Translanguaging in Curriculum and Instruction:
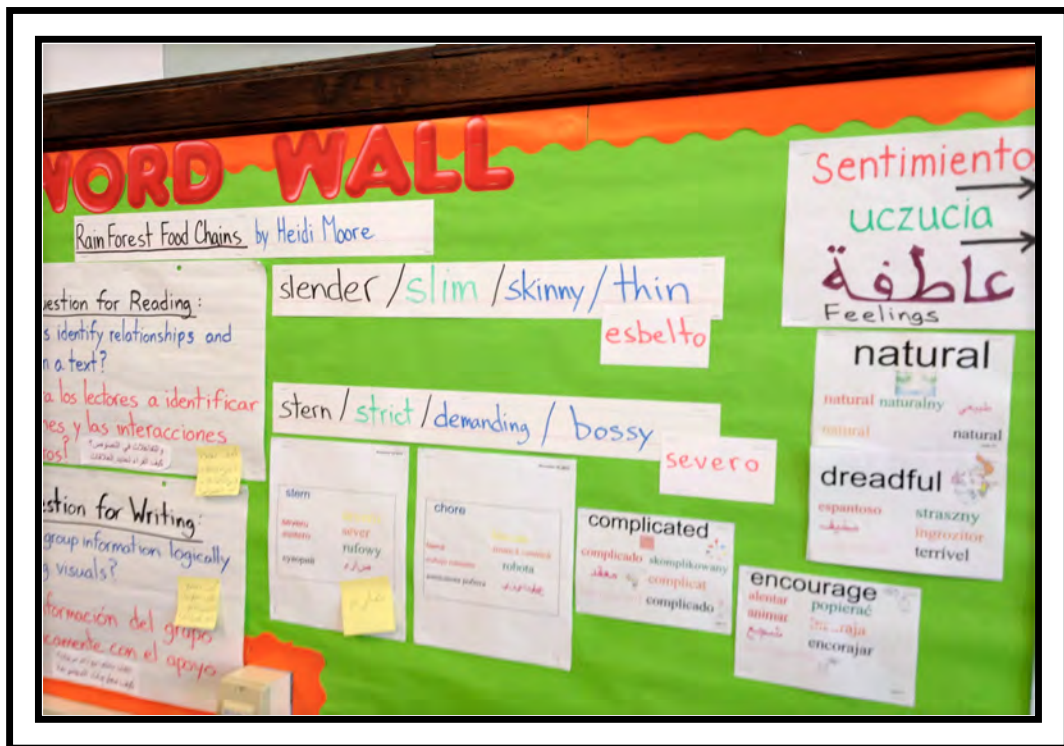# A CUNY-NYSIEB Guide for Educators

Andy Brown's 5th grade class, CUNY-NYSIEB School

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Translanguaging Resources

Bilingual Dictionaries and Online Translation Tools

Bilingual dictionaries, glossaries, and online translation tools can be used daily with emergent bilinguals to develop language and independence in learning. Engaging with both hands-on texts and electronic media, translation tools and dictionaries are exceptionally important, both as translanguaging opportunities when others in the class might not share a student's home language, and as a strategy for students to use in independent learning. These resources should be on hand at all times for students to use, and teachers should remind and encourage students to use them throughout a variety of tasks. Here are some ideas for utilizing these resources successfully:

- Make sure sites such as Google Translate, Reverso.com, and ImTranslator.net are not blocked by Internet security
- Have translation apps on tablets, such as iTranslate, SayHi Translate, Word Lens, Tap-Translate, Translate Professional, etc.
- Explicitly teach students ways to use bilingual dictionaries and online translation tools, modeling finding a word and negotiating whether the entry found is the "right" meaning for the context needed. (Wordreference.com is an excellent resource for translating individual words, and offers detailed explanations of the different contexts in which words might appear.)

- Engage students in *creating* multilingual dictionaries, glossaries, or online resources – emergent bilinguals can keep "personal dictionaries" in notebooks or mobile devices of home language translations for words of personal significance. These can be shared and used by other students, and are especially useful for a teacher to save a copy for the next year's class and newcomers.
- Content-Area Bilingual Glossaries are available free online in a variety of languages: http://www.p12.nysed.gov/biling/bilinged/bilingual_glossaries.htm

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	**Elementary School** In a 1st grade class, students work with bilingual picture dictionaries as they write their own stories. When a student doesn't know the English word for flower, students work collaboratively and discuss in home languages as they look up the word in the bilingual picture dictionary. Knowing the beginning sound, they follow the alphabetical pages to "f" and look for images. One student sounds-out *flor* on the page, while another reads aloud *flower* and spells it letter-by-letter for her classmate.	Using a bilingual picture dictionary, young emergent bilinguals are able to navigate through a reference material to find word meanings and use independent and collaborative translanguaging strategies to clarify the meanings and spellings of words.
CCSS.ELA-LITERACY.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Middle School** In 8th grade Math, students are exploring diverse monuments, their purposes and mathematical features. In readings about the monuments, there are several words central to students' understanding of concepts. Each home language groups is given 2-3 vocabulary words, and use either tablets with translation apps, or translation websites to find translations of their words in each language represented in the class. As groups find their words, they consult with members of other home language groups who give feedback about the usefulness of translations found and provide alternatives when needed. These multilingual poster glossaries are then displayed around the room for continued reference of anchor concepts throughout this unit (see pages 77 to 86 for more on this unit).	Through this activity, students navigate online resources to gather knowledge of new anchor concepts. They acquire new vocabulary through creating their poster glossaries reading, and continuously referencing the other multilingual poster glossaries made by classmates.

CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	High School While reading a class novel, 11th grade emergent bilinguals sit in home language groups and read aloud together. During this reading, they annotate or mark up their text with the support of bilingual dictionaries or tablet apps provided by the school. As one student reads aloud, others are responsible for looking up words most central to their comprehension of the text and write home language translations directly on the reading.	Moving between the reading of a text and a bilingual reference material helps emergent bilinguals gain independence in developing vocabulary knowledge. The process of marking up the text strengthens vocabulary acquisition and the annotations are useful references when writing reading responses.

Internet as a Multilingual Resource

In order to use the Internet effectively with EBLs, we need to approach it with multilingual goals in mind. Students can use the Internet to:
- **Learn content and conduct research using the home language.** For example, they can:
  o Gather information by researching a topic using websites in both their home language and English.
  o Use student-friendly websites written in the home language to have students learn about a content-area topic.
  o Watch media such as video clips or videocasts in both English and the home language to support and scaffold difficult content.
  o Use websites with audio in the home language and English.
- **Support language instruction.** For example, students can use websites that:
  o Translate from a home language into the target language and vice versa
  o Provide visual support, like Google Images, to clarify the meaning of new vocabulary.

Some websites that are particularly helpful for EBLs include:
- www.translate.google.com - This is a reliable website for both students and teachers. You and your students can translate words or whole documents from English into over 60 different languages.
- www.2lingual.com - This site, powered by Google, allows you to search the Internet simultaneously in two languages. Available in 37 languages, search results are presented in side-by-side lists.
- www.brainpop.com – This website provides over 1000 short videos on topics in all academic subjects. The website has ESL resources (www.brainpopesl.com) as well as separate sites for videos in both Spanish (www.esp.brainpop.com) and French (www.brainpop.fr).
- www.omniglot.com – This is the website for the Online Encyclopedia of Writing Systems and Languages. It is easy to navigate and has many words, phrases, and texts in multiple languages.
- www.wordreference.com - This translation website provides details about the many contexts in which words are used.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Elementary School** A 3rd grade bilingual class researches a country of their choice as part of an integrated unit combining social studies, reading, and writing. Students research their country using information from websites written in French as well as English. They take notes in both languages, depending on what they were reading.	In order for students to successfully write a report on a chosen country, they must understand relevant and important information about it. Using student-friendly websites and multilingual note-taking helps all students clearly present their learning in their writing.
CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**Middle School** A 7th grade ESL teacher of beginner Haitian Creole and French speakers helps her students build background about a new text by using BrainPOP videos and/or other videos from YouTube in French. Students watch and listen to the French videos *before* they encounter the English content of the lesson.	Watching relevant videos in the home language *before* encountering content in a new language sets students up for higher levels of comprehension. Building background first in the language students are more comfortable with better enables them to determine a theme or summarize a text in English.
CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**High School** As part of a unit on immigration, 12th graders do independent research around a specific immigration policy. To do this, students visit websites, read blogs, newspaper, and magazine articles, watch video clips, and listen to audio files and podcasts in both English and their home languages (see pages 105-114 for more on this unit).	In order to conduct a research project, EBLs must be able to access information in all of their languages. The Internet gives students access to a variety of multilingual resources that will help them put forth an argument on a given topic.

Content Area and Reading Instruction

Building Background with Preview-View-Review

Freeman and Freeman (2007)[14] discuss the strategy Preview-View-Review, which uses both the new language and students' home languages to build background and read texts/introduce new topics. This strategy has three parts:

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[14] Freeman, D. & Freeman, Y. (2007). *English language learners: The essential guide*. New York: Scholastic.

Preview the topic/text in the *home language*
This includes brainstorming, making connections, and sharing prior knowledge on the topic/text you are about to cover. For example, you can have students engage in *home language conversations and brainstorms* with peers, school staff, and family members or provide students with *graphic organizers* such as K-W-L charts and Anticipation Guides, which students can complete using all their language resources.

View the topic/text in the *new language* while connecting to the home language preview
Here, students are presented with the lesson/content topic in the new language (this if often English, but in dual language bilingual programs this could be another language). The presentation of content can include a traditional mini-lesson, a hands-on activity, watching a video clip or listening to audio, or reading a text either independently, in partnerships/groups, or aloud as a whole class. Here you can make explicit connections between what students previewed in their home language and new content they are learning in the new language.

Review the topic/text *in the home language and back to the new language*
This includes discussing, summarizing, and analyzing the text/topic back in the home language and through the use of translanguaging. This step helps EBLs to clarify and negotiate what they learned in English, solidifying their understanding of the content. Students can review with a partner or group, staff members who share their home languages, or family members.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	**Elementary School** During a unit on analyzing the use of humor in literature, students read different books in literature circles. The teacher introduces new literacy skills by having students *preview* each skill with a short, home language text. She then gives a short mini-lesson in which students *view* the skill in action with an English text. Afterwards, students *review* the new skill as they discuss their own books in their home languages and make links to the English language texts (see page 25-32 for more on this unit).	The use of explicit reading strategies can aid in comprehension. If students can practice a reading strategy in the language they know best, they are more likely to incorporate that strategy into their reading in a new language like English, leading to better comprehension.
CCSS.MATH.CONTENT.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of	**Middle School** To *preview* a geometry unit that will be taught in English, a 6th grade Dual Language Bilingual math teacher shows a short video in French that illustrates geometry at work in the real world. After watching the French video, the teacher gives students a brief introduction to different shapes they will be exploring in the unit	Seeing a film in their home languages about math helps students make connections between the real world and new academic content. Because students are introduced to these ideas in one of their home languages, they are better prepared to solve real-world math problems about triangles in a new

solving real-world and mathematical problems.	(*view*). Then students talk with their partners in French and brainstorm different places they've seen each shape in their own neighborhoods (*review*) while naming the shapes also in English. This preview exercise builds students' bilingual academic vocabulary and facilitates the transfer of knowledge between languages.	language.
CCSS.ELA-LITERACY.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	**High School** A 9th grade science teacher wants to prepare his EBLs for a unit on evolution. He uses Google Translate to put together an Anticipation Guide in both Spanish and English to *preview* key ideas within the unit. Students read the statements in their groups and discuss whether they agree or disagree with the statement, recording their opinions on the Anticipation Guide using all their language resources. The teacher revisits students' answers throughout the unit.	Previewing concepts in home languages helps students compare/contrast their own knowledge of new topics with what they learn throughout a unit. By expressing and rationalizing their opinions of a topic in their home language, students are more able to support/contradict those opinions when learning content in a new language.

Multilingual Research

One of the advantages of knowing multiple languages is that you can use all of them to acquire information. When bilingual students research a topic using their *entire* linguistic repertoire, they experience the real-life value of being multilingual.

Multilingual research gives students:
- Access to **more information**
- Opportunities to see the world from **multiple perspectives**
- Connections to **background knowledge** about their current learning in their home languages
- Opportunities to develop **reading, writing, speaking, and listening skills** in multiple languages

When planning a research-based unit, consider:
- Collecting sources in multiple languages through the Internet, books from the public library, radio and podcasts
- Assigning student groups so that where possible, students have language partners to work with.
- Having students research by moving through thematic stations in small groups, taking notes in multiple languages on an assigned topic (ex. In a unit of study on Iroquois, topics may be Food, Governance, Family, etc.).
- Encouraging students to use their own multilingual research to inform their final project.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	**Elementary School** In a 4th grade unit on Native Americans, students research Iroquois life through **texts in multiple languages**, including informational texts, graphics and multimedia, Iroquois legends, and historical fiction stories.	Researching one topic in multiple languages will enrich students' understanding of the topic by offering complex information while building students' additional languages.
CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Middle School** Students **do multilingual research** about the Second Sudanese Civil War for a 7th grade ELA historical fiction unit. | Text Excerpt	Write it in your own words (home language)	Write it in your own words (English) | Teachers provide a list of multilingual sources, and students find their own independently. Then, students create a multilingual graphic organizer by recording a text excerpt in the language it was written, followed by an explanation in their own words in both their home language and English (see pages 57 - 66 for more on this unit).	Writing about a text excerpt in the home language before explaining it in English gives students a bridge to help them make sense of new, complex information. This exercise also allows students to build their knowledge of the topic as well as increase their fluency in both languages.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**High School** In a 9th grade Social Studies unit, students create primary source documents by doing multilingual interviews of classmates, family members, and community members about their own refugee experiences. Students take notes during interviews in both their home languages and English. They then analyze each others' interviews, comparing and contrasting the information gathered, and incorporating these documents into a larger analysis of refugee experience.	This activity goes beyond the standard by having students not only compare two points of view, but actually creating the primary source documents they will compare. This offers students a greater understanding of primary sources as well as a deeper, personal connection to the material itself.

Comparing Multilingual Texts

Engaging with multilingual texts for comparison provides space for emergent bilinguals to read rigorous texts in their home languages, and critically evaluate language, content, and structures of diverse texts and mediums. Working independently, in either home language pairs/groups or linguistically diverse pairs/groups, students can compare multilingual texts in a variety of ways, such as:

- Comparing a text in English and the same text translated into students' home languages.
- Comparing two different texts about the same topic or theme, one originally written in English and one originally written in a student's home language.

- Comparing two different texts on the same topic or theme in two different mediums (i.e. a newspaper article and an online video) that are also in two different languages.

When working in pairs/groups with monolingual students or classmates with other home languages, emergent bilinguals can teach or translate texts from their home languages, practicing summarizing skills and strengthening their own comprehension.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**Elementary School** Students in a 5th grade Social Studies class work in pairs to create multilingual travel brochures, but don't always share home languages. Each pair finds two texts about their chosen location, one in English and one in a home language of choice. Embassy or national websites, and travel and tourism sites are particularly useful for both multilingual written and visual information. Each partner can teach their text to the other partner, discuss the varying information and language, and use what they've learned together to create their brochure in English.	Multilingual texts provide ample opportunities for students to compare and contrast language, word choice, structure, content, event details, and more. This particular activity also pushes students to hone their oral language skills as they explain content and comparisons written in their home languages in English.
CCSS.ELA-LITERACY.RI.7.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**Middle School** In a 7th grade ELA class, students are exploring making change in their communities. They go out into their communities and gather authentic community materials in multiple languages, such as maps, menus, healthcare pamphlets, and brochures. They choose one in their home language, and then find that information online in English (or choose material in English and go online for home language information). Students then evaluate the two mediums for content, language, and personal preference (see pages 57-66 for more on this unit).	Comparing multilingual texts adds a layer of language for students to use as a springboard for evaluation of two texts. It also opens doors for reading a variety of texts in different media, including authentic community materials and multilingual websites.
CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data,	**High School** In groups, 11th grade chemistry students choose to investigate a communicable disease that interests them. Each group member conducts research through a different medium (online video, magazines, public	Working in a group on a topic of choice, students can independently investigate and research in a language and medium of choice, then join together with group members to evaluate and integrate these

video, multimedia) in order to address a question or solve a problem.	websites, class textbook) and in at least two different languages. Later the class comes together, teaching one other what they learned from their sources, comparing and evaluating their language and content, and synthesizing learning to create a presentation with visuals to the whole class about their disease.	ideas to address a problem or complete a task.

Multilingual Reading and Responses

When we think more flexibly about how EBLs can respond to what they read, we can begin to see what these students truly understand. When the pressure of getting the language "right" is alleviated, and when EBLs utilize their entire linguistic repertoire, they are able to demonstrate their understanding of what they read more successfully. The first two steps necessary for students to respond to what they read in more than one language are:
  (1) providing multilingual texts, and
  (2) creating opportunities for students to use translanguaging as they respond to what they read.

Once you have taken these two steps, EBLs can engage in one or more of the following strategies when reading a text in English:
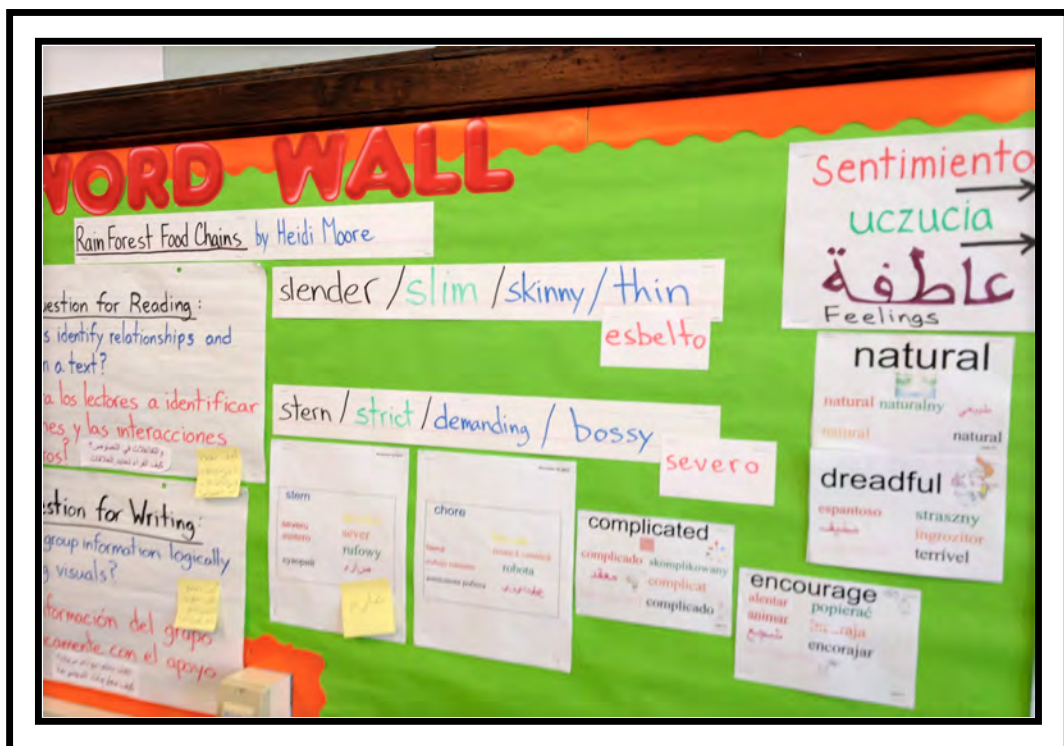
Respond **Orally**:
  • Discuss the text in English *and* the home language
  • Discuss the text in the home language *only*

Respond in **Writing**:
  • Respond to the text in English and the home language
  • Respond to the text in the home language only

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Sarah Hesson is a Ph.D. student in Urban Education at the CUNY Graduate Center and a Research Assistant on the CUNY-NYSIEB project, where she works with NY public schools to implement translanguaging pedagogy and improve programming for emergent bilingual students. Sarah is also an adjunct professor in the Bilingual Education department at Hunter College, where she has taught bilingual foundations, literacy, and practicum courses, as well as performed field supervision for new teachers. She has also taught as an adjunct professor of bilingual literacy at City College and given professional development and presentations on translanguaging in various universities, public schools, and conferences. Sarah co-authored *A CUNY-NYSIEB Framework for the Education of Emergent Bilinguals with Low Home Literacy: Grades 4-12* and has published on the negative impact of testing policies on emergent bilinguals. She has several forthcoming publications on translanguaging.

Sarah started her teaching career in New York City public schools through the NYC Teaching Fellows Program. She worked at the NYC Department of Education as a Spanish-English bilingual teacher in Transitional and Dual Language Bilingual programs at the elementary and middle school levels for six years before starting her PhD. Sarah holds a Masters degree in Bilingual Childhood Education from Fordham University, and a Bachelor of Arts in Comparative Literature in English and Spanish from Bryn Mawr College.

Kate Seltzer

Kate Seltzer is a Ph.D. student in Urban Education at the CUNY Graduate Center and a Research Assistant on the CUNY-NYSIEB project, where she works with teachers to implement translanguaging in their classrooms. Kate is also an adjunct lecturer in the Bilingual Education & TESOL department at The City College of New York, where she teaches courses on TESOL methods, literacy, and bilingual education. Kate is the co-author of *Translanguaging: A CUNY-NYSIEB Guide for Educators* as well as several forthcoming publications on translanguaging.

Before starting her Ph.D., Kate was a high school English teacher in the NYC Department of Education. As both a teacher and a grade level leader at a small high school in the South Bronx, Kate helped shape the ESL program by implementing new practices for teaching EBLs, including a large population of SIFEs and LTELs, and creating systems that helped meet the needs of all EBLs in the school. Kate holds a Masters in English Education from Lehman College, and a Bachelor of Arts in English and Women's Studies from The George Washington University. Kate is herself an emergent bilingual, speaking English, Spanish, and her mother's home language, Italian.

Heather H. Woodley

Heather Homonoff Woodley, Ph.D. is Clinical Assistant Professor of TESOL, Bilingual Education, and Foreign Language Education in the Department of Teaching and Learning at NYU, Steinhardt. Her research and publications focus on supporting and empowering emergent bilinguals in the classroom, particularly Muslim immigrant youth who speak less common

languages, and arts-based approaches to both research and teaching. Heather collaborates with CUNY-NYIEB and Metropolitan Center for Research on Equity and the Transformation of Schools (Metro Center) at NYU in creating and providing professional development to support translanguaging and emergent bilinguals in classrooms.

Heather earned her PhD in Urban Education at The CUNY Graduate Center, and was a Fulbright Scholar in Morocco. In 2014, she received an Outstanding Dissertation Award from the National Association of Bilingual Education. Heather was recently a Research Assistant with the CUNY – NYSIEB providing teacher support, classroom resources, and leadership training for public schools. Prior to this, she taught middle and high school TESOL and ELA in the Bronx and Washington, DC, and was a teacher-educator at City College and with the NYC and DC Teaching Fellows. She earned her MS in TESOL Education at City College, CUNY and her BA in History from Wesleyan University.

Table of Contents

INTRODUCTION TO THIS TRANSLANGUAGING GUIDE FOR CURRICULUM AND INSTRUCTION

What is Translanguaging? Expanded Questions and Answers for U.S. Educators (by Ofelia García)

As Sarah Hesson, Kate Seltzer and Heather Woodley describe in the section "About this Guide," this is a companion to the Guide written by Christina Celic and Kate Seltzer in 2012. The emphasis then was on translanguaging *strategies*. This time, however, we focus on *curriculum* as well as pedagogy, as we attempt to show how translanguaging strategies can help bilingual students *meet the Common Core State Standards* that New York State has adopted.

This Questions and Answers Introduction also expands the original version that appeared in the 2012 Guide. In particular, it also pays attention to curriculum, considering what translanguaging means for different types of educational programs for emergent bilinguals, especially in New York State.

We have divided the Questions and Answers into Four Sections. Each section will help you see that:

> **Section 1**. Translanguaging refers to the normal discourse practices of bilingual individuals and families. It treats bilingual discourse as the norm (Questions 1-5, pages 2 & 3).

> **Section 2**. Translanguaging also refers to pedagogical practices that use bilingualism as a resource. These practices can be used in the education of emergent bilinguals, but also with bilingual students beyond the initial points of the bilingual continuum. They are also relevant for the education of monolingual students (Questions 1-18, pages 3-7).

> **Section 3.** Translanguaging goes beyond traditional notions of bilingualism and second language teaching and learning (Questions 1-5, pages 8 & 9).

> **Section 4**. Translanguaging is used differently in ESL, transitional bilingual education, one-way bilingual education (developmental) and two-way dual language bilingual education (two-way immersion) because the goals of such programs are different (Questions 1-7, pages 9-12).

The Questions and Answers Introduction ends by sharing other sources to expand your theoretical understanding of translanguaging (page 12 & 13).

SECTION 1. TRANSLANGUAGING AS NORMAL BILINGUAL DISCOURSE

1. What is translanguaging?

Translanguaging refers to the *language practices* of bilingual people. If you've ever been present in the home of a bilingual family, you will notice that many language practices are used. Sometimes the children are speaking one language, and the parents another, even to each other! Often both languages are used to include friends and family members who may not speak one language or the other, and to engage all. If a question is asked, and someone gets up to consult Google for the answer, family members write in the search box items in one or another language, and often in both, to compare answers from different sites. In an English-Spanish bilingual home the television might be tuned into an English-language channel, while the radio may be blasting a Spanish-language show. But if you listen closely to the radio program, you will notice that the call-ins are not always in Spanish. Sometimes they're in English only, with the radio announcer negotiating the English for the Spanish-speaking audience. But many times, the radio announcer also reflects the language practices of a bilingual speaker, with features of Spanish and English fluidly used to narrate an event, explain a process, inform listeners, or sell a product. Indeed what is taking place in this bilingual family, *their flexible use of their complex linguistic resources to make meaning of their lives and their complex worlds, is what we call translanguaging*.

2. But isn't translanguaging what others call "code-switching"?

Translanguaging is not code-switching! The academic literature on code-switching assumes that the two languages of bilinguals are two separate monolingual codes that could be used without reference to each other. Instead, translanguaging posits that bilinguals have *one linguistic repertoire* from which they select features *strategically* to communicate effectively. That is, translanguaging takes as its starting point the ways in which *language is USED by bilingual people as the norm*, and not the abstract language of monolinguals, as described by traditional usage books and grammars.

3. What is the relationship of translanguaging to language?

Translanguaging takes the position that language is *action* and *practice,* and not a simple system of structures or discreet sets of skills. That's why translanguaging uses an –ing form, emphasizing the cognitive action and practice of languaging bilingually.

4. Isn't translanguaging a temporary discourse practice out of which people transition when they're fully bilingual?

Absolutely not. There are no balanced bilinguals that use language in exactly the same ways. Rather, bilinguals adapt their language practices to the particular communicative situation in which they find themselves in order to optimize communication and understanding. That is, bilinguals learn to self-regulate to maximize their language use. As with the family at the beginning of this Question/Answer section, translanguaging is the norm in all bilingual encounters. And bilinguals do not stop translanguaging.

5. Is translanguaging a valid discursive practice?

Indeed. The most important language practice of bilinguals in the 21st century is their ability to use language fluidly, to translanguage in order to make meaning beyond one or two languages, through the many media and technology that are now available. Translanguaging builds the flexibility in language practices that would make students want to try out other language practices, increasing the possibilities of becoming multilingual, of reaching out through technology to others, of expanding their universe and local situations.

Translanguaging does not connote ignorance, alien status, or foreignness. Bilinguals do not engage in translanguaging because their languages are "incomplete" or "broken." On the contrary, translanguaging is an expert language practice of the many bilingual American students in our classrooms.

SECTION 2. TRANSLANGUAGING AS PEDAGOGICAL STRATEGIES THAT USE BILINGUALISM AS RESOURCE

1. But if translanguaging refers to the discourse practices of bilinguals, how is it that translanguaging can be used as a pedagogical strategy?

Translanguaging refers to both the discourse practices of bilinguals, as well as to *pedagogical practices that use the entire complex linguistic repertoire of bilingual students flexibly in order to teach rigorous content and develop language practices for academic use.*

2. Isn't it better to teach any language solely through that language? Shouldn't English only be used to teach English? Shouldn't Spanish only be used when teaching Spanish?

For many years this was the assumption. And this assumption has been the basis of many English as a second language and bilingual education programs. In being critical of this assumption, Jim Cummins calls it "the two solitudes" (2007). But in the last two decades, international research has conclusively established that new language practices only emerge *in interrelationship* with old language practices. Thus, bilingual education programs, as well as English as a second language programs, are creating opportunities for students to use their entire linguistic repertoire and not just part of it to develop bilingualism and/or develop language practices that conform to the academic uses of language in school, as well as to learn rigorous content.

3. What does translanguaging as pedagogy entail?

Translanguaging as pedagogy means that the teacher is aware that the linguistic repertoire of the students goes beyond that of the language practices in the classroom, and that she taps into that repertoire flexibly and actively to educate.

Translanguaging as pedagogy refers to any instance in which the students' home language practices are used to leverage learning. In some cases, the teacher plans those translanguaging spaces actively and supports them through teacher-led specific activities. In other cases, the teacher allows those translanguaging spaces to happen moment-to-moment, as she engages bilingual students in learning and students themselves make choices about their language use.

Whether translanguaging as pedagogy is used as an active teaching practice, or as a student learning process, it is always used *strategically*, and is never random. (For more on translanguaging as pedagogy, see Translanguaging: A CUNY-NYSIEB Guide for Educators, by C. Celic and K. Seltzer, at www.cuny-nysieb.org, under the Publication tab.)

4. Which students would benefit from translanguaging as a pedagogical strategy?

All students would benefit from the translanguaging instructional contexts and strategies offered. For students who speak but one language at home, translanguaging strategies would "awaken" them to language diversity, and would build the linguistic tolerance the world needs, and the linguistic flexibility that would enable them to learn additional languages throughout their lives. For students who speak languages other than English at home, these translanguaging strategies would validate their home language practices, even when there is no instruction in their home languages. It would also extend the ways in which the home language is used, enabling bilingual students to practice reading and writing in the additional language. For those who are at the beginning points of developing an additional language like English, those we call *emergent bilinguals*, these translanguaging strategies may be the only way to teach rigorous academic content, as well as develop language. For those who are developing biliteracy by following a bilingual education program, translanguaging strategies would help them become more metacognitively conscious, so that they could regulate their language use. That is, translanguaging also develops the self-regulation that all bilinguals need so as to suppress certain language features and enact those that are more appropriate for specific situations.

Translanguaging as pedagogy is critical for emergent bilinguals, although it is important for all students. Because of the importance of translanguaging for bilingual students, especially those at the beginning points on the bilingual continuum, much of our discussion will refer to those students.

5. What is the difference between referring to students who are developing English as emergent bilinguals, rather than Limited English Proficient or English language learners?

Our conceptualization of language as practice and of translanguaging as languaging bilingually makes us understand that it is impossible to simply be a learner of any language, without incorporating features of the new language into one linguistic repertoire. Thus, language learners are not simply "adding" a "second" language. Instead, new language practices are emerging as students become bilingual. Speaking about emergent bilinguals reminds us that by developing the new language features that make up English, students who are learning English are indeed becoming bilingual. Understanding this simple fact would mean that all educators, and not just bilingual ones, would need to understand bilingualism and leverage translanguaging in instruction. In addition, the term "emergent bilingual" highlights students' emergent bilingual proficiencies, whereas the terms "Limited English Proficient" and "English language learner" focuses only on the perceived deficit of students' English proficiency.

6. When do students stop being emergent bilinguals?

According to our view of language as action, a speaker never "has" a language, never stops learning how to use it, especially as life experiences change. That is why college students take English as a subject since their use of English becomes more complex. A speaker only uses or

performs a language according to the opportunities or affordances he or she is given. Thus, we're all emergent bilinguals in certain situations, at certain times. Nevertheless, we reserve the term *emergent bilinguals* here for students who are at the initial points of the continuum of bilingualism.

7. Why is translanguaging particularly important in the education of emergent bilinguals?

Emergent bilinguals are at the initial points of the continuum of bilingualism. Thus, they are unable to perform academically in another language. Translanguaging facilitates comprehension and allows emergent bilinguals to tackle challenging academic tasks in a language they are still developing.

8. Is translanguaging as a pedagogical practice a simple scaffold that should be removed once students are no longer classified as "English Language Learners?

Absolutely not. Translanguaging is a pedagogical strategy that should be used to build on bilingual students' strengths, to help them use language and literacy in more academic ways, to pose challenging material, to notice differences in language, and to develop bilingual and biliterate voices.

9. How does translanguaging help bilingual students develop language for academic purposes?

All teaching uses language to communicate concepts and to develop academic uses of language. Many times the language of instruction is similar to that of the students' home, and although differences may exist, there is some continuity. But in the case of bilingual students, the language used in monolingual programs *breaks abruptly* with their range of language practices. And the strict language separation used in some bilingual programs at all times also is different from the bilingual students' language practices. Translanguaging affords the opportunity to use home language practices, different as they may be from those of school, to appropriate content and knowledge, as well as to practice the language of school for academic purposes. A translanguaging space in teaching also allows bilingual students to compare and contrast the different ways in which the home language and the school language is used, building their metalinguistic awareness. At the same time, the inclusion of a translanguaging space legitimizes a role for the home language in school, leading to students' increased self-esteem and investment in learning.

Just as a Major League Baseball Pitcher develops his expert pitching form through embodied practice, language users must develop their forms through action and practice. Translanguaging strategies enable bilinguals to embody the language practices of school by incorporating them into their own linguistic repertoire and actions. If students cannot appropriate the language practices of academic work as their own; that is, as belonging to them as embodied practice, they cannot possibly develop fitting language for academic work.

10. Why is translanguaging particularly effective with bilingual students?

Bilingual students' language practices, in English or their home languages, are often stigmatized. For example, many US Latino students are told that they speak "Spanglish,"

connoting poor command of the language, when the linguistic features that US Latinos display when speaking Spanish have more to do with normal contact with English. They are also often told that as second language speakers their English is "fossilized," "incomplete." Translanguaging permits students and teachers to acknowledge as valid the full range of linguistic practices of bilinguals, and to use these practices for improved teaching and learning, as well as to develop ways of using these language practices in academic contexts.

11. How does translanguaging as a pedagogical tool affirm the identities of bilingual students?

A bilingual person is not two monolinguals in one, with each language linked to a separate culture or space. Instead, a bilingual person is one person with complex language and cultural practices that are fluid and changing depending on the particular situation and the local practice. Translanguaging supports the ability of bilingual students to have multiple identities that are not exactly like those constructed in monolingual contexts or in "foreign" spaces. It actually buttresses the multiple and fluid identities of bilingual students produced in the zone of multilingual encounters in the 21st century.

12. How does translanguaging help bilingual students develop metalinguistic awareness?

Putting language practices alongside each other makes possible for bilingual students to explicitly notice language features, an awareness needed to develop linguistic abilities.

13. Which types of educators are able to enact translanguaging?

Just as translanguaging strategies would be beneficial for all students, translanguaging strategies can be carried out by all educators, although their use might differ as strategies are adapted to the types of students they teach and their own strengths. Both bilingual and monolingual teachers can carry out translanguaging strategies if they consider the bilingualism of their students a resource for teaching and learning. All that is needed is a bit of good will, a willingness to let go of total teacher control, and the taking up of the position of learner, rather than of teacher. The beauty of translanguaging strategies is that they can be carried out by different teachers in many different classroom contexts — monolingual general education classrooms, English as a second language classrooms, bilingual classrooms, even foreign language classrooms!

