of Human Rights), a second text is read in English (Teaching Nepalis to Read, Plant, and Vote), and a third text (Esperanza 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 web site.

The Practices

There are three lessons containing sample practices that address both Next 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 58-60 in the New York State Social Studies Framework. They also incorporate recommended Grade 5 Social Studies Practices. For "A string, the Interpretation of Evidence and Civic Participation" (p. 78) in the New York State Social Studies Framework.

Each lesson includes a series of recommended practices to support ELLs in 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, in 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. (For a detailed description of the levels, please read Appendix B.) Ms. 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 U 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 U W X G H Q W V S U R J U H V V. At this point, it is important to discuss the role of translanguaging in the pedagogies created for ELLs.

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3 NYSED defines SIFE as English Language Learners who have attended schools in the United States (i.e., 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).

New York State

what the learner says. The research suggests that protracted language events offer opportunity

to be understood, a chance for their speech acts to be valued, and the occasion to be corrected for form

(& Swain, 2010, p. 261).

Metalinguistic Awareness

This sample also includes opportunities for learners to increase metalin

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 S D Q G J L V Q K R W Y W V E G H E Q W V Q D O P L G D X O G J H F S U G R H L P F 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 those 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).

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 H D F K H U G R H V Q R W V K D U H W W X G H Q W V · K U Suggestions for possible 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.
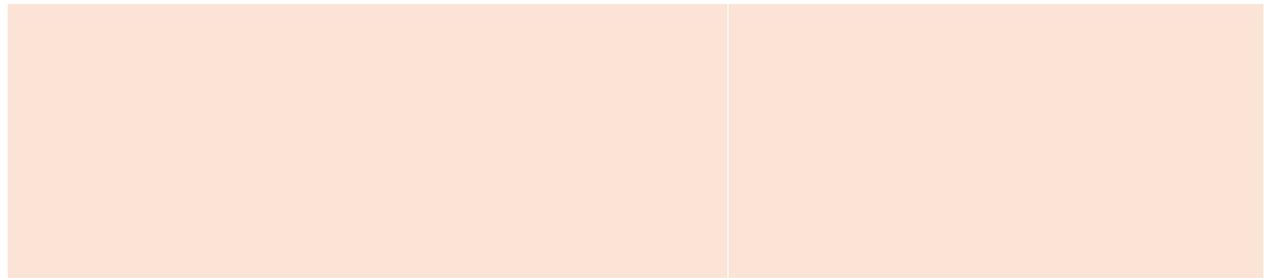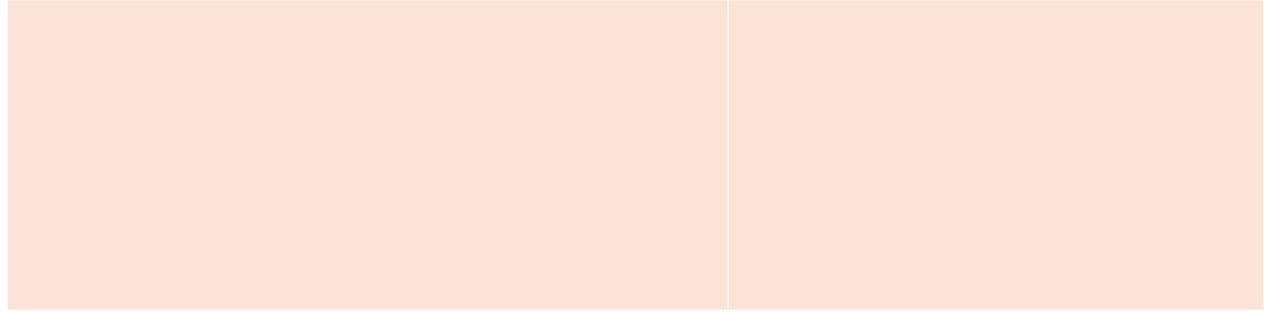
<u>Teacher-Led Small Group Work.</u> Connecting their prior learning about UDHR articles, Ms. Hernández worked with a group of students to compare the remaining two articles of the UDHR statement they have studied with a class statement about rights that they created in earlier lessons. She asked students:

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

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

Article Number _____

Modified Writing Task

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

Rights		Reasons		
		I think that		because...

