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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

Table 1: Road Map of the Instructional Unit for a Grade 10 ELA Unit on How Identity is Reflected in Text. (EI Tc)6 (EI Tcae)-10.9n)-1.466)pref011

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Overall Description of the Classroom Setting

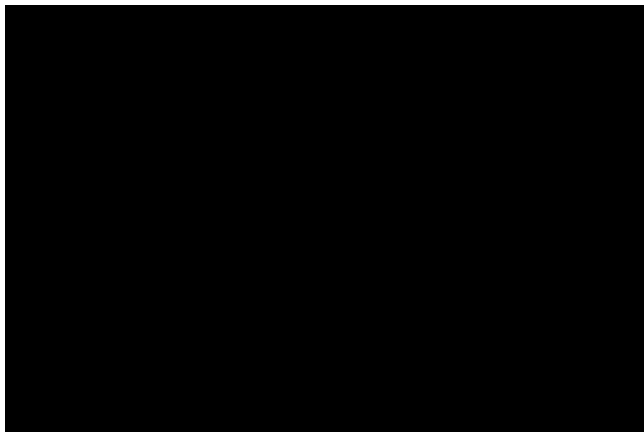
Dr. Faughey has 19 students in this classroom, including three students who are on the English proficiency level of Expanding, one who is Transitioning, and one who is Entering. The students who are at the Transitioning and Entering levels also receive a stand-alone ENL class during the day; however, the Expanding-

TEACHERS OF ELLS CAN ALSO SHARE THEIR



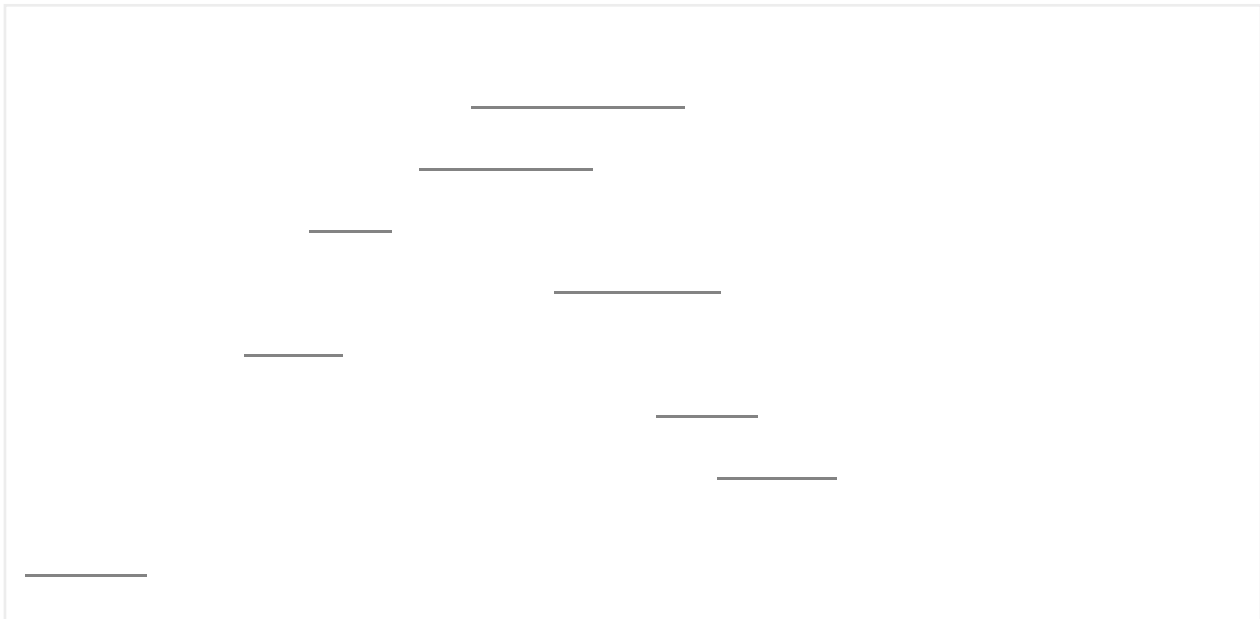
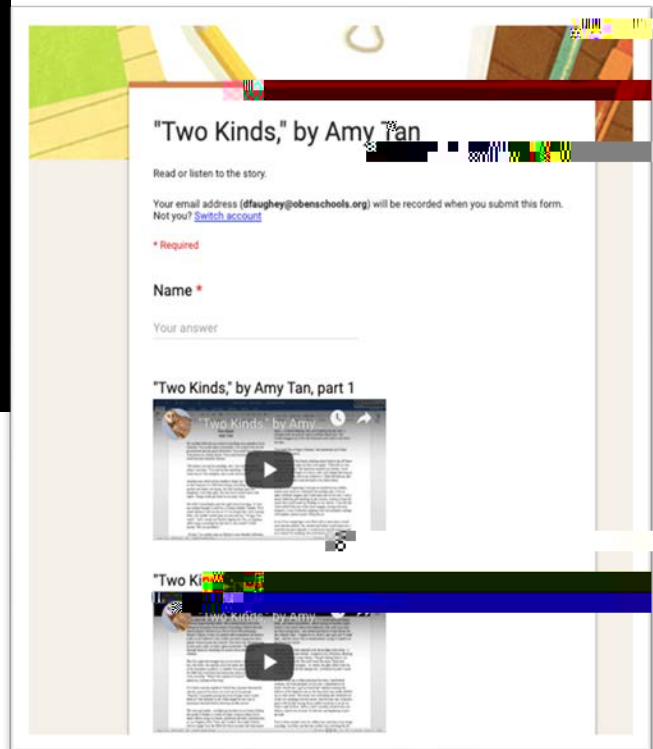