14. How does translanguaging offer teachers ways to teach rigorous content to bilingual students and to expand their understandings?

All learners must "take up" the concepts taught, as well as the language used in school. If students do not understand the language in which they're taught, they cannot possibly understand the content and learn. Translanguaging provides a way to make rigorous content instruction comprehensible. Translanguaging as a pedagogical strategy offers more direct ways to teach rigorous content, develop academic language, and extend and deepen the thinking of emergent bilinguals.at the same time that academic uses of language are developed.

Translanguaging extends and deepens the thinking of bilingual students. The expansion of available multilingual resources for teaching opens up worlds, experiences, and possibilities.

And the ability to read and write multilingual texts enables students to gain different perspectives. Translanguaging simply has the potential to expand thinking and understanding.

15. What is the relationship between translanguaging and the development of literacy?

Literacy refers to all communication that takes place around print. Having bilingual students use all their language practices to discuss a written text using one or the other language builds background knowledge and deepens comprehension of text. Giving students opportunities to read both in English and their home languages also builds comprehension of texts written in one or the other language. Finally, using translanguaging in the process of writing enables students to develop first a voice through language practices with which they're familiar. Translanguaging, as a writing process, has been shown to develop the thinking, reasoning, and organization of ideas that is essential to write well through new language practices (Fu, 2007).

16. How can translanguaging be used in assessment?

Translanguaging is the only way to truly assess bilingual students independent of language proficiency. Allowing students to show what they know using whichever language practices are at their disposal means that we can better assess what students do know. Translanguaging is most important in the formative assessment of bilingual students.

17. How can translanguaging alleviate some of the inequities that bilingual students face in monolingual education systems and even in some bilingual education programs?

In most bilingual situations, one language group is more powerful than the other. Keeping the two languages separate at all times often creates a linguistic hierarchy with one language considered the powerful majority language, and the other minoritized. But by making use of flexible language practices, translanguaging releases ways of speaking that are often very much controlled and silenced. When new voices are released, histories of subjugation are brought forth, building a future of equity and social justice.

18. How does translanguaging fit with the Common Core State Standards?

Translanguaging provides a way of ensuring that emergent bilingual students receive the rigorous education that will allow them to meet Common Core State Standards, even when their English language is not fully developed. In addition, the theory of translanguaging fits well with the theory of *language as action* that is contained in the Common Core State Standards. Translanguaging offers bilingual students the possibility of being able to gather, comprehend, evaluate, synthesize and report on information and ideas using text-based evidence; engage with complex texts, not only literary but informational; and write to persuade, explain and convey real or imaginary experience, even as their English is developing.
New York State's Bilingual Common Core Initiative identifies progressions for students in various stages of English language development which include the use of home language practices (see, http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative)

SECTION 3. TRANSLANGUAGING BEYOND TRADITIONAL BILINGUALISM AND SECOND LANGUAGE TEACHING AND LEARNING

1. How is translanguaging different from additive bilingualism?

In the 20th century, bilingualism was seen as "additive," as the simple sum of two languages. But additive bilingualism doesn't capture the complexity of a bilingual's linguistic repertoire. As we said before, a bilingual's language repertoire is not made up of two distinct and separate languages that are linearly and separately acquired and used. Bilinguals are not two monolinguals in one, and bilingualism is not simply the sum of one language and the other. In *Bilingual Education for the 21st Century: A Global Perspective* (2009)*,* Ofelia García speaks of *dynamic bilingualism* in describing the complex language practices of bilinguals, shedding the notion of additive bilingualism, and recognizing translanguaging as a bilingual discursive norm.

2. How does dynamic bilingualism relate to translanguaging?

In the 1980s Jim Cummins posited that there was an interdependence, a Common Underlying Proficiency, among the languages of bilinguals. Cummins and other scholars view bilingual competence from a cognitive perspective. But the concept of dynamic bilingualism refers to a bilingual competence that is not solely based on cognitive differences, but also on the different practices of bilinguals. Dynamic bilingualism refers to the repertoire of bilingual language practices that can only emerge and expand in interrelationship with each other and through practice and socialization. Dynamic bilingualism is enacted precisely through translanguaging.

Dynamic bilingualism values the complexity of the language practices of bilinguals, as it recognizes the ability of bilinguals to adapt to the communicative situation of the particular moment. Translanguaging is the enactment of this dynamic bilingualism.

3. How can translanguaging help in sustaining a minoritized language?

Translanguaging recognizes and values the language diversity and multilingualism of the community, while enabling students to practice their home languages and literacies. Actually translanguaging, more than any other practice or pedagogy, *sustains* home language practices. Notice that we're here speaking of sustainability of language practices, and not of simple language maintenance. Because we view language as practice, we believe that minoritized languages in bilingual communities must be practiced in interaction with their plural social, economic and political contexts. It is not enough to maintain languages as enacted in another society, at another time, under different circumstances. It is important to bring these practices into a bilingual future.

4. How does translanguaging disrupt the idea of second languages and first or native languages?

The academic literature often refers to second language teaching, second language learning, second language learners, and second language acquisition. These students are told they have "first languages" and "native languages." Translanguaging disrupts all these concepts. Firstly, by insisting that there is one linguistic repertoire, students are seen as being positioned in

different points of a bilingual continuum and not as possessors of a "native" or "first" language, acquiring a "second" one. Secondly, by focusing on the linguistic continuum to which bilinguals have access, translanguaging goes beyond categories of language, whether English, Spanish, French or others, and first or second languages. Third, by insisting that the practices of translanguaging are what bilinguals *do* with language, translanguaging disrupts the hierarchy that place "native" English speakers as having English, and thus superior to those who are acquiring English as a "second" language. Translanguaging permits bilinguals to appropriate all language practices as their very own, including those in English, and those for academic purposes.

5. How does translanguaging disrupt the idea of "heritage" languages?

By placing dynamic bilingualism at the center of language use, translanguaging disrupts the idea that the minoritized language is only a "heritage" language that is static in form, as used in the past. As part of a bilingual repertoire, speakers select features that are socially assigned to one language or the other, bringing all language practices into a bilingual future. Translanguaging permits speakers to appropriate all language practices as their very own, and use them in bilingual contexts, including the language other than English that now becomes part of a bilingual repertoire and is not simply assigned to the category of "heritage," taught only in heritage language classes. Instead, these practices in the language other than English are used in interaction with English throughout the child's education.

SECTION 4. TRANSLANGUAGING AND TYPES OF EDUCATIONAL PROGRAMS

1. In which type of educational program would translanguaging strategies be more appropriate?

Because translanguaging is the discourse norm of bilingual students, and because to educate one must build on the students' strengths, all forms of education that have bilingual students should incorporate translanguaging. How it's done, however, differs by program type.

2. Is there room for translanguaging in monolingual instruction?

Absolutely yes! Once children are no longer classified as "English language learners" they're often put in monolingual classes. There are also many bilingual children who enter US schools with English proficiency, but who live in bilingual homes. Thus, teachers' use of translanguaging strategies acknowledges their other language practices, builds their self-esteem, and gives children the sense that their home languages are useful resources not only in the home, but also to learn in school.

For monolingual students who live in homes where only English is spoken, being involved in activities where translanguaging is used legitimates the other languages of the class and sparks their interest in other languages, scripts, and cultures. It is a way of expanding their knowledge and their experiences.

3. But aren't English as a Second Language programs supposed to be in English only?

The very notion that there are English as a second language programs means that they are not in English only, for the children speak languages other than English. If the classroom teacher speaks only English, children must be given the opportunity to make sense of the new language through their own home language practices. This means that teachers must set up collaborative structures in classrooms where children from the same language group may be able to discuss the tasks at hand in their home languages, even if they are being asked to produce the text in English. Even though the teacher does not speak the languages of the children in the classroom, she must create a translanguaging space so that all children make meaning of the lesson being taught and cognitively engage with the material at hand. In effect, translanguaging means that ESL programs also use bilingualism as a resource.

4. What about dual language bilingual education classrooms? Haven't they been set up with strict language allocation policies?

Having translanguaging spaces for instruction *does not in any way dismiss the need for separate spaces* in which children are asked to perform in one language or the other. These separate spaces have been created so that the teacher knows what language to use, and so that students have to expand their language practices to meet the exigencies of communication with monolinguals.

Just as teachers allocate time to different content areas but make connections among them, bilingual teachers in dual language bilingual classrooms must also allocate a different space to each of the languages, but they must also make connections among the different language practices. We know it is good teaching practice for teachers to make connections between the different content areas, even when they're taught by separate teachers or in different time periods. Thus, for example, science teachers make connections to math, social studies and language arts content. In the same way, bilingual teachers must allow students to make connections between their different language practices because they're teaching the whole child who must integrate all the language practices as his or her own. Bilingual teachers are not just teaching language, they are teaching a bilingual child.

A translanguaging space allows emergent bilingual and bilingual children to:

1. Compare and contrast their two ways of using language, thus building their metalinguistic awareness.
2. Use different language practices for different reasons within the same lesson, thus extending their bilingual expertise.
3. Represent the language practices of their homes and communities in school
4. Develop consciousness of multilingual audiences and negotiate language practices so as to communicate across language differences
5. Use all their language resources to engage with difficult material at all times, to learn from different sources, and to self-regulate their learning.
6. Experiment and "play" with all their language resources, building not only metalinguistic awareness, but also potentializing their divergent thinking and creativity.

The first four reasons given above for translanguaging requires some *formal* attention by the teacher; that is, the teacher must design a space in which students are explicitly asked to make the appropriate connections between the two languages. This could be done within a specific activity to compare and contrast the structures, vocabulary or sounds of the two languages. The teacher can also set up the instructional activity so that students use one language for a certain purpose, and another language for another. For example, students can be asked to read in one language and write in another; or to discuss in one language and read in the other. At other times, teachers would, for example, ask students to write bilingual poetry using all their linguistic resources.

The last two reasons given, however, can be achieved *informally*. That is, within the space in which instruction takes place in English, for example, children would be allowed to discuss the material in the other language or in English or to look up resources for a project using web pages written in languages other than English. That is, children would be given the freedom to engage with the instruction using all their meaning-making resources. The teacher would only control the way in which the student designs the product of instruction, but not the process itself. Translanguaging is an important *process* then to learn and to develop bilingualism.

5. Why is translanguaging important in two-way (two-way immersion) and one-way dual language bilingual classrooms (developmental bilingual classrooms)?

Some dual language bilingual classrooms are two-way, beginning with half the children being emergent bilinguals of English, and the other half being emergent bilinguals of the other language. But during the course of schooling, these emergent bilingual students move up on the bilingual continuum. However, not all students move up at the same pace. And in addition, some new students find their way to these classrooms. Therefore, one finds in these classrooms students who are still at the initial points of the bilingual continuum, and others who are more advanced.

The same linguistic diversity can be found in one-way dual language bilingual classrooms (developmental bilingual classrooms), serving one language group. Children coming from homes in which minority languages are spoken are never at the same point of the bilingual continuum. Some are more bilingual, others less so. Some speak English only, others speak the language other than English only. And although all start moving up the bilingual continuum, there are always newcomers who are less bilingual.

To teach children who are at different points of the bilingual continuum, flexibility in language practices is needed. Translanguaging allows the teacher to *differentiate* the instruction, providing the appropriate language input for individual children, as well as enabling all the children to use their different linguistic resources to learn and to develop their bilingualism as they act on their own learning.

6. How is translanguaging used in transitional bilingual education?

One of the challenges of transitional bilingual education is precisely when to transition language use and how linguistic transfer occurs. Translanguaging gives the answer to this question. Translanguaging allows the teacher to adjust the linguistic complexity of the task at hand for newcomers, as well as for those who remain. At the same time, translanguaging builds the

explicit connections between language practices that enable positive transfer to occur. Transfer is thus not left to chance. Translanguaging is used strategically so that what is learned in one language is then practiced in the other. Translanguaging does not just facilitate transfer from students' home languages into English. Translanguaging also facilitates transfer from English into students' home languages, thus, developing bilingual and biliterate abilities.

7. Is translanguaging a good practice in classrooms for students at risk, such as students with interrupted formal education, students with disabilities, or those whose new language/literacy development is uncharacteristically slow?

Translanguaging is a beneficial practice for students considered at risk because of the flexibility of language practices involved. In the case of students with interrupted formal education, it enables students to find key ideas and details, identify the craft and structure of a text, and integrate knowledge and ideas through oral and visual texts first, before they do so with written texts in the home language, and later English. In the case of students whose new language/literacy development is slow, often referred to as "Long Term English Learners," their English oral skills are often very developed, in contrast to their English literacy skills. These students are often in the same ESL or bilingual classes as newcomers whose English oral skills are emerging. A teacher using translanguaging practices can then ensure that these students get more English literacy practice, while serving as oral models for newcomers. Students with disabilities are perhaps the ones that can benefit the most from translanguaging pedagogies. Students with disabilities often have very varying abilities. The flexibility in language practices afforded by translanguaging enables the teacher to meet the student where he or she is at, and to adjust the language/literacy load, as well as the cognitive load, to meet the needs and strengths of students with disabilities.

In summary, translanguaging is important for bilingual students in all types of programs and classrooms in which they're found because it builds on their discursive norm — the flexible use of their complex and developing linguistic resources to make meaning and engage in learning, and to develop language practices for academic use.

MORE ABOUT TRANSLANGUAGING

Where can I read more about translanguaging?

The term translanguaging was first used in Welsh by Cen Williams to refer to a pedagogical practice where students alternate languages for the purposes of reading and writing or for receptive or productive use. Ofelia García used the term and expanded it in her book, *Bilingual Education in the 21ˢᵗ century: A global perspective* (2009). Malden, MA and Oxford: Wiley/Blackwell. The theoretical underpinnings of translanguaging are further developed in her other work that can be found in www.ofeliagarcia.org.

Many authors use translanguaging as a conceptual tool to better understand the language practices of bilinguals and the teaching strategies that must accompany those practices. The Welsh tradition of translanguaging is developed in Lewis et al (2012a, 2012b). Following are some of the essential readings to expand on your understandings of translanguaging from a more theoretical perspective.

Blackledge, A., & Creese, A. (2010). *Multilingualism.* London: Continuum.

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal* 95(iii): 401-417.

Creese, A. & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal* 94 (i), 103-115.

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics,* 10 (2): 221-240.

Fu, D. (2003) *An Island of English.* Portmouth, NH: Heinemann.

García, O. (2009). *Bilingual education in the 21st century: A global perspective.* Malden, MA and Oxford: Blackwell/Wiley.

García, O. (with Makar, C., Starcevic, M. & Terry, A.) (2011). Translanguaging of Latino kindergarteners. In *Bilingual youth: Spanish in English speaking societies*, eds., K. Potowski and J. Rothman, J., 33-55. Amsterdam: John Benjamins.

García, O. (2011). From language garden to sustainable languaging: Bilingual education in a global world. *Perspective. A publication of the National Association for Bilingual Education,* Sept/Oct 2011, pp. 5 – 10.

García, O. (2014). Theorizing and enacting translanguaging for social justice. In *Heteroglossia as practice and pedagogy, eds.,* A. Blackledge and A. Creese. New York: Springer.

García, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism and education.* London: Palgrave Macmillan Pivot.

Hornberger, N. & Link. H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A bilingual lens. *International Journal of Bilingual Education and Bilingualism* 15(3): 261-278.

Lewis, G., Jones, B., & Baker, C. (2012a). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18 (7), 655-670.

Lewis, G., Jones, B., & Baker, C. (2012b). Translanguaging: origins and development from school to street and beyond. *Educational Research and Evaluation*, 18 (7), 641-654.

Wei, L. (2010). Moment analyses and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics* 43(5): 1222-1235.

Sayer, P. (2012). Translanguaging, TexMex, and bilingual pedagogy: Emergent bilinguals learning through the vernacular. *TESOL Quarterly* 47(1): 63-88.

CUNY-NYSIEB has developed a *Translanguaging Guide for Educators*. The guide, authored by Christina Celic and Kate Seltzer can be accessed and downloaded through the web site, www.cuny-nysieb.org (under the CUNY-NYSIEB Publications Tab).

E-mail further questions to Ofelia Garcia at ogarcia@gc.cuny.edu.

About this Guide

In 2012, Christina Celic and Kate Seltzer co-wrote *Translanguaging: A CUNY-NYSIEB Guide for Educators* to outline the practical ways that teachers could bring translanguaging into the classroom. The guide outlined 29 translanguaging strategies, each of which could be adapted for use with a variety of learners across different classroom contexts.

Since *Translanguaging: A CUNY-NYSIEB Guide for Educators* was written, the Common Core has truly taken hold in classrooms across the country. Though the original guide addressed the standards, they were not the focus. As educators' curricula are tied more and more to these standards, this guide attempts to show the myriad ways that translanguaging may not only be seamlessly integrated into such units of study but also may *enable* students to meet the rigorous standards to which they (and their teachers) are held. For this reason, we have written *Translanguaging and Instruction: A CUNY-NYSIEB Guide for Educators*, a partner to the original guide that we hope will help educators envision how translanguaging strategies can be used within the context of instructional units. This guide serves several purposes, namely helping educators to:

- See explicit connections between translanguaging strategies and the Common Core State Standards (go to http://www.corestandards.org/read-the-standards for a complete list of all CCSS within this guide, or download the Common Core Standards app by MasteryConnect)
- See explicit connections between translanguaging strategies & the Common Core State Standards
- Make space for translanguaging in *any* instructional unit, both those that are teacher-created and those that are published through Common Core-aligned curricula
- View translanguaging not as separate from instruction, but as pedagogy that can be integrated seamlessly into instruction, making it more comprehensible and engaging for emergent bilinguals.

We began this guide by looking at the sample Expeditionary Learning modules that are available on EngageNY (http://www.engageny.org/), the New York State Education Department's website devoted to the State Board of Regents Reform Agenda, which includes implementation of the Common Core State Standards. Expeditionary Learning is one of the Common Core-aligned curricula that have been adopted by New York State. We thought it would be helpful to demonstrate that even within rigorous, standards-aligned units, it would be possible to make space for translanguaging. In fact, it is within these units that, *more than ever*, teachers must provide affordances and multiple entry points if students are to succeed. As such, we have adapted Expeditionary Learning's modules into a template we believe will be useful to teachers, whether they use the modules as we present them here or create their own standards-aligned units. Part 1 of this guide, which we explain next, includes these units.

Part I

This first part of the guide includes eight full units of instruction. Two of these units (middle school non-fiction and elementary fiction) were adapted from Expeditionary Learning modules, the originals of which can be accessed via the EngageNY website. The remaining six are original units, informed by the Common Core State Standards and the structures utilized by Expeditionary Learning. We have created three instructional units per grade level strand, with

one fiction, one non-fiction, and one content area unit each. The organization of the units breaks down as follows:

Grade Level	Unit	Subject Area
Elementary School	How Can a Laugh Teach Us a Lesson?*	Fiction
	Building Community	Non-fiction
	Exploring Ecosystems	Science
Middle School	Journeys and Survival*	Fiction
	Tradition Meets Modernity	Non-fiction
	A Task of Monumental Proportions	Math
High School	Identity: Impacts and Reflections	Fiction
	Read, Write, Change	Non-fiction
	The 21st Century Immigration Experience	Social Studies

*Adapted from the Expeditionary Learning module

Though we have created each unit with a specific grade level in mind (as reflected in our full notation of the standards), each of these units could be adapted to fit any grade level in a given strand. For example, though we reference third grade standards in the "Building Community" unit, the unit could be used in *any* elementary school classroom with moderate adaptations, and many of the activities could be adapted for any grade level.

To help you read through Part I, we next explain each piece of the template that we use to organize these instructional units. At the end of this introduction is a blank template that teachers can use to create their own units that make space for translanguaging.

Almost every section of the template has a column to the right titled **Translanguaging How-To.** In this column, we list the many opportunities for translanguaging that exist for both teachers and students regarding texts, formative assessments, final performance tasks, and instruction. Each of these translanguaging opportunities has been assigned one or more symbols, which gives teachers the context for its use. Here is a key to the symbols that we utilize throughout the nine units:

Translanguaging How-To Column: Symbols and their Meaning	
📖	Translanguaging strategy for *reading*
✍	Translanguaging strategy for *writing*
🗣	Translanguaging strategy for *speaking*
👂	Translanguaging strategy for *listening*
🖱	Translanguaging with *technology and media*
💬	Translanguaging with *collaborative work*
✪	Translanguaging strategies that are useful for *students with low literacy* (i.e.: SIFE students)

The first section of the template, called the **Unit Overview**, sets up the unit as a whole. The **Unit Overview** describes the purpose and scope of the unit as well as the skills students will learn and the culminating task they will complete in order to demonstrate that learning. The **Guiding Questions** are the large, essential questions that inform the unit. These are the questions students should ponder and offer possible answers to throughout the unit of study. The **Big Ideas** are the understandings that students should take away with them from this unit. Though we have no doubt that students will come to additional understandings, we see these as the most important ideas present in the unit. Lastly, the **Performance Task** is the final assignment that will enable students to demonstrate their learning. This task is rigorous, engaging, creative, and authentic and challenges students to show their deep understandings of a topic and to develop and hone important academic skills. Below is how you will see the Unit Overview section in each unit of instruction.

UNIT OVERVIEW
GUIDING QUESTIONS
BIG IDEAS
PERFORMANCE TASKS

The **Central Texts** box sets forth which texts will inform the unit of study. For some units this is one text, but for others there are several central texts that provide students with a nuanced understanding of a topic. We provide the **Translanguaging How-To** to illustrate how teachers can make choices that enable students to access those texts to the fullest extent possible. For example, teachers can look for home language versions of central texts, provide additional readings on the same topic in students' home languages, or use multimedia such as music and video to scaffold students' understandings of texts. Below is how you will see the Central Texts section in each unit of instruction.

CENTRAL TEXTS	
TEXTS	TRANSLANGUAGING HOW-TO

The **Unit Calendar** provides a week-by-week outline of instruction. Though this calendar does not include explicit lesson plans, we see it as a "road map" for teachers as they pace their instruction. It is our hope that teachers will create their own lessons that meet the unique needs of their students and are appropriate for their varied classroom contexts. This basic outline pairs an **assessment** and an **instructional focus** so that students are formatively assessed throughout the unit. These assessments also scaffold and support the final performance task. Here we provide **Translanguaging How-To** strategies under two headings: **Receptive** and **Productive**. These translanguaging opportunities – among others – can support students as they take on a particular week's assessment and instructional goals. For example, if students are being assessed on their ability to compare and contrast different texts, a **Receptive** translanguaging opportunity might be to build background on the topic using supplementary texts in students' home languages. A **Productive** translanguaging opportunity might include pre-writing and planning a compare-contrast response first in a home language and then writing a final draft of that

response in English. Below is how you will see the Unit Calendar section in each unit of instruction.

UNIT CALENDAR			
TIMELINE	ASSESSMENTS	INSTRUCTIONAL FOCUS	TRANSLANGUAGING HOW-TO

The **Performance Task Details** section expands upon the culminating unit task that is described in the Unit Overview and embedded in the Unit Calendar. It provides a description of the task and a **Translanguaging How-To** that details different translanguaging affordances, modifications, and ideas for helping emergent bilinguals successfully complete the performance task. For example, if students are working on a group project, emergent bilinguals who are considered to be *entering* proficiency in the new language could be grouped with those who share a home language but are more proficient in the new language for a joint presentation. The process of creating the project can be done in both languages, even if the final product is only in the new language (for more on this kind of differentiation, see our discussion of the New York State Bilingual Common Core Initiative under *Additional Considerations*).

Keeping in mind that there is more to differentiating a task than language, there are also **Options for Students** and **Options for Teachers**. These sections outline additional ways that a performance task can be adapted and/or expanded to meet the needs of diverse learners in a variety of contexts. Below is how you will see the Performance Task Details section in each unit of instruction.

PERFORMANCE TASK DETAILS	
TASK	TRANSLANGUAGING HOW-TO
OPTIONS FOR STUDENTS	
OPTIONS FOR TEACHERS	

The **Additional Resources** box includes two areas, the **Resources and Links** and **Supplementary Texts**. These sections provide even more options for differentiating and expanding the work within the unit. In addition to texts, the section provides multimedia resources that can enhance the unit such as music, film and other video clips, art, websites, apps, and even ideas for field trips. Some units do not have the Supplementary Texts section because other sections of those units have already provided additional suggested texts. Below is how you will see the Additional Resources section in each unit of instruction.

ADDITIONAL RESOURCES
RESOURCES AND LINKS
SUPPLEMENTARY TEXTS

Lastly, we highlight two particular translanguaging strategies in the section we title **Translanguaging in Focus**. These strategies, which are linked to and further explained in Part II, are those that particularly lend themselves to the given instructional unit. Though many different translanguaging strategies could apply to *any* unit, we highlight the two that we believe could be particularly useful to teachers. Each unit has two different translanguaging strategies in focus, which are each described in greater detail in Part II (page numbers are provided for reference), giving teachers 18 opportunities to see detailed connections between the strategies and instruction. Below is how you will see the Translanguaging in Focus section in each unit of instruction.

TRANSLANGUAGING: IN FOCUS
Name of Strategy # 1 (also see page #)
Name of Strategy # 2 (also see page #)

Part II

The second part of this guide includes strategy pages that we have modified and shortened from those found in *Translanguaging: A CUNY-NYSIEB Guide for Educators*. Each strategy page contains a brief explanation of the strategy and the following chart:

Standard	Translanguaging in Action	Bridge to CCSS
	Elementary School	
	Middle School	
	High School	

Here, we illustrate the strategy in use through short classroom vignettes from each grade level strand. We link each vignette to a relevant Common Core State Standard and demonstrate how translanguaging can be used to help students access, meet, and even exceed that standard. We hope that these charts drive home the point that without translanguaging, many students will be left behind as they are presented with fast-paced, English-only units and rigorous new standards.

Throughout the Guide, you will see pictures of activities and classroom wall displays from CUNY-NYSIEB schools. Other pictures, including book covers, have been obtained from the internet.

Additional Considerations

In addition to the various ways we make space for students' home languages and cultures in the units, we also urge educators to plan for the range of language abilities of their students. This planning can be aided by the New York State Bilingual Common Core Initiative's new and home language progressions. Instead of labeling emergent bilinguals as beginning, intermediate, advanced, and proficient, the BCCI has created five new levels of literacy development in both the home and new language: *entering, emerging, transitioning, expanding,* and *commanding.* The progressions, also accessible through EngageNY[1], can help educators envision how students at different points on the bilingual continuum can work to meet Common Core standards. The progressions also provide details about the linguistic demands needed to meet each standard, and gives a sample text and classroom snapshot as a concrete example.

NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language) — Grade 8: Reading for Information 1

Common Core Anchor Standard (RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		**MAIN ACADEMIC DEMAND** *Draw Inferences Using Evidence from the Text*
Common Core Grade 8 Standard (RI.8.1): Cite the textual evidence that most strongly support an analysis of what the text says explicitly, as well as inferences drawn from the text.		**GRADE LEVEL ACADEMIC DEMAND** *Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text*

5 Levels of Language Development	**Entering (Beginner)**	**Emerging (Low Intermediate)**	**Transitioning (High Intermediate)**	**Expanding (Advanced)**	**Commanding (Proficient)**
	When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE — Oracy and Literacy Links	**Listening-Centered Activity:** Organize *pretaught words and phrases on an interpreting-the-text graphic organizer* to identify what the text says explicitly and determine what it means, as a text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on an interpreting-the-text graphic organizer* to identify what the text says explicitly and determine what it means, as a text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed interpreting-the-text graphic organizer* to identify what the text says explicitly and determine what it means, as a text is read in *partnership, small group, and/or whole class settings*	**Listening-Centered Activity:** Organize *information on an interpreting-the-text graphic organizer* to identify what the text says explicitly and determine what it means, as a text is read in *partnership, small group, and/or whole class settings*	**Listening-Centered Activity:** Organize *information, when taking notes independently,* to identify what the text says explicitly and determine what it means, as a text is read in *partnership, small group, and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on a double column inferences-and-evidence chart* to identify textual evidence that supports inferences drawn from the text	**Reading-Centered Activity:** Organize *preidentified words and phrases on a double column inferences-and-evidence chart* to identify textual evidence that supports inferences drawn from the text	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed double column inferences-and-evidence chart* to identify textual evidence that supports inferences drawn from the text	**Reading-Centered Activity:** Organize *information on a double column inferences-and-evidence chart, after teacher modeling,* to identify textual evidence that supports inferences drawn from the text	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify textual evidence that supports inferences drawn from the text
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Draft   NLAP Reading for Information (RI) RI.1: RI.8.1   engage^ny 1

We believe that utilizing these progressions along with translanguaging can help educators ensure that *all* students, no matter what their proficiency in their new and home languages, can bring their knowledge and skills into the classroom.

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[1] Though this initiative is still under way, you can learn more about the progressions at http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative.

It is our hope that these nine units can help teachers envision how translanguaging strategies can work within the context of instructional units. We hope that as teachers pilot these units in their classrooms, they also set the stage for incorporating translanguaging into *all* aspects of their instruction – from unit planning to assessment to classroom ecology. We hope this guide continues to engage teachers in conversations about the role of translanguaging in instruction and in the academic success of emergent bilingual students.

Setting the Stage for Translanguaging: Classroom Ecology and Instructional Foundations

What does the translanguaging classroom look like?

One question we ask when we enter an unfamiliar school building is, "Who are the students at this school? Is the student population reflected in the bulletin boards and displays of the hallways, main office, and shared spaces?" Likewise, upon entering a classroom, the visual space and classroom setup should clearly reflect the students who learn daily in that space.

For emergent bilingual students, this is critical for several reasons:

1. For newcomers, a welcoming classroom environment will reduce stress and anxiety as they navigate a new school system in an unfamiliar language.

2. Since emergent bilingual students are still gaining proficiency in an additional language, visual supports, graphics, and charts are critical to their academic success, both in terms of learning new content *and* acquiring complex language.

When setting up your classroom, consider:

The visual space
- Use a bulletin board to hang students' photos and a short student-created bilingual biography.
- Hang a welcome sign in multiple languages.
- Invite students to bring an artifact from home (photo, small keepsake, etc.) to display in a special place in the classroom.
- Hang student work in multiple languages throughout the classroom.

The organization of the classroom
- Display bilingual resources prominently.
- Seat students in small groups to allow language and academic support.
- Group informational charts thematically to aid comprehension. (I.e. In a multi-subject classroom, Math charts in one area and Science in another; or in an ELA classroom, grammar charts in one area, Fiction charts in another, etc.)
- Include visuals and translations on informational charts where possible.
- Create a multilingual, interactive word wall.
- Create easy access to online resources for translation, visual support, or bilingual research.

What does teaching look like in the translanguaging classroom?

In many ways, best practices for emergent bilingual students are best practices for all students. Knowing students individually, grouping students strategically according to ability, making tasks meaningful to students' lives, setting out clear objectives and attainable goals, and providing necessary supports along the way are all strategies that promote success among all students, including emergent bilinguals. That said, *how* these strategies are implemented may look quite different for emergent bilinguals. Below are guidelines to thinking about how to teach emergent bilingual students in ways that lead to academic and linguistic success.

Dual focus on language and content
- Always include language objectives as well as content objectives (These may be whole-class, small-group, or individual language objectives based on ability.)
- Offer students many opportunities to explicitly compare languages and discuss similarities and differences in grammatical structures

Student-centered classroom
- Assign language partners who may sit, work in groups, and complete assignments together.
- Assign frequent group work, and opportunities within these groups to work bilingually.
- Allow students to work at their own pace –emergent bilingual students may need more time to process content *and* language

Opportunities to discuss, reflect, and debrief with fellow classmates
- Lecture is used sparingly; instead, students have many opportunities to talk to a partner or small group about the content of the lesson.
- Absolute silence is rarely required; instead, students know they can ask a partner clarifying questions while reading silently or being presented with new material.
- Students are permitted to discuss the lesson with a partner in multiple languages.

Rigorous instruction through differentiation and scaffolding
- Create lessons/units that lend themselves to differentiation.
  - During ELA/NLA/ESL Reading, have students read independently or in small groups most of the time to ensure they read at the appropriate level. During this time, you can also create guided reading groups to offer more support to struggling students.
  - During Writing, allow students to choose their topics, outline and draft in multiple languages, and write at their own pace independently in class. Build writing and revising time into the classroom schedule so students are not left to write only at home, with few supports.
  - During Social Studies and Science, create different stations that meet the same content objectives but have varying linguistic demands depending on student ability. Students may move through all stations, or only some. For example, one group may read about levees and take notes on the reading while another group creates a levee with clay after watching a video and studying a diagram. Linguistically advanced students may begin with the reading then move on to the hands-on project, while students with developing language abilities build the levee first, which provides background knowledge to help them access the text after.

- During Math, introduce the basic concept of the lesson then quickly move on to small group practice. This allows you to continue to work with a small group of struggling students, while other students complete practice problems independently and a more advanced group takes on more challenging problems.
- Build small group work into every lesson, and group students strategically for support.
- Provide visuals, videos, and audio supports to build content knowledge as well as listening skills.

Snapshots of the translanguaging classroom

2nd grade Dual Language Bilingual setting: Building language and content

In Ricardo's 2nd grade Dual Language Bilingual classroom, most students have been in the school since Kindergarten, though 3 of his students entered the program in 1st grade, and 2 this school year. Thus, while some students come from bilingual households and have been exposed to both English and Spanish, many of his students are in the process of acquiring one of these languages. As such, he must think about how to present content at the same time as he teaches literacy skills and builds linguistic awareness.

One way Ricardo achieves these goals is through his visual, bilingual word walls. One word wall is organized alphabetically by English, and another by Spanish, but both have translations of the words in the other language. Ricardo also sets up separate word walls for the content areas. These word walls have a picture, followed by the word in both English and Spanish. These word walls also serve as instructional tools during word study, when students have the opportunity to discuss similarities and differences they notice between the languages.

Another way that Ricardo integrates language and content learning is by strategically building "bilingual time" into his lessons. This is time when students know they are permitted to discuss, read, and/or write about a topic in either language. For example, before a Read Aloud in Spanish, Ricardo showed his students the cover of the book they would read, and shared its title. Then he told his students, "It's bilingual time! Talk to your partner for 2 minutes. What do you think this book will be about?" Students discussed in both languages, then shared their answers with the group in either language. Since this lesson's target language was Spanish, Ricardo repeated all answers back in Spanish as students shared.

6th grade Transitional Bilingual setting: Creating opportunities to practice language

Lin's Transitional Bilingual 6th grade classroom for Chinese-speaking students learning English is rarely quiet, though very productive. Lin understands that what her students need is plenty of opportunities to practice their language skills, by reading, writing, speaking, and listening. While each lesson is different, Lin develops daily routines that enrich the linguistic environment of the class and ensure that students have many chances to practice new skills and build their home language literacy as well.

One routine is to write the language and content objective on the board in both languages every day. Students know to copy the objectives into their notebooks, then take turns explaining the objectives to their partner. Finally, Lin asks one student to explain the content objective in his or her own words in either language, and one student to explain the language objective.

Students also know that during partner and small group work, they may choose the language they use to discuss and plan. Then, depending on each student's linguistic goals, some students may be asked to present entirely in Chinese or English, and some may be asked to present using both languages. For example, two students with emerging English skills used both languages to plan their presentation on types of rocks. Then, Lin asked the students to present the main idea of each section in English, with additional details in Chinese. This allowed students to practice their English without losing the complexity of the content learning.

