

Instructional Sample Practice for a Fourth-Grade Segment of a Social Studies Unit of Study Aligned to the Next Generation Learning Standards

Underlined sentences or words constitute hyperlinks. Sentences and words in bold are classroom activities that thread oral language, metalinguistic development, and flexible groupings throughout this unit.



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*Instructional Sample Practice for a Fourth-Grade Segment of a Social Studies Unit of Study
Aligned to the Next Generation Learning Standards*

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Spotlight

This Instructional Sample Practice describes a fourth-grade, dual-language (Spanish-English) classroom in which the teachers embedded oral language development, metalinguistic awareness, and flexible groupings in a Social Studies unit that centered on the Algonquian and Mayan creation myths. This Instructional Sample is for teachers and those who support teachers working with Multilingual Learners (MLs)¹ to build understanding and experience with instruction aligned to [the New York State Next Generation English Language Arts Learning Standards](#) as well as the Lifelong Practices for Readers and Writers that are embedded within them. This instructional unit highlights oral language through conversations that take place within flexible student groupings. The unit incorporates activities that target metalinguistic awareness to support the gradual and dynamic development of linguistic knowledge within and across languages.

*This description of a fourth-grade, dual-language (Spanish-English) classroom centers on Unit 2 of the fourth-grade social studies curriculum, which focuses on aspects of some Native American cultures. This unit seeks to answer an essential question: *What makes for a complex society?* In the spotlight sample presented here, the teachers and students were working on creation myths from both American and Mexican cultures. Although Ms. Smith and Ms. González could have centered their instruction solely on the Algonquians, they decided that the interests, cultural backgrounds, and motivation of their students could best be served by having Ms. Smith develop a unit on Algonquian creation myths in English while Ms. González developed a unit on Mayan creation myths in Spanish. Both teachers incorporated oral language, metalinguistic awareness, and flexible groupings throughout this instructional sample.*

This instructional sample starts by describing the importance the two teachers give to oral language. Speaking and listening take center stage when launching this unit, as teachers provide spaces where students can ask and answer questions about videos that build background knowledge about Mayan and Algonquian creation myths. The unit continues by engaging students in reading these myths as the teachers foster

¹ Under CR Part 154, “English Language Learners” are defined as students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English.

*In addition, the **Multilingual Learner (ML) definition was included to the Reopening Guidance in August:** All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.*

These abbreviations are used in this document, NYSED guidance, and other public materials.

conversations to deepen comprehension. In this specific case, the students were required to come up with their own questions to clarify meaning and make inferences.

A central aspect Ms. Smith and Ms. González emphasized is metalinguistic awareness. The activities described below focus on the dynamic development of linguistic knowledge within and across languages by targeting the analysis of word meanings, cognates and a false cognates, semantic gradients, and transitional words. As part of developing student metalinguistic skills, both teachers structured the translation of selected texts from Spanish to English and vice versa. Both teachers value this instructional practice because students need to think about the meaning of words, language structures, cultural elements, and overall text structure before they can find the best corresponding expressions in the other language. At this point, it is important to discuss the role of translanguaging in the pedagogies created for MLs.

Translanguaging is a practice that brings together the students' entire linguistic repertoire (home and new languages) in ways that create spaces for deeper and more complex thinking. Translanguaging requires the creation of spaces where learning is intentional, strategic, agentive, and thoughtfully carried out (Fu, Hasjioannou, & Zhou, 2019; Espinosa & Lerner-Quam, 2019). In this instructional practice, you will notice the intentionality that teachers bring to the teaching of MLs in order to **foster oral communication** that takes place in **flexible and dynamic partnerships**. **Metalinguistic awareness**, in particular, is made possible when teachers have opened a translanguaging space (Velasco & García, 2014).

The third practice Ms. Smith and Ms. González implemented is the intentional and purposeful clustering of students based on academic goals and students' needs. The teachers thought strategically about how to form small groups or partnerships that could support their students according to how the unit unfolds. Students in this classroom were grouped by cross-linguistic language levels,² students' home languages, and ability to work together. These decisions should rest on the teachers' knowledge of their students' personalities and learning styles, as well as their reflections on student data. Flexible grouping opens the door for naturally creating situations in which students engage in academic conversations that focus on content and language. The activities described in this instructional sample are not meant to be prescriptive. They should be taken as possibilities in which MLs can increase their understanding of a particular content area while increasing their mastery of the languages of instruction.