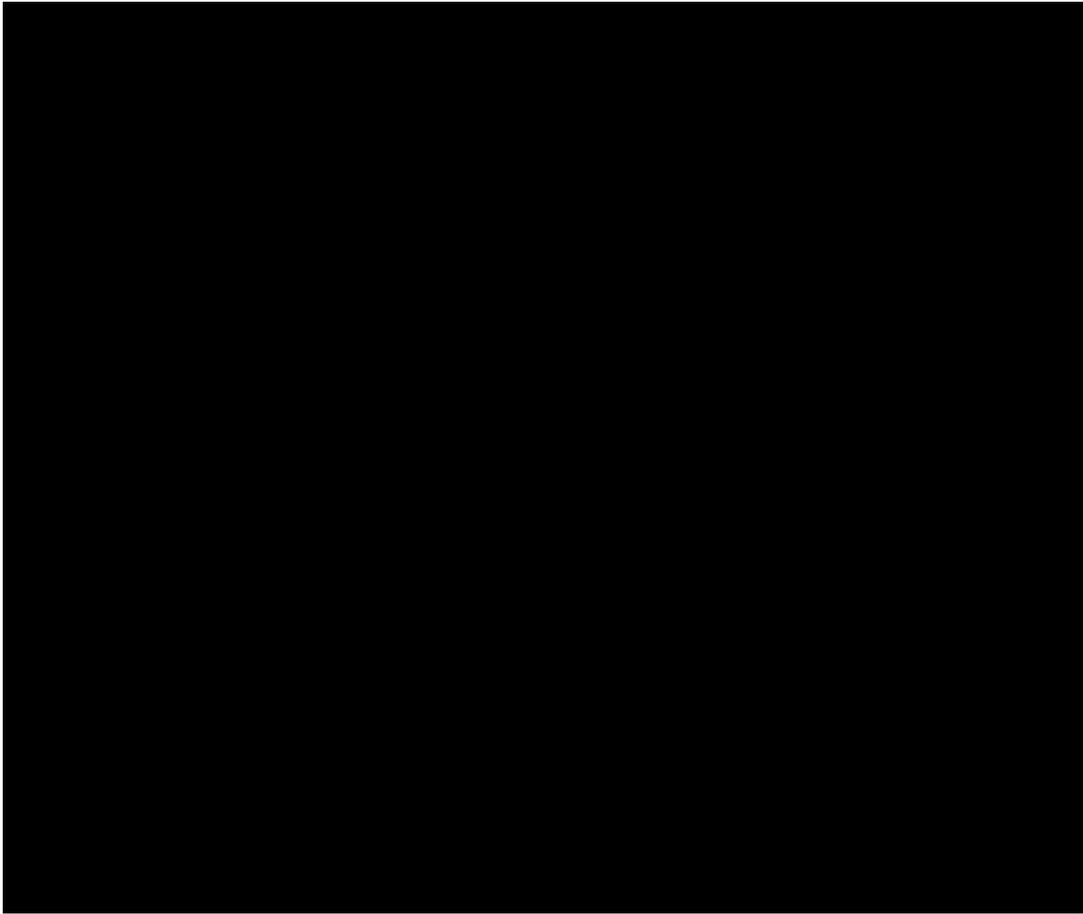| Reasons				Rights	
	because...				I think that
					My partner
					because...
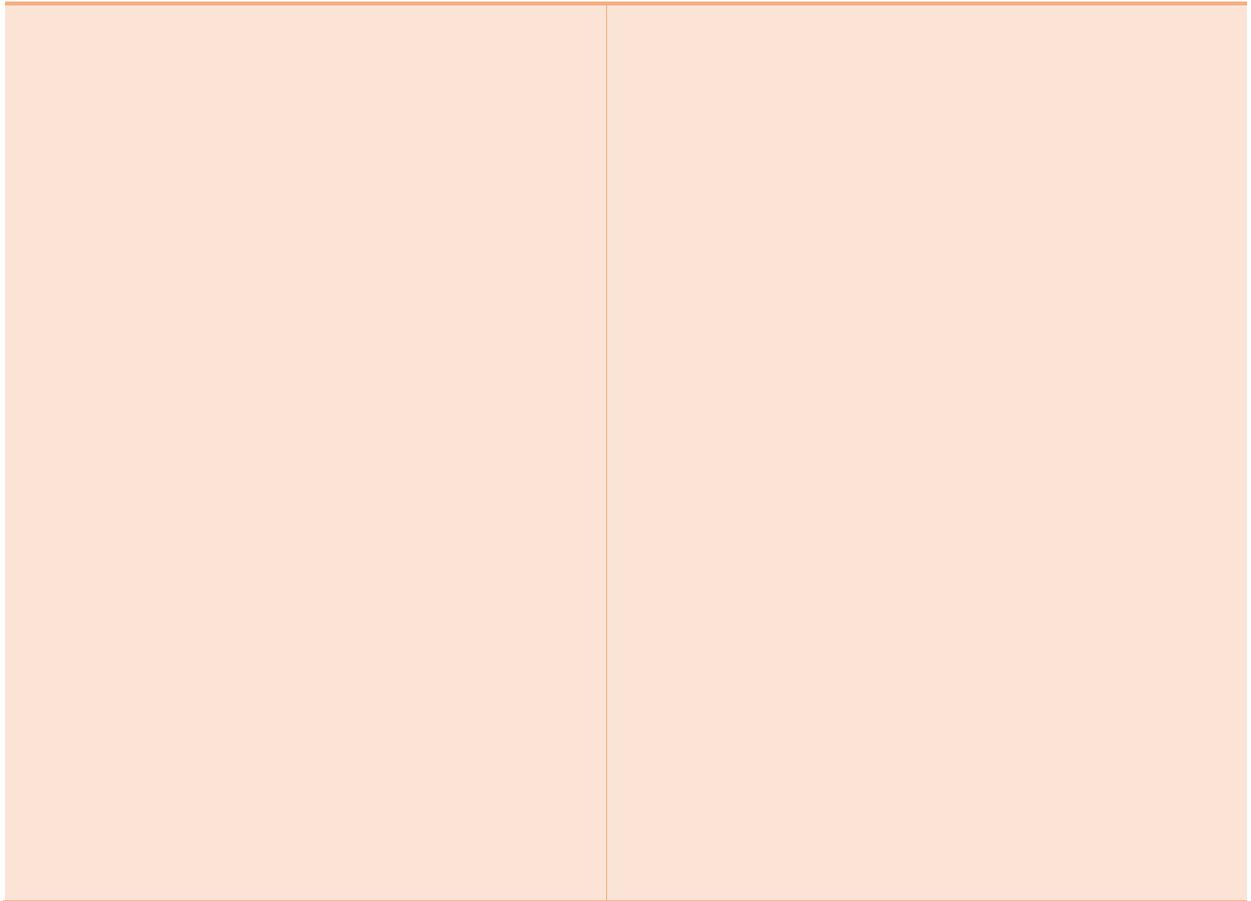
To ensure that all s