High school ESL setting: Building community

In May's high school ESL classroom, 9th and 10th grade students with varying English abilities come together three times a week. Their home languages include Haitian Creole, Spanish, Arabic, Russian, Bengali, and Urdu. For each unit of study, May assigns language partners, then groups 2 pairs together to make groups of four. Since only one student speaks Haitian Creole, she works with 3 Spanish-speaking students who are able to find some cognates and similarities in language structures between their home languages.

May knows that some of her students have interruptions of months and sometimes years in their schooling; for this reason, she focuses on building her students' home literacy practices alongside her English lessons. In the beginning of the year, May sends a letter home asking for book donations to their bilingual school library. She supplements family donations with books she purchases through the school as well as the Donors Choose website (http://www.donorschoose.org). Over the past 3 years, she has grown her bilingual classroom library to over 100 books, and expects it to continue growing. Students read these books during home language independent reading time for the first 15 minutes of every class.

Lastly, May has community volunteers come to the class and teach lessons on grammar and basic vocabulary in their home language. These efforts build a sense of community in the classroom, and connect the classroom to the neighborhood community as well. They also build an instructional foundation for comparing grammar and language structures in class as students transfer their knowledge into English.

Part I: INSTRUCTIONAL UNITS

Elementary School Units

Fiction: How Can a Laugh Teach Us a Lesson?[2]

In this module, students are organized into literature circles and read different books that will help them answer the guiding question: *How do authors develop characters? How do writers use humor to teach readers important lessons?* In **Unit 1**, students begin by analyzing narratives with a focus on *character*. In the second part of the unit, students practice crafting opinions and supporting reasons about specific questions related to their books' central characters. For the End of Unit 1 Assessment, students will consider how their own perspective may or may not be different from that of a character in the story. In **Unit 2**, students will consider how humor played a role in *how* readers learn a lesson and write a summary of the book focusing on how humor was used. In **Unit 3**, students will combine their knowledge of character and humor to re-write a pivotal scene from their book into a script. After writing the script, students will perform their scenes in a Reader's Theater for a real audience.

The unit helps students meet the following standards: **CCSS.RL.1-6, W.1-5, L.2, and L.5.**

UNIT OVERVIEW
GUIDING QUESTIONS
• How do authors develop characters?   • How do writers use humor to teach readers important lessons?
BIG IDEAS
• Authors develop characters using vivid description to help the reader imagine the character and bring the character to life.   • Authors use humor to impart important lessons to their readers.   • Humor is a powerful force for both writers and their readers.   • Readers have differing opinions about the texts they read and support their opinions with evidence from the text.

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[2]This unit is adapted from a 3rd grade Expeditionary Learning unit in which students read *Peter Pan*. Because of emergent bilinguals' varied linguistic and cultural backgrounds, we centered this literary analysis unit on a variety of books, which students explore through literature circles. We have kept several of the assignments from the EL unit and have changed others, namely the final Performance Task. You can access the original unit and adapt its supplementary materials by visiting this page: http://www.engageny.org/sites/default/files/resource/attachments/3m3a.pdf. We refer to this module throughout the unit calendar below.

PERFORMANCE TASKS

Script-writing and Reader's Theater

In order to illustrate their understandings of both character and theme, students will:
- Work in literature circles to choose the scene that best illustrates a lesson learned in the book
- Rewrite the scene from the book into a script
- Rehearse reading the scene with fluency and in character
- Perform their scenes for an audience of parents, peers, and members of the school community

This performance task addresses the following standards: **RL.3.1, 3.2, 3.5, 3.6, W.3.3, 3.4, 3.5 and L.3.4.**

CENTRAL TEXTS	
TEXTS NOTE: Because students will be reading in literature circles, these books are only recommendations.	**TRANSLANGUAGING HOW-TO**
How Tia Lola Came to Stay (J. Alvarez) *Tales of a Fourth Grade Nothing* (J. Blume) *The Magic Finger* (R. Dahl) *Diary of a Wimpy Kid* (J. Kinney) *Charlie and the Chocolate Factory* (R. Dahl) *How to Eat Fried Worms* (T. Rockwell) *Sideways Stories from Wayside School* (L. Sachar) *One Crazy Summer* (R. Williams Garcia)	Provide translations of books in students' home languages. Students in the same literature circle can read and discuss the book in both the home and new language. Provide audio versions of books in both the home and new language. If these do not exist, you or a bilingual adult could record end-of-chapter summaries in the home language of books written in English. Choose books at a variety of levels in order to differentiate for students at different levels of proficiency in the new language. Choose books with characters and situations that are culturally relevant for your particular students. If you think your class would be more successful reading the same book, choose one and differentiate what each literature circle does with that book. You can also differentiate by giving home/new language and audio versions of the book to different groups based on literacy levels.

UNIT CALENDAR

TIMELINE	ASSESSMENTS	INSTRUCTIONAL FOCUS	TRANSLANGUAGING HOW-TO
Weeks 1-3	**Character analysis: Traits, motivations, and actions that contribute to a sequence of events in the story** Students will apply their character analysis skills in order to complete a character profile. Students will respond to the prompt: "Using evidence from your book, describe your character's traits, motivations, and actions. Describe how his/her decisions and actions have contributed to the events in the story. Be sure to include specific vocabulary you have learned that describes a character." CCSS: **RL.3.3**	• Launch literature circles • Identify character's traits, motivations, and actions (For handout, see Grade 3, Module 3A, Unit 1, Lesson 5, p.9 and/or Grade 3, Module 3A, Unit 1, Lesson 7, p.8) • Analyze how characters move a story forward (For handout, see Grade 3, Module 3A, Unit 1, Lesson 6, p.8)	**Receptive:** 📖 🎬 Organize students into literature circles based on both home language and reading level (Note: this requires some assessment of students' reading ability in the home language). Here are a few options for using translanguaging in literature circles: • Provide books in both students' new and home languages. • Encourage students to read the book in one language but have discussions about character in both languages. • 👆 🎧 Provide bilingual audio versions of the book or record audio versions of important parts of the book. Have emergent bilinguals listen to the audio as they follow along with the text before an in-class discussion. • Teach specific reading strategies, such as annotating a text. Annotations can be done in a home language on a text written in a new language or vice versa.
	Opinion writing about a character's actions Students consider whether they would make the same decisions as a character in the book. They will apply the vocabulary they have learned as well as their emerging skills of forming opinions and supporting those opinions with reasons. CCSS: **RL.3.6, W.3.1, L.3.6**	• Discuss and develop an opinion about the central characters • Make connections and comparisons between ourselves and the characters in a book • Focus on how new vocabulary words help us to better understand characters	**Productive:** ✍ Students can fill out graphic organizers and complete assessments in their new language but elaborate on main ideas in the home language (see Translanguaging in Focus: Multilingual Reading & Responses). ✍ New vocabulary can be noted in the new

			language and students can explain their understanding of the word in the home languages (For handout, see Grade 3, Module 3A, Unit 1, Lesson 3, p.10). 🖰✪ Students with low literacy can listen to audiobooks as they follow along with the text. 👥🕪 🖰✪Students can work together to create bilingual Book Trailers. These Book Trailers can be recorded using a program like iMovie and uploaded to YouTube or a school/class website.
Weeks 4-6	**Reading responses journals** As students continue to read their books, they track their thinking in reading response journals. In addition to their overall thoughts, feelings, questions, and connections to the text, students will track moments in the book when humor is used purposefully (i.e.: to show something about a character; to reveal something about a theme or lesson). CCSS: **RL.3.1, RL.3.2, RL.3.5, RL.3.7**	• Reading Like a Writer: Unpacking Author's Craft – Focus on Humor	**Receptive:** 🖰🎞 For an introduction to analyzing important moments of humor, show students clips from films in which humor is used to teach a lesson (for example, when we see the effects of greed on Violet Beauregarde in the film version of *Charlie & the Chocolate Factory* by Roald Dahl). These clips can be in both the home and new languages and/or have subtitles. Have students practice inferring the possible lessons from 1 or more clips before moving on to doing so in the text.
	Summary & Analysis Paragraphs Students demonstrate their ability to write an effective summary of their book as well as analyze an important moment from that book. Students' analyses focus on a particular moment that illustrates the author's craft of using humor to teach an important lesson. CCSS: **RL.3.2, W.3.2, W.3.4**	• Finish reading literature circle books • Learn to synthesize a long text into a short but effective summary • Select and analyze a moment from the book that illustrates how the author's use of humor teaches readers a lesson • Edit and revise summary and analysis paragraphs	**Productive:** 📖✎Reading responses can be completed in both the home and new languages. Students can cite quotes or moments from the text in one language but explain their response in the other. ✎Students can write main idea statements of their paragraphs in the new language but elaborate in

			the home language.
			✍Students can write their paragraphs in the home language and work with a partner/teacher to translate them into the new language.
			✍Students can use relevant sentence prompts in the new language but complete the sentences in the home language.
Weeks 7-8	**Script-writing** (See details in Performance Task Details)	• Rewrite scenes into scripts (acquaint students with a new genre; focus on dialogue-writing) • Revise scenes for dialogue, action, and humor • Edit and publish scenes	(See details in Performance Task Details)
	Reader's Theater (See details in Performance Task Details)	• Rehearse scenes • Final Reader's Theater Performances • Self-assessment and performance feedback from peers	

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
Script-writing and Reader's Theater In order to illustrate their understandings of both character and theme, students will: • Work with their literature circle group to choose the scene that best illustrates a lesson learned in the book • Rewrite the scene from the book into a script using humor • Rehearse reading the scene with fluency and in character • Perform their scenes for an audience of parents, peers, and members of the school community This performance task addresses the following standards: **RL.3.1, 3.2, 3.5, 3.6, W.3.3, 3.4, 3.5, L.3.4.**	📖👥 Partner students from different literature circles, making sure that the paired students are at different stages of proficiency in either the home or new language. Have students share drafts of their scenes and peer edit one another's work for both language and content. 👥 ✍In their literature circles, students will collaboratively turn a pivotal scene from their book into a script. Though the script will be performed in one language, all brainstorming, planning, writing, revising, and rewriting can be done in any language(s). 📖Teachers can intentionally choose books that contain more than one language so that students' Reader's Theater performances are multilingual. For example, authors of books with characters that speak a language other than English may

	include both languages in the text. This makes for multicultural and multilingual performances.
	❧ ✍Students can add their home language to a script using translanguaging for humorous effect. For example, students could include plays on words or puns and humorous phrases in their home languages (especially those that are difficult to translate).
	🗣 ☝When rehearsing their scenes, have students record themselves saying their lines and listen back to self-assess for fluency. Encourage students to give one another feedback and constructive criticism on their performances in any language.
	🗣❧If beginner emergent bilinguals are reading a book in their home language, they can create a script and perform in that language. Though teachers may not understand the content, they can still assess for reading fluency, students' ability to convey emotion, and the overall organization and execution of the performance. To give context, a more proficient member of the class could preview and then summarize the scene in English.
	🗣If the audience for the performance is multilingual, students can introduce their scenes in both English and the home languages spoken by their families.

OPTIONS FOR STUDENTS

- Students with low home literacy could learn their lines via an audio recording. Instead of reading their lines, these students could learn the lines aurally and perform them by memory.
- Students' scenes can be of various lengths and complexities.
- Students can perform their scenes in other classrooms.

OPTIONS FOR TEACHERS

- Teachers can invite members of the school community and students' parents and families to attend the Reader's Theater performances.
- To improve the quality of students' performances, teachers can partner with drama teachers or teaching-artists from outside organizations.
- Teachers can video record students' performances as a way to measure student' linguistic growth and progress.
- Teachers can create a website where video of students' performances can be uploaded and viewed by the school or general public.

ADDITIONAL RESOURCES

RESOURCES AND LINKS

- Film versions of chosen literature circle books (in our unit, *Diary of a Wimpy Kid*, *Charlie and the Chocolate Factory*, and *How to Eat Fried Worms* were all made into films).
- YouTube has videos of certain books being read aloud accompanied by pictures from the book (i.e.: *The Magic Finger* is read in full with pictures of the pages of the book here - https://www.youtube.com/watch?v=VDzQGqp966Y). *Embedding a youtube link into your personal website often circumvents NYC DOE website restrictions.
- YouTube also has videos of Book Trailers which can be used to preview and "hook" students before they read their books (i.e.: *Sideways Stories from Wayside school*'s Book Trailer gives students a "teaser" about the book - https://www.youtube.com/watch?v=oeU2Wnrn7Zg)
- Teachertube.com features student and teacher-made videos of lessons, performances, book trailers, etc.
- Audio book versions of chosen literature circle books.
- In addition to having students analyze how authors use humor to teach lessons, you can invite guest speakers in to tell their own stories of how a) they have used humor to help someone learn a lesson, or b) how a humorous event or moment helped them learn a lesson themselves.

TRANSLANGUAGING: IN FOCUS

Multilingual Reading and Responses (also see page 129)

As students read books in either English or the home language (or both), they can respond to what they read in a number of ways. These reading responses are not only a valuable way for students to engage with a new text; it is a way for you to assess students' comprehension and literacy development within a unit of instruction. In this unit, students can respond to what they read in more than one language in several ways:

- As students analyze characters in their books in **Weeks 1-3**, they can fill out graphic organizers in English with writing in both English and their home languages. For example, as they fill out a graphic organizer that helps them organize their ideas on how characters move a story forward, they can fill out the left side in English and elaborate on how a character's action affected the story in the home language or vice-versa.

How do characters' actions move the story forward?
Use evidence from the text to support your thinking.

What? What action did the character take?	So what? How did the action move the story forward?

- One of the assessments in **Weeks 4-6** is a Reader-Response Journal. As students track their thinking, ask questions, make comments and connections, they can do so in both languages. This linguistic flexibility will help students fully engage with the text as they demonstrate their deep thinking and analysis using all their language resources.

- The second assessment in **Weeks 4-6** is a summary and analysis paragraph. Summarizing a book is not an easy task! To scaffold this skill, have students summarize each chapter they read using the following prompt:
  Someone Wanted But So
  The "someone" is a character or characters, the "wanted" is plot and events, the "but" is a conflict that occurred, and the "so" is the resolution (Beers, 2003[3]). Though the structure is in English, students can complete the prompts in either English or their home language.

Building Background with Preview-View-Review (also see page 124)

Freeman and Freeman (2007)[4] discuss the strategy **Preview-View-Review**, which is a useful way to include English and students' home languages to build background about a text and/or introduce new skills. Students will:

- **Preview** the topic/text in their *home language*
  This includes brainstorming, making connections, and sharing prior knowledge on the topic/text you are about to cover.
- **View** the topic/text in *English* while connecting to the home language preview
  Here, students are presented with the lesson/content topic in English. The presentation of content can include a traditional mini-lesson, a hands-on activity, watching a video clip or listening to audio, or reading a text either independently, in partnerships/groups, or aloud as a whole class.
- **Review** the topic/text *back in the home language and back to English*
  This includes discussing, summarizing, and analyzing the text/topic back in the home language. This step helps EBLs to clarify and negotiate what they learned in English, solidifying their understanding of the content.

This strategy would be a great way to structure the daily work of literature circles. As students read independently and in groups, you can help them by explicitly teaching reading strategies to use as they engage with the text. For example, if you wanted to teach students how to make predictions, you could:

- **Preview** – Provide students with a very short text in the home language. Have them read it in their literature circle groups and come up with a "guess" of what will happen next. Students will discuss their predictions in the home language.
- **View** – Give a short mini-lesson on how good readers make predictions. Give students a slightly longer text in English and have them annotate the text in either language with their predictions for what will happen next. You can give students sentence prompts in English that will help them predict, while also allowing students to discuss their predictions with a partner in any language. Have students share their predictions with the class and discuss *how* they made those predictions in either language.
- **Review** – Students will read a chapter of their literature circle books and focus on making predictions about what will happen next. They can share their predictions through discussion in their home languages and write their predictions in their **Reader-response journals** in either English or the home language.

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[3] Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.
[4] Freeman, D. & Freeman, Y. (2007). *English language learners: The essential guide*. New York, NY: Scholastic.

Elementary School Units

Non-Fiction: Building Community

In this unit, students explore their own communities as well as those of their peers. They build multiple strands of literacy as they read informational texts and primary source documents from different communities, write descriptive paragraphs about their own membership in a community, interview their peers about their communities, and create plans for collaboration between their own and their peers' communities. As they explore different communities, students practice several skills and develop new uses of language, such as compare/contrast, formal paragraph writing, reading responses, and structured speaking and listening through interviewing. This unit also focuses on students' social-emotional development as they work together with diverse partners to create a plan for collaboration that would benefit their communities. This unit offers multiple opportunities for students to use translanguaging to delve deeper into the content, as well as to develop ways of using both their home and new languages. Students analyze multilingual primary sources from different communities, interview community members in their home languages, and compare/contrast both the communities themselves and the languages present in those communities.

This unit addresses the following NYS Common Core State Standards: **R.I.2.1, R.I.2.2, R.I.2.4, R.I.2.6, R.I.2.7, R.I.2.8, R.I.2.9, R.L.2.3, R.L.2.7, R.L.2.9, W.2.2, W.2.5, W.2.6, W.2.7, SL.2.1, SL.2.3, SL.2.4, L.2.1, and L.2.2**

UNIT OVERVIEW
GUIDING QUESTIONS
- Why and how do communities develop differently?[5]   - What is the purpose of a community?   - How do members of the community work together?   - How do different communities work together for different purposes?
BIG IDEAS
- There is diversity within communities.   - Communities can be based on unique characteristics (languages, locations, hobbies, etc.).   - Everyone in a community has a contributing role.   - Community members must cooperate in order to succeed.   - Different communities can interact in positive ways.

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[5] This first guiding question was adapted from http://schools.nycenet.edu/offices/teachlearn/ss/SocStudScopeSeq.pdf.

- One person can belong to multiple communities and/or play different roles within communities.
- I am a valuable member of my community/communities.

PERFORMANCE TASKS

Informational Writing: Community Comparison and Collaboration

This performance task asks students to think deeply about both their own community and that of their peers. First, students will do an in-depth study of a community they feel a part of (i.e.: a neighborhood, language community, religious community, etc.), interviewing members, taking pictures, and writing narratives about their own role in the community. Next, students will interview one another about their communities using a set of common interview questions that the class creates together. After interviewing one another, students will compare and contrast their communities, ultimately planning a way that their communities can work together for a specific purpose – to create something good for them both, and those around them.

The final performance task will require students to create a display for the Community Expo including:
- A co-written plan for community collaboration (special event, construction project, educational program, community service, art project, media initiative, etc.)
- Visuals to support plan
- Participation in discussions/conversations during the Community Expo

This performance task addresses the following Common Core State Standards: **W.2.2, W.2.5, W.2.6, SL.2.1, SL.2.3, SL.2.4, L.2.1, and L.2.2.**

CENTRAL TEXTS	
TEXTS	**TRANSLANGUAGING HOW-TO**
Community Helpers from A-Z (B. Kalman & N. Walker) *Living in Urban Communities* (K. Sterling) (from *First Step Non-Fiction: Communities* series) *Living in Rural Communities* (K. Sterling) *Living in Suburban Communities* (K. Sterling) *Planting the Trees of Kenya: The Story of Wangari Maathai* (C. Nivola) *Baseball Saved Us* (K. Mochizuki) *Harvesting Hope: The Story of Cesar Chavez* (K. Krull) Community documents – newsletters, flyers, posters, signs, maps, websites, event programs, menus, announcements, etc.	Use home language translations of texts wherever possible. Use additional texts in students' home languages on parallel themes. Use multilingual primary source documents from various communities (newsletters, maps, flyers, posters, signs, websites, etc.). Provide time and resources in class for students to engage in independent reading of books from their own language communities, and share what they read with the whole class in the target language. Supplement central texts with media in students' home languages, including music, film, art, etc. Use the Internet and the aid of families, colleagues, and students to translate shorter texts. Invite family members as multilingual guest speakers on topic of texts. Work with bilingual family/community members to create books on

tape in students' home languages (record speakers reading an English-language book in the students' home languages) which students can listen to as they read along with the English.

UNIT CALENDAR			
TIMELINE	**ASSESSMENTS**	**INSTRUCTIONAL FOCUS**	**TRANSLANGUAGING HOW-TO**
Weeks 1-2	**KWL Chart** Using students' prior knowledge, build a 3-column chart of what you <u>Know</u>, what you <u>Want</u> to Know, and (after some time with it) what you <u>Learned</u>. Use these multilingual ideas as starting points for lessons, readings, and writing prompts. CCSS: **SL.2.4, RI.2.9**	• Build background and formulate questions about the topic. • Track new thinking and ideas in the "L" column as students read more texts and encounter new content.	**Receptive:** ⌒☝✪ Provide supplementary multimedia in English and home language (e.g. visuals, graphs, photos, music, videos, etc.). 👂✪Listen to multilingual family and community invited to class as guest speakers. Guests can speak in various languages, and translate to the target language themselves, or have a student language expert translate for the class.
	Classroom Community Quilt Students work individually to create squares for a community quilt. Students use visuals and/or writing on their squares to represent a community that they feel a part of. Each square is accompanied by a written explanation of their choices. As students "read" each other's squares, they describe, explain main ideas, compare/contrast and produce additional multilingual reading responses. CCSS: **RI.2.7, W.2.3, SL.2.1**	• Make personal connections to a community through both writing and art. • Facilitate community building in the classroom by comparing, contrasting, and celebrating students' similarities and differences.	**Productive:** 📖⌒☝ Research similar topics or themes in multiple language (for example, quilts/community quilt making, different communities). ✍ Maintain individual multilingual dictionary/glossary including new target-language words, a home language translation, and a visual of the word.

Weeks 3-4	**Creative re-presentation of a book (ongoing assessment)** Students create a multilingual postcard, book jacket, role-play, book review, newscast; interview with a character and/or author. Next, students read each other's reading responses and make responses of their own, including finding main ideas and connections. CCSS: **RI.2.1, RI.2.2**	• Students read and respond to a variety of informational texts including news articles, websites, community documents (newsletters, announcements, etc.), brochures, and peer writing. • Re-present complex texts in a new genre in order to assess students' understanding and comprehension. • Creatively engage with a text to promote critical thinking and deeper comprehension.	**Receptive:** 📖 Read multilingual texts on parallel themes, or translations of texts in students' home languages. 📖 Read firsthand accounts of community experiences in students' home languages and cultures where relevant. **Productive:** ✍ Create multilingual text re-presentations (i.e.: a book jacket or role play) and have students translate and/or summarize their re-presentations in either/both languages. 🗣 🎧 ♻ Compare/contrast, describe and discuss multilingual signage during a Community Walk. ✍🗣 Compare and contrast different texts in multiple languages with partners, then share with class in English.
	Venn Diagram (on-going assessment) Using this graphic organizer, students compare and contrast communities, community members, and central ideas of texts throughout the unit. This can also be used as prewriting for students' final assessment. CCSS: **RI.2.9**	• Compare and contrast different communities as well as different texts throughout the unit. • Brainstorm ideas for the culminating compare/contrast paragraph.	
	Community study with maps Go on a walk of the neighborhood, making note of members, signs, and buildings. Working in pairs or small groups, students create maps representing what they see in their community. As a class, students formulate a key for the map with symbols for various community/ building attributes. Students then share the experience of a neighborhood (or school) walk to	• Learn how to read and create maps, including directions, keys, scale, and symbols. • Compare and contrast different languages within a community.	

	investigate what languages and scripts are visible and heard. CCSS: **W.2.2 and L.2.1-5**		
Weeks 5-6	**Community Interviews** Students participate in a series of interviews with community members and classmates. Students take an active role in creating questions during class lessons, and modeling interview techniques in a fish bowl. CCSS: **RI.2.1, W.2.2, SL.2.1**	• Build communicative skills through multilingual interviews. • Learn the difference between different kinds of questions (i.e.: "thick" vs. "thin" questions).	**Receptive:** 🖾 Work with partners, families, older students, and/or bilingual staff to translate interview questions into home languages. 🖾 🕮 Students can conduct interviews in home languages, including asking and answering questions and taking notes. 📖�ॐ Read about interview tips and techniques in home languages.
	Informational Writing: Community Comparison and Collaboration (See details in Performance Task Details)	• Partners will conduct interviews about their respective communities. • Work with a partner to compare and contrast their communities using graphic organizers. • Work with partners to brainstorm and plan out a way that students' communities can come together and collaborate for a particular purpose. • With assistance, co-write a plan for collaboration and prepare a presentation of the plan for the class.	**Productive:** 🖾 🕮 Based on target language questions, students conduct interviews in home languages, then report findings in new language. ✍ Take notes individually during interviews in home languages (interviewee may help with this step as well).

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
Informational Writing: Community Comparison and Collaboration This performance task asks students to think deeply about their own community and that of their peers. First, students do an in-depth study of a community they feel a part of (i.e.: a neighborhood, language community, religious community, etc.), interviewing members, taking pictures, and writing narratives about their own role in the community. Next, students interview one another about their communities using a set of common interview questions that the class creates together. After interviewing one another, students compare and contrast their communities, ultimately finding a way that their communities can work together for a specific purpose – to create something good for them both, and those around them. The final performance task requires students to create a display for the Community Expo including: • A co-written plan for community collaboration (special event, construction project, educational program, community service, art project, media initiative, etc.) • Visuals to support plan • Participation in discussions/conversations during the Community Expo This performance task addresses the following Common Core State Standards: **W.2.2, W.2.5, W.2.6, SL.2.1, SL.2.3, SL.2.4, L.2.1, L.2.2.**	✍ Encourage students to brainstorm ideas in home languages for larger writing pieces in target language. ✍ Provide opportunities for students to pre-write and outline in home languages ☝ Provide resources for multilingual online learning. ✍💬 Create writing partnerships that meet specific goals (i.e.: home language partnerships; mixed language partnerships). 👂 💬 Encourage students to use all their languages in turn-and-talk. ✍ Provide opportunities for students to compare/contrast pronunciations and writing of target language and home languages. 📖💬 Provide rubric in multiple languages (or allow students to discuss rubric in multiple languages). ✍💬 Explicitly teach peer-editing strategies and group students by languages 📖Read multilingual texts including translations, texts on parallel themes, and student-created texts. ✍💬 Students can edit and revise writing with language partners to receive feedback and discuss process in multiple languages. ☝Students can use online translation tools. 📖Refer to bilingual dictionaries and cognates for spelling and vocabulary support.
OPTIONS FOR STUDENTS	
• Chose any type of community in which they feel a part of. For example: o Language community	

- o Ethnic community
- o Neighborhood
- o City
- o Nation
- o Religious community
- o Interest-based community (baseball players, artists, stamp collectors, etc.)
- o Family community
- o Community of friends
- o School community
- Use, and explain use of, home language in final writing product.
- Supplement collaborative writing with visuals in describing plan of action.
- Writing can be of various lengths and complexities, depending on language and literacy proficiency.

OPTIONS FOR TEACHERS

- Open up the Community Expo to everyone! Invite families, the school community, the neighborhood – chances are, your guests will see themselves and their own communities reflected in your students' work.
- Partner with community organizations as models for collaborative planning. How do they work with other organizations to create a plan, as your students will?
- Have students send their written plans to local newspapers (in multiple languages), local representatives, and other decision-makers that can publish, or even address, their ideas for community change.

ADDITIONAL RESOURCES

RESOURCES AND LINKS

- CCBC (Cooperative Children's Book Center) – *Images of Community: Selected Books for Children and Young Adults,* *http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=151*
- Teaching Tolerance, www.tolerance.org
- United States Census, Community Finder, http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
- PBS, *Need to Know*, http://www.pbs.org/wnet/need-to-know/
- BrainPop Jr., www.brainpopjr.com

SUPPLEMENTARY TEXTS

Realistic fiction books:
- *Quinito's Neighborhood = El Vecindario de Quinito* (I. Cumpiano)
- *Our Community Garden* (B. Pollak)
- *El Barrio* (D. Chocolate)
- *The Weber Street Wonder Work Crew* (M. Newhouse)
- *The Subway Sparrow* (L. Torres)
- *Country Kid, City Kid* (J. Cummins & T. Rand)

Articles/Blogs:
- A Name Change Can Heal a Community (A. Huynh): http://www.tolerance.org/blog/name-change-can-heal-community

Videos/Films:
- America By the Numbers (PBS - Need to Know): http://video.pbs.org/video/2281906918/
- *Promises*: http://www.imdb.com/title/tt0282864/
- *Community Helpers; Homes; Rural, Urban & Suburban* (BrainPop Jr.): http://www.brainpopjr.com/socialstudies/communities/

Songs:
- People in Your Neighborhood series (Sesame Street): http://www.youtube.com/watch?v=YZlC-GhzNos)
- Small Town (John Mellancamp)
- Saturday in the Park (Chicago)
- We are the World (Michael Jackson)

TRANSLANGUAGING: IN FOCUS
Sentence Building (also see page 141)

Sentence building teaches both emergent bilinguals and English proficient students how to construct increasingly complex sentences. First, students are given a basic sentence to show them how they can add a particular grammatical structure to make it more complex. For example, teach students how to add one or more adjectives to a basic sentence:
   a.   I live in a city
   b.   I live in a **busy** city

This is also a great opportunity to help emergent bilinguals compare and contrast the sentence structure of English with their home language by putting the two languages side-by when building the English sentence. For example:

a. I live in a city   a. J'habite dans une ville
b. I live in a **busy** city   b. J'habite dans une ville **occupée**

This is an excellent scaffold for EBLs as they can see what aspects of sentence structure transfer from their home language to English, and what aspects are different. In addition, it improves their comprehension of the meaning of each grammatical component (ie: adjectives) in the English sentence as they are able to refer to the home language translation. This supports EBLs in creating more complex sentences when speaking and writing in English. It also helps them to create increasingly more complex sentences in their home language, either orally or in writing. When learning sentence building, students can:

- Compare and contrast sentence structure in home languages and target language
- Think-aloud in multiple languages the process for building their sentence (have a student model this for the class in Fish Bowl)
- Cut out each word of a sentence and physically "build" a sentence -re-order and add-on to sentences in target language and/or home languages; use multiple languages to discuss the process as sentences are built
- Act out a sentence being built – within a group, each student is a word (tape the word onto the students' shirt) or punctuation mark, and they must physically move and order themselves to build a complete sentence.

Multilingual Writing Partners (see also page 118)

Pairing students for writing accomplishes several tasks simultaneously. First, it encourages EBLs to talk to one another, authentically building both their speaking and listening skills. Second, it helps emerging writers to pool their resources, building off one another's skills and ideas to create a better piece of writing. Lastly, it makes the editing and revision process collaborative, a real-world practice that is important for all students to learn. In this unit, 2nd graders are paired together to compare and contrast, brainstorm, and jointly create a piece of writing as well as an oral presentation. With the help of a teacher or other adult, here are some translanguaging activities that students can do in their writing partnerships:

- Brainstorm ideas for a community collaboration in the home language in preparation for writing their informative paragraph in English
- Jointly construct both the community comparison and the collaborative plan in English, with discussion and negotiation in the home language
- Discuss edits and revisions of their English paragraph in the home language.
- Write first in a home language and then work together to translate that draft into English.
- Write the final product in the home language, then present orally in English.
- Include both the multilingual and the target language versions of writing in the final product.
- Create final products in multiple languages for the community celebration, to allow fuller family and community participation.

Elementary School Units

Content Area - Science: Exploring Ecosystems

This unit focuses on how plants and animals in an ecosystem are connected, as well as the relationship of humans to their environment. In addition to understanding how a local ecosystem in their community works, students will also study the relationship between humans and the environment in their communities. Students will have a chance to get to know organizations in their area that work towards protecting the environment and research how they can make environmentally responsible choices. Students will deepen their scientific knowledge of ecosystems, have a chance to develop scientific skills, and learn how to advocate for the living environment around them. This unit is aligned with NYS Science Standards[6], NYC Science Scope & Sequence[7] (which is aligned to NYS Science Standards), and Common Core State Standards. Note: This is a Science unit; as such, its format varies in regards to assessments, instructional focus, and central texts as compared to the literacy units in the guide.

This unit addresses the following standards: **CCSS RI.1-9, W.2, W.4-10, SL.1, and SL.4-6, NYS Science Standards 1,2,4,5,6, and 7, and complements Units 1 and 4 in Grade 5 NYC Science Scope and Sequence**

UNIT OVERVIEW
GUIDING QUESTIONS
• How are plants and animals in an ecosystem connected? • How do humans depend on their environment? • What effects do humans have on the environment, both beneficial and harmful?
BIG IDEAS
• Plants and animals in an ecosystem are deeply connected. • Plants and animals in an ecosystem depend on each other for survival. • Changes in one organism can affect the entire ecosystem. • Humans depend on the environment for their survival. • Some human actions are harmful to the environment, but there are steps we can take to fix some of the damage that has been done and to avoid harming the environment in the future.

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[6] For more information about the NYS Science Standards, visit http://www.p12.nysed.gov/ciai/mst/pub/mststa1_2.pdf

[7] For more information about the NYC Science Scope and Sequence, visit http://schools.nyc.gov/documents/stem/science/k8sciencess.pdf

PERFORMANCE TASKS
After learning about the natural environment in their area through field visits, students develop a consciousness-raising campaign for their school or larger community. Students draw on content knowledge about the living environment from the unit to raise consciousness not only about the local ecosystem but also about the human impact their community has on the ecosystem. Then, drawing on their experiences of contacting local organizations and politicians, students pass on this information and other suggestions about how the community can take steps to protect the environment. This project has three components: 1. Research and contact community organizations and politicians about local environmental issues. 2. Present information about the local ecosystem and consciousness-raising project to community (As PowerPoint, Prezi, letters to community member/politician, speech, poster board, skit, etc.) 3. Reflect on learning, both in terms of expanded content knowledge and process of raising community awareness This performance task addresses the following standards: **CCSS RI.1-9, W.2, W.4-10, SL.1, and SL.4-6 and NYS Science Standards 1, 2, 4, 5, 6, and 7**

CENTRAL TEXTS	
TEXTS **NOTE:** *Because this is a Science unit, texts listed here are supplemental to field observations.*	**TRANSLANGUAGING HOW-TO**
About Natural Environment: *A Fly in the Sky* (K. Joy Pratt[8]) *A Log's Life* (W. Pfeffer) *Collecting Data in Animal Investigations* (D. Noonan) *Ecosystems* (D. Housel) *One Small Square: Backyard* (D. M. Silver & P. Wynne) *Eyewitness: Fish* (S. Parker, D. King, & C. Keates) [Available in 36 languages] *Eyewitness: Plants* (D. Burnie) [Available in 36 languages] *Eyewitness: Pond & River* (S. Parker) [Available in 36 languages] About Human Impact on Natural Environment: *Environmentalism: How You Can Make a Difference* (M. McIntyre Coley) *How We Know What We Know About Our Changing Climate: Scientists*	📖 Provide books or translations of books in students' home languages. 📖 🔊 ⚙ Provide audio versions of books in both the home and new language. If these do not exist, you or a bilingual adult could record end-of-chapter summaries in the home language of books written in English. 📖 🔊 🖱 Encourage students to find videos online in their home language and English to put new vocabulary in context. 📖 Choose books at a variety of reading levels and with visual aids. 📖🖱 Students find articles and websites in their home languages about the natural environment. 📖 Students use bilingual content glossaries for reading support (NY State Bilingual Content Area glossaries in multiple languages). 📖 Students make supplemental bilingual content glossaries as they read and learn new vocabulary.