² Cross-linguistic language levels in ML students refer to the different degrees of language proficiency or control that an ML can demonstrate in the new and home language. A student with more control over English can be paired with one whose home language is stronger than her/his English proficiency.

The last section of this instructional practice covers writing. Students wrote a creation myth in small groups. Again, the teachers fostered conversations by asking the students to collectively draw the different elements that would be part of their myth. Drawing before writing acted as a brainstorming activity that required negotiating and considering the structure of their myth. At every point in this instructional sample, conversations among peers are central to gaining understanding of the content and mastery of the languages used for instruction. The standards that are covered appear at the end of each section, as well as the principles outlined in the [Lifelong Practices for Readers and Writers](#), and, when appropriate, templates pertaining to the Bilingual Progressions are inserted. Even though this instructional unit was developed with a fourth-grade, dual-language (Spanish-English) class, teachers who have MLs in their classrooms will find modifications of the practices presented throughout the text. The road map of how this instructional sample is organized is presented in Table 1.

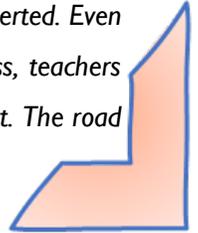


Table 1: Road Map of the Instructional Unit for Grade 4 Social Studies: Algonquian and Mayan Creation Myths

All the classroom practices described below can be mirrored in English and in the language other than English. These by no mean limit the variety of strategies that can support MLs.

Development of the Unit	Suggestions for Classroom Practices	Suggestions for Modifications by Teachers of MLs
<p>Launching the unit</p> <p>Introduction to the Algonquian and Mayan creation myths</p>	<ul style="list-style-type: none"> Watching videos depicting creation myths for the Mayans and the Algonquians Teachers posing questions to ensure comprehension and target different language proficiency levels Retelling both creation myths to foster comprehension and oral language development 	<ul style="list-style-type: none"> Teachers of MLs can support their students by asking questions in English and, when comprehension is jeopardized, in the language the student knows. Teachers of MLs can pair recently arrived students with students who are more familiar to the strategies being implemented in the classroom. Students can use web-based translation tools to facilitate the comprehension of these open-ended questions and ensure access to deep content. Teachers of MLs can use sentence starters in English and provide a chance for students to prepare their answers while working with peers who can (if needed) translate and provide feedback.
<p>Reading the Algonquian and Mayan creation myths</p>	<ul style="list-style-type: none"> Reading the creation myths in Spanish (Mayan creation myth) and English (Algonquian creation myth) Asking questions in small groups 	<ul style="list-style-type: none"> Teachers of MLs can support their students by pre-loading vocabulary and working with students in a guided reading group to support comprehension. Pairing recently arrived students with other speakers who share the same home language can provide support and aid in comprehension. Teachers of MLs can support their students by asking questions in English and, when comprehension is jeopardized, in the language a student has mastered. Having students support one another or use web-based translation tools can facilitate the comprehension of these open-ended questions and ensure access to deep content.