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 mid-1920s through the early 1930s and LYDVRHOG WKLVHHVRUVKHXWKJRUUDQYGPRKVKHIEHUHJRODUDQLFQK Mexico and then moves to a camp of agricultural workers in the San Joaquin Valley of California. This activity was designed to illustrate how Ms. Heández 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. Hernádez 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 VWURQJ UHODWLRQV DKQLG OEHLHQWZJ HHKKRYXIP EOHQUHLDYDVOGLYHSV j The students and their teacher first found what the subject in the sentence i the whole valley.
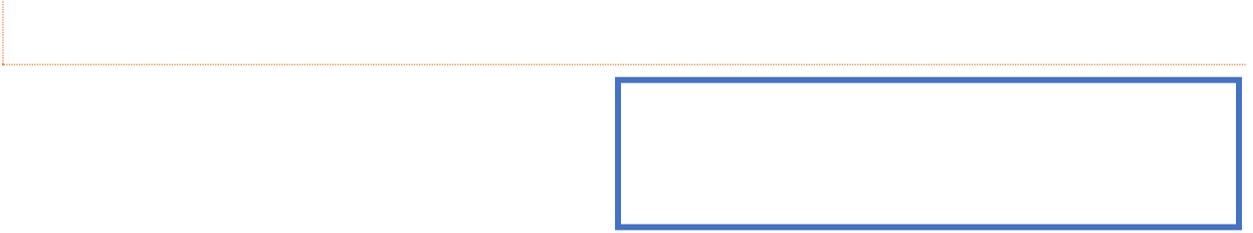
Oral Language Development, Metalinguistic Awareness, and Flexible Groupings

Oral Language Development	Metalinguistic Awareness	Flexible Groupings
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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 andYouth, 55: 1, 35 [3]