[8] For more books and resources, visit FOSS Guest website: https://www.fossweb.com/web/foss-fossweb/additional-resources?parentID=D551134#all

and I Want to be an Environmentalist (S. Maze & C. O. Grace) *Kids Explore Global Warming* (L. Cherry & G. Braasch)			

UNIT CALENDAR			
TIMELINE	**ASSESSMENTS**	**INSTRUCTIONAL FOCUS**	**TRANSLANGUAGING HOW-TO**
Exploration 1: Intro to thinking about the natural environment **(Periods 1-2)**[9]	**Field notes and drawings** Take field notes and make field drawings with labels. Field notes and drawings will be the primary way students record their observations in the field. Depending on need, these notes may be structured by a graphic organizer or specific format you provide, or may vary depending on student preference. Regardless of format, students should draw and take notes with enough detail that they are able to use them as a substantial resource later in the unit. CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.1 and NYS Science Standards: 1, 2, and 4**	• Go on a neighborhood walk and draw and describe plants and animals (as well as other organic material) that you see in your journal.	**Receptive:** 📖Provide bilingual word list with key vocabulary for reference throughout the unit. Students may work together to provide home language translations. **Productive:** ✍ Students label field drawings in English but take field notes in home language. 🗣🗨 Students take all notes in home language, but later (in class or at home) label field drawings and translate key vocabulary into English. 🗣🗨 Encourage partnerships to use multiple languages when discussing their findings. 🗣🗨♻ Pair students strategically for vocabulary support. 🗣♻ Students record field notes using an audio recorder, then later transcribe some or all of their observations. (Alternately, the teacher or another student may transcribe for the student.)
	Written and oral reflection Students write and reflect orally on neighborhood walk observations CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.1, SL.3, SL.4, SL.6 and NYS**	• Reflect on what you see, what surprised you, and how you think humans may benefit from or have an impact on the organisms you encountered.	

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[9] The class periods listed here are recommendations for unit pacing, but may be modified depending on the total number of periods you have per week or to better fit your students' pace.

	Science Standards: 1, 2, 4, 6	• Give overview of unit and introduce main concepts.	
Exploration 2: Scientific observation of the natural environment **(Periods 3-5)**	**Field notes and drawings** As students make notes and drawings on their first environmental site, encourage them to use words learned in the classroom and through the initial neighborhood walk. CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.1 and NYS Science Standards: 1, 2, 4, 6, 7**	**Environmental Site Visit 1** • Visit a park or wilderness area near your school10. This Environmental Site will be the focus of the unit. • Sit in one place for 10-15 minutes and observe the natural environment. Take detailed written notes and drawings in field journal.	**Receptive:** 📖 ✎ Students compare field notes with each other, adding unknown vocabulary to their own journals. 🗣💬 🎧 ☼ Bilingual adult chaperones assist in translating information and instructions at the park. 🗣💬 🎧 ☼ Students discuss hypotheses with a partner first in their home language, then share with the whole class in English or through translation. **Productive:** ✎ Students use both languages flexibly when taking field notes. ✎ Students label all diagrams bilingually to reinforce vocabulary and cognate connections. 🗣💬 ✎ Encourage students to make connections between environmental observations in park and ecosystems in home country. 🗣💬 ✎ Pair students strategically in ways that challenge both students. 🗣💬 Note differences in measuring systems between countries (metric vs. US units).
	Detailed field recording of one plant and one animal Students record the characteristics, behavior, and habitat of one animal in as much detail as possible. Audio field recordings may be collected as well. CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.1SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 6, 7**	• Choose at least one plant and one animal to describe and draw in detail. Include: size, color, weight, touch, texture, parts/ features, smell, sound, and any other sensory observations	

	List of questions about observations in natural environment
	After returning to the classroom and beginning to process their observations, students collectively and/or independently make lists of questions they have about their observations. This activity stresses to students that deep observation
		• List questions in your journal that you have about the environment and organisms you observe (i.e.: What do squirrels eat? How does litter affect the park? How much water do trees need to survive?)
		• Encourage students to consider:
		  o What does the organism eat?
		  o What organisms might depend on the organism? In what way?
		  o Why was the plant/animal in the area you	

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[10] See the "Resources and Links" section of this Unit for information about how to locate a park or wilderness area by your school.

	does not just provide answers, but generates more specific, complex questions as well. CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.1 and NYS Science Standards: 1, 2, 4, 6, 7**	found it? o What kind of shelter does the animal use or make? • Share questions as a class, record on chart	
	Oral hypotheses about a plant or animal Students use questions as a jumping off point to make hypotheses about their observations in small groups or as a class. CCSS: **SL.1, SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 6, 7**	• Develop hypotheses to answer some of the questions recorded last class, and record them next to or below questions on chart • Use discussion to lead students to think about the relationships between plants, animals, and their natural environment • Introduce concept of food web using students' field observations	
Exploration 3: Scientific observation of symbiotic ecosystem **(Periods 6-8)**	**Representing an interconnected ecosystem** Represent connections between elements of nature in field journal through text and visual representations. Example: First students write different elements of the ecosystem they are observing (tree, worm, etc.) on a blank page. Then students draw lines between different elements to show that they have a direct connection in terms of food or shelter. Below is an example:	**Environmental Site Visit 2** • Observe in park/wilderness area • Focus on connections between elements of nature (Ex. squirrels gathering acorns, birds eating worms, plants growing in soil or turning toward the sun, birds flying through the air, ducks swimming in the water, etc. • Make observations and hypotheses about how plants, animals, and their habitats are related • Encourage students to display their findings creatively, using multiple written, illustrated, and graphic representations.	**Receptive:** 📖 ✎ Students work together in strategic language pairs to represent connections between elements of nature in their journals. 📖🖐 Students read about the food web and organism roles as producers, consumers, and decomposers in multiple languages (through books or online). 🖐♻ Students watch videos about the food web and producers, consumers, and decomposers in multiple languages, and/or with subtitles. ✎ Encourage students to think through their idea first in home language before writing idea in English. Model yourself or through another student if possible.
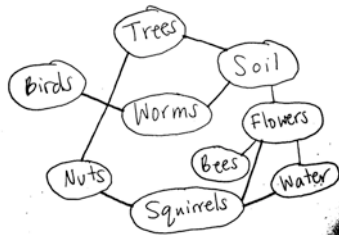
To extend this activity into writing, students write out sentences explaining the connections made in their web. For example:

Birds (eat) Worms (who live in, eat, and produce) Soil (which provides nutrients to) Flowers (who make food using) Water.

CCSS: **W.2, W.7, W.8, W.9, SL.1, SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 6, 7**

Productive:
✍ Students create bilingual species cards with name and information in multiple languages.
✍✪ Students supplement English writing with illustrations where necessary.
🗩🕮 Students reflect first in home language groups, then in field journals using both English and home language.
✍ Students outline or draft mid-unit assessment first in home language before translating to English (independently or with assistance).
✍ 🎧 ✪ Students use audio-recorded field notes as well as journal to complete the mid-unit assessment.

Species cards, human food web, and oral and written reflection
Students use index cards to represent species they have observed in the field. Each student holds one card and throws yarn between them to represent the connections between species. By making one species "extinct" students see the interconnectedness of the elements they observed. After the

• Show the class a food web based on the plants and animals they have been observing (include producers, consumers, and decomposers)
• Each student creates an index card with one of the organisms on it (with as much detail as desired)
• Students re-create the food web on the board by each representing one organism and using a ball of yarn to show the connections between organisms.11
• Reflect as a group and in field journal on the

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11 For an example, see http://forces.si.edu/main/pdf/2-5-WeavingTheWeb.pdf

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	activity, students talk and reflect on the importance of every species in an ecosystem. CCSS: **W.2, W.7, W.8, W.9, SL.1, SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 6, 7**	importance of each organism in maintaining the food web.	

	Mid-unit assessment:
	Writing on demand
	Using your notebook as a reference, write a letter to a friend or family member about one animal you've been studying. Teachers: Develop a rubric that considers both the notebook and the letter to assess students' content learning
	CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9 and NYS Science Standards: 1, 2, 4, 6, 7**
		• Demonstrate content learning up to this point by using field journal to write a letter to a friend or family member focusing on one animal studied. Letter should:
		  o Describe physical characteristics of animal in detail
		  o Use observations and hypotheses to describe the relationships of this animal to its natural environment, including its position in the food web, shelter, habitat, etc.	

Exploration 4: Examining human impact
 	
(Periods 9-10)
	Field notes, illustrations, and photos
	Students continue taking field notes and drawings of their observations, and potentially expand to audio recordings and photographs as well. However, in this exploration, students focus on documenting human impact.
	CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.1, SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 5, 6, 7**
		Environmental Site Visit 3
		• After about 10 minutes observing wildlife, ask students to expand their observations to humans interacting with the environment as well.
		• Document traces of human impact, including:
		  o Actions by parks department, such as the creation of paths, structures built for human use, structures built to preserve wildlife or help animals and plants in some way, landscaping, trees planted by people, evidence of fertilizer, etc.
		  o Actions by those using the park such as flattened grass, litter, people feeding
			Receptive:
			📖 ✍ Students work together in language groups to document human impact.
			📖🖐 Students read about human impact on the environment both in their local area and their home country (through books or online).
			📖🖐 Students visit the Welikia Project online for interactive map and classroom resources relating to NYC development from 1609 to present.
			
			Productive:
			🎦🕊🗣✍ Students take different roles in groups (writer, illustrator, photographer) according to language ability.
			✍ Students use bilingual dictionary (either NYS

		animals or watering plants, etchings in trees, killing bugs, etc. *May use cameras if available. • If water-testing kits are available at your school, students may test the water quality of a stream or pond in the park.	provided or student-created) to develop ideas in either language. 🗣👂📝 Students fill out graphic organizer in pairs, discussing in multiple languages but writing in English.
	Graphic organizer showing human actions and possible effects on nature (see example in far column) Students create a graphic organizer such as the one shown to the right to think through the impact of human actions on the natural environment. CCSS: **W.2, W.7, W.8, W.9, SL.1, SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 6, 7**	• Create a chart documenting some of your observations. • Consider: o What are humans doing in the natural environment? o Are they interacting with it in any way? o Are their actions beneficial, harmful, or neutral? • Make hypotheses about the effects humans have on the park/wilderness area	<table><tr><th>Human action</th><th>Possible impact on nature</th><th>Harmful, beneficial, or neutral?</th></tr><tr><td>Boy takes bird's egg from nest to look at it then returns it to nest</td><td>Mother bird might be afraid to come back to the nest</td><td>Harmful</td></tr></table>
	Partner talk: Use chart to describe beneficial and harmful human actions to partner Students use their graphic organizers to explain the impact of human action on the environment. CCSS: **RI.4, RI.7, SL.1, SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 6, 7**	• Reflect on findings. Return to the essential question, "What effects do humans have on the environment, both beneficial and harmful?" • Make connections between neighborhood walk and visit to Environmental Site: o How are the areas related? o Did the neighborhood resemble the park more before human development? In what ways? o What consequences might human development have had on plants and animals in the area?	
Exploration 5: Consciousn	**Group discussion and field notes** Students visit a nature center in the area or have a visit from a field expert to discuss the environment	• Visit nature center in the area or have a local environmental expert visit the classroom to discuss environmental issues affecting the community.	(See details in Performance Task Details)

ess Raising Campaign **(Periods 11-20)**	in their community. CCSS: **W.2, W.7, W.8, W.9, SL.1, SL.3, SL.4, SL.6 and NYS Science Standards 1, 2, 4, 6, 7**	
	Research and notes Through internet research, interviews, and local research, students learn about projects in their area that are working to protect the environment in some way. CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.1, SL.3, SL.4, SL.6 and NYS Science Standards: 1, 2, 4, 5, 6, 7**	• Learn about positive projects in place that work to protect the environment or reverse negative human impact. May include recycling projects, community gardens, park volunteers, advocacy organizations, park department, conservation society, etc.
	Graphic organizer to facilitate next steps Individually or in small groups, students outline their own action plan using a graphic organizer provided. Students then implement part or all of their plans. Steps they decide to take should be manageable within a relatively short period of time, and serve to expose students to ways of getting involved in environmental protection. CCSS: **RI.4, RI.7, W.2, W.7, W.8, W.9, SL.4 and NYS Science Standards: 1, 2, 4, 5, 6, 7**	• Develop plans to participate in helping the local environment outside of school. Could include volunteering, joining organizations in the area, contacting local politicians, further research about the area (either the floral and fauna that live there or the human factors that affect it), etc.
	Differentiated final project and reflection Inn this culminating project, students showcase their learning	• Develop a consciousness-raising campaign for your school or larger community. Include information discovered in previous class periods about the local environment

| about the environment, about groups working to protect the environment, and about ways that others in the community can get involved.
CCSS: **RI.1-9, W.2, W.4-10, SL.1, and SL.4-6 and NYS Science Standards: 1, 2, 4, 5, 6, 7** | and human impact, as well as volunteer opportunities, organizations in the area, how to contact local politicians, etc.
• Present project to community (As PowerPoint, Prezi, letters to someone/politician, speech, video, poster board, skit, etc.)
• Reflect on process | |

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
After learning about the natural environment in their area through field visits, students develop a consciousness-raising campaign for their school or larger community. Students draw on content knowledge about the living environment from the unit to raise consciousness not only about the local ecosystem but also about the human impact their community has on the ecosystem. Then, drawing on their experiences of contacting local organizations and politicians, students pass on this information and other suggestions about how the community can take steps to protect the environment. This project has three components: 1. Research and contact community organizations and politicians about local environmental issues. 2. Present information about the local ecosystem and consciousness-raising project to community (As PowerPoint, Prezi, letters to community member/politician, speech, poster board, skit, etc.) 3. Reflect on learning, both in terms of expanded content knowledge and process of raising community awareness This performance task addresses the following standards: **CCSS RI.1-9, W.2, W.4-10, SL.1, and SL.4-6 and NYS Science Standards 1, 2, 4, 5, 6, and 7**	**Receptive:** 👆🗣📖 Students research projects and organizations in the area related to environmental protection in home language, through books and web resources. 🗣 Students interview residents or environmental experts in their area in their home languages. **Productive:** ✍ Students take notes about findings in home language. ✍ Students write outline and/or draft in home language. 👥🗣✍ Students develop plans individually or with partner in both English and home language. 👥🗣✍Students create a plan for how to include people in their community who speak their home language, but who may not speak English. 🗣✍ Students develop part or all of their projects in home language, and present the project to an audience that speaks that language. 👥🗣✍ Emerging English speaker pairs up with an advanced English speaker. First student presents information in home language, second student in English, for a fully bilingual presentation.

OPTIONS FOR STUDENTS
• Struggling writers may opt for an oral presentation such as a speech, live broadcast, performed theater script, or video. • Students with emerging English skills may prepare a presentation geared towards a younger audience that still demonstrates a complex understanding of the concepts in English, with a more detailed final piece in their home language. • Students may opt to complete one part of the project in English and another part in their home language. • Students may use a variety of units of measurement depending on prior knowledge and experiences with the metric system. • Students can visit or call local politicians and organizations and speak with someone that shares his/her home language to find local information about efforts to protect the environment. • Students can e-mail local politicians and organizations in English, but may prepare for the e-mail by creating questions first in home language then translating to English. Translation of responses will be easier in writing than by listening. • Students can do background research on the natural environment and human impact in their area by watching and listening to online informational videos, newscasts, and podcasts in home languages. • Students' written products can be of various lengths and complexities.
OPTIONS FOR TEACHERS
• Teachers can invite a bilingual audience that requires students to draw on their bilingual proficiencies. • Teachers can provide home language readings, videos, and web resources about the natural environment and human impact. • Teachers can contact local professionals (naturalists, environmentalists, parks employees, nature education specialists, museum educators, etc.) to visit the class as multilingual guest speakers. • Teachers can invite family members of students as guest speakers, chaperones, or classroom helpers. Families may offer insight into different ecosystems, provide help with translations, or facilitate bilingual discussions among small groups. • Teachers can video record students' performances as a way to measure student' linguistic growth and progress. • Teachers can create a website where written materials, visuals, and video of students' performances can be uploaded and viewed by the school or general public.

ADDITIONAL RESOURCES
RESOURCES AND LINKS
Websites for students: • Audubon NY: ny.audubon.org • Backyard Nature: www.backyardnature.net • Buffalo Museum of Science: www.sciencebuff.org

- Developing an Outdoor Classroom to Provide Education Naturally: www.iowadnr.gov
- Cornell Lab of Ornithology: Yardmap: content.yardmap.org
- Cornell Lab of Ornithology: All About Birds: www.allaboutbirds.org
- EPA for Kids: www.epa.gov
- Education Outside: www.educationoutside.org
- Environmental Education Rochester, NY: rochesterenvironment.com
- Firsthand Learning –Outdoor Inquiries: firsthandlearning.org
- Housatonic Valley Association: New York Stream Teams: www.hvatoday.org
- Insect Identification for the casual observer: www.insectidentification.org
- Lower East Side Ecology Center: www.lesecologycenter.org
- National Geographic: Backyard Birds: animals.nationalgeographic.com
- Native Plant List for States: www.plantnative.org
- New York Natural Heritage Program: www.acris.nynhp.org
- New York Outdoor Association: nysoea.org
- Schoolyard Habitat Guide: www.jefferson.k12.ky.us
- The Green Schools Alliance: www.greenschoolsalliance.org
- USGS: Science in your Backyard: www.usgs.gov
- eNature.com: www.enature.com
- Ecology Bilingual Dictionaries [Available in 12 languages plus picture dictionary]: http://www.dicts.info/terminology/glossary.php?field=ecology

Apps for students:
- LeafSnap App: leafsnap.com
- NatureFind App: https://itunes.apple.com/us/app/naturefind/id335373871?mt=8
- iNaturalist App [English and Spanish]: https://itunes.apple.com/us/app/inaturalist/id421397028?mt=8

To find green spaces near you:
- NYC Department of Parks and Recreation [English and Spanish]: http://www.nycgovparks.org/
- Discover the Forest: www.discovertheforest.org
- Find a National Park: www.nps.gov
- Find a State Park: www.americasstateparks.org
- Finger Lake Native Plant Society: flnps.org
- National Wildlife Refuge System: www.fws.gov
- Oh Ranger! Park Finder App: https://itunes.apple.com/us/app/oh-ranger!-parkfinder/id402715941?mt=8

SUPPLEMENTARY TEXTS

About the Natural Environment

For Students:

- *Did You Hear That?* (C. Arnold)
- *El Niño: Stormy Weather for People and Wildlife* (C. Arnold)
- *Explore the Deciduous Forest* (L. Tagliaferro)
- *Exploring Tide Pools* (M. Halpern)
- *Food Chains and Webs* (Delta Education)
- *Looking at the Environment* (D. Suzuki)
- *One Small Square: Woods* (D. M. Silver & P. Wynne)
- *One Small Square: Pond* (D. M. Silver & P. Wynne)

For Teachers:

- *Hands-On Life Science Activities for Grades K-6* (M. N. Tolman)
- *Hands-On Nature: Information and Activities for Exploring the Environment with Children* (J. Lingelbach & L. Purcell)

About Human Impact on the Natural Environment

For Students:

- *A Refreshing Look at Renewable Energy with Max Axiom Super Scientist* (K. Krohn)
- *Eco-Women: Protectors of the Earth* (W. A. Sirch)
- *Endangered Species* (N. L. Deans)
- *Frog Rescue: Changing the Future for Endangered Wildlife* (G. Hamilton)
- *Getting to the Bottom of Global Warming* (T. Collins)
- *Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists* (J. Atkins)
- *Global Warming: The Threat of Earth's Changing Climate* (L. Pringle)

For Teachers:

- *Acid Rain* (L. Petheram)
- *Alternative Energy: Beyond Fossil Fuels* (D. Meachen Rau)
- *Asphalt to Ecosystems: Design Ideas for Schoolyard Transformation* (S. Gamson Danks)

TRANSLANGUAGING: IN FOCUS
Cognate Charts (also see page 135)

Cognates are words that look and/or sound similar across different languages. For example, the word *night* in English has many cognates in other languages, including Afrikaans (*nag*), Polish (*noc*), German (*Nacht*), French (*nuit*), Spanish (*noche*), and Ukrainian (*nich*), amongst many others. English shares many cognates with other Indo-European languages, but less so with other language families, such as African and Asian language families.
Cognate charts may focus on:

Content-specific academic vocabulary

English	French	Spanish	Russian
conservation	conservation de la nature	conservacionismo	сохранение
erosion	érosion	erosión	эрозия
toxin	toxine	toxina	токсин

General academic vocabulary used across content areas

English	Polish	Turkish	Haitian Creole
energ	energia	enerji	enèji

Root words related to unit of study

Root	Meaning	Origin	English example	Spanish example
aud	hear	Latin	audible	audible
bio	life	Greek	biology	biología

In this unit of study:
- Use cognate charts **to introduce the key vocabulary** to the unit. Teacher may provide some cognates, then encourage students to note down others as the unit progresses.
- Encourage students to **note words in their home language that look or sound like English words from the unit** when they are reading material in their home languages. Add the words to a larger cognate list displayed in the classroom.
- **Create a cognate list for the classroom** in addition to a bilingual vocabulary list for the unit and display it in the classroom. Refer back to the list as necessary to build on content learning.
- When students present bilingually throughout or at the end of the unit, **encourage ALL students to look and listen for cognates in each other's presentations** even if they don't speak the same home language**.**

Multilingual Collaborative Work: Content Areas (see also page 116)

Multilingual collaborative work is a great opportunity for bilingual students to use translanguaging as they make sense of new content and produce written and creative work to demonstrate their learning. Group work in general is a productive learning structure because students are active participants in making sense of new content, building on each others' knowledge and clarifying areas of confusion for each other. In monolingual environments, bilingual students are at a distinct disadvantage as they are unable to draw on *all* of their background knowledge and are unable to share their bilingual thinking process with others. On the other hand, **bilingual students given the opportunity to work together bilingually have the benefit of making sense of new, challenging content with all the scaffolds available to them**. Deciding how to split up the work of a group project can also be a challenge, but it is much more of a challenge for students who are still gaining proficiency in English. **By giving emergent bilingual students the opportunity to contribute to their group in multiple languages, we increase the amount and the complexity of their participation**.

In this unit, there are many opportunities for multilingual collaborative group work:
- When **taking field notes**, students may consult with a partner or small group to bolster academic vocabulary in both languages
- When **making field observations**, students may discuss their observations in their home languages before writing in their journals.
- Students may **discuss classroom activities and new vocabulary in home language** to increase comprehension of new concepts.
- Students who share a home language may work together **to find bilingual resources** in that language for their final project.
- Students may group themselves strategically **for their final projects**, so each student takes on a piece of the project in his/her home language. In one example, 4 students with the same home language and varying English abilities take on different roles in the project and present their findings bilingually. In another example, two of four students share one home language, while two other students share a different home language. Some parts of the project are constructed collaboratively in English, while other parts are completed by partnerships in their respective home languages.

Middle School Units

ELA Fiction: Reading Closely and Writing to Learn: Journeys and Survival

In this eight-week module[12], students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. In Unit 1, students begin to read the novel *A Long Walk to Water* (720L) by Linda Sue Park. Students will read closely to practice citing evidence and drawing inferences from this compelling text as they begin to analyze and contrast the points of view of the two central characters, Salva and Nya. They also will read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan. In Unit 2, students will read the remainder of the novel, focusing on the commonalities between Salva and Nya in relation to the novel's theme: how individuals survive in challenging environments. (The main characters' journeys are fraught with challenges imposed by the environment, including the lack of safe drinking water, threats posed by animals, and the constant scarcity of food. They are also challenged by political and social environments.) As in Unit 1, students will read this literature closely alongside complex informational texts (focusing on background on Sudan and factual accounts of the experiences of refugees from the Second Sudanese Civil War). Unit 2 culminates with a literary analysis essay about the theme of survival. Unit 3 brings students back to a deep exploration of character and point of view: students will combine their research about Sudan with specific quotes from *A Long Walk to Water* as they craft a research-based two voice poem, comparing and contrasting the points of view of the two main characters, Salva and Nya. The two-voice poem gives students an opportunity to use both their analysis of the characters and theme in the novel and their research about the experiences of the people of Southern Sudan during the Second Sudanese Civil War.

This unit addresses the following standards: **CCSS RL.7.1, RL.7.2, RL.7.6, RL.7.9, RL.7.11, RI.7.1, RI.7.2, W.7.2, W.7.3, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, L.7.2, and L.7.6.**

UNIT OVERVIEW
GUIDING QUESTIONS
• How do culture, time, and place influence the development of identity? • How does reading from different texts about the same topic build our understanding? • What are the ways that an author can juxtapose two characters?

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[12] This eight-week module was developed by Expeditionary Learning and can be found at the following website: http://www.engageny.org/sites/default/files/resource/attachments/7m1.pdf. We have made the following changes to the unit: The standards at the end of the introductory paragraph are for the unit not just the performance task; some sections have been deleted (see original document for reference). We have made the following additions to the unit: "Translanguaging How-To" columns throughout unit; "Translanguaging In Focus" boxes at the end of the unit.

BIG IDEAS
• Individual survival in challenging environments requires both physical and emotional resources.
• Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.

PERFORMANCE TASKS
Research-based Two-Voice Poem
This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Silva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.
This performance task addresses the following standards: **CCSS RL.7.1, RL.7.6, RL.7.11, W.7.3, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.**

CENTRAL TEXTS	
TEXTS *NOTE:*	**TRANSLANGUAGING HOW-TO**
A Long Walk to Water (L. Sue Park) *Life and Death in Darfur: Sudan's Refugee Crisis Continues* (Current Events, April 7, 2006, 2) *Sudanese Tribes Confront Modern War* (K. Vick, Washington Post Foreign Service, July 7, 1999) *Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps* – (S. Buckley, Washington Post Foreign Service, August 24, 1997)	📖 Find home language translations of central and informational texts wherever possible. 📖 Search for additional central and informational texts in students' home languages. 📖 Provide firsthand accounts of refugee experiences in students' home languages and cultures where relevant. 👑 Supplement central texts with media in English and home languages, including music, videos, art, etc. 👑 Use the Internet to translate shorter texts.

UNIT CALENDAR			
TIMELINE	**ASSESSMENTS**	**INSTRUCTIONAL FOCUS**	**TRANSLANGUAGING HOW-TO**
Weeks 1-3	**Identifying Perspective and Using Evidence from A Long Walk to Water** Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in *A Long Walk to Water*. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students' writing. Most students will write their responses in the graphic organizer, but this allows a first assessment on W.7.9. However, if necessary, students may dictate their answers to an adult. CCSS: **RL.7.1, RL.7.6**	• Build background knowledge about physical environment and reading maps • Gather evidence about point of view in a literary text • Gather evidence about point of view in a literary text • Connect information with literature: building background knowledge about the Dinka and Nuer tribes of Southern Sudan • Gather evidence about point of view in a literary text	**Receptive:** 📖✍ Students read informational texts and take notes in multiple languages. 📖 Build background using students' home languages and experiences. 📖 Explicitly teach literacy skills (i.e.: the use of text evidence to support analysis of character and point of view) with texts in students' home languages. 🗣👂 Analyze evidence orally with language partner, then write responses together in target language. **Productive:** ✍ Accept assignments in students' home language. ✍ Help students determine which components of the assignments will be completed in the home language and which in English. ✍ Students complete graphic organizers in English and home language, later translating ideas into target language if necessary. ✍ Students copy textual evidence in English, then make inferences in multiple languages in graphic organizer. Text Excerpt / Write it in your own words (home language) / Write it in your own words (English)

	Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, "What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?" This is a writing assessment: the purpose is for students to demonstrate their ability to use textual evidence to support analysis. CCSS: **RI.7.1, W.7.4, W.7.9.**	• Complete a graphic organizer and gathering and making inferences based on textual evidence • Demonstrate knowledge of the position of the text • Use textual evidence to support analysis	✍ Students write responses in multiple languages, then orally share ideas in English with teacher and/or students. ✍ Students create an outline for short responses in multiple languages, then draft short response in target language. ✍ Students draft short responses in English and home languages, then use dictionaries, online translators, and student partners to translate responses completely into target language. ✍ Students can find pieces of text evidence in English but write down deeper analyses of character and point of view in home language. ✍ Teach students to draw from their home languages to prepare for independent writing. 🗪 Assign partners for the unit for language support. 🗪 Read together in English, but group students to discuss point of view and character in home languages. 🗪 Talk and collaborate with peers about new learning in home language. 👆 Students can do research on the topic in home language.
Weeks 4-5	**Text-Dependent Questions about Theme: How Do Individuals Survive in Challenging Environments?** For this assessment, students will read accounts of Sudanese refugees, summarize informational	• Continue A Long Walk to Water, introduce concept of "theme" and focus on one theme: How people survive in challenging environments • Start Reader's Dictionary and anchor charts: o Why is environment challenging? How	**Receptive:** 📖 Students read accounts of Sudanese refugees in multiple languages. 📖 Include multiple languages in anchor charts (with students' assistance). 📖 Students read refugee accounts in multiple languages, and from students' home countries.

texts, and answer short constructed-response questions that require textual evidence. Constructed-response questions will require students to compare informational texts and *A Long Walk to Water*.
CCSS: **RL.7.1, RL.7.9, RI.7.2**
	do people survive?
	  o How does the author develop and contrast the two characters' point of view?
	  o What happens to Salva and Nya?
	• Introduce refugee accounts and summarizing informational text
		📖 Students use interviews with students' families/ communities as refugee accounts.
		
		Productive:
		✍ Students draft written responses to accounts in multiple languages, then translate final draft into target language.
		✍ Students create an outline using multiple languages, then write first draft in target language.

Literary Analysis—Writing about the Theme of Survival This assessment has two parts. Students respond to the following prompt: "How do individuals survive challenging environments in A Long Walk to Water?" After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the texts you have read. Part 1 is students' best on-demand draft. This draft will be assessed before students have the opportunity for peer or teacher feedback so that their individual understanding of the texts and skill in writing can be observed. Part 2 is students' final draft, revised after peer and teacher feedback. CCSS: **RL.7.1, RL.7.2, W.7.2, W.7.5, W.7.8, W.7.9, L.7.1, L.7.2, L.7.6**	• Continue working with refugee texts and finish novel • Introduce End of Unit 2 essay prompt • Start scaffolding for essay by searching • Reader's Notes and Graphic Organizers to collect details for essay • Share a model essay and rubric • Instruction: how to analyze and incorporate quotes • Write essay draft	✍ Teach students specific skills for summarizing using home language texts (summaries can be written in any language). ✍ Provide rubric and model essay in multiple languages (or allow students to discuss model and rubric in multiple languages). ✍ Students create dictionary in multiple languages. ✍ Students outline and draft in English and home languages. ✍ Students define key vocabulary words in multiple languages. ✍ Students create bilingual dictionaries of key terms and concepts. ✍ Students gloss English language text with words/phrases from the home language. 🗣🖎 Introduce the topic by discussing challenging environments students have encountered and how their families/ communities have survived. 💬 Students receive feedback on final draft from teacher and peers in English and home languages, then revise in target language.

	Rereading to Analyze Author's Craft for Developing and Contrasting Points of View	• Explain how the author develops and contrasts the points of view of Salva and Nya	Receptive 📖 Students compare/contrast and summarize the English text in the home language.
Weeks 6-7	Using a list of author's techniques the class has developed, students will reread one chapter in the novel and explain how the author develops and contrasts the points of view of Salva and Nya in *A Long Walk to Water*. CCSS: **RL.7.6**		**Productive:** ✍ Students gather information in their Venn diagrams in English and home languages. 🗣 🗨 Students compare and contrast characters' points of view in multiple languages with partners, then share with class in English. 👆 Students use audio recorders to record ideas orally before writing first draft in target language. 👥 Assign language partners for reading, writing, speaking, and listening support.
	Research Checkpoint for Organizing Evidence through Note-taking On their own, students will reread texts and assessments from Units 1 and 2 and then gather and organize their notes using a Venn diagram. This assessment serves as preparation for the final performance task of their research-based two-voice poem. CCSS: **RL.7.1, RL.7.9, RI.7.1, W.7.9.**	• Gather and organize notes in a Venn diagram	
Week 8	**Research-based Two-Voice Poem** (See details in Performance Task Details)	• Reconnect with content and connect history and literature by using a historic timeline and adding events from the novel. • Read models of two-voice poems, analyze structure. Students identify criteria and a rubric • Select evidence and planning to create a research-based two-voice poem • Draft, critique, and revise two-voice poem • Share poems	(See details in Performance Task Details)

PERFORMANCE TASK DETAILS

TASK	TRANSLANGUAGING HOW-TO
Research-based Two-Voice Poem This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Silva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. CCSS: **RL.7.1, RL.7.6, RL.7.11, W.7.3, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, L.7.2**	**Receptive:** 📖 Provide models of two-voice poems in students' home languages to analyze structure. 📖 Provide copies of the rubric in students' home languages (and/or allow students to discuss rubric in multiple languages). **Productive:** ✎ Students write a shorter product in English, then expand the product using their home languages. ✎ Encourage students to construct poems in multiple languages. ✎ Provide feedback to students in multiple languages. ✎ Students use multiple languages strategically in two-voice poems to add depth, creativity, nuance, and understanding to final project. ✎ Students translate two-voice poems to share with a larger audience. ✎ Students draft, edit, and revise poems with language partners to receive feedback and discuss process in multiple languages. 🖱 Students do additional research and gather evidence for poem from home language sources (Internet, print, etc.). 🗣 Students create a bilingual historical timeline to share with a larger audience (web, family, community, etc.).

OPTIONS FOR STUDENTS

Students will write their poems individually. They will be looking back at all of the Reader's Notes and graphic organizers as well as the text of the novel and articles as they gather details and quotes for their poems.

- Students might have a partner to assist as they work on their poems, but the poem will be an individual's product.
- Student poems could be various lengths, shorter for those for whom language is a barrier.
- Students may have a partner to read the second voice as they present their poems.
- Students could present their poems to their own class as practice for presenting to others in the school community.
- Students could present their poems via recordings if they are too shy to stand in front of an audience.

• Students could also stand at the back of the room, with the class looking toward the front at a poster-sized 1930s-style radio front as if they were listening to the presentation on the radio.
OPTIONS FOR TEACHERS
• Students may present their poems to their own class, to other classes in the school, or to parents or other adults. • Student poems could be accompanied by illustrations. These could be photos, artwork, or if technology is available, students could create visual backdrops to be shown as they read. • Student poems could be displayed in the room, in the school, or in the community to enhance student motivation with the potential authentic audiences.

ADDITIONAL RESOURCES
RESOURCES AND LINKS
• *Joyful Noise: Poems for Two Voices* (P. Fleischman) • http://browseinside.harpercollinschildrens.com/index.aspx?isbn13=9780064460934 • http://www.poemfarm.amylv.com/2011/12/finding-answers-poem-for-two-voices.html • http://www.scienceeducationreview.com/open_access/frazier-poetry.pdf • http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/i_poem_for_two_voices.htm • http://www.myread.org/guide_multiple.htm

TRANSLANGUAGING: IN FOCUS

Translanguaging with Multi-genre Writing (also see page 132)

Multi-genre writing offers students the opportunity to showcase their skills and knowledge in a variety of ways. For emergent bilingual students, and for many students who struggle with literacy, formal writing assignments may not fully illustrate their understanding of a topic. By writing in multiple genres, students can demonstrate their knowledge in different ways, helping you get a better idea of what they know and can do. Encouraging students to use language flexibly with these multiple genres has many benefits:

- Students are able to develop an authentic writing voice that includes all of their language abilities
- Students are able to write for wider audiences, including their peers, families, and communities
- Students have the opportunity to write about their knowledge in the language they feel most comfortable and competent using
- Students are encouraged to explore how language affects point of view and understanding.