		<ul style="list-style-type: none"> Teachers of MLs can foster the discussion and translation of a sentence or paragraph by grouping students (if possible) based on their home language. The discussion can take place in the students' home language, and they can translate a text excerpt in English into their home language. Web-based translation tools can be useful in aiding a teacher in understanding their students' translations.
<p>Metalinguistic awareness Developing knowledge about words and linguistic structures in partnerships and small and whole class settings</p>	<ul style="list-style-type: none"> Presenting vocabulary: <ul style="list-style-type: none"> Cognates False cognates Semantic gradients in English and Spanish words Language structures: transitional words Translation to foster language development Grouping students in small groups or partners according to language proficiency and ability to collaborate 	<ul style="list-style-type: none"> Teachers of MLs can encourage deepening vocabulary knowledge and language structures in English by encouraging students to make connections to their home language and to discuss their insights with their peers. Teachers of MLs can foster the discussion and translation of a sentence or paragraph by grouping students (if possible) based on their home language. The discussion can take place in the students' home language, and they can translate a text excerpt in English into their home language. Web-based translation tools can be useful in aiding a teacher in understanding their students' translations.
<p>Students writing their own myths Grouping students according to their brainstorming and writing skills in order to create their own myth</p>	<p>Based on their brainstorming and writing skills, students are clustered in small groups in order to:</p> <ul style="list-style-type: none"> Compare the Mayan and Algonquian creation myths in small groups Read additional creation myths. Make a collective drawing by four students depicting the characters and the plot Write two myths, one in English and one in Spanish 	<ul style="list-style-type: none"> Teachers of MLs can support the writing process in a dynamic, multimodal manner by promoting the use of bilingual dictionaries, as well as a class-created word bank or a "word wall", and classroom charts that incorporate bilingual definitions. Students can draw, draft, and revise making use of their home and new language. Peers and teachers can provide explicit feedback on how to improve their drafts. Sentence starters and grouping students by their home language can support students' understanding of the texts.

Overall Description of the Classroom Setting

Ms. González and Ms. Smith work in a side-by-side, dual language bilingual (Spanish/English) program. They have 53 students in all. The students switch classes every day, alternating between Spanish and English instruction. On the days that the students in Ms. González's class receive Spanish in the mornings, they follow with Ms. Smith, who teaches the curriculum in English in the afternoon. In the case of this social studies unit, the teachers were pursuing two different creation myths, an Algonquian myth, and a Mayan myth, but they had the same learning objectives in both classrooms. The program is a one-way dual language program since all students share Spanish as their home language. Except for seven students who were born in Mexico, the other 46 students were born in New York, but they come from families where at least one parent is Mexican, Dominican, or Ecuadorian.

Ms. González and Ms. Smith have been professional partners for four years. They get together and plan their lessons a month in advance. Their lessons, as is common in dual-language programs, are sequential. This means that the teachers work in tandem: lesson 1 is developed by one teacher, and lesson 2 by the other. When they

TEACHERS OF MLs CAN SUPPORT THEIR STUDENTS BY PROVIDING PICTURES SUPPORT FOR BUILDING BACKGROUND KNOWLEDGE AND A GRAPHIC ORGANIZER FOR ORGANIZING THOUGHTS. STUDENTS CAN USE DICTIONARIES AND THESAURUSES TO FACILITATE THE COMPREHENSION OF OPEN-ENDED QUESTIONS. THEY CAN USE THEIR HOME LANGUAGE TO HELP EXPRESS THEIR IDEAS.

observe that a group of students has not understood a concept well, they repeat the lesson. This can be in small group work, where the lesson is repeated in the language in which it was originally taught. Even though Ms. Smith and Ms. González teach the same content throughout the semester, they decided to take a different route for this instructional practice. Ms. González focused on developing a unit centered on the Mayans, while Ms. Smith centered on the Algonquians. Prior to this unit, the students covered different content related to the Algonquians and the Mayans. During the Algonquian lessons, students learned the group's geographical location and way of life as hunter-gatherers, farmers, fishers, and trappers. Students also became familiar with knowledge about Algonquian homes and/or shelters: wigwams (or birchbark houses) and longhouses. In reference to the Mayans, students learned the geographical area they occupied and gained understanding about the importance of religion associated with the construction of pyramids found in Palenque, Copán, and Chichén Itzá.

Launching the Unit: Introduction to Creation Myths Related to the Algonquians and Mayans

In preparing to teach these lessons, Ms. Smith and Ms. González read two articles written by Debbie Reese (2007; 2018). These articles informed the teachers about collecting historically and culturally accurate materials when teaching content associated with Native Americans. This section of the unit was launched in the school's auditorium, where the two classes merged. The purpose of this introductory

activity was to have the students get acquainted with creation myths from the Algonquian and the Mayan cultures. Ms. González and Ms. Smith launched the unit by showing the following short videos:

- Mito de la Creación Maya (Creation Myth of the Mayans)
- Creation Myth of the Algonquians

After showing the videos, the teachers posed different **questions that targeted different language**

TEACHERS OF MLs CAN SUPPORT THEIR STUDENTS BY ASKING QUESTIONS IN ENGLISH, AND WHEN COMPREHENSION IS JEOPARDIZED, IN THE LANGUAGE OTHER THAN ENGLISH THAT A STUDENT KNOWS.