During-Reading Activity: Understanding Prefixes



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 (saxt t



cleiowK33u(F)-
"Two Kinds,") and record her own voice clearly reading it aloud. Dr. Faughey shared [these videos on Dged.lhhiiharly](#)

Notes for "Two Kinds," by Amy Tan



Shirley Temple, 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**.

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-

Learning how to use prefix meaning

Prefix	Prefix meaning	Prefix	Prefix meaning
	In favor of; coming coming first; projecting	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

Sentence #1:

"Of course"

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

linguistic level partnerships and distributed a 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.

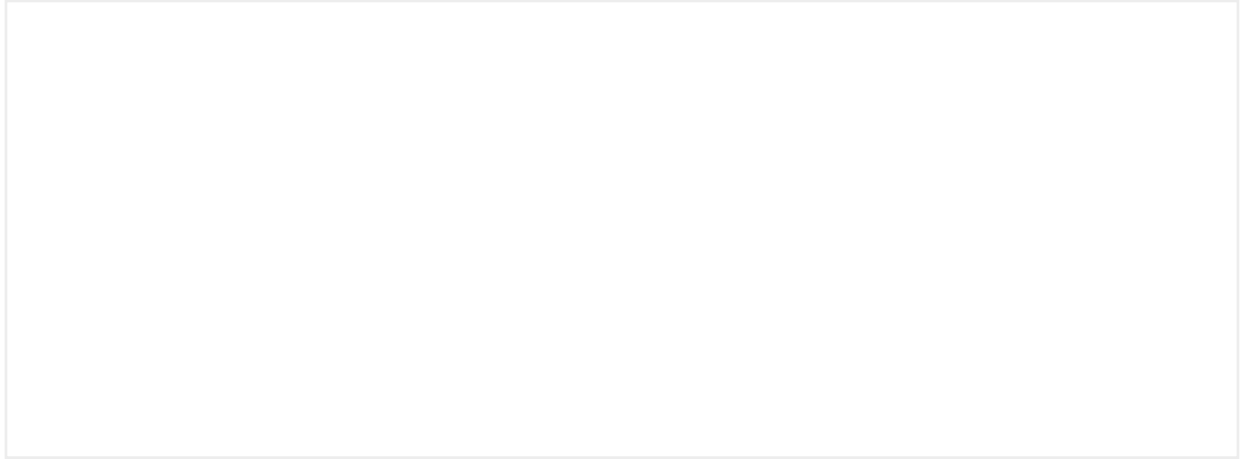
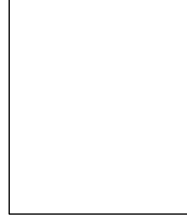
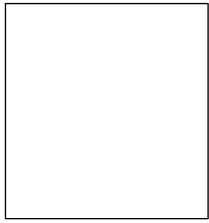
TEACHERS OF ELLS CAN ENGAGE IN CREATING SEMANTIC GRADIENTS IN THE HOME LANGUAGE. STUDENTS CAN ALSO PROVIDE TRANSLATIONS OF THE WORDS BEING DISCUSSED. ACCESS TO BILINGUAL DICTIONARIES AND/OR WEB-BASED TRANSLATION TOOLS CAN AID STUDENTS IN TRANSLATING TERMS AND INSTRUCTIONS.

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.

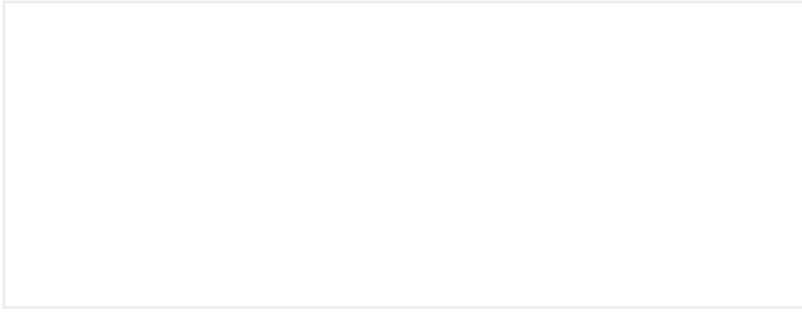
weak	adequate	excellent	outstanding	prodigy
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Next, Dr. Faughey created a semantic network to further develop student understanding of the word "prodigy." The aim was to create groups of words that would help students see how the term relates to known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



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 verses 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)



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

- 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.