Throughout this 7th grade ELA Fiction module, students make graphic organizers, write short responses based on fiction and information texts, craft an essay based on the theme of survival in a fiction novel, and create a two-voice poem based on both fiction and information texts. The following are some ways to incorporate multiple languages into these assignments throughout the unit:

- Graphic organizers in all classroom settings:
  - Students discuss their answers with a partner in multiple languages, then write their responses in the target language
- Short responses, essays, and poems in bilingual classrooms:
  - Students write portions of each assignment using both English and home languages depending on the target language and language proficiency of each student.
  - Some students may draft assignments in both languages, but create the final products in the target language, while others may use a combination of both languages in the final products if their proficiency in the target language is still developing.
- Short responses, essays, and poems in ESL and general education classrooms:
  - Students discuss and outline writing responses using both languages, then write their final products in English.
  - Depending on English proficiency, students create a portion of the final product in English (as much as possible) but develop the assignments more fully in their home languages (If translation services are available, these portions could be graded; if not, these portions would be for the students to practice writing and developing their ideas as they acquire English.)

Multilingual Research (also see page 126)

One of the advantages of knowing multiple languages is that you can use all of them to acquire information. When bilingual students research a topic using their *entire* linguistic repertoire, they experience the real-life value of knowing more than one language. Multilingual research not only gives students access to more information; it affords them opportunities to see the world from multiple perspectives. Through multilingual research,

bilingual students also develop their reading, writing, speaking, and listening skills in multiple languages.

The following are some ways that you could incorporate multilingual research into this 7th grade Fiction module on Journeys and Survival:

- **Weeks 1-3**
  - **Research**: When gathering information about the tribes, students do so in multiple languages. Students could locate multilingual informational texts independently, or teachers could provide sources in multiple languages.
  - **Graphic organizers**: Students record information in their graphic organizers in the language of the informational text, creating a multilingual graphic organizer.
  - **Short response**: In an ESL or general education classroom setting, students use quotes in multiple languages throughout their responses, then explain or summarize the quotes in English as necessary. Students may also work with language partners to translate portions of their work into English depending on English language proficiency. In bilingual classroom settings, students draft in multiple languages, then create a final product in the target language, or use a combination of languages depending on proficiency and the language in which they researched.
- **Weeks 4-7**
  - **Creating primary source documents**: Students may create primary source documents by interviewing classmates, family members, and community members about their own refugee experiences. These interviews may be completed in students' home languages or English depending on circumstances. Students may initially construct interview questions in their home languages, then translate the questions into English depending on the language of the interviewee. Students may also take notes during interviews in both their home languages and English. Depending on what language the interview takes place in, students may transcribe parts of the transcript (or audio recording) into English.

Middle School Units

Non-Fiction: Tradition Meets Modernity

In this unit, students explore the many ways in which countries, communities, and individuals around the world practice deep-rooted traditions and traditional culture at the same time as they participate in modern life, including but not limited to technological advancements, changing social norms, and the effects of globalization. Students build a range of literacy skills as they read memoirs, autobiographical poetry, and informational texts, watch videos, study visual art, and listen to music from a variety of primary and secondary sources. To begin the unit, students will think deeply and reflect orally and in writing on their own understanding of traditions, traditional life, and modern life. As they explore the theme of tradition and modernity from a variety of individual and cultural perspectives, students will practice and develop many literacy skills, such as articulating and supporting ideas with text evidence, note-taking, quoting and analyzing textual evidence, comparing and contrasting points of view and experiences, collecting information from a variety of sources, including multimedia, and determining themes that emerge from multiple sources. The final performance task offers students three potential ways to express their new understandings, whether they prefer creative (series of letters), practical (critical art, music, or poetry review to submit to local blog, magazine, or community newsletter), or analytical (3-part essay) assignments.[13] This unit offers many opportunities for students to use translanguaging to delve deeper into the content, as well as to develop their ways of using both their home and new languages. This unit addresses the following standards: **CCSS RI.6.1, RI.6.2, RI.6.3, RI.6.7, W.6.1, W.6.2, W.6.3, SL.6.1, SL.6.2, RH.6-8.1, RH.6-8.6**

UNIT OVERVIEW
GUIDING QUESTIONS
• What are traditions? What is traditional culture?   • What does it mean to live a "modern life"?   • How do traditions emerge in everyday life?   • What aspects of our daily lives come from past traditions or traditional culture?   • How do different communities negotiate their traditional culture with modern life?   • How does modern life shape traditions and traditional culture in different communities?   • How do people in the present day express their own experiences of tradition and modernity?

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[13] See Sternberg & Zhang (2005) to read more about differentiating using practical, analytical, and creative styles of thinking. In, Sternberg, R. & Zhang, L. (2005). Styles of thinking as a basis of differentiated instruction. *Theory Into Practice, 44*(3), 245-253.

BIG IDEAS
• Traditions and traditional culture are developed by communities over time. • Traditions and traditional culture are dynamic, not static. • Traditional and modern culture are constantly interacting to shape communities and individuals. • Communities negotiate traditions and modernity in different ways. • People express their own experiences of tradition and modernity in different ways.
PERFORMANCE TASKS
Analyzing Tradition & Modernity Across Cultures This performance task requires students to analyze the ways in which three individuals from different cultural backgrounds negotiate traditional culture with modern life. First, students will read, watch, and listen to firsthand accounts of people negotiating modern life with their traditions and customs in China and the American Navajo community. They will then have a "choice activity" where they may explore a country or community of their choosing through their own research or a list of compiled resources, including books, videos, music, and art. Finally, students will choose from the following menu to showcase their knowledge: • In a **series of letters** between the 3 invented characters, explain each person's experiences of traditional culture in his or her modern life. To do so, invent a fictional character from each of the 3 communities you studied (Chinese, Navajo, and the one of your choosing) during this unit and use information you gathered on different communities' experiences of traditions and modernity. • In a **critical review** of visual art, music, or poetry, analyze the ways in which 3 artists (from the same community or from 3 different communities) portray their experiences of traditional culture and modern life. • In a **3-part essay**, compare your own experiences of traditions and traditional culture to the experiences in 2 different communities you researched during the unit. This performance task addresses the following standards: **CCSS RI.6.1, RI.6.2, RI.6.3, RI.6.7, W.6.1, W.6.2, W.6.3, SL.6.2, RH.6-8.1, RH.6-8.6**

CENTRAL TEXTS	
TEXTS *Note: In addition to the texts listed here, teachers should plan to gather and/or help students gather additional texts for their own research.*	**TRANSLANGUAGING HOW-TO**
The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl (P. Haski, translated by L. Appignanesi, from the French. [Also available in French]. *Grownup Navajo* (J. Roessel). Blog retrieved from:	📖 Use home language translations of texts wherever possible. 📖 Use additional texts in students' home languages on parallel themes ☝ Use multilingual primary source documents from various communities (newsletters, websites, blogs, etc.).

Navajo Women: Doorway Between Traditional and Modern Life (B. Reid).
Essay retrieved from: http://www.terrain.org/essays/21/reid.htm

✑☉Use supplementary texts with media in students' home languages, including music, film, art, etc.
✑ Use the Internet or aid of families, colleagues, and students to translate shorter texts.
🗪 Invite family and community members as multilingual guest speakers on topic of texts.

UNIT CALENDAR			
TIMELINE	**ASSESSMENTS**	**INSTRUCTIONAL FOCUS**	**TRANSLANGUAGING HOW-TO**
Weeks 1-3	***Think-Write-Share (at beginning and end of unit)*** At the beginning of the unit, ask students to think and write about the following essential questions one at a time: • What are traditions? • What is traditional culture? • What does it mean to participate in "modern life"? After writing their responses, students first share with a partner, then with the whole class. When the activity is finished, collect student responses. Then, towards the end of the unit, repeat the activity and note (with the students) how their ideas have changed over the course of the unit. CCSS: **SL.6.1**	• Students will collectively define the meaning of traditions, traditional life, and modern life. • Students will reevaluate their responses to essential questions and reflect on their growth throughout the unit.	**Receptive:** 📖☉ For struggling readers, provide quotes that students will comment on in their Double-entry Journals (in English and/or the home language). 📖☉ Provide a translation of the text if available (i.e. *The Diary of Ma Yan* was originally written in French). **Productive:** ✍☉ Students write a draft of their ideas first in their home language, then translate as much as possible for the "Think-Write-Share" activity. ✍ Students can translate the quotes into their home language in their journals. ✍ Encourage students to take notes and make outlines in multiple languages while reading. ✍ Leave comments in students' journals in multiple languages where possible. 🗪 Have students work independently to write their answers to the essential questions, then allow them to share with a partner in multiple languages. 🗪☉ Allow students with beginning English

	Double-entry Journals (ongoing) As students read the memoir *The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl*, they take notes using three columns. In the first column, students copy a meaningful quote from the book. In the second column, students analyze the quote in terms of the narrator's experience of tradition and modernity. In the final column, the teacher leaves notes responding to the students' comments and asking follow-up questions. CCSS: **RI.6.1, RI.6.2**	• Students will analyze important passages from the text through the lens of tradition and modernity. • Students will identify significant quotes from a text. • Students will analyze significant quotes from a text.	proficiency to work with a partner to translate their initial response to essential questions from their home language to English. ✍☺ Encourage student analysis in multiple languages, with English translation where possible. 💬☺ Pair students with common home languages together during reading and journaling time.
Weeks 4-6	**Blog Post Compare and Contrast** After reading the essay *Navajo Women: Doorway Between Traditional and Modern Life* and the blog *Grownup Navajo*, students make an entry on a class blog (teacher-created) comparing and contrasting their own experiences with the authors. In addition, students comment on each other's posts. Create a class blog with: www.sites.google.com CCSS: **W.6.1, W.6**	• Students will analyze the life experiences of multiple authors and compare them to their own experiences. • Students will identify and analyze themes that emerge from multiple sources, including multimedia. • Students will compare and contrast various authors' experiences of tradition and modernity, as well as connect these experiences to their own.	**Receptive:** 📖✍ Students write blog posts in multiple languages, and speakers of those languages read and comment using multiple languages as well. 📖 Based on student interests, recommend relevant supplementary texts in home language. **Productive:** ✍ Encourage students to brainstorm ideas in home languages then use this information to write their blog in the new language. ✍ Write themes in multiple languages at the top of each chart paper. ✍ Encourage students to leave notes in the parking lot in multiple languages. ✍ Students may include a quote in the language of the text, annotated in another language.
	Student-made Parking Lots During the "choice activity" of the unit, students will read about countries and communities of their choosing. As students read, they	• Students will conduct independent research on the community of their choosing through a variety of genres and formats. • Collect notes about traditions and	

		traditional culture in modern life. • Work independently and collaboratively to sort notes based on themes.	☝🎨⚙ Depending on student readiness, themes may be determined by students (as a class), with teacher guidance, or mostly by the teacher (with student input where possible). 🖐⚙ Students can use audio recorders to "take notes" in any language while watching an informational video in their home language or in English. 🖐⚙ Students with emerging proficiency in the new language (SIFE students, students with low home literacy, beginner English speakers, etc.) can audio record their responses first, then write them (or someone else can transcribe responses). 💬⚙ Students with emerging language proficiency in the new language can write a blog post with writing partners. 💬⚙ Create writing partnerships that meet specific language and content goals (i.e.: home language partnerships).
Week 7	**Final Performance Task: Analyzing Tradition & Modernity Across Cultures** (See details in Performance Task Details).	• Synthesize knowledge through a series of letters, a critical review, or a 3-part essay • Explore the ways in which traditions and traditional culture emerge in the modern lives of 3 individuals or communities	(See details in Performance Task Details).

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will collect notes about the ways they see traditions and traditional culture in modern life in the texts. Students will then sort the notes they make (support for this activity will depend on the needs of the students) into different themes. The teacher will post a chart paper around the room for each theme, and students will post relevant notes there as they read and research. The teacher and other students can read and respond to others' notes as well, and additional themes may be added as they emerge. Teachers will assess students according to the quality of notes they post on the parking lots, and the discussions that follow, and guide students accordingly.
CCSS: **W.6.2**

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
Analyzing Tradition & Modernity Across Cultures This performance task requires students to analyze the ways in which three individuals from different cultural backgrounds negotiate traditional culture with modern life. First, students will read, watch, and listen to firsthand accounts of people negotiating modern life with their traditions and customs in China and the American Navajo community. They will then have a "choice activity" where they may explore a country or community of their choosing through their own research or a list of compiled resources, including books, videos, music, and art. Finally, students will choose from the following menu to showcase their knowledge: • In a **series of letters** between the 3 invented characters, explain each person's experiences of traditional culture in his or her modern life. To do so, invent a fictional character from each of the 3 communities you studied (Chinese, Navajo, and the one of your choosing) during this unit and use information you gathered on different communities' experiences of traditions and modernity. • In a **critical review** of visual art, music, or poetry, analyze the ways in which 3 artists (from the same community or from 3 different communities) portray their experiences of traditional culture and modern life. • In a **3-part essay**, compare your own experiences of traditions and traditional culture to the experiences in 2 different communities you researched during the unit. This task addresses **CCSS RI.6.1, RI.6.2, RI.6.3, RI.6.7, W.6.1, W.6.2, W.6.3, SL.6.2, RH.6-8.1, RH.6-8.6**	**Receptive:** 📖 Students conduct research about their home country and other topics in home language. 👆✪ Students gather information through visuals and multimedia. **Productive:** ✍✪ Students can purposefully use home language in final writing piece (i.e.: when writing letters in the point of view of bilingual characters or reviewing bilingual music, poetry, or other art form). ✍✪ Provide rubric in multiple languages (and/or allow students to discuss rubric in multiple languages). ✍✪ Students write letters from home country in home language (potentially translating part or all into English). ✍ Students annotate and revise essay in home language. ✍ Students use words and phrases from home language to explain their own experiences. ✍ Encourage students to draft and take notes in multiple languages. 👆✪ Students conduct research using sources of varying linguistic complexity according to language and literacy proficiency. 👆✪ Students listen to music or read poetry in home language. 👆✪ When showing videos, use subtitles where possible in students' home languages. 👥✪ Create pairs of students based on home language for mutual support. 👥 Encourage students, families, and guest speakers to use multiple languages to communicate with each other.

OPTIONS FOR STUDENTS
- Submit final writing piece to an online magazine, newspaper, or blog for youth.   - Writing can be of various lengths and complexities, depending on language and literacy proficiency.
OPTIONS FOR TEACHERS
- Seek out or create a space where students can publish their work to a larger audience.   - Bring in guest speakers as a primary source from the countries students research and have students take notes and ask questions.   - Provide a range of resources to facilitate understanding for students of all linguistic proficiencies (i.e. visual art, videos, multimedia websites, music lyrics, cartoons, interviews, short stories, memoirs).   - Invite families to a publishing party, and encourage students to explain their work to their families using their home languages.

ADDITIONAL RESOURCES
RESOURCES AND LINKS
- CCBC (Cooperative Children's Book Center) Book lists for all ages: http://www.education.wisc.edu/ccbc/books/detailLists.asp?idBookListCat=4   - CCBC Compilation of books from around the world: http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=280   - Japan Videos: Discover the Spirit of Japan: http://www.visitjapan.jp/en/details/?video=44
SUPPLEMENTARY TEXTS
Non-fiction books: *A Gift from Childhood: Memories of an African Boyhood* (B. Wagué Diakité)- Ages 11 – 15   *Planting the Trees of Kenya: The Story of Wangari Maathai* (C. A. Nivola) - Ages 8 – 12   *Children of War: Voices of Iraqi Refugees* (D. Ellis) - Ages 11 and older   *Out of Iraq: Refugees' Stories in Words, Paintings and Music* (S. Wilkes) - Ages 11 and older   *Afghan Dreams: Young Voices of Afghanistan* (T. O'Brien & M. Sullivan, photographed by T. O'Brien) - Ages 9-14   - Discover the Spirit of Japan Guide Book: http://dl01.japan-videos.jp/pdf/VJ_DSJ_GUIDE%20BOOK_EN.pdf   *Poetry:*   *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States* (L. M. Carlson, Ed.) - Ages 12 and older   *Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States* (L. M. Carlson) - Ages 12 and older

- *This Same Sky: A Collection of Poems from Around the World* (N. Shihab Nye, Ed.) - Ages 11 and older

Primary source documents from various countries/communities:

- Memoirs
- Journals
- Letters
- Poetry
- Visual Art
- Videos
- Music and lyrics
- Websites
- Discussion forums

Websites:

- Kids Web Japan: http://web-japan.org/kidsweb/index.html
- Islamic tradition meets modern world in exhibit: http://www.chron.com/entertainment/arts-theater/article/Islamic-tradition-meets-modern-world-in-exhibit-4601422.php
- Discussion forum, "What is the future of Chinese traditions in the modern world?: http://historum.com/philosophy-political-science-sociology/45979-what-future-chinese-traditions-modern-world.html

TRANSLANGUAGING: IN FOCUS

Conferring About Syntax Transfer (also see page 142)

All languages use syntax to organize words and sentences into meaningful communication. Asking students to draw on the syntax of the languages they already know is a powerful tool to help them learn new languages. Comparing the word order and typical patterns of their home languages with the syntax of a new language (such as English) will not only afford students a greater understanding of the way the new language works; it will also expand their meta-cognitive knowledge about how grammar functions in general to create meaning.

The following are some ways that you could incorporate conversations about syntax transfer into this 6th grade unit on Tradition & Modernity:
- **In whole class lessons/discussions**
  - Take 10-15 minutes in the beginning of a lesson to explicitly discuss syntax by building on writing that students post on the "Parking Lots". Choose the comment based on aspects of language that other students in the class struggle with, but that this student did correctly. Ask the student to explain to the class how she knew how to write the sentence. She may also take the opportunity to compare the syntax of the sentence to her home language.
  - Using a sentence from student writing or from a shared text, ask students to translate the sentence in writing in small groups that share a home language. Then, have each group write the sentence in their home language on the board and explain the differences in syntax.
- **During small group/individual conferences**
  - Jointly construct a written response with students. While doing so, explicitly discuss the syntax of the writing, focusing on aspects that are challenging for students.
  - When correcting students' syntax in speaking or writing, ask students to reflect orally or in writing on how that sentence would be constructed in the home language. Ask them to identify the differences in syntax.
- **In writing feedback**
  - When you notice a pattern of errors in students' syntax (word order, verb tense, omitting articles, etc.), ask students to reflect on that aspect of grammar in their home language.
  - Ask students to keep a log of differences in syntax between the languages they know, to reference during writing assignments.

Multilingual Reading Partners (also see page 120)

Emergent bilingual students often learn "conversational" language before achieving proficiency in academic literacy. "Conversational" language skills mostly refer to speaking and listening for everyday purposes of communication, but could also include basic reading and writing skills such as identifying items by label in a grocery store or writing a short note to a friend. Academic literacy is more complex and challenging, and includes listening to and understanding academic videos or lectures, explaining academic concepts to peers, reading grade-level academic material, and expressing ideas related to academic subjects in writing. Assigning reading partners is a simple yet effective strategy to help students transition from

everyday language use to complex academic literacy.

The following are some ways that you could incorporate multilingual reading partners into this 6th grade unit on Tradition & Modernity:

- **While reading the memoir *The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl***
  - Before beginning the memoir, have reading partners read background material in their home languages.
  - Assign reading partners with a shared home language and encourage students to have discussions in their home languages even though the book is written in English.
  - For partner discussions, encourage students to take notes in both languages.
  - For French-speaking students in the class, use copies of the original book published in French as well as the English version and encourage students to analyze their experiences of reading the book in each language. Does it have a different feel? Is anything lost in translation?
  - Encourage students to note difficult words as they read, then discuss their meanings with their reading partners using English and their home languages.
- **While reading the blog Grownup Navajo and the essay "Navajo Women: Doorway Between Traditional and Modern Life"**
  - As a short in-class assignment or homework assignment, encourage multilingual reading partners to seek out blogs written in their home languages pertaining to the topics of traditions and modernity. Students can then report back in English to the class.
  - To prepare to read the essay, have multilingual reading partners mark words in the text that are unfamiliar, then work together to define them using multiple languages.
  - Encourage students to write blog posts comparing their own experiences to the authors' in multiple languages, either providing the entire post in both languages, or using words and phrases of students' home languages in a mostly English post. Then, multilingual reading partners can read and comment on each other's writing.
- **During "choice activity"**
  - Encourage students who are interested to choose the same country or community to research as a classmate who shares their home language. Then students can collaborate on reading and share notes gathered from a variety of sources.
  - Assign multilingual reading partners even if each student is researching a different topic. During class, reading partners can help each other make sense of difficult concepts. At the end of each class, students can report back to each other on what they read.

Middle School Units

Content Area - Math: A Task of Monumental Proportions

In this unit, students are architects and activists in mathematically designing a monument of their choice. Students will begin by learning about real monuments and their dimensions, then individually or in groups, create 2-D scale drawings to represent real-world structures. With multilingual readings, students mathematically explore diverse monuments including the Statue of Liberty, a bilingual monument for Veterans in San Diego, the African Burial Ground National Monument, and the multilingual Wall for Peace in Paris. With these, and with other examples they have found themselves, students will create and solve real-world word problems using mathematical operations of rations, proportions, multiplication, area, surface area, and volume. After learning about existing monuments, their purposes and construction, students will geometrically plan their own new monument. It is important for students to understand the purpose of a monument and put heart and thought into creating something that is meaningful to each individual student in response to a person, place, event, or cause.

The final performance task in this unit has three distinct parts: 2-D blueprints (scale drawing), 3-D model, and a written proposal with a detailed budget. Mathematically the tasks build on each another. For example, by creating blueprints, students will solve real-world and mathematical problems of area, volume, circumference, perimeter, and surface area of two- and three-dimensional for the planning and execution of the 3-D model construction. Students will also use their blueprints when computing actual lengths and areas to determine amounts of materials necessary for construction in the proposal budget. The culminating experience for students is an opportunity to share their monuments visually, mathematically and in writing during a sharing event, inviting families and other members of the school community. This unit is also a valuable opportunity for a local field trip to a monument. Many communities have monuments in honor of local heroes and history, ranging from a plaque on the side of a building to an international tourist destination. If there is a recently built monument in your community, you may even be able to communicate with the architects or designers and have them speak to your class about their use of math in everyday work and creation.

This unit addresses the following Common Core State Standards in Math focusing on Ratios and Proportional Relationships and Geometry: **7.RPA.2, 7.RPA.3, 7.EE.B.3, 7.EE.B.4, 7.GA.1, 7.6A.2, 7.GB.4, 7.GB.6**. and Common Core State Standards in ELA: **W.7.1, W.7.4, W.7.5, RI.7.8, RI.7.10**

UNIT OVERVIEW

GUIDING QUESTIONS

- Why do people and communities build monuments?
- Who or what will I create a monument for? Why?
- What is the role of 2-D drawings and 3-D models in architecture and construction?
- How does cost factor into the types of structures we design and build?

BIG IDEAS

- Monuments are valuable ways of remembering and honoring people, places, causes for different reasons.
- 2-D scale drawings and 3-D models are integral for designing buildings and budgeting structures.
- Ratios, proportions, and geometry make it possible to create structures in real life.
- Budget plays a role in determining the kind of structure to build and which materials to use.

PERFORMANCE TASKS

My Monument
- **2-D blueprints (scale drawing):** Students will draw a 2-D scale drawing on graph paper to represent their monument structure. Along with the drawing, students include the scale (1 cm: 1 ft) and details of landscaping, inscriptions on monument, or surrounding structures (ex: bench, playground, art).
- **3-D model:** Students can work with a variety of materials to create their 3-D model of their monument, in proportion to both the 2-D blueprints (scale drawing) and the real-life structure (with surrounding landscape). Clay and Play-Doh are pliable and easily manipulated to create detailed structures, while Styrofoam and foamcore are sturdier, but more rigid in shape. Students create their models based on a proportional ratio of two other objects: 2-D blueprints and the actual structure. Students can write down their scale and refer to it while constructing their model (ex: 1 cm : 1 in : 1 ft.). Continuous measurement of the model-in-progress with a ruler or tape measure helps to keep construction on point.

Proposal with budget:
- Students approach this task through the authentic roles of architect (designing the structure with math) and activist (creation with larger social purpose to honor a person, place, event, or cause). The written proposal reflects both these roles. It is a written piece (1-5 paragraphs, depending on context) to persuade support and funding for construction. Students will argue using evidence as advocates for the construction and support of their budget, citing history, personal experience, current social justice issues, and community needs as evidence as to why this monument should be built.
- The budget is based on dimensions of students' monuments, any supplemental landscaping or structures, and materials and service price research. Either online, over the telephone, or in-person, students will inquire about the real prices for construction materials and salaries for

service providers or artisans. They may research the salaries of artisans or specialists with focuses such as metal, brick, stone, or glasswork, landscaping or engraving. Local stores may welcome students on a tour of their various departments for construction materials and may inform them of services they provide such as construction or landscaping work. Students will then create and solve mathematical equations to determine the amount of materials/services and cost of materials/services that are needed to bring their monuments to life.

This performance task addresses the following Common Core State Standards in Math**: 7.RPA.2, 7.RPA.3, 7.EE.B.3, 7.EE.B.4, 7.GA.1, 7.GA.2, 7.GB.4, 7.GB.6** and the following Common Core State Standards in English Language Arts**: W.7.1, W.7.4, W.7.5, RI.7.8, RI.7.10**

CENTRAL TEXTS	
TEXTS	**TRANSLANGUAGING HOW-TO**
Classroom math text*: practice in problem-solving ratios, proportions, scale drawings, geometry area, volume, surface area, perimeter and circumference and real-life mathematical problems. Websites for: • African Burial Ground National Monument • The Immigrants, Battery Park • Wall for Peace, Paris Texts, field trips, and videos based on field trips to local monuments	📖 Provide home language math texts and word problems. Many math textbook publishers have the same book in multiple languages. 📖✋Students read (and find on their own) home language news articles and websites about monuments. 👂 Invite family members as multilingual guest speakers on topic or backgrounds of texts. 📖Students use bilingual content glossaries for reading support (NY State Bilingual Content Area glossaries in multiple languages). 📖💬Read and discuss monuments that include students' home languages in engravings or other ways. 📖Get multilingual brochures, maps, and website text from field trip sites to local monuments.

UNIT CALENDAR			
TIMELINE	**ASSESSMENTS**	**INSTRUCTIONAL FOCUS**	**TRANSLANGUAGING HOW-TO**
Weeks 1-2	**4-box graphic organizer & Frayer Model** Students engage in word study with central math and real-world vocabulary anchoring this unit. This includes vocabulary of: Monument, Memorial (and deep	• Explore new vocabulary words in-depth and how these ideas apply to math and real-world construction and design	**Receptive:** 👂✋♻Watch multilingual news broadcasts or informational videos about various monuments.

	understanding of the difference), Scale Drawing, Ratio, Proportion, various 2-D and 3-D geometric shapes (quadrilateral, prism, etc.) CCSS **7.GB.6, W.7.1**.		📖Use multilingual math glossaries for support in writing, reading, speaking, and listening. 📖👆Explore monument websites in
	World Monument Math As students read websites and news articles, listen to news and informational videos, and go on field trips focused on diverse monuments, they create and solve real-world word problems related to monuments (see links to readings under "Resources and Links"). These real-life applications of math use proportions, multiplication, and geometry, specifically area, surface area, and volume. Students work alone and in groups to create and solve each other's real-world math problems based on: • Amount of material needed to build monument based on structural dimensions. • Price of material needed based on structural dimensions and price research • Percentages or fractions drawn from events or causes behind monuments (ex: movement or death of people) CCSS: **7.EE.B.3, 7.RPA.2, 7.RPA.3, 7.GA.1, 7.GA.2**	• Construct equations to solve real-world problems using multiplication, geometry, rations, and proportions. • Research real-world mathematical information.	home languages and collect information and details to create word problems. 🎞🔊Utilize multilingual audio-tours on field trip. 💬🔊👆Students are multilingual tour guides for each other on a field trip, or use a multilingual audio-tour– as you go through the monument, pair students of varying English ability to translate signs, inscriptions, information posted, etc. and emphasize the importance of multilingual tour guides and technology. 📖 Students read multilingual brochures and maps available at field trip monument. **Productive:** ✍Word Study with 4-Box graphic organizer: home language examples, definitions, and antonyms. ✍Create home language word problems from facts and figures in articles. 💬🔊Work in language groups to create multilingual word problems based on news or online articles about monuments.
Weeks 3-4	**Drafts of blueprints for monument** • 2-D drawing to scale for 3-D model • 2-D drawing to scale for actual structure • Scale of cm: inches: feet (drawing: model: structure)	• Create 2-D scale drawings to represent real-world structures • Compare ratios and proportions of 2-D drawings, 3-D models,	**Receptive:** 📖Read home language maps and pamphlets during field trip to local monument.

• Visuals of surrounding details (landscaping, structures) CCSS: **7.RPA.2, 7.RPA.3, 7.GA.1, 7.GA.2**	and actual structures	✍👊☺Students research prices for building materials and salaries online, on the phone, or in-person in home languages.
Monument proposal and budget outlines • Rationale for why subject of monument deserves or needs a monument • Budget: considering area, surface area and volume of structure(s), cost of materials and labor, how much money is needed to bring your monument to life? • Mathematical equations written out and solved expressing how quantity of materials and costs were determined CCSS: **7.RPA.2, 7.RPA.3**	• Work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume • Research real-world mathematical information. • Write for the purpose of description and persuasion.	**Productive:** ✍Pre-writing and outline of proposal and budget can be written in students' home languages. ✍Monuments can include bilingual or home language inscriptions. 👥☺Students can work with language partners to prepare and practice 2-minute pitches for their monuments and provide home language feedback and advice.
Building 3-D model: constructed from various materials • Clay • Play-Doh • Styrofoam • Foamcore • Paper cut-out • Additional materials: rulers, tape measures, utility knives (explicitly teach students how to use, and be cautiously careful), glue/tape CCSS: **7.RPA.2, 7.RPA.3**	• Build 3-D models using various tools and materials • Use 2-D scale drawing as continuous reference while building 3-D model	

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
My Monument: 2-D Blueprints, 3-D Model, Proposal & Budget **2-D blueprints (scale drawing):** • 2-D scale drawing on graph paper to represent monument	✍ 🗣👥 Students brainstorm ideas (in writing and orally with partners) and plan writing in home languages. ✍📖👥 Students edit and revise writing with language partners to receive feedback and discuss process in multiple languages.

structure.

- Details of monument structure**,** landscaping, inscriptions on monument, or surrounding structures (ex: bench, playground, art).

3-D model (made from various materials):

- 3-D model in proportion to both the 2-D blueprints (scale drawing) and the real-life structure (with surrounding landscape)

Proposal

- Students will advocate for the construction and support of their budget, citing history, personal experience, current social justice issues, and community needs as evidence as to why this monument needs to be built.

Budget:

- Based on dimensions of students' monuments, any supplemental landscaping or structures, and materials and service price research.
- Either online, over the telephone, or in-person, students will inquire about the real prices for construction materials and salaries for service providers or artisans.
- Students create and solve mathematical equations to determine the amount of materials/services and cost of materials/services that are needed to bring their monuments to life.

This performance task addresses the following Common Core State Standards in Math: **7.RPA.2, 7.RPA.3, 7.EE.B.3, 7.EE.B.4, 7.GA.1, 7.GA.2, 7.GB.4, 7.GB.6** and the following Common Core State Standards in English Language Arts: **W.7.1, W.7.4, W.7.5, RI.7.8, RI.7.10**

✍ Students include multilingual dialogue to reflect linguistic diversity of characters and a multilingual ecology in the scenery/backdrop of their story.
📖Provide rubrics for each step of the final performance task in multiple languages.
🗣 🎧 💬 Provide opportunities for students to discuss rubric in multiple languages.

OPTIONS FOR STUDENTS

- Students can work individual, in pairs, or in small groups to complete this task. Work should be divided strategically so that all students meet the learning the learning objectives. Collaboration and consensus are also key when determining the focus of the moment, and this process would be valuable to go step-by-step with students.

- Students may use a variety of units of measurement for their scales (centimeters, meters), depending on prior knowledge and experiences with the metric system.
- Students can visit, or call, a local store, and speak with an employee that shares his/her home language to help students find information about material pricing for their proposal budgets.
- Students can do background research about various their monument topic by watching and listening to online informational videos, newscasts, and podcasts in home languages.
- Students can write their proposals and budget details in home languages, or in multiple languages, for both their own learning needs, and to reach a wider, multilingual audience (family, community and school members) at the final sharing event of monuments.
- Students can create multilingual brochures describing their monuments for visitors. This can be created in an ELA or literacy-based class which can incorporate an instructional focus of persuasive writing in conjunction with this unit in math.
- As an added challenge, students may develop multiple budgets that each stay within a certain budget range.

OPTIONS FOR TEACHERS

- Teachers can provide home language readings about causes, events, places, and people that are meaningful to students. This building of background knowledge can be valuable evidence as students write proposals advocating for their monuments.
- Teachers can contact local professionals (artisans, architects, home improvement store employees) to visit the class as multilingual guest speakers, exploring how math (especially geometry, ratios and proportions) is used in everyday life and jobs.
- Teachers (with help of students, families, and school community) can create and display multilingual signage, and distribute multilingual programs for the final sharing event of monuments.
- Teachers can collaborate with ELA and Social Studies teachers to create various parts of this project in different content areas. Monuments of historical figures or events may be studied in Social Studies, while persuasive writing for proposals and brochures can be a focus in ELA instruction. Guiding questions, big ideas, particular monuments of focus, shared field trips, and the students' own final performance tasks are threads that tie this interdisciplinary learning experience together.

ADDITIONAL RESOURCES
RESOURCES AND LINKS

- Field trips in New York State: http://www.classtrips.com/detail/2055/541/field-trips-in-new-york-state-to-multicultural-heritage.
  - In and around NYC: African Burial Ground National Monument, Irish Hunger Memorial, 9-11 Memorial, America's Response Monument, Prison Ship Martyr's Monument, Fireman's Monument (NJ)
- Donors Choose: www.donorschoose.org. Create and share a proposal to gain funding for materials (construction of model) or a class field trip
- New York State Bilingual Content Area Glossaries: http://www.p12.nysed.gov/biling/bilinged/bilingual_glossaries.htm

Readings about monuments:
- African Burial Ground National Monument: http://www.nps.gov/afbg/index.htm
- The Immigrants, Battery Park: http://www.nycgovparks.org/parks/batterypark/monuments/765
- Irish Hunger Memorial: http://www.batteryparkcity.org/pdf/IHM_Flyer_REV_8.30.10_cropped.pdf
- The Wall for Peace: www.wallforpeace.com
- The New Colossus (by Emma Lazarus, 1883): http://www.libertystatepark.com/emma.htm
- Liberty State Park: http://www.nps.gov/stli/historyculture/the-immigrants-statue.htm
- Bilingual Monuments to Honor Diverse Vets for Logan Heights (L. Steussy, February 26, 2012): http://www.nbcsandiego.com/news/local/Bilingual-Monument-to-Honor-Diverse-Vets-from-Logan-Heights-154541535.html
- "Wall for Peace Monument in Danger of Being Torn Down" (L. Hervieux, August, 15, 2011): http://www.nydailynews.com/life-style/wall-peace-monument-paris-danger-torn-article-1.948206

TRANSLANGUAGING: IN FOCUS
Four-Box Graphic Organizer and Frayer Model (also see page 136)

Graphic organizers are useful ways for all students to learn and explore new vocabulary words. They offer room for creative and personal use of languages, and lend themselves well to translanguaging due to the freedom they give students to come up with their own ideas to represent new words. Integrating emergent bilinguals' home languages into graphic organizers is valuable scaffolding for deeper understanding.

Four-box graphic organizers should be used with words that are *most* central for students to spend ample time understanding and applying. There are many options of what to write in each of the four boxes, depending on lesson topics, focus, and student needs. Emergent bilinguals can gain

multilingual ideas for words by speaking with classmates and researching online in home languages. The boxes in the example below use:
- Vocabulary word
- Visual representation
- Student-friendly definition
- Sentence using the word

| natural resources recursos naturales 自然資源 | |
| Things people can use from nature. Cosas que la gente puede utilizar de la naturaleza. 東西的人可以使用性質 | The Iroquois used natural resources like wood to make longhouses. Los iroqueses utilizaban los recursos naturales como la madera para hacer casas comunales. 易洛魁人使用自然資源，如木材，使長屋。 |

Other options for boxes include:
- Synonym
- Antonym
- Example
- Personal connection

C. Celic & K. Seltzer (2012):
http://www.nysieb.ws.gc.cuny.edu/files/2013/03/Translanguaging-Guide-March-2013.pdf

The **Frayer Model** is most effective when exploring more complex and abstract concepts or terms, but also works well with more concrete ideas. As with the Four-box graphic organizer, the Frayer Model is meant for the vocabulary that is *most* important for students to understand and deeply engage with, such as central themes that anchor a unit, or complex concepts that are central to meeting content standards. With the word written in a middle circle, the Frayer Model includes four boxes, traditionally asking for word definition, examples, non-examples, and characteristics.

| *Definition* forma con cuatro costados Shape with 4 sides | *Non-Examples* Circle Pentagon |
| *Examples* Square/ Cuadrado Rectangle/ Rectángulo Trapezoid Trapezoide Rhombus Rombo | *Characteristics* 4 sides/lados sides may or may not be parallel/ pueden o no ser paralelos sides may or may not be of equal length/pueden o no ser de la misma longitud |

quadrilateral

Bilingual Dictionaries and Online Translation Tools (also see page 121)

Bilingual dictionaries and online translation tools are valuable for emergent bilinguals as they develop vocabulary and gain independence in learning. They provide students with resourceful ways to find meaning on their own, and engage in translanguaging even when others in the class might not share their home language. Bilingual dictionaries or access to online translation (Google Translate, Reverso.com, etc. or translation apps for tablets) should be on hand at all times for students to use, and teachers should remind and encourage students to use them. It can be useful for teachers to explicitly guide students in how to use a bilingual dictionary, and to model finding a word and negotiating whether the entry found is the "right" meaning for the given context. It is important to note that online translation is not always accurate, but this can be used a learning tool for students to "revise" the translations they find and engage in home language literacy practice. Two explicit ways to use bilingual dictionaries in classrooms include:

- **Developing "anchor concepts":** Through active engagement with bilingual dictionaries and online translation tools, students can develop their understanding of "anchor concepts" – the central words or terms needed to understand critical concepts in learning. To use bilingual dictionaries for this purpose, work with emergent bilinguals to be strategic about which words they take the time to look up, rather than every single new word they come across. This will enable students to both deepen their understanding of integral vocabulary, and to manage their time and self-monitor learning during independent tasks.
- **Annotating text**: Emergent bilinguals can annotate (mark up) a text as they are reading independently or collaboratively with the support of bilingual dictionaries and online translation tools.   While they read, students look up words that are most central to their comprehension of a text and write the home language translation directly on the reading.   Students will then be able to refer back to their bilingual annotated text for further reference as they write or discuss the reading, and draw from specific words or textual evidence in their home language and English to support their ideas.

High School Units

ELA Fiction: Identity: Impacts and Reflections

In this unit, students explore their own identities through analysis of literary characters and events. They build multiple strands of literacy as they read the novel *The Kite Runner* by Khaled Hosseini, as well as the graphic novel companion, poetry and short stories on parallel themes, and non-fiction texts to build the socio-cultural context of the novel. Throughout the unit, students will explore the novel's multilingualism, use textual evidence to support character and theme analysis, and write analytical and personal responses to diverse texts. Through formative assessments, and both shared and independent reading, students will build skills to create their final performance task of a graphic novel, including character, plot, and theme development. This unit also focuses on students' social-emotional development as they express their identity in various ways and work together with diverse partners. This unit offers ample opportunities for students to use translanguaging, including reading multilingual texts, writing multilingual dialogue, and working with peers in home languages. The final performance task challenges students to create a graphic novel exploring an identity-shaping experience of a fictional character inspired by their own personal identity.

This unit explicitly addresses the following Common Core Standards: **W.11-12.1, W.11-12.3, W.11-12.5, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.6, RH.11-12.6, SL.11-12.1, SL.11-12.2, SL.11-12.5.**

UNIT OVERVIEW
GUIDING QUESTIONS
- What is identity?   - How is identity shaped and impacted by experiences and people?   - How is identity expressed in literature?   - How can I express my identity in various ways?
BIG IDEAS
- Identity is layered and evolving.   - Identity is shaped by experiences.   - Fictional and narrative writing explore various themes related to identity.   - Author's identities and experiences can be reflected in their writing.   - Identity can be explored using a narrative plot structure in story telling and creating.

PERFORMANCE TASKS
Reflection on Identity: A Graphic Novel This performance task asks students to create a graphic novel starring a fictional character inspired by their own identity and experiences. Students will be given the following directions/instructions/prompts: • Consider the ways Khaled Hosseini, the author of The Kite Runner, created a character inspired by, though not completing mirroring, his own cultural identity and experiences. • Think about your own identity, and choose one or more aspects of it as inspiration for your graphic novel character. • Think about a theme (lesson or message) you want to get across in your story. • Write and create a graphic novel starring your character about an event that shaped his/her identity (use your own experiences for inspiration), using a structured plot sequence, and with an embedded theme. This performance task addresses the following Common Core Standards in ELA-Literacy: **W.11-12.3, W.11-12.4, W.11-12.5, W.11-12.6, RL.11-12.2, L.11-12.3, L.11-12.5**

CENTRAL TEXTS	
TEXTS	**TRANSLANGUAGING HOW-TO**
The Kite Runner (K. Hosseini) *The Kite Runner Graphic Novel* (K. Hosseini). Translations of the novel: *Ada Al Taera Al Waraqeya* [Arabic translation] *Les Cerfs-volants de Kaboul* [French translation] *Cometas en el Cielo* [Spanish translation]	📖 Use home language translations of texts wherever possible. 🎧 Invite family members as multilingual guest speakers on topic or backgrounds of texts. 📖 Use additional texts in students' home languages on parallel themes or topics. 📖🖱 Use multilingual primary source documents to explore historical and cultural context of the novel. 🎧 📖🖱✪ Use supplementary media texts on parallel themes and topics in students' home languages, including news, music, film, art, etc. 🖱💬 Use the Internet or aid of families, colleagues, and students to translate shorter texts. 🎧 💬 ✪ Work with bilingual family/community members to create "books on tape" in students' home languages (record speakers reading an English-language book in the students' home languages) which students can listen to as they read along with the English.

UNIT CALENDAR

TIMELINE	ASSESSMENTS	INSTRUCTIONAL FOCUS	TRANSLANGUAGING HOW-TO
Weeks 1-2	**Critical Media Exploration** Through Critical Media Literacy (see http://www.iresist.org/media.html for CML framework) students will explore and analyze how various news outlets report, describe, and portray Afghanistan, Afghanistan/US relations and other related themes and identities in the novel *The Kite Runner*. Sources can include: *El Diario*, Telemundo, Al Jazeera, BBC, CNN, Fox News, *NY Times, NY Times, Daily News, NY Post*. CCSS: **RI.11-12.6, RH.11-12.7, RH.11-12.9, W.11-12.1, W.11-12.8, SL.11-12.3**	• Compare and contrast diverse perspectives • Evaluate and analyze sources on parallel themes and topics	**Receptive:** 📖 Students read multilingual news publications. 👂📱 ⚙Students listen to and watch multilingual news reports (online videos, podcasts, radio, etc.). **Productive:** ✍⚙ Students maintain individual multilingual dictionary/glossary including new target-language words, a home language translation, and a visual of the word. 🗣💬⚙ Students turn-and-talk in home languages to discuss characters, unknown words, inferences, etc. ✍ Students create multilingual vocabulary graphic organizers within multilingual dictionaries for deeper word study; See Four-Box Graphic
	Multilingual Dictionaries (ongoing) Throughout the reading of *The Kite Runner,* the class will keep one large whole-group multilingual dictionary, as students' maintain their own personal ones. These dictionaries will be based on the multilingualism of the novel (Arabic, Farsi, Pashtun), the multilingualism of students in class, and new English vocabulary. Students can keep a two-column chart in notebooks including word / translation (in any language they feel most comfortable). Additional details for words may include: definition, context sentence, synonym, visual, etc. For more on bilingual dictionaries, see page 121. For support with non-English terms in the novel, see http://faculty.mdc.edu/dmcguirk/AGoodRead/ForeignTerms/ForeignTerms.htm CCSS: **L.11-12.4, L.11-12.5, RL.11-12.4**	• Determine the meaning of unknown words using context clues, reference materials, and inferencing • Analyze author's strategic use and purpose of particular word choices	
	Character Charts (ongoing) Throughout the reading of *The Kite Runner*, students maintain a 3 column chart of: Character / Character Trait / Evidence of Trait. This allows students to continuously explore complex characters, and draw from explicit textual evidence to support their claims. The charts can be used as a springboard for additional formative assessments exploring characters including: descriptive paragraphs and creative re-presentation of the text and characters. They can also be used as students develop their graphic novel characters, drawing on what they read as inspiration for traits and models of how to show (not tell)	• Provide textual evidence for inferences and descriptions • Analyze character development throughout a longer text	

	characterization. After sharing graphic novels, students can complete the character chart based on their, and classmates', original characters. CCSS: **RL.11-12.1, RL.11-12.3, W.11-12.1**		Organizer and Frayer-Model for more detail (page 136). ✎✿ Students take notes in home languages during reading of textual evidence to use as supporting details.
Weeks 3-4	**Children's Story** Focusing on thematic development and plot structure, students will create a children's story with a theme parallel to one explored in the novel *The Kite Runner*. Students will go through the writing process and use storyboards to visually represent the major plot points of their story as they plan. Themes may include, but are not limited to: friendship, honesty, redemption, finding your true self, pride, etc. CCSS: **RL.11-12.2, W.11-12.3, W.11-12.5**	• Write using solid plot structure • Write based on a specific theme (lesson or message) • Develop characterization and setting in narratives	**Receptive:** ✌📖✿ Use online translation tools, bilingual dictionaries, and cognates for support in text creation and analysis. 👂🐟 Multilingual guided practice including a class model of a story page, a think-aloud of writing dialogue or theme as scaffolding. **Productive:** ✎Students brainstorm ideas in home languages and plan for larger writing pieces. ✎✿ Students create bilingual or multilingual stories considering a younger, bilingual population. 🗣 Students share children's stories with multilingual elementary
	Creative and authentic re-presentation of the novel (ongoing) Students choose and create various re-presentations of the novel throughout their reading including: a multilingual postcard, Facebook page for a character, role-play, book review, letter/diary entry from a character's perspective, planning the movie version of the book, newscast of novel events, interview with a character and/or author, soundtrack to the book, etc. Students' read (listen to, watch) each others' re-presentations and respond with questions, connections, critique or a creative response. These assessments can be completed independently, with partners, or in small groups. CCSS: **RL.11-12.1, RL.11-12.2, RL.11-12.4, SL.11-12.1**	• Analyze character actions, motives, and dialogue • Make connections between literary events/characters and current events or personal lives • Creatively express understanding or evaluation of literature	

Weeks 5-6	**Comic Strips** This task is inspired by the reading of *The Kite Runner Graphic Novel,* and is an explicit scaffold to students' own graphic novels as the final performance task. Students will create comic strips based on their own experiences, identity, and fictional characters, and apply knowledge of literary elements (character and setting development) and plot structure and sequence, and theme. These comics can also be used as a tool to teach dialogue writing as students re-write comic strip events and speech bubbles as literary prose and dialogue with standard punctuation. CCSS: **L.11-12.2, W.11-12.3**	• Develop plot using character dialogue • Convey a theme through action and dialogue	**Productive:** ✍ Students include multilingual dialogue in comic strips for linguistically diverse characters. See Performance Task Details for additional translanguaging strategies.
	Final Performance Task - Reflections on Identity: A Graphic Novel (See details in Performance Task Details).	• Create fictional piece inspired by one's own life and experiences • Develop characters, setting, plot and theme to convey a story • Use visuals and dialogue to enhance storytelling	

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
Reflections on Identity: A Graphic Novel This performance task asks students to create a graphic novel starring a fictional character inspired by their own identity and experiences. Students will be given the following directions/instructions/prompts: • Consider the way Khaled Hosseini, the author of *The Kite Runner*, created a character inspired by, though not completing mirroring, his own cultural identity and	✍ 🗣🗨 Students brainstorm ideas (in writing and orally with partners) and plan writing in home languages. ✍📖🗨 Students edit and revise writing with language partners to receive feedback and discuss process in multiple languages. ✍ Students include multilingual dialogue to reflect linguistic diversity of characters and a multilingual ecology in the scenery/backdrop of their story. 📖Provide rubrics in multiple languages. 🗣 👂 🗨⚙ Opportunities for students to discuss rubrics in multiple languages.

experiences. • Think about your own identity, and choose one or more aspects of it as inspiration for your graphic novel character. • Think about a theme (lesson or message) you want to get across in your story. • Write and create a graphic novel starring your character about an event that shaped his/her identity (use your own experiences for inspiration), using a structured plot sequence, and with an embedded theme. This performance task addresses the following Common Core Standards in ELA-Literacy: **W.11-12.3, W.11-12.4, W.11-12.5, W.11-12.6, RL.11-12.2, L.11-12.3, L.11-12.5**	

OPTIONS FOR STUDENTS

• Choose any aspect of identity for your character inspiration. For example:
   o Language background
   o Ethnicity
   o Gender
   o Sexual orientation
   o Religion
   o Nationality
   o Residency
   o Talent/personal interest
   o Physical appearance
   o Age
   o Experience
• Use of various mediums for graphic novel visuals: drawing, printed images, magazine cut-outs, paper collage
• Writing can be of various lengths and complexities, depending on language and literacy proficiency
• Create graphic novels digitally or by hand.

OPTIONS FOR TEACHERS
• Partner with artists, cartoonists, authors, or others in the literary or arts fields to speak with students, and workshop with them in class. • Bring students to a different class or school to share their graphic novels. Consider reading student work to a younger audience, or students who had a similar writing, or real-life, experience.

- Organize an "author's night" at a local bookstore, comic shop, or the public library. Students can showcase their graphic novels and create displays that highlight one or two sample frames or pages, while the store or library can highlight its own graphic novel collection.

ADDITIONAL RESOURCES
RESOURCES AND LINKS
- Critical Media Literacy: http://www.iresist.org/media.html   - Glossary of non-English words and phrases in *The Kite Runner*: http://faculty.mdc.edu/dmcguirk/AGoodRead/ForeignTerms/ForeignTerms.htm   *The Kite Runner Companion Curriculum,* Amnesty International: http://www.amnestyusa.org/sites/default/files/kiterunnerhigh_0.pdf
SUPPLEMENTARY TEXTS
Fiction books   *Shooting Kabul* (N. H. Senzai)   Non fiction books   *Afghan Dreams: Young Voices of Afghanistan* (photo essay) (M. Sullivan & T. O'Brien (T. O'Brien & M. Sullivan, photographed by T. O'Brien)   *West of Kabul, East of New York: An Afghan American Story* (T. Ansary)   *My Forbidden Face: Growing Up Under the Taliban - A Young Woman's Story* (Latifa)   *Zoya's Story: An Afghan Woman's Struggle for Freedom* (Zoya)   Graphic novels   *Persepolis: The Story of A Childhood* (M. Satrapi)   *Maus* (A. Spiegelman)   Poetry   - Nikki-Rosa (N. Giovanni)   *Where A Nickel Costs a Dime* (W. Perdomo)   *Paint Me Like I Am* (B. Aguado & R. Newirth, Eds.)   Films   *The Kite Runner* (2007): http://www.imdb.com/title/tt0419887/   *Osama* (2003): http://www.imdb.com/title/tt0368913/   *Hold Your Breath* (documentary) http://medethicsfilms.stanford.edu

TRANSLANGUAGING: IN FOCUS

Multilingual Word Walls (also see page 133)

Multilingual Word Walls provide opportunities for emergent bilinguals and English proficient students to visually engage with words and scaffold learning of new vocabulary. Multilingual Word Walls can include any combination of the following:
- Displaying the word card in English and your EBLs' home language(s)
- Displaying a definition of the word in English and your EBLs' home language(s)
- Displaying a context sentence in English and your EBLs' home language(s)

For this particular unit, there is an added layer of languages-other-than-English found in the novel *The Kite Runner* that may or may not be shared by emergent bilinguals in your class. Therefore, your Multilingual Word Wall can include the Arabic, Farsi, and Pashtun in the novel as well. As students continue their reading of the novel, they will be able to use the Multilingual Word Wall as a reference and engage in vocabulary activities that include new words in English as well as terms or words found in other languages.

This is an excellent tool for EBLs to help develop independent learning and engagement with vocabulary. The real power of a Multilingual Word Wall comes in students' continuous engagement with the Wall, including:
- Creating context sentences for new words in home languages
- Creating definition cards for new words in home languages
- Creating visuals for new words
- Participating in vocabulary activities in which students chose any word from the Wall as their focus (eg. Frayer-Model for vocabulary, see page 136, charades or role-play of vocabulary words)

Multilingual Collaborative Work: Reading Groups (also see page 117)

In reading groups of different sizes and styles, students collaboratively discuss texts they have all read. Groups can be based on guided reading, or literature circles, or similar grouping strategies. In guided reading, the teacher provides support for a small group of learners, whereas in a literature circle, students are more independent from the teacher in their collaborative reading. This collaboration encourages EBLs to talk with one another and authentically building speaking and listening skills. Multilingual Reading Groups also provide an opportunity for students to discuss what they have read in home languages, while drawing evidence from a text that may be in the target language. By working in groups, emerging readers and writers can combine their resources, building off one another's skills and ideas. With the support of a teacher or other adult, here are some translanguaging activities that students can do in their reading partnerships:
- Preview reading in home language, including new vocabulary words, a chapter or book title, cover art, blurbs or reviews of novels
- Together with home-language peers, compare and contrast an English text with its home language translation. Evaluate word choice and meaning in both versions.

- Read aloud together in the target language, but stop periodically to summarize, ask and answer questions of each other, and discuss opinions in their home language.
- Use evidence from a text in the target language to support ideas discussed and/or written about in home languages.
- When faced with an unknown word in the target language, discuss context clues, cognates, and word usage in home languages.

For this particular unit, there are formative assessments which are ongoing throughout the reading process of the central text *The Kite Runner.* Working on these assessments (Multilingual Dictionaries and Character Charts) are valuable opportunities for students to engage in Multilingual Reading Groups. They can use this time to discuss the text in home language, while making connections back to the text in English, and using their collaborative understanding to complete assessments.

It is also important to consider group roles in Multilingual Reading Groups, which offers additional opportunities for translanguaging. By giving each group member a role, students are engaging in responsible and independent learning while also teaching each other based on the expertise of their role. As students read and discuss, possible roles within the group may include:
- Discussion leader: leads discussion in home language or target language
- Recorder: takes notes in home language or target language
- Artist: adds visual interpretation or representation of discussion to be shared with whole class
- Translator: translates main points of a home language discussion into target language to be shared with whole class
- Task master: keeps group on task and on time, providing directions and support in home language or target language

High School Units

Non-fiction: Read, Write, Change

The art of persuasion comes in many forms, as is explored in this unit on written, spoken, and visual argument. This unit focuses on persuasive writing techniques with an end goal of students' writing for change based on issues of personal importance in their lives and communities. Informational texts are central to this unit beginning with reading of multilingual newspapers, with a particular focus on persuasive genres like editorial and opinion columns, political cartoons, and advice columns. Through the reading of these mentor texts, students will identify, analyze, and evaluate the structures of arguments and uses of various persuasive and rhetorical devices. Persuasive writing is also explored through the reading, watching, and listening of multilingual speeches, ad campaigns, public service announcements, and protest posters. Some of these authentic media outlets for persuasion are mirrored in the formative assessments of the unit. Students will each choose an issue of personal significance that impacts their lives or their communities, and one where they seek to create change. In the final assessment of a Making Change Newsletter, students will have the opportunity to share their voices and visions. Using various persuasive techniques, students will work through the writing process to create newsletter editorials persuading readers of the change they hope to see. These editorials will also be shared with the wider community, including local newspapers, news stations, and school and community newsletters. Teachers and students have the option of creating an online newsletter, which opens the door to creating and sharing video editorials. The focus on current and relevant issues and events is enhanced with guest speakers who use persuasion in their everyday work of making change, and field trips to local sites or organizations or spaces that work to create change in the community.

This unit addresses the following Common Core State Standards: **W.9.10.1, W.9.10.4, W.9.10.5, RI.9.10.1, RI.9.10.4, RI.9.10.6, RI.9.10.8, RI.9-10.10, SL.9-10.5.**

UNIT OVERVIEW
GUIDING QUESTIONS
• What is an issue(s) I care about? Why? • How can I affect change? • How can I argue persuasively? • How can I use multiple languages and persuasive tactics to support my arguments and persuade an audience?
BIG IDEAS
• Written, verbal, and visual language are valuable tools for persuasion and making change. • I can be an agent for change in my community.

• There are specific writing techniques that can make my arguments stronger.	
• The intended audience and authors' diverse purposes uniquely shape writing.	

PERFORMANCE TASKS

Making Change Newsletter

Each student will contribute an editorial to the online class newsletter based on an issue of personal significance. These editorials can take a creative approach, including video, poetry, and visuals incorporated with text for the purpose of persuasion. Students will incorporate into their editorials various rhetorical devices and persuasive techniques explored throughout the unit. Supporting details for evidence, and structure of a persuasive argument are also valuable parts of this task that can be scaffolded through graphic organizers, multilingual materials, and outlines.

This performance task addresses the following Common Core State Standards in English Language Arts: **W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6, RI.9-10.6, RI.9-10.8, SL.9-10.5, L.9-10.1, L.9-10.3, L.9-10.5, L.9-10.6.**

CENTRAL TEXTS	
TEXTS	**TRANSLANGUAGING HOW-TO**
Editorials, Opinions, and Advice Columns from appropriate and relevant multilingual newspapers: • *Al-Hoda* [Arabic] • *Akhon Samoy* [Bengali] • *Du Wei Times* [Chinese] • *The Daily News* [English] • *The Village Voice* [English] • *VOA Novel* [Haitian Creole] • *Nowy Dziennik* [Polish] • *Russian Bazaar* [Russian] • *El Diario La Prensa* [Spanish] Texts based on field trips to local sites, including brochures or websites: • Museum exhibits focused on activism, for example: o Museum of the City of New York: http://www.mcny.org/content/activist-new-york • Local NGOs, for example: www.amnestyusa.org, www.hrw.org • Editorial departments of local newspapers	📖✌ Read articles and editorials in home languages. 🦶✪ Invite community and family members as multilingual guest speakers involved in community activism, or who make change in their careers. ✌🦶✪ Watch online newscasts or podcasts in students' home languages. 💬✌ Translate shorter texts using online resources or the aid of families, colleagues, and students.

UNIT CALENDAR			
TIMELINE	**ASSESSMENTS**	**INSTRUCTIONAL FOCUS**	**TRANSLANGUAGING HOW-TO**
Weeks 1-2	**Critical Media Exploration** Through Critical Media Literacy (see http://www.iresist.org/media.html for CML framework) students will explore and analyze how diverse media outlets report, describe, and portray the same event or topic. This is particular meaningful with coverage of conflict, controversial topics or coverage of a natural disaster. Sources can include: *Al Jazeera, BBC, CNN, Daily News, Fox News, NY Times, NY Post*, and other news sources in a variety of students' home languages. CCSS: **RI.9-10.1, RI.9-10.6, RI.9-10.7, RI.9-10.8, RH. 9-10.6, RH. 9-10.9, W. 9-10.1, W. 9-10.8, SL. 9-10.3, SL.9-10.5, L.9-10.4**	• Critically analyze media reports of events and/or topics • Compare and contrast varying perspectives on a similar event and/or topic • Identify use of various persuasive techniques and rhetorical devices in writing	**Receptive:** 📖✋☺ During the Critical Media Exploration, read or watch online media in students' home languages. 🗩☺ Listen to a multilingual guest speaker from the community discuss his/her work in making change or using persuasion in work. 🗫🗩☺ Students conduct expert interviews in their home languages. **Productive:** ✎ Student write interview questions in home languages. ✎ Students take notes during interviews in their home languages. ✎☺ Students create multilingual posters with visuals and texts to share interview findings. 🗣🗫☺ Students share interview findings in multilingual conversations or presentations.
	Expert Interview Students will chose a problem or issue they want to change in their community or world in preparation for their final performance task of an editorial. Then, they will consider who might be considered an "expert" about this issue that can provide the student with idea or support for their argument. Students will seek out an individual who fits this role, either in person or virtually, and interview him/her about perspectives, experiences, and suggestions for change. Interview questions can be written as a whole class, or in small groups depending on varying student topics. Local experts may be gathered in advance, or students can spend time researching online and sending emails, making phone calls, or visiting experts in the community. Interview findings will then be synthesized	• Create questions to gather specific information • Ask questions, listen for details, and take notes to be used for reference	

	up by students and shared with the class in writing, visual, or spoken presentation. CCSS: **SL.9-10.1, SL.9-10.4, W.9-10.1, W.9-10.8**		
Weeks 3-4	**Class Debate** Students will engage in live debate in class using standard debate rules and structure. Rules for debate can be found at http://homepage.ntu.edu.tw/~karchung/debate1.htm. Reading these rules, and having students check each other for compliance during the debate can be a valuable, and engaging, activity. Topics for the debate can be voted on by the students based on issues of importance to the particular group or community. A debate focus can be framed around the Critical Media Exploration in the previous assessment as students debate a media issue and its coverage. Debate topics can also stem from students' brainstorming about community or world issues they will address in their editorials. Each team with have time in class to prepare their argument, which will include engaging in research, collaborative conversation and writing. Students will also integrate into their arguments persuasive techniques and rhetorical devices explored in class. CCSS: **SL.9-10.1, SL.9-10.4, L.9-10.4**	• Formulate arguments using various sources of support, persuasive techniques, and rhetorical devices. • Work collaboratively to plan and participate in a debate.	**Receptive:** 📖✒ Students do research on home language websites or in home language books for background knowledge and support of their Class Debate issue. 🗩 During the debate, students can translate for each other to ensure meaning and a strong rebuttal. 📖 Read political cartoons in students' home languages from around the world and from international or multilingual newspapers and magazines. **Productive:** ✍ ☺Students can prepare multilingual visual aids in advance to support their debate arguments and use them during the debate to enhance their points and meaning for all students. 🗣🎥 During the debate, some students can express ideas in their home languages, with teammates translating for them. Home languages can also be used as strategic persuasive devices during the debate.
	Political Cartoon After exploring political cartoons as means of persuasion throughout history, students will create their own. Working in pairs, students can use creative media including graphic arts, magazine collage, and a variety of drawing tools. It is important that students understand the point of political cartoons – to make a statement. In sharing cartoons, students can analyze or evaluate the statements they find in each other's	• Learn about and understand the role of political cartoons in the history of rhetoric • Creatively use persuasive techniques and rhetorical devices in visuals and text.	🗣🎥 ☺ Plan for the debate using home languages for brainstorming, strategizing, and giving feedback. ✍ Use home languages in cartoon captions or dialogues. ✍Students can create bilingual cartoons or protest posters in purposeful, audience-

	work. Political cartoons can also be included in the class's final newsletter, compiled as a class collection, or shared in a gallery walk. CCSS: **L.9-10.5, W.9-10.1**		specific ways. ✍ Students use home languages as strategic tools within their writing – when a word cannot be captured in English, for emphasis, in an interview quotation, etc. 🗣💬♻ Discuss work in progress in home language groups.
Weeks 5-6	**Protest Posters** Students will create visual representations of their cause, complete with wooden picket handle. These can be displayed in community spaces, such as libraries, city or town halls, art galleries and art spaces, community centers, or departments of education. They can also be shared in common school spaces, such as hallways and libraries. CCSS: **L.9-10.5, SL.9-10.5 W.9-10.1**	• Read/hear about various forms of protest used by activists in fights for different causes • Creatively use persuasive techniques and rhetorical devices in visuals and text.	**Receptive:** 📖Read articles and other texts about the history of protest in a variety of contexts. These texts can be in both English and students' home languages. **Productive:** ✍Use home languages in slogans or text in protest posters.
	Editorial for inclusion in the Making Change Newsletter (see (See details in Performance Task Details).	• Write using persuasive techniques, rhetorical devices, strategic language and conventions of grammar.	💬✍ Students go on a "gallery walk" to view each other's posters, leaving multilingual feedback on post-it notes.

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
Making Change Newsletter Each student will contribute an editorial to the class (online) newsletter based on an issue of personal significance. These editorials can take a creative approach, including video, poetry, and visuals incorporated with text for the purpose of persuasion. Supporting details for evidence, and structure of a persuasive argument are also valuable parts of this task that can be scaffolded through graphic organizers, multilingual materials, and	✍ 🗣💬 Students brainstorm ideas (in writing and orally with partners) and plan writing in home languages. ✍ Students use home languages as strategic tools within their writing – i.e. for different audiences, for emphasis, when a word cannot quite be captured in English, in an interview quotation, etc. 💬🗣 🖋 ♻ Students interview people in their home languages for "expert opinions" and quotations to use during debate. ✍📖💬 Students edit and revise writing with language partners to receive

outlines. Students should write their editorial based on an issue of personal significance, where they want to see change take place. This can be an issue in their school, community, city, state, region, country or even an international issue. Students can work through the process of finding the issue they care about, and then building even more background knowledge through online research, interviewing, reading, and media exploration. Students will incorporate into their editorials various rhetorical devices and persuasive techniques explored throughout the unit.

These may include, but are not limited to:

- Ethos
- Pathos
- Logos
- Repetition
- Figurative language: metaphor, allusion, etc.
- Using facts and statistics
- Using quotations from experts and witnesses
- Using anecdotes

This task addresses **CCSS W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6, RI.9-10.6, RI.9-10.8, SL.9-10.5, L.9-10.1, L.9-10.3, L.9-10.5, L.9-10.6**

feedback and discuss process in multiple languages.

🔊 👂 🗨📖⚙ Provide rubrics in multiple languages, and opportunities for students to discuss rubric in multiple languages.

OPTIONS FOR STUDENTS

- Create an online newsletter with video editorials.
- Topics of editorials can be based on any issue of students' choice, from school-based to international.
- Write a creative editorial using poetry
- Post editorials on active blogs, websites, social networking sites, or submit to local newspapers or community newsletters for publications.
- Incorporate visuals (original for editorial, visuals from protest poster or political cartoon assessments, or other art) to support and enhance writing

OPTIONS FOR TEACHERS

- Hold a rally for students to share their causes with the school or larger community. The rally can include speeches or poetry presentations, posters, and the distribution of the class' newsletter.
- Contact local newspapers or online platforms (magazines, blogs) of all languages to publish students' editorials in their publications.

- Communicate with local businesses (restaurants, stores, etc.) to help distribute the class newsletter in their establishment.
- Collaborate with other content area teachers to integrate persuasive writing as an interdisciplinary skill. For example, in science classes, students can use persuasive techniques to advocate for environmental issues, healthcare, issues of equity in science, etc. In social studies, students can read and analyze historical speeches and play roles persuasive of historical figures. In math, students can authentic engage in persuasive math through budget and grant writing, or writing mathematically-based reviews of products, cell phone and cable plans.

ADDITIONAL RESOURCES

RESOURCES AND LINKS

Support for online publishing
- http://www.schoolnewspapersonline.com

Rules for debate:
- http://homepage.ntu.edu.tw/~karchung/debate1.htm

Persuasive films from *Media That Matters* http://www.mediathatmattersfest.org on topics including justice, immigration, gender, sexuality, media human rights, health, religious freedom, youth rights.

SUPPLEMENTARY TEXTS

Multilingual newspapers from around the world (listed by country with direct links):
- http://www.onlinenewspapers.com

Online newspapers and newsletters made by student communities:
- *The Signal*, student publication of University of Houston-Clear Lake http://prtl.uhcl.edu/portal/page/pct/USN/TheSignal/Home?articleId=607
- *HiLite Online*, student publication of Carmel High School http://hilite.org

Spanish-English bilingual newspaper/newsletter:
- *The Bilingual – El Bilingüe* http://www.thebilingualnews.com

Speeches by Famous Women:
- http://www.powerfulwords.info/speeches/Famous-Women-Speeches/

Editorials by student winners of *The Ledger*'s editorial contest:
- http://www.theledger.com/section/columnists0304

Contrasting stances of an issue:
- *The Importance of Bilingual Education* (Editor, The Signal, nd.)*:* http://prtl.uhcl.edu/portal/page/pct/USN/TheSignal/Editorial?articleId=607
- *It's Time for Blunt Talk about Bilingual Education* (M. Malkin, *The Seattle Times*): http://community.seattletimes.nwsource.com/archive/?date=19960702&slug=2337301

TRANSLANGUAGING: IN FOCUS

Comparing Multilingual Texts (also see page 127)

Comparing texts in English and a home language is valuable for both students' content and language learning. It provides emergent bilinguals with an entry point to new content and concepts, and allows all students to critically explore different viewpoints and language use. In Critical Media Exploration, students can compare and contrast two texts – one in English and the other in their home language – providing opportunities to use both content and language as jumping off points for learning. Comparisons can be explored orally or in writing, in pairs, groups, or independently, and can serve as a useful scaffold for student writing.

Students can compare multilingual texts in different ways:
- Compare a text in English and the same text translated into students' home languages.
- Compare two different texts about the same topic or theme, one originally written in English and one originally written in a student's home language.

By comparing multilingual texts, students can explore diverse insights into one specific issue, as well as use of language. These texts can be multilingual mentor texts for how language is use for a specific purpose, and how point of view is conveyed. Students can learn with multilingual texts in a variety of ways and contexts including:
- Jigsaw reading
- Online reading (texts and videos)
- Readings from students or family
- Authentic community materials: maps, menus, healthcare pamphlets, brochures (from a field trip or local site)

Translanguaging with Independent Writing (also see page 130)

As students write independently, they can strategically draw on all their language resources. Bilingual independent writing both scaffolds emergent bilinguals' writing development, and provides a valuable space for home language literacy practice. In this unit, students go through the writing process in both English and their home languages for the independent task of the final performance task – an editorial. Translanguaging is used as students brainstorm, complete outlines, drafts, peer editing, and publishing in home languages. Ultimately, bilingual independent writing provides space for students to fully express their ideas and identities in the classroom. Multiple languages can be used in students' writing in a multitude of ways, including:
- **Translanguaging with a written product:** Students use both their home languages and English in various independent-work contexts (Writing Workshop, Reading Workshop, Math, Science, Social Studies, etc.). Bilingual dictionaries can be useful to have throughout the writing process.
- **Writing side-by-side texts:** Students can use English and their home languages side-by-side on the same page (see Thornwood Elementary

School's Dual Language Showcase http://www.thornwoodps.ca/dual/index2.htm for multilingual student samples)

- **Writing home language and English versions of an assignment:** This is a useful scaffold for students to revise their work for both content and language through the writing process.
- **Writing for a particular audience:** Students can write one aspect of an assignment in their home language and another part in English, depending on the audience. For example, a brochure on the issue of immigration might be written in their home language for larger communities to read, while students create a poster on the same topic in English for other students in the school.

For emergent bilinguals, translanguaging can be used in daily independent writing tasks, depending on students' needs and language goals:
- Home language pre-writing: brainstorm lists, graphic organizers, and outlines written in, or with, home languages.
- Labeling: students label a visual or media presentation using a bilingual dictionary for support.
- Sentence frames: sentence starters, or frame, provide valuable a scaffold for emergent writers and can be cut down gradually for varying levels of students in a classroom

High School Units

Content Area - Social Studies: The 21st Century Immigration Experience

This unit invites students to explore the topic of immigration through the lens of both personal stories and government policy-making. Students come to understand the nuances of 21st century immigration in the U.S. through a variety of texts, including excerpts from non-fiction books, news articles, videos, and websites. Students will hone their reading comprehension skills, practice finding evidence to support claims, work on speaking and listening skills through interviews, and synthesize multiple sources to form a cohesive argument. They begin by reading excerpts from several non-fiction texts, including *The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens* by Brooke Hauser, *We Are Americans: Undocumented Students Pursuing the American Dream* by William Perez, and *Immigration: The Ultimate Teen Guide* by Tatyana Kleyn. They also read fictional stories about teen immigrants from the short story collection *First Crossing: Stories about Teen Immigrants,* edited by Donald Gallo. These texts will help students gain necessary understandings of both the history of U.S. immigration and today's immigrant experience, told through the voices of young people just like them. After students read these texts, they will learn about the political and economic sides of immigration. They will read news articles and editorials, watch informative videos, and debate hot-button issues such as the DREAM Act, the educational and worker rights of undocumented immigrants, deportation, and comprehensive immigration reform. They will also learn about the U.S. government's process for passing laws and enacting policies and reforms. The unit culminates in a final performance task that asks students to research a current immigration policy, focusing on both the policy itself and how it might affect people - both immigrants and non-immigrants alike. Students will do independent research as well as utilize in-class resources and texts to support their arguments. Students will then present their research-based findings and opinions in both a creative presentation and policy report.

This unit addresses the following Common Core State Standards: **RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.9, RI.11-12.8, W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.8, SL.11-12.4, SL.11-12.5, L.11-12.4, L.11-12.5, and L.11-12.6.**

UNIT OVERVIEW
GUIDING QUESTIONS
• What characteristics define the 21st century immigrant experience in the U.S.?   • How do issues of immigration affect our country? Our community? Our school?   • What are the motivating factors behind laws, polices, and beliefs surrounding immigration?   • How do laws and policies shape the lived experiences of U.S. immigrants?

BIG IDEAS
• Though today's immigrant experience deals with issues relevant to all immigrants – language, poverty, fear, hope – it is also complicated by 21st century politics, racism, economics, and globalization. • The debates and policy decisions around immigration are complex and deal with deep-seated ideas of what it means to be "American". • Complex social, political, and economic factors shape the laws, policies, and beliefs surrounding immigration in the US. • Issues of immigration affect all of us, not just those who have experienced immigration first-hand.
PERFORMANCE TASKS
Research-based Policy Report & Presentation This performance task asks students to do in-depth research on a policy related to immigration. Drawing from a variety of sources (gained through both independent research and in-class texts) that deal with both the policy itself and the stories of individual immigrants who would be affected by this policy, students will draft a report that demonstrates their understanding of both the policy and its possible impact on people in the U.S. Students will also practice their speaking skills as they present their reports to the school community. Students will use technology such as PowerPoint, Prezi, iMovie, etc. to represent their findings in an engaging and professional way. This performance task addresses the following Common Core State Standards: **RH.11-12.1, RH.11-12.2, RH.11-12.6, RH.11-12.7, RH.11-12.9, RI.11-12.8, W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.8, SL.11-12.1, SL.11-12.3, SL.11-12.4, SL.11-12.5**

CENTRAL TEXTS	
TEXTS	**TRANSLANGUAGING HOW-TO**
Books: • *Immigration: The Ultimate Teen Guide* (T. Kleyn) • *The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens* (B. Hauser) – Use excerpts • *We Are Americans: Undocumented Students Pursuing the American Dream* (W. Perez) – Use excerpts • *First Crossing: Stories About Teen Immigrants* (D. Gallo) – Use excerpts Documentary: • *Living Undocumented: High School, College, and Beyond:* www.livingundocumented.com	📖 Use home language translations of central texts wherever possible. 📖 Use supplemental texts in students' home languages. 📖 Provide firsthand accounts of immigration experiences in students' home languages and cultures. 📖 Make time in class for students to read independently on the topic of immigration in any language (i.e.: newspaper and magazine articles, fiction books, short stories, memoirs, etc.). 📖 Invite family members as multilingual guest speakers on topic of texts. 🗣 Find audio versions of texts (or audio versions of similar texts) in both English and students' home languages. ☝ Supplement central texts with media in English and home languages,

Article:	including music, videos, art, etc.
• The Great Immigration Debate (P. Smith): http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f090610_Immigration	✆ Use the Internet to translate shorter texts into students' home languages.

UNIT CALENDAR

TIMELINE	ASSESSMENTS	INSTRUCTIONAL FOCUS	TRANSLANGUAGING HOW-TO
Week 1-2	**Compare/Contrast: Immigration Experiences** Students will compare and contrast U.S. immigration and immigrants' experiences in the past and present. Students will use text evidence to create a 1-2 page response. This response should answer the question, *how does an example of today's immigration experience in the U.S. compare to an experience in the past*? CCSS: **RH.11-12.9, W.11-12.1, W.11-12.2**	• Build background knowledge on the topic of immigration, both past and present, in the U.S. • Use central and supplementary texts to gather evidence about present immigration experiences and compare/contrast them to those from the past	**Receptive:** 📖 Build background with texts in students' home languages and that draw from students' experiences. ✆✪ Utilize podcasts, video clips, websites, & social media to help students learn about past & present immigration experiences. **Productive:** 🎤✪ Students with low literacy can use voice recorders or tape recorders to record oral versions of their compare/contrast responses. These recordings can be played for the class as a way for these students to share their work.
	Script-writing & Role-Play After reading a central or supplemental informational text, students will re-present that text in a scripted role-play. With a partner or a small group, students will choose "characters" from the text and write out a short scene in which the characters discuss or play out the content of the text. Students will use specific text	• Re-present complex texts in a new genre (dramatic scenes) in order to assess students' understanding and comprehension. • Support arguments and claims using relevant text evidence.	🗣✍ Group students by home language and encourage them to create role-plays using the language(s) they prefer. Ask a representative from the group who is comfortable communicating in English to explain the group's role-play. Other students in the class can also guess at the group's message based on body language, facial expressions, and any shared cognates/similar-sounding words.

	evidence (i.e.: direct quotes, specific events/facts, etc.). Students will perform these role-plays in class. CCSS: **SL.11-12.4, W.11-12.3, RH.11-12.1**		
Week 3-5	**Double-Entry Journals (ongoing assessment)** As students read, they will take notes and track their thinking and understanding using the double-entry journal format. On one side of the page, students note a particular moment or quote from the text and on the other side they explain their response to that moment. They can summarize, agree/disagree, make a connection, or note confusion, etc. This is also an opportunity for students to evaluate text evidence that relates to a particular claim. Teachers can decide on different goals and/or skills to practice with each text/journal entry. CCSS: **RH.11-12.1, RH.11-12.2, RH.11-12.6, RH.11-12.7, RH.11-12.9**	• Learn about the process of policy-making, addressing questions about U.S. legislature, including, how does a bill become a law? Who has the power to make policy? What is the role of the public is policy-making?	**Receptive:** 📖Students can read texts in English, but take notes and track their thinking and understanding in home languages. 📖Provide students with background readings in both the new and home language, even if the oral debate occurs in only one language or the other. 👂 Show multilingual video or audio clips of debates to model persuasive tactics and presentation skills. **Productive:** ✍Encourage students to use double-entry journals to cite text evidence/a moment from the text in the target language and then respond to it in another language. 🗣Teach students to utilize their multiple languages strategically within their speeches (i.e.: depending on the audience, the use of phrases or quotes in a home language can be very effective).
	Oral debates Students will be assigned different sides of various controversial immigration policies (this assessment can come *before or after* students have been	• Use central and supplementary texts to read about and debate controversial immigration policies (i.e.: the DREAM Act, comprehensive immigration reform, border patrol, identification cards, deportation, etc.)	

		• Introduce Performance Task (students pick the policy they wish to research for their report)	
	assigned/have chosen their policies). After researching their assigned side of the debate, students will construct short speeches that both summarize the argument and persuade the audience to agree with their position. Students are assessed on their ability to synthesize information from the readings into their arguments, their persuasive tactics, and their presentation skills. CCSS: **RH.11-12.9, SL.11-12.4, SL.11-12.5**		
Weeks 6-8	**Field work & interviews** Students will choose a family member or friend who has first-hand experience with immigration. As a class, students will come up with several basic questions that they will ask their interviewees. Individually, students will create questions that are more specific to both the interviewee *and* their assigned/chosen policy (see Performance Task). Students will record the interview, transcribe important moments, and summarize their major takeaways from the conversation. Students can use these interviews in their final reports. CCSS: **SL.11-12.1, SL.11-12.3**	• Build communicative skills through multilingual interviews. • Use interview data to support students' research on immigration issues. • Carry out independent, teacher-facilitated research (including the teaching of research skills)	**Receptive:** 🗣🦻✍⚙Students can conduct interviews in one language (new/home), transcribe important moments, and then translate those moments into the other language (home/new). 🖱Students can audio or video record interviews and embed clips into their final presentations. **Productive:** 🗣🦻 Students can conduct interviews in either/both the home and new language, depending on the interviewee. ✍Students can create an English and a home language version of all interview questions.

	Final Performance Task: Research-based policy report & presentation (See details in Performance Task Details).	• Scaffold students to successful completion of final performance task • Prepare presentations, including the use of technology (i.e.: teach presentation skills; mini-lessons on PowerPoint, Prezi, and other technology; rehearse presentations, etc.) • Publish research reports & present findings to class, school community, families, friends, etc.	

PERFORMANCE TASK DETAILS	
TASK	**TRANSLANGUAGING HOW-TO**
Research-based Policy Report & Presentation This performance task asks students to do in-depth research on a policy related to immigration. Drawing from a variety of sources (gained through both independent research and in-class texts) that deal with both the policy itself and the stories of individual immigrants who would be affected by this policy, students will draft a report that demonstrates their understanding of both the policy and its possible impact on people in the U.S. Students will also practice their speaking skills as they present their reports to the school community. Students will use technology such as PowerPoint, Prezi, iMovie, etc. to represent their findings in an engaging and professional way. This performance task addresses the following Common Core State Standards: **RH.11-12.1, RH.11-12.2, RH.11-12.6, RH.11-12.7, RH.11-12.9, RI.11-12.8, W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.8, SL.11-12.1, SL.11-12.3, SL.11-12.4, SL.11-12.5**	📖Provide students with multilingual texts/resources on their research topics. 📖Students can read texts that relate to their research topics in multiple languages. ✍*Before writing:* • Use graphic organizers and vocabulary inquiry to help students acquire new, content-specific vocabulary. • Analyze evidence orally with a partner in the home language, then write responses together in target language. • Provide model reports in students' home languages to analyze genre/structure. • Jointly construct a report in the new language, but encourage students to brainstorm, discuss, edit, and revise in their home languages. ✍*During writing:* • Draft in a home language and then translate that draft into the new language. • Incorporate both the home and new language into one written product. • Explicitly teach cognates, word origins, word parts, and false cognates when teaching new vocabulary.

	?*After writing:*
	• Edit and revise reports with home language partners or small groups to receive feedback and discuss writing process in multiple languages.
	🔊 🗣 Organize multilingual student presentations, (i.e.: presentations can be given in both the home language and English, depending on the audience).
	✍As they do their independent research, help students to utilize the internet as a multilingual resource.
	✍Students with low literacy do their research by listening to audio reports or podcasts and watching video clips on their chosen. These students can then write a short report (if possible) and present their findings alongside their peers.
	🗨Strategically pair/group students for different purposes (i.e.: pair/group students who share a home language or create heterogeneous groups, depending on the goal).
	🗨Create student writing and/or reading partnerships.

OPTIONS FOR STUDENTS

Though this performance task calls for students to work independently, there are several options and ways to differentiate this assignment:
- Students who choose the same policy can research that policy together (pairs, small groups) and then write their reports independently.
- Students can write their reports independently, but work in pairs to prepare a shared presentation.
- Students can present to their classmates, their families and friends, and/or the larger school community (i.e.: other classes, in an assembly, for teachers, etc.)
- Students can present to local advocacy groups and politicians.

OPTIONS FOR TEACHERS

- Teachers can choose how many different sources students need to cite in their reports/presentations.
- Teachers can choose how many sources come from independent research and how many come from in-class readings.
- Teachers can invite students' families to see the class presentations, involving especially those family members who may have experienced immigration themselves.
- Teachers can create a class website where students' reports and digital presentations can be uploaded and viewed by the school or general public.

ADDITIONAL RESOURCES

RESOURCES AND LINKS

- Curriculum Companion for *Immigration: The Ultimate Teen Guide* (T. Kleyn): www.immigrationcurriculum.wordpress.com. This curriculum companion provides the following useful resources:
  - Website: The Statue of Liberty - Ellis Island Foundation: www.ellisisland.org
  - Image collection: The Golden Door: Immigration Images from the Keystone-Mast Collection
  - Online exhibit: Strangers in the Land of Strangers: http://www2.hsp.org/exhibits/strangers/
  - Recordings of Latino immigration stories: StoryCorps Historias [in Spanish and English]: http://www.storycorps.org/historias-en
  - Website: My Immigration Story.com: http://www.myimmigrationstory.com
  - Website: Independent Lens: The New American: http://www.pbs.org/independentlens/newamericans
- Films and/or short films
  - Papers (2009)
  - A Better Life (2011)
  - Exiled in America (2010)
  - Growing Up Refugee (2012)
- Videos:
  - US immigration system (NY Times, 2013): http://www.nytimes.com/video/2013/01/10/us/politics/100000001997334/a-closer-look-at-immigration-reform.html
- Arizona's immigration debate (PBS, 2010): http://www.pbs.org/newshour/spc/thenews/thegov/story.php?id=16274&package_id=634
- Documentary lesson plan & resource guide for *Living Undocumented* (T. Kleyn, 2013): www.livingundocumented.com
- Resource guide: *No Human is Illegal: ¡Ningún Ser Humano es Ilegal!* (NYCoRE, 2006): http://www.nycore.org/newsite/wp-content/uploads/No-Human-Is-Illegal1.pdf

SUPPLEMENTARY TEXTS

- Article: *Kidding Ourselves about Immigration* (M. Kinsley, Time Magazine, December 2007): http://content.time.com/time/magazine/article/0,9171,1692059,00.html
- Book: *The Line Between Us: Teaching About the Border and Mexican Immigration* (B. Bigelow)
- Article: *Transformation of a Town Underscores Immigrants' Impact* (N. D. Schwartz, NY Times, May 2013): http://www.nytimes.com/2013/05/06/business/port-chester-ny-is-transformed-by-immigration.html
- Editorial: *The Possible Dream?* (NY Times, December, 2010): http://opinionator.blogs.nytimes.com/2010/12/10/the-possible-dream/
- Youth Publication: *Words Have No Borders: Student Voices on Immigration, Language and Culture* (College Board & The National Commission on

Writing, 2009): www.nwp.org/cs/public/download/nwp_file/12496/Words_Have_No_Borders.pdf?x-r=pcfile_d

TRANSLANGUAGING: IN FOCUS

Internet as a Multilingual Resource also see page 123)

We use the Internet in a number of ways to support our emergent bilinguals. We have them research different topics in English, read digital text, and listen to YouTube videos and podcasts in English. However, how often do we look at the Internet as a multilingual resource? In order to use the Internet effectively with EBLs, we need to approach it with multilingual goals in mind. You can use the Internet to:

- **Learn content and conduct research using the home language**
  Have your EBLs access websites in the home language *as well as* in English to learn important content and conduct research. This gives EBLs an authentic reason to draw on all of their languages to make meaning and best understand content. It also provides rigorous cognitive engagement for EBLs by having them utilize their multiple languages to synthesize the information they've gathered. You can have EBLs:
  - Gather information by researching a topic using websites in both their home language and English.
  - Compare information found in multiple languages, to increase comprehension and build new vocabulary.
  - Use online resource guides (i.e.: many English-language textbooks have multilingual resource guides; certain websites have companion sites in multiple languages)
  - Use student-friendly websites written in the home language to have students learn about a content-area topic.
  - Watch media such as video clips or videocasts in both English and the home language to support and scaffold difficult content.
  - Use websites with audio or podcasts in the home language and English.
- **Support language instruction**
  Have EBLs use websites to further their understanding of both English and their home languages. You can have EBLs use:
  - Websites that translate from English to the home language or from the home language to English. The translation can be individual words, sentences, or longer texts. Some, like Google Translate, also provide an audio version of the translated text so EBLs can hear what it sounds like.
  - Websites that provide visual support, like Google Images, to clarify the meaning of vocabulary EBLs are learning in English and the home language.

In this unit, which asks students to do independent research around a specific immigration policy, the internet is an invaluable tool. Students can visit websites and blogs, read newspaper and magazine articles, watch video clips, and listen to audio files and podcasts in both English and their home languages. Using the internet as a multilingual resource in this project does more than help EBLs hone media literacy in both their home and new languages. It also helps students to create an even richer and more nuanced report and presentation as they investigate an issue from multiple points of view. For example, an article on the DREAM Act in a Mexican newspaper might read differently than an article on the same topic in a U.S.

newspaper. As they research, teachers can engage students in comparisons and discussions about the different multilingual sources they access.

Vocabulary Inquiry Across Languages (also see page 139)

Most of us utilize vocabulary strategies in our classrooms, but how often do we look at vocabulary as an opportunity for linguistic awareness? How often do we discuss what vocabulary words "mean" without talking about where they come from, how they connect across languages, and how the same words/phrases in different languages can express different ideas? Inquiring into these kinds of questions helps *all* students to think more deeply about the languages they use every day. Comparing vocabulary from several languages deepens this skill for students – even if they don't speak a language other than English. If two vocabulary words are put side-by-side (English and another language), *any* student can analyze what they see. Your bilingual students can then bring another level of analysis to the discussion – how the word is used in the home language compared to its meaning and use in English. Vocabulary inquiry means encouraging students to dig deeply into their various languages in order to find linguistic similarities and differences among:
- **Word origins** (roots, prefixes and suffixes)
- **Word sounds** (phonetics)
- **Word usage and expressions**

For students who are bilingual, it is important to foster their ability to move fluidly among multiple languages. Teaching these students about their languages, and how they compare to English, will help them grow as bilingual people. For students who only speak English, examining and inquiring into English strengthens their understanding of its rules and vocabulary. For all students, seeing commonalities and connections across languages is a powerful way to engage them in, and strengthen their understanding of, academic vocabulary.

The following are some ways to conduct vocabulary inquiry across languages:
- Have students create bilingual vocabulary booklets with key vocabulary throughout the unit.
- Use multilingual vocabulary analysis as a topic in students' double-entry journals (Having bilingual students compare and contrast a key vocabulary word in multiple languages in terms of its connotation, use, etc., or having a monolingual student reflect on the insight provided by translations of the key word.)

As students read the variety of texts presented in this unit, they can also delve deeply into vocabulary inquiry. For example:
- Students could keep vocabulary journals in which they record new words they encounter and compare them to words in their home languages (i.e.: cognates, words that share a root, etc.).
- Teachers can then help students to make connections and do any additional research that would explain either the similarity or the difference between the word in English and the word in their home language. Teachers can also make this kind of inquiry a whole-class endeavor!
- Teachers can utilize graphic organizers, focus on a particular method of inquiry, or teach cross-language vocabulary explicitly.

No matter how teachers and students enter into this kind of inquiry, the results are beneficial. Students gain linguistic awareness, acquire new vocabulary, and strengthen all of their languages.

Part II: TRANSLANGUAGING STRATEGIES

Collaborative Work

Multilingual Collaborative Work: Content Area

Multilingual collaborative work is a great opportunity for bilingual students to use translanguaging as they make sense of new content and produce written and creative work to demonstrate their learning. Group work allows all students, no matter their proficiency in a new language, to be active participants in making sense of content and building on each other's knowledge.

In monolingual environments, bilingual students are at a distinct disadvantage as they are unable to draw on *all* of their background knowledge and are unable to share their bilingual thinking process with others. On the other hand, bilingual students, given the opportunity to work together bilingually, have the benefit of making sense of new, challenging content with all the resources available to them. By giving emergent bilingual students the opportunity to contribute to their group in multiple languages, we increase the amount and the complexity of their participation.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-Literacy.SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	**Elementary school** In a 5th grade Science class, students are grouped strategically for their final projects. In one group, 4 students with the same home language and varying English abilities take on different roles and present their findings bilingually. In another group, two students speak Bengali while another two speak French. Some parts of the project are done collaboratively in English, while other parts are completed by partnerships in their respective home languages (see pages 42-56 for more on this unit).	Because groups are sensitive to students' linguistic abilities, all students are able to meet the CCSS standard of following the discussion rules and taking on a role. Without such support, some students may not be able to participate in these ways.
CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**Middle school** In a 7th grade Social Studies unit on The Civil War, students visit the New York Historical Society to learn about the contributions of African Americans. Students are paired by home language and take notes at the exhibit using a teacher-made graphic organizer. They then use their notes in a class discussion the following day. Students' notes are written and	Consulting with a partner as they take notes bolsters academic vocabulary in both languages and increases overall comprehension of the material. Collaborating with a partner allows all students to prepare for the class discussion regardless of language ability.

	later shared in English, but students discuss and negotiate what they write in their home language.	
CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**High school** In an 11th grade ESL class, students who share a home language work together to find bilingual resources in that language for their final project. Students are then able to support each other as they synthesize their various sources in multiple languages in writing and present their findings to the class.	Working together to find bilingual resources helps keep students on track as they navigate large amounts of information that may not be comprehensible to the teacher (unless she speaks that language). Using bilingual resources increases the complexity of material available to all students, which enriches student writing and class discussions.

Multilingual Collaborative Work: Reading Groups

In guided reading, independent reading, or literature circles, students can work in groups based on home languages. Emergent bilinguals are encouraged to discuss what they read in their home languages, share multilingual texts with group members, and draw on texts in English for support of their ideas in home languages. Students taking on various group roles can use translanguaging in different ways. Some roles for students in multilingual reading groups can be:

- Discussion leader: prompts group with discussion questions in home language or new language
- Recorder: takes notes during the discussion in home language or new language
- Artist: adds visual interpretation of discussion to be shared with whole class
- Translator: translates main points of a home language discussion into new language to be shared with whole class
- Taskmaster: keeps group on task, on time, and on topic, providing directions and support in home language or new language.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	**Elementary School** In 3rd grade literature circles, students take on different roles and read books in home language groups: *Hair/Pelitos* (Cisneros), *Grandfather Counts* (Cheng), *The Hundred Dresses* (Estes), *Baseball Saved Us* (Mochizuki), *Celebrating Families* (Hausherr), *An Ya and Her Diary* (Christian). In each group, students take turns reading aloud in English, but stop periodically to summarize, ask and answer questions of each other, and discuss opinions in their home language.	By working in home language literature circles, students can develop decoding and phonics skills in English with collaborative translanguaging supports. In taking turns reading aloud, students practice fluency and accuracy and can receive feedback and guidance in their home languages.

CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Middle School** Before starting a new class novel, *A Long Water to Water In* by Linda Sue Park, students in an 7th grade ELA class work in home language reading groups to preview the book. They find and discuss home language translations of anchor concepts and discuss in home languages their inferences about the book based on the title, cover art, chapter or book title, blurbs or multilingual reviews (see pages 57-66 for more on this unit).	Multilingual reading groups provide spaces for students to develop collaboration and discussion skills such as accountable talk, consensus, debate, questioning, and teamwork. This, in turn, leads them to more complex understandings of grade level texts in English.
CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**High School** Students in 10th grade American Literature class are reading *The Dewbreaker* by Edwidge Danticat. The complex relationships in the books are interesting, but can be challenging to follow. In home language reading groups, students read and discuss the details of the story while maintaining an ongoing reference multilingual guide to characters and their relationships with each other. Images with home language text such as webs of connection between characters, or family trees, are useful for students to visualize relationships with characters and event details, and students use them as reference for continued reading and writing.	Multilingual reading groups allow emergent bilinguals to draw a quote or passage from the English text then analyze characters or events in their home language using textual evidence as support.

Multilingual Writing Partners

EBLs need support to move from spoken language to reading and writing in that language. You can pair students strategically so that they help one another grow as writers in English and their home language. As they have multilingual conversations about their writing, EBLs practice using academic language, hone their listening skills, and talk about text and language in authentic ways.

Writing partners can:
- **Brainstorm** in any language & **write** in the target language
- **Jointly construct** a piece of writing in the target language, with **discussion and negotiation** in any language
- **Read a partner's writing** in the target language & **discuss revisions and edits** in any language

- Work together to **translate one another's writing** (from target to home language & vice versa).

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**Elementary School** In a unit on communities, 2nd graders are partnered to compare/contrast, brainstorm, and jointly create a piece of writing as well as prepare an oral presentation. The teacher pairs up two students who are both between an emerging and transitioning proficiency level in English. They work together to write a text in English, combining their linguistic knowledge to express their ideas (see pages 33-41 for more on this unit).	Pairing students who speak a common home language helps them pool their linguistic resources to create a more complex piece of writing. As students work together in both languages, they learn from one another and can work towards creating grade-level work in a new language.
CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Middle School** 8th grade ELA students read the book *Seedfolks* by Paul Fleischman. In order to compare different perspectives on the migrant experience, students work in pairs to develop imagined narratives via Two-Voice Poems. Because there are both Spanish- and English-speaking characters, the teacher pairs a Spanish-speaking student with a student who speaks English. The pair writes back and forth in two languages, adding lines in the perspective of different characters.	By pairing students with different home languages, they can create narratives that are rich and complex. By enabling each student to draw from his or her strengths, the pair both learns from and supports one another through the writing process. This is especially useful when reading a text that contains both English and students' home languages.
CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**High School** Pairs of students in an 11th grade Chemistry class edit a formal report written on the results of an in-class lab. Though the reports are written in English, the two students discuss their ideas for revision in their shared languages, Arabic and French. The students discuss both linguistic and content-related revisions, helping one another to improve the overall quality of the report.	Just because a text is produced in English does not mean that the writing process can't be carried out in multiple languages. In fact, giving students the opportunity to use all of their languages to revise, edit, rewrite, and make linguistic and content-related choices will serve to strengthen any piece of writing. By pairing students with a shared home language, students have the added benefit of strengthening their home language literacy skills while improving their writing in English.
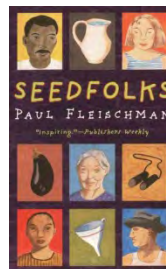
Multilingual Reading Partners

Emergent bilingual students often learn conversational language before achieving proficiency in academic literacy. Below is a chart that highlights some of the differences between each type of language acquisition.

Conversational Language Skills	Academic Literacy
• Mostly refers to speaking and listening for everyday purposes of communication • Could also include basic reading and writing skills such as identifying items by label in a grocery store or writing a short note to a friend. • Typically acquired before academic literacy	• More complex and challenging • Requires abilities such as understanding, synthesizing, evaluating, analyzing, and critiquing academic content • Includes ability to read and understand, as well as speak and write academic language • Typically takes longer to acquire • Students with academic literacy in their home language typically acquire academic literacy in an additional language more easily.

Assigning reading partners is a simple yet effective strategy to help students transition from everyday language use to complex academic literacy. Reading partners support literacy development in many ways:
- Students develop trusting relationships, allowing them to make mistakes and grapple with difficult material
- Using a shared home language allows students to work through unknown vocabulary and complex text
- Each student's individual strengths contribute to a more nuanced understanding of the text

Reading the same text in both English and the home language with a partner allows for cross-linguistic transfer and increases participation for beginner English learners. Even if students are reading different books, multilingual reading partners are a useful academic support. During class, reading partners can help each other make sense of difficult concepts. At the end of each class, students can report back to each other on what they read using both languages.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Elementary School** To prepare for a Science unit on the rock cycle, students in a 3rd grade ELA class read background material with reading partners in their home languages. Together, the students carried out many tasks, including answering one another's questions about academic vocabulary and new content and comparing notes to check for understanding.	Asking and answering questions with a multilingual reading partner increases comprehension of complex material and gives students more opportunities to meet the standard.
CCSS.ELA-Literacy.RI.6.5 Analyze how a particular	**Middle school** During a memoir unit in a 6th grade	Bilingual partners may look at sentences, paragraphs, chapters,

sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	ELA class, French-speaking students in the class read the original French book alongside the English version. Bilingual reading partners grapple with metalinguistic questions such as, does the book have a different feel in English and French? Is anything lost in translation? Do certain words, scenes, or characters work better in one language than the other? Did you find any cognates? How did reading both versions enhance your experience? (see pages 57-66 for more on this unit)	or sections in side-by-side translations to analyze how they fit into the structure of the text overall, as well as how they work differently in different languages.
CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	**High School** In a 12th grade American History class, reading partners read primary and secondary source documents about present day Navajo life. Then reading partners seek out a blog written by someone with their shared cultural background and/or home language. While reading the blogs, reading partners help each other identify themes across blogs and summarize their findings.	Students are able to practice the skill of summary and finding key details in their home language, and through bilingual discussion navigate the meaning of the text.

Translanguaging Resources

Bilingual Dictionaries and Online Translation Tools

Bilingual dictionaries, glossaries, and online translation tools can be used daily with emergent bilinguals to develop language and independence in learning. Engaging with both hands-on texts and electronic media, translation tools and dictionaries are exceptionally important, both as translanguaging opportunities when others in the class might not share a student's home language, and as a strategy for students to use in independent learning. These resources should be on hand at all times for students to use, and teachers should remind and encourage students to use them throughout a variety of tasks. Here are some ideas for utilizing these resources successfully:

- Make sure sites such as Google Translate, Reverso.com, and ImTranslator.net are not blocked by Internet security
- Have translation apps on tablets, such as iTranslate, SayHi Translate, Word Lens, Tap-Translate, Translate Professional, etc.
- Explicitly teach students ways to use bilingual dictionaries and online translation tools, modeling finding a word and negotiating whether the entry found is the "right" meaning for the context needed. (Wordreference.com is an excellent resource for translating individual words, and offers detailed explanations of the different contexts in which words might appear.)

- Engage students in *creating* multilingual dictionaries, glossaries, or online resources – emergent bilinguals can keep "personal dictionaries" in notebooks or mobile devices of home language translations for words of personal significance. These can be shared and used by other students, and are especially useful for a teacher to save a copy for the next year's class and newcomers.
- Content-Area Bilingual Glossaries are available free online in a variety of languages: http://www.p12.nysed.gov/biling/bilinged/bilingual_glossaries.htm

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	**Elementary School** In a 1st grade class, students work with bilingual picture dictionaries as they write their own stories. When a student doesn't know the English word for flower, students work collaboratively and discuss in home languages as they look up the word in the bilingual picture dictionary. Knowing the beginning sound, they follow the alphabetical pages to "f" and look for images. One student sounds-out *flor* on the page, while another reads aloud *flower* and spells it letter-by-letter for her classmate.	Using a bilingual picture dictionary, young emergent bilinguals are able to navigate through a reference material to find word meanings and use independent and collaborative translanguaging strategies to clarify the meanings and spellings of words.
CCSS.ELA-LITERACY.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Middle School** In 8th grade Math, students are exploring diverse monuments, their purposes and mathematical features. In readings about the monuments, there are several words central to students' understanding of concepts. Each home language groups is given 2-3 vocabulary words, and use either tablets with translation apps, or translation websites to find translations of their words in each language represented in the class. As groups find their words, they consult with members of other home language groups who give feedback about the usefulness of translations found and provide alternatives when needed. These multilingual poster glossaries are then displayed around the room for continued reference of anchor concepts throughout this unit (see pages 77 to 86 for more on this unit).	Through this activity, students navigate online resources to gather knowledge of new anchor concepts. They acquire new vocabulary through creating their poster glossaries reading, and continuously referencing the other multilingual poster glossaries made by classmates.

CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	High School While reading a class novel, 11th grade emergent bilinguals sit in home language groups and read aloud together. During this reading, they annotate or mark up their text with the support of bilingual dictionaries or tablet apps provided by the school. As one student reads aloud, others are responsible for looking up words most central to their comprehension of the text and write home language translations directly on the reading.	Moving between the reading of a text and a bilingual reference material helps emergent bilinguals gain independence in developing vocabulary knowledge. The process of marking up the text strengthens vocabulary acquisition and the annotations are useful references when writing reading responses.

Internet as a Multilingual Resource

In order to use the Internet effectively with EBLs, we need to approach it with multilingual goals in mind. Students can use the Internet to:
- **Learn content and conduct research using the home language.** For example, they can:
  o Gather information by researching a topic using websites in both their home language and English.
  o Use student-friendly websites written in the home language to have students learn about a content-area topic.
  o Watch media such as video clips or videocasts in both English and the home language to support and scaffold difficult content.
  o Use websites with audio in the home language and English.
- **Support language instruction.** For example, students can use websites that:
  o Translate from a home language into the target language and vice versa
  o Provide visual support, like Google Images, to clarify the meaning of new vocabulary.

Some websites that are particularly helpful for EBLs include:
- www.translate.google.com - This is a reliable website for both students and teachers. You and your students can translate words or whole documents from English into over 60 different languages.
- www.2lingual.com - This site, powered by Google, allows you to search the Internet simultaneously in two languages. Available in 37 languages, search results are presented in side-by-side lists.
- www.brainpop.com – This website provides over 1000 short videos on topics in all academic subjects. The website has ESL resources (www.brainpopesl.com) as well as separate sites for videos in both Spanish (www.esp.brainpop.com) and French (www.brainpop.fr).
- www.omniglot.com – This is the website for the Online Encyclopedia of Writing Systems and Languages. It is easy to navigate and has many words, phrases, and texts in multiple languages.
- www.wordreference.com - This translation website provides details about the many contexts in which words are used.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Elementary School** A 3rd grade bilingual class researches a country of their choice as part of an integrated unit combining social studies, reading, and writing. Students research their country using information from websites written in French as well as English. They take notes in both languages, depending on what they were reading.	In order for students to successfully write a report on a chosen country, they must understand relevant and important information about it. Using student-friendly websites and multilingual note-taking helps all students clearly present their learning in their writing.
CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**Middle School** A 7th grade ESL teacher of beginner Haitian Creole and French speakers helps her students build background about a new text by using BrainPOP videos and/or other videos from YouTube in French. Students watch and listen to the French videos *before* they encounter the English content of the lesson.	Watching relevant videos in the home language *before* encountering content in a new language sets students up for higher levels of comprehension. Building background first in the language students are more comfortable with better enables them to determine a theme or summarize a text in English.
CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**High School** As part of a unit on immigration, 12th graders do independent research around a specific immigration policy. To do this, students visit websites, read blogs, newspaper, and magazine articles, watch video clips, and listen to audio files and podcasts in both English and their home languages (see pages 105-114 for more on this unit).	In order to conduct a research project, EBLs must be able to access information in all of their languages. The Internet gives students access to a variety of multilingual resources that will help them put forth an argument on a given topic.

Content Area and Reading Instruction

Building Background with Preview-View-Review

Freeman and Freeman (2007)[14] discuss the strategy Preview-View-Review, which uses both the new language and students' home languages to build background and read texts/introduce new topics. This strategy has three parts:

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[14] Freeman, D. & Freeman, Y. (2007). *English language learners: The essential guide*. New York: Scholastic.

<u>Preview the topic/text in the *home language*</u>
This includes brainstorming, making connections, and sharing prior knowledge on the topic/text you are about to cover. For example, you can have students engage in *home language conversations and brainstorms* with peers, school staff, and family members or provide students with *graphic organizers* such as K-W-L charts and Anticipation Guides, which students can complete using all their language resources.

<u>View the topic/text in the *new language* while connecting to the home language preview</u>
Here, students are presented with the lesson/content topic in the new language (this if often English, but in dual language bilingual programs this could be another language). The presentation of content can include a traditional mini-lesson, a hands-on activity, watching a video clip or listening to audio, or reading a text either independently, in partnerships/groups, or aloud as a whole class. Here you can make explicit connections between what students previewed in their home language and new content they are learning in the new language.

<u>Review the topic/text *in the home language and back to the new language*</u>
This includes discussing, summarizing, and analyzing the text/topic back in the home language and through the use of translanguaging. This step helps EBLs to clarify and negotiate what they learned in English, solidifying their understanding of the content. Students can review with a partner or group, staff members who share their home languages, or family members.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	**Elementary School** During a unit on analyzing the use of humor in literature, students read different books in literature circles. The teacher introduces new literacy skills by having students *preview* each skill with a short, home language text. She then gives a short mini-lesson in which students *view* the skill in action with an English text. Afterwards, students *review* the new skill as they discuss their own books in their home languages and make links to the English language texts (see page 25-32 for more on this unit).	The use of explicit reading strategies can aid in comprehension. If students can practice a reading strategy in the language they know best, they are more likely to incorporate that strategy into their reading in a new language like English, leading to better comprehension.
CCSS.MATH.CONTENT.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of	**Middle School** To *preview* a geometry unit that will be taught in English, a 6th grade Dual Language Bilingual math teacher shows a short video in French that illustrates geometry at work in the real world. After watching the French video, the teacher gives students a brief introduction to different shapes they will be exploring in the unit	Seeing a film in their home languages about math helps students make connections between the real world and new academic content. Because students are introduced to these ideas in one of their home languages, they are better prepared to solve real-world math problems about triangles in a new

solving real-world and mathematical problems.	(*view*). Then students talk with their partners in French and brainstorm different places they've seen each shape in their own neighborhoods (*review*) while naming the shapes also in English. This preview exercise builds students' bilingual academic vocabulary and facilitates the transfer of knowledge between languages.	language.
CCSS.ELA-LITERACY.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	**High School** A 9th grade science teacher wants to prepare his EBLs for a unit on evolution. He uses Google Translate to put together an Anticipation Guide in both Spanish and English to *preview* key ideas within the unit. Students read the statements in their groups and discuss whether they agree or disagree with the statement, recording their opinions on the Anticipation Guide using all their language resources. The teacher revisits students' answers throughout the unit.	Previewing concepts in home languages helps students compare/contrast their own knowledge of new topics with what they learn throughout a unit. By expressing and rationalizing their opinions of a topic in their home language, students are more able to support/contradict those opinions when learning content in a new language.

Multilingual Research

One of the advantages of knowing multiple languages is that you can use all of them to acquire information. When bilingual students research a topic using their *entire* linguistic repertoire, they experience the real-life value of being multilingual.

Multilingual research gives students:
- Access to **more information**
- Opportunities to see the world from **multiple perspectives**
- Connections to **background knowledge** about their current learning in their home languages
- Opportunities to develop **reading, writing, speaking, and listening skills** in multiple languages

When planning a research-based unit, consider:
- Collecting sources in multiple languages through the Internet, books from the public library, radio and podcasts
- Assigning student groups so that where possible, students have language partners to work with.
- Having students research by moving through thematic stations in small groups, taking notes in multiple languages on an assigned topic (ex. In a unit of study on Iroquois, topics may be Food, Governance, Family, etc.).
- Encouraging students to use their own multilingual research to inform their final project.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	**Elementary School** In a 4th grade unit on Native Americans, students research Iroquois life through **texts in multiple languages**, including informational texts, graphics and multimedia, Iroquois legends, and historical fiction stories.	Researching one topic in multiple languages will enrich students' understanding of the topic by offering complex information while building students' additional languages.
CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Middle School** Students **do multilingual research** about the Second Sudanese Civil War for a 7th grade ELA historical fiction unit. Teachers provide a list of multilingual sources, and students find their own independently. Then, students create a multilingual graphic organizer by recording a text excerpt in the language it was written, followed by an explanation in their own words in both their home language and English (see pages 57 - 66 for more on this unit).	Writing about a text excerpt in the home language before explaining it in English gives students a bridge to help them make sense of new, complex information. This exercise also allows students to build their knowledge of the topic as well as increase their fluency in both languages.
CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**High School** In a 9th grade Social Studies unit, students create primary source documents by doing multilingual interviews of classmates, family members, and community members about their own refugee experiences. Students take notes during interviews in both their home languages and English. They then analyze each others' interviews, comparing and contrasting the information gathered, and incorporating these documents into a larger analysis of refugee experience.	This activity goes beyond the standard by having students not only compare two points of view, but actually creating the primary source documents they will compare. This offers students a greater understanding of primary sources as well as a deeper, personal connection to the material itself.

Comparing Multilingual Texts

Engaging with multilingual texts for comparison provides space for emergent bilinguals to read rigorous texts in their home languages, and critically evaluate language, content, and structures of diverse texts and mediums. Working independently, in either home language pairs/groups or linguistically diverse pairs/groups, students can compare multilingual texts in a variety of ways, such as:

- Comparing a text in English and the same text translated into students' home languages.
- Comparing two different texts about the same topic or theme, one originally written in English and one originally written in a student's home language.

- Comparing two different texts on the same topic or theme in two different mediums (i.e. a newspaper article and an online video) that are also in two different languages.

When working in pairs/groups with monolingual students or classmates with other home languages, emergent bilinguals can teach or translate texts from their home languages, practicing summarizing skills and strengthening their own comprehension.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**Elementary School** Students in a 5th grade Social Studies class work in pairs to create multilingual travel brochures, but don't always share home languages. Each pair finds two texts about their chosen location, one in English and one in a home language of choice. Embassy or national websites, and travel and tourism sites are particularly useful for both multilingual written and visual information. Each partner can teach their text to the other partner, discuss the varying information and language, and use what they've learned together to create their brochure in English.	Multilingual texts provide ample opportunities for students to compare and contrast language, word choice, structure, content, event details, and more. This particular activity also pushes students to hone their oral language skills as they explain content and comparisons written in their home languages in English.
CCSS.ELA-LITERACY.RI.7.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**Middle School** In a 7th grade ELA class, students are exploring making change in their communities. They go out into their communities and gather authentic community materials in multiple languages, such as maps, menus, healthcare pamphlets, and brochures. They choose one in their home language, and then find that information online in English (or choose material in English and go online for home language information). Students then evaluate the two mediums for content, language, and personal preference (see pages 57-66 for more on this unit).	Comparing multilingual texts adds a layer of language for students to use as a springboard for evaluation of two texts. It also opens doors for reading a variety of texts in different media, including authentic community materials and multilingual websites.
CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data,	**High School** In groups, 11th grade chemistry students choose to investigate a communicable disease that interests them. Each group member conducts research through a different medium (online video, magazines, public	Working in a group on a topic of choice, students can independently investigate and research in a language and medium of choice, then join together with group members to evaluate and integrate these

video, multimedia) in order to address a question or solve a problem.	websites, class textbook) and in at least two different languages. Later the class comes together, teaching one other what they learned from their sources, comparing and evaluating their language and content, and synthesizing learning to create a presentation with visuals to the whole class about their disease.	ideas to address a problem or complete a task.

Multilingual Reading and Responses

When we think more flexibly about how EBLs can respond to what they read, we can begin to see what these students truly understand. When the pressure of getting the language "right" is alleviated, and when EBLs utilize their entire linguistic repertoire, they are able to demonstrate their understanding of what they read more successfully. The first two steps necessary for students to respond to what they read in more than one language are:
   (1) providing multilingual texts, and
   (2) creating opportunities for students to use translanguaging as they respond to what they read.

Once you have taken these two steps, EBLs can engage in one or more of the following strategies when reading a text in English:

Respond **Orally**:
   • Discuss the text in English *and* the home language
   • Discuss the text in the home language *only*

Respond in **Writing**:
   • Respond to the text in English and the home language
   • Respond to the text in the home language only

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**Elementary School** During a unit on analyzing the use of humor in literature, students participate in literature circles and, as they read, take notes in a Reader Response Journal. Though most of them read books in English, they ask questions, make connections, and analyze the humor in both English and their home languages (see pages 25-32 for more on this unit). For example: <table><tr><td>**Moment in the Text**</td><td>**Reader Response**</td></tr><tr><td>A quote, specific moment, or idea from the text (*written in English or the language of the text*)</td><td>Analysis, questions, connections, etc. about that moment (*written in the home language and/or English or the language of the text*)</td></tr></table>	Students find quotes or specific moments in a text that illustrate a central lesson. They elaborate on *how* the chosen detail illustrates this lesson by writing about it in both the new and home languages. Responding in the home language can help students demonstrate their knowledge without linguistic restrictions.

CCSS.MATH.CONTENT.8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	**Middle School** An 8th grade math teacher creates a classroom poster that lists sentence prompts and gives students copies of the list to keep in their binders. The prompts are in English with side-by-side translations in students' home language, Spanish. In groups, students can use the home language prompts to discuss their work. When sharing out their work with the whole class, however, students use the English prompts. This structure helps students develop their academic language in both English and Spanish. <table><tr><td>I still don't get…</td><td>Todavía no sé…</td></tr><tr><td>Can you show how you…?</td><td>¿Puedes demostrar cómo…?</td></tr><tr><td>I figured out…</td><td>Me di cuenta de que…</td></tr></table>	As students engage in content area learning, they learn to *describe* what they are learning using their languages for academic purposes. Thus, students are not only learning new content but talking through their learning in both their home and new languages.
CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	**High School** A 10th grade bilingual chemistry teacher has his students respond to textbook readings using a series of multilingual graphic organizers (Venn diagrams, four-box organizers, semantic maps, etc.). The textbooks they read are in both English and Spanish, and the teacher always encourages students to respond in either or both languages so that they can better understand the concept.	By responding to what they read using graphic organizers in English or the home language, students can visualize processes, summarize important ideas, and draw conclusions about scientific concepts using their entire linguistic repertoire.

Content-Area & Writing Instruction
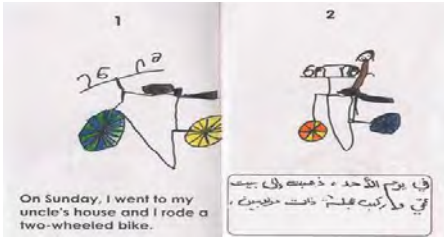
Translanguaging with Independent Writing

Students have many experiences with independent writing throughout the school day. In Writers' Workshop, journaling, assessments, reading responses, and more, emergent bilinguals can draw on their home languages as a valuable learning tool during independent work. With independent writing, students can:

- Write bilingual texts using both home language and English side by side.
- Take notes on a text or synthesize first in home language, then in English.
- Write a text in home language first, then, with revisions and bilingual dictionary support, write the final draft in English
- Brainstorm, prewrite, outline, or plan in home languages for an English writing piece.
- Write in home languages with some English words within the text (or vise versa)

Text Excerpt	Write it in your own words (home language)	Write it in your own words (English)

Translanguaging is a valuable scaffold that can be incorporated into every stage of the writing process, from prewriting to publishing. Translanguaging can also accompany other linguistic supports including sentence frames and sentence starters in both English and students' home languages.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Elementary school** Students in Thornwood Elementary School's multilingual Dual Language Showcase create bilingual side-by-side texts in English and their home languages. These stories are written independently, with all language chosen by students. Parents and teachers in the school support the home language writing, and the work is shared online for the larger community http://www.thornwoodps.ca/dual/index2.htm On Sunday, I went to my uncle's house and I rode a two-wheeled bike. Raina, Thornwood Elementary School, Toronto: http://www.thornwoodps.ca/dual/books/arabic/accident/0accident2.htm	Providing space for translanguaging allows emergent bilinguals to apply literacy skills of story development, details, and event sequencing to their creative writing. These writing skills can be utilized in English and can strengthen students' biliteracy.
CCSS.ELA-LITERACY.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**Middle school** In 7th grade ELA, emergent bilinguals write first drafts of persuasive letters in their home languages. The teacher gives out and reviews a bilingual rubric for their letter. She asks them to find someone whose opinion they trust, and either read aloud their letter, or have this person read it. Student partners then fill out the rubric, which is used in revisions for the final, English version of the letter (see pages 57-66 for more on this unit).	Providing space for home languages in independent writing is a valuable tool in engaging students in writing partnerships. Students have greater access to a multitude of perspectives and supports for revising their writing when sharing in their home languages.
CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	**High School** Students in a 10th grade Global History class are preparing to write a document-based question (DBQ) essay. They are given two primary source documents, a photograph of a plantation and a diary page written by Harriet Tubman. They are then asked a question to be answered in essay form. As they examine and read the documents, they make notes in the	Home languages are useful for helping students prepare to address a complex task such as comparing and contrasting texts. Students can use translanguaging to flesh out their ideas and explore these texts, then write more complex responses in the new language.

	margins in their home languages. They then brainstorm ideas for their writing in both English and home languages. They use their home language brainstorming and prewriting to craft their DBQ essay response in English. Bilingual dictionaries or online translation tools are also available to support students' independent writing.	

Translanguaging with Multi-genre Writing

Multi-genre writing offers students the opportunity to showcase their skills and knowledge in a variety of ways. For emergent bilingual students, and for many students who struggle with literacy, formal writing assignments may not fully illustrate their understanding of a topic. Using academic vocabulary, writing complex sentences, and organizing and developing ideas on the page are just a few stumbling blocks your students may face. By writing in multiple genres, students can write about their knowledge in different ways, helping you get a better idea of what they know and can do. Some genres may include: letter-writing, poetry, oral (video-recorded) and written interviews, labeled dioramas/models, plays, art/music reviews, brochures, or TV scripts. Encouraging students to use language flexibly with these multiple genres has many benefits:

- Students are able to develop an authentic writing voice that includes all of their language abilities
- Students are able to write for wider audiences, including their peers, families, and communities
- Students have the opportunity to write about their knowledge in the language they feel most comfortable and competent using
- Students are encouraged to explore how language affects point of view and understanding.

Standard	Translanguaging in action	Bridge to CCSS
CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**Elementary school** In a 3rd grade unit on Persuasive Essay, students use a bilingual graphic organizer to think through their ideas on paper before creating a brochure on "The Best Place in the World". Students then use this brochure to write a persuasive essay on the topic. Using a bilingual graphic organizer has many benefits: • Gives students the opportunity to use richer vocabulary in their home	Using a bilingual graphic organizer serves as a stepping stone to writing in multiple genres in both English and students' home languages. Further, one organizer can serve as a jumping off point for multiple writing pieces –in this case, a brochure and a persuasive essay.

	language as they develop English • Allows side by side comparison of grammatical structures • Helps organize students' thoughts before writing	
CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Middle school** In a 7th grade ELA fiction unit on survival, students use both languages to draft a two-voiced poem based on the survival experiences of 2 characters in the unit. Depending on students' abilities and preferences, they may keep their poems bilingual or translate them into one language. In a bilingual classroom, students may write one voice in English and the other in the home language. Then, students turn their poems into performances with a partner (see pages 57-66 for more on this unit).	Writing bilingually helps all students meet the standard of producing a clear and coherent piece of writing. Knowing that the poems will be performed, students keep the purpose and audience in mind as they craft their poems.
CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	**High school** In a 10th grade Living Environment unit, students **create model ecosystems** that demonstrate how the diversity of living things contributes to the stability of an ecosystem. Students label their ecosystems bilingually, then orally explain their models in either language using a digital recorder. Oral responses are presented to the class along with the model. Students may also present their work to the school on Earth Day, at a science fair, during Parent Teacher conferences, etc.	This project allows students to complete the standard in terms of creating a model based on technical information, as well as orally explaining their visual representations. Using digital recorders allows students to practice their speech, increasing fluency and reducing anxiety.

Vocabulary

Multilingual Word Walls
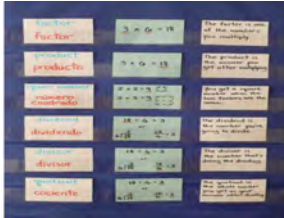
Multilingual Word Walls provide opportunities for emergent bilinguals and English proficient students to visually engage with words and learn new vocabulary. The visual display can be created using a variety of materials and formats including:
- Word cards side-by-side in multiple languages
- Pockets with the target word displayed on the front, and several word cards in the pocket. Inside the pocket can be:
  - Synonyms or "stronger words" in the target and home languages
  - Cognates or "word friends" in home languages (see *Languages of New York*)

- ○ Definitions or translations in students' home languages
- Target word with definitions in students' home language(s)
- Target word with a context sentence in students' home language(s)

The real power of a Multilingual Word Wall is in students' continuous engagement with it. Students can be responsible for updating the wall with their various languages. In class, students can use the Multilingual Word Wall in diverse ways including:

- Writing fictional short stories or poetry incorporating words on the wall.
- Creating and playing games using words: crossword puzzles, charades, Pictionary, etc.
- Using Word Wall words as choices for word study, writing prompts, personal dictionaries, and other independent or collaborative learning activities.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-Literacy.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Elementary A Multilingual Word Wall in a 3rd grade classroom consists of new content vocabulary in the new language and student home languages, a visual of the word and a sentence that uses the word. Students, families and school staff help to build the home language portion of the wall, and visuals are made or found by students.	Students can use multilingual word walls as reference throughout a unit. As students work on a task independently or in small groups, and come across a word they do not know, they can physically go up to the word wall, and consult with both the home language translation of words and the visual guide. Students can also work to create the multilingual word wall with the help of the school and local community.
CCSS.ELA-Literacy.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Middle In a 6th grade math class, common math words are on a Multilingual Word Wall. This includes the word in English and home languages, an example in math terms and a brief definition of the word. Students refer to the word wall as they engage in problem-solving, creating their own problems, whole class discussions and collaborative and independent work. The teacher stresses the technical meaning of the words in Math but also discusses other meanings. For	Students in content area classes often use words that have multiple meanings, including technical and figurative meanings. This can make vocabulary learning an even more complex process for emergent bilinguals. Multilingual word walls provide space to display multiple meanings of words for students to explore as a reference in their classroom, and also be active participants in the creation of this resource, strengthening their understanding of new concepts.

	example, "product" can also be used in a sentence such as "Milk is a dairy product."	
CCSS.Literacy-RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	High School Using Arabic, Farsi, Pashtun, and English, the author of *The Kite Runner* weaves different languages through characters' dialogue and narration. This multilingualism is reflected in an 11th grade ELA Multilingual Word Wall, which displays multilingual words as they appear in the novel. Students create a home language definition or explanation card to accompany each displayed word and copy the sentence in which it appears onto the card, identifying whether the word is being used connotatively or figuratively. As students continue reading, they use the word wall as reference, and also in their writing as language from the novel is incorporated as textual evidence (see pages 87-95 for more on this unit).	Multilingual word walls can be created and used while reading a multilingual text, and can reflect various meanings of individual words. As students actively engage in creating the word wall, they are immersed in the language of the text and take ownership over a resource that will be used by the whole class throughout the unit. As students continue reading a text, or working on a theme, they can consult the multilingual word wall for various figurative and connotative meanings of unknown words.

Cognate Charts

Cognates are words that look and/or sound similar across different languages. For example, the word *night* in English has many cognates in other languages, including Afrikaans (*nag*), Polish (*noc*), German (*Nacht*), French (*nuit*), Spanish (*noche*), and Ukrainian (*nich*), amongst many others. English shares many cognates with other Indo-European languages, but less so with other language families, such as African and Asian language families. Cognate charts are a way to display cognates in the classroom for word study and as an ongoing reference. Cognate charts may focus on:

Content-specific academic vocabulary			
English	**French**	**Spanish**	**Russian**
conservation	conservation de la nature	conservacionismo	сохранение

General academic vocabulary used across content areas			
English	**Polish**	**Turkish**	**Haitian Creole**
energy	energia	enerji	enèji

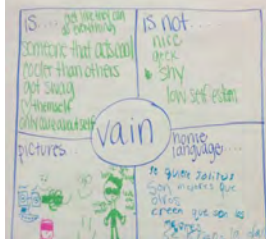| Root words related to unit of study				
Root	**Meaning**	**Origin**	**English example**	**Spanish example**
aud	hear	Latin	audible	audible

Use cognate charts in your classroom to:
- Introduce the key vocabulary of the unit.
- Encourage students to note cognates as they read independently in either language. Encourage ALL students to look and listen for cognates in each other's bilingual presentations even if they don't speak the same home language.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	**Elementary School** In a 5th grade bilingual Science class, the teacher keeps a list of cognates of key vocabulary related to their unit on the environment posted on chart paper in the classroom. Students use the chart to build their bilingual vocabulary as well as to create bilingual presentations on the local environment for their communities (see pages 42-56 for more on this unit).	Explicitly showing students the connection between vocabulary in multiple languages increases students' transfer of knowledge between languages.
CCSS.ELA-Literacy.L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	**Middle School** In a 7th grade Social Studies class, the teacher regularly asks students to make connections between new English vocabulary and vocabulary in their home languages based on common Greek and Latin roots. The activity is a classroom competition, where each table wins points for recognizing cognates in their home languages.	Embedding the activity into the daily routine helps students to make a habit of drawing on their multiple languages to strengthen their understanding of the material. The social aspect of the activity celebrates the multilingual skills of the students and encourages collaboration.
CCSS.ELA-Literacy.L.11-12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	**High School** In a high school ESL class, students engage in a word study exercise in which they list some typical prefixes and suffixes in English and their home language for adjectives, adverbs, gerunds, nouns, etc. Some English examples include –ing, -tion, -ful, -ly, -er, -ble, in-, un-, pre-, etc. Students then note correspondences between languages (for example, erosion - English and érosion - French).	Noting commonalities and patterns between prefixes and suffixes in multiple languages builds students' flexibility between languages as they come to better understand corresponding patterns based on part of speech.

Four-Box Graphic Organizer and Frayer-Model

Students learn vocabulary in many different ways. Graphic organizers are valuable tools for all students, in all grades and in all subject areas, to deepen understanding of new words. Here are two common graphic organizers that have been adapted to include translanguaging strategies.

They each provide space for students' personal choices and creative use of language and visuals. Emergent bilinguals can expand their learning with these graphic organizers by speaking with classmates and researching online in their home languages about the new words of focus. These graphic organizers can be used for a number of learning goals including:

- Introduction of a new anchor concept
- Prewriting for larger writing pieces
- Sharing in a jigsaw or expert group
- Practicing with Word Wall vocabulary
- Formatively assessing students' learning
- Expanding content-specific vocabulary

Four-box graphic organizers should be used with words that are *most* important for students' understanding and application of the learning goals. The topics of each of the four boxes can vary, depending on lesson topics, objectives, and students' needs. Home languages can be used within any, and all, of the boxes. Some ideas for box topics are:

- Visual representation
- Student-friendly definition
- Sentence using the word
- Synonym
- Antonym
- Examples of the word or concept
- Personal connection
- Content-specific prompts

The **Frayer Model** is an effective tool for exploring more complex and abstract concepts or terms, but also works well with more concrete ideas. As with the Four-box graphic organizer, the Frayer Model is meant for the vocabulary that is *most* important for students to understand and deeply engage with, such as central themes that anchor a unit, or complex concepts that are central to meeting content standards. With the word written in a middle circle, the Frayer Model includes four boxes, traditionally asking for word definition, examples, non-examples, and characteristics.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.	**Elementary School** During a 2nd grade Reading Workshop in a general education class in Yonkers, NY, a teacher previews vocabulary that will appear in a Read Aloud. With each word (i.e., "thorny") the teacher creates a large graphic organizer with the word in the middle. On the rug, students start with a pair-share in home languages	Creating a multilingual Frayer Model as a preview to vocabulary allows students to gain understanding of unknown words through multiple entry points, and to make connections between languages. It also provides emergent bilinguals with flexible strategies to continue learning new vocabulary independently by introducing deeper and creative ways of exploring a word and spaces for home language and personal connections.

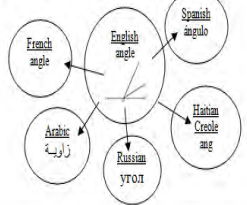|		
	and English about what they think the word is and is not. They then share ideas with the class as the teacher fills in the boxes, allowing students to come up to the easel and fill in the "home language" box on their own. This poster is then displayed in the room for several weeks as students continue to read and apply this word to their writing and speech.	
CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**Middle School** In a 7th grade general education classroom, also in Yonkers, NY, students are reading a news editorial. During the reading, they come across several unknown words that the teacher did not anticipate. Rather than gloss over these challenges, the teacher takes the time to deepen students' understanding of the unknown words (i.e., "vain"). A student leader is called to the front of the room to facilitate conversation about the word based on the context of the novel and to complete the graphic organizer. She also calls up linguistically diverse classmates to add their home language understandings to the fourth box. This poster is displayed in the classroom throughout unit and students refer to it as they apply new vocabulary to speaking, writing, and reading responses (see pages 57-66 for more on this unit).	Students are often faced with words that have multiple or figurative meanings. By exploring a word in-depth through a 4-Box Graphic Organizer or Frayer Model, students go deeper into one single word or concept and can explore the difference in meaning or the literal translation of figurative meaning. It also provides a valuable reference material for students to refer back to and build independency and resourcefulness in learning.
CCSS.Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	**High School** Students in a 9th grade biology class are learning about communicable diseases. In preparation for a writing assignment, the teacher provides students with a 4-box graphic organizer that asks for specific aspects	In content area classes, students work with a large amount of domain-specific vocabulary. The Frayer Model and 4-Box Graphic Organizer are very useful for expanding understanding of complex concepts, and exploring how they are used in particular content-area contexts. They are also valuable tools for fleshing out strong detail of content-area

	of the disease chosen by each student for independent investigation. The graphic organizer is provided in the 3 languages of the classrooms (English, Spanish, and French), and students complete it in both their home languages and English. It is important to note that the teacher strategically chooses box topics that are both relevant to the content objectives, and language based on cognates (for example, using "image" rather than "picture" or "visual" in English because it is a stronger cognate to the French and Spanish meaning of the word).	vocabulary that can be used as prewriting for larger writing pieces.

Vocabulary Inquiry across Languages

If two vocabulary words are put side-by-side, *any* student can analyze what they see. Your bilingual students can then bring another level of analysis to the discussion, which is how the word is used in the home language, versus its meanings and uses in English. For all students, seeing commonalities and connections across languages is a powerful way to engage and strengthen their understanding of academic vocabulary. Student can carry out vocabulary inquiry in a variety of ways, including keeping vocabulary journals or using graphic organizers such as four-box organizers and semantic maps.

Vocabulary inquiry means encouraging students to dig deeply into their various languages in order to find linguistic similarities and differences among:
- **Word origins** (roots, prefixes and suffixes)
  You can help students inquire into the roots and affixes (prefixes, suffixes) of new vocabulary words. Knowing where words/word parts come from helps students to see new connections across languages. It will also help them figure out new vocabulary they encounter in the future. For example, seeing the Spanish word "felicidad" next to the English word "happiness" extends all students' vocabulary as they come across English words such as felicity and felicitous.
- **Word sounds** (phonetics)
  Hearing phonetic similarities across different languages is important for bilingual students, especially those students who are at beginning stages of language acquisition. Seeing words side-by-side and hearing the way they're pronounced can be a powerful way for students to make connections across their languages and acquire new vocabulary.
- **Word usage and expressions**
  Here, you could have students inquire into how and why different idiomatic expressions change across languages, why some languages have many words for an idea or object but others have none, or how the same word can have different uses across languages.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**Elementary School** Before starting a math unit, a 4th grade teacher wants students to see different vocabulary words from the unit in the languages of the classroom. She assigns students a word and has them use Google Translate to find translations of the word in different languages. The teacher uses this research to create a multilingual word wall for her geometry unit.	In order to read and understand grade level texts, students must develop a large bank of academic vocabulary. Bilingual students can access all of their languages to make connections and understand new words. Increasing students' multilingual awareness will help them make these connections independently, leading to higher levels of comprehension.
CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Middle School** An 8th grade ESL teacher has her students read short texts aloud. Whenever students heard a word that sounds like a word in their home language, they highlight the word in their texts, annotating by writing the similar word in their home language above the word in English. After they finish reading aloud, the teacher facilitates a discussion about the words they found that sounded similar, helping them to see how these phonetic connections reveal connections to word origins and meaning.	Many bilingual students have a wealth of knowledge about word relationships and nuances of word meanings. Encouraging students to discuss cognates, word origins, and other connections enables them to draw from this knowledge and increase both their comprehension and vocabulary.
CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately a range of academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**High School** During an independent research project on immigration policies, 11th graders in a social studies class use a modified double entry journal to track and inquire into new vocabulary. Students compare/contrast the new words in the home and new language in terms of their use, pronunciation, cognates, origins, etc (see pages 105 - 114 for more on this unit).	As students engage with difficult texts independently, they must develop a "tool kit" of vocabulary strategies. Enabling students to utilize all of their languages to understand new words broadens that tool kit and helps them both comprehend texts and write their own.

Syntax

Sentence Building

Sentence building teaches all bilingual students how to construct increasingly complex sentences and can be a valuable entry-point to help emergent bilinguals understand the sentence structure of the additional language. First, students use a basic sentence and add a specific grammatical structure to make it more complex, interesting, or detailed. The ages and languages of students in the classroom can shape the challenge level of the sentence. You can build complexity by scaffolding these levels as well, through several steps of sentences, or over a few lessons or days. This is a useful scaffold for EBLs as they can see similarities and differences in sentence structure across languages, improving their understanding of different components of grammar and supporting their ability to create more complex sentences.

1. Entering/Emerging-level sentence building:
   Ex: Add one or more adjectives.
   A. I see a bird.   B. I see a **red** bird.
   Compare and contrast the word placement and sentence building in home languages:
   A. Je vois une oiseau.   B. Je vois une oiseau **rouge**.

2. Transitioning/Expanding-level sentence building:
   Ex: Combine two short sentences into one.
   A. She lives in the Bronx. She was born in Bangladesh. -- A. Elle habite au Bronx. Elle était née au Bangladesh.
   B. She lives in the Bronx, **but** was born in Bangladesh. --- B. Elle habite au Bronx, **mais** était née au Bangladesh.

3. Commanding-level sentence building:
   Ex: Insert an embedded clause in a sentence.
   A. His cousin works in a hospital.   B. His cousin, **a nurse**, works in a hospital.
   A. Sa cousine travaille dans un hôpital.   B. Sa cousine, **une infirmière**, travaille dans un hôpital.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	**Elementary School** A 2nd grade ELA class meets on the rug. The teacher explains how students are going to build sentences, like buildings, and shares with them multicolor paper blocks to describe their communities. Each student writes a 3-5-word sentence in the home and new language on the blocks. Students receive additional blocks to write a word in any language and add it to a classmates' sentence building. Words such as colors, numbers, and other descriptors are a good start (see pages 25 – 32 for more	Using word blocks, students can visualize both the parts of a sentence and how a sentence is actually constructed. This offers students a hands-on approach to building sentences in different ways, and in multiple languages, with an opportunity to transfer this kinesthetic activity to writing.

	on this unit).	
CCSS.ELA-L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Middle School** In an 8th grade ELA class, a teacher cuts multicolor sentence strips and assigns each color a word type (adjectives or "descriptive words", verbs or "actions", noun or subject, etc.). In groups, students build and discuss complex sentences in home and new languages. Students display sentences around the room. Then, as they walk around and read each other's sentences, they reflect on the differences between the sentences in the two languages. Each student places an additional word or phrase to build the complexity of their classmates' original sentences.	Physically building sentences on paper provides students with the opportunity to construct grammatically correct, and increasingly complex, sentences. They can build sentences step by step and use these sentences to practice various conventions of grammar including subject-verb agreement, syntax, etc.
CCSS.ELA-RST.11-12. 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.	**High School** Six large papers are posted around a 9th grade Living Environment classroom, each with the name of a biome (desert, tundra, etc.). In small groups, students start at various biomes and write multilingual sentences that describe this particular one on the chart paper, leaving space beneath each sentence. Students then rotate to the next biome. Each group now discusses words that can be added *into* the existing sentences to build complexity and details. Using post-it notes, or writing directly on the paper, multilingual words and phrases are added. Students rotate for additional rounds to continue building on each other's sentences.	As students work collaboratively to describe biomes for content knowledge, they are also building complex sentences and engaging in literacy practices. This enables them to use specific content area vocabulary in meaningful contexts.

Conferring About Syntax Transfer

All languages use syntax to organize words and sentences into meaningful communication. Asking students to draw on the syntax of the languages they already know is a powerful tool to help them learn new languages. Comparing the word order and typical patterns of their home languages with the syntax of a new language (such as English) will not only afford students a greater understanding of the way the new language works; it will also expand their overall meta-cognitive knowledge about how grammar functions to create meaning. Conferring about syntax may take place in small groups or in individual reading and writing conferences. Likewise, it may be planned into the lesson based on an issue you observe in students' writing or speech, or it may occur spontaneously based on the issues that arise during the lesson or conference.

Standard	Translanguaging in Action	Bridge to CCSS
CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Elementary School** In a 2nd grade pre-writing activity for an All About Me book, students use sentence starters to brainstorm ideas in two languages. Then, as in the figure to the right, you can **use** student pre-writing tasks to confer about syntax**:** • Many language features transfer from English to Spanish: definite/indefinite articles, prepositions, cognates, etc. • This student writes in Spanish, "Yo amo…" a direct translation of the English, "I love…" though "me encanta…" is more common. • In English, student misses pronoun "they" in front of verb "have" –a great opportunity to point out that while the Spanish sentence is correct without the pronoun, in English the pronoun is necessary.	Using informal writing such as notes is ideal to discuss students' linguistic knowledge. The writing is low-stakes and gives teachers the opportunity to address syntax over the course of the unit, not just in the final stages of editing.
CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Middle School** In a 6th grade ESL class, the teacher uses student's daily reading notes to compare different aspects of syntax between languages. Examples in various languages include (from the *The Languages of New York State: A* CUNY-NYSIEB Guide for Educators): • In Mandarin Chinese, there are no articles, verb conjugations, or inflections (plural, gender, case) on nouns or adjectives. • In Arabic, some present-tense sentences can omit the verb 'to be' and are correct with no verb present. • In Karen, adjectives generally follow the nouns they modify, as in pü ghe 'good man,' literally 'man good' (see pages 67-76 for more on this unit).	Comparing syntax across languages strengthens students' metalinguistic awareness and increases students' ability to recognize and understand mistakes they make in English based on the syntax of their home language.
CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by	**High School** Throughout the school year, 12th grade students are assigned a	Language partners aid students in the completion of this standard by supporting each other's writing

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planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	language partner who shares their home language to revise and edit writing. Students benefit by: • Building trust with their writing partner. • Getting to know the other's writing style and common errors. • Conferring about differences in syntax together. • Using home language to discuss the best way to express a complex idea in English. • Compiling a list of common differences between the languages to help them and other students on future writing assignments.	process, building linguistic knowledge, and building the trust necessary to take academic risks in their writing.