TEACHERS OF MLs CAN USE THE STUDENTS' ENGLISH LANGUAGE PROFICIENCY AND PAIR RECENTLY ARRIVED STUDENTS WITH STUDENTS THAT ARE MORE FAMILIAR TO THE STRATEGIES BEING IMPLEMENTED IN THE CLASSROOM. STUDENTS CAN USE WEB-BASED TRANSLATION TOOLS TO FACILITATE THE COMPREHENSION OF THESE OPEN-ENDED QUESTIONS AND ENSURE ACCESS TO DEEP CONTENT.

TEACHERS OF MLs CAN USE SENTENCE STARTERS IN ENGLISH AND PROVIDE A CHANCE FOR STUDENTS TO PREPARE THEIR ANSWERS WHILE WORKING WITH PEERS WHO CAN (IF NEEDED) TRANSLATE AND PROVIDE FEEDBACK.

proficiency levels. The purpose of these teacher-generated questions were for the students to share their thoughts about what creation myths are, why are they important, and who plays a role in shaping them. The teachers used words they wanted to emphasize throughout the unit (creation/creación; gods/dioses;

myth/mito; good/bueno; destructive/destructivo; and worship/adorar). These are examples of the questions posed:

- What did you see in the video? /¿Qué viste en el video?
- Who were the gods? / ¿Quiénes eran los dioses?
- What did the gods want? /¿Qué querían hacer los dioses?
- Why do you think that in the Algonquian myth there is a good and a destructive god? / ¿Por qué crees que en el mito de los Algonquianos hay un dios bueno y uno destructivo?
- Why do you think that in the Mayan myth it was important for the gods to be worshipped? / ¿Por qué crees que en el mito Maya era importante para los dioses que los adorarán?
- In your own words, what is a creation myth? / ¿En tus propias palabras, qué es un mito de la creación?
- Why do you think that creation myths are important? / ¿Por qué crees que los mitos de la creación del mundo son importantes?
- Teachers also supported the students with sentence starters:
 - I saw.../Yo ví...
 - I understood that.../Yo entendí que...

TEACHERS OF MLs CAN USE SENTENCE STARTERS IN ENGLISH AND PROVIDE A CHANCE FOR STUDENTS TO PREPARE THEIR ANSWERS WHILE WORKING WITH PEERS WHO SPEAK THEIR HOME LANGUAGE AND PROVIDE FEEDBACK.

In these conversations, the teachers decided to group students by their home language; therefore, the definitions were either written in English or Spanish. Ms. Smith engaged in conversations with the students who had written their answers in English, and Ms. González did the same for those who worked in Spanish. Once students were back in their classrooms, a whole-class definition was produced in the English and Spanish classes.

LIFELONG PRACTICES FOR READERS:
THINK, WRITE, SPEAK AND LISTEN TO UNDERSTAND.

As a follow-up activity, students in Ms. González and Ms. Smith’s classes were asked to **retell both creation myths, after which their peers asked questions and made comments**. Some of the sentence starters and supports the teachers used were taken from the linguistic demand section from the Bilingual Common Core Progressions (BCCP) Speaking and Listening Standard 2 for Grade 4. This section emphasizes compare and contrast sentences and the use of transitional words such as in the beginning/en un principio and then/después, as well as sentence starters that scaffolded comparisons:

- The videos were about.../Los videos eran sobre....
- In the Algonquian video...whereas in the Mayan video.../ En el video de los Algonquianos...pero en el video de los Mayas...

Common Core Grade 4 Standard (SL.4.2): Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	GRADE LEVEL ACADEMIC DEMAND <i>Paraphrase Portions of a Text Read</i>
<p>Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.</p> <ul style="list-style-type: none"> • Use introductory words and phrases to paraphrase and present the topic of the text (e.g., this text is about). • Use transitional words (e.g., then, after that, in the beginning, in the end) to support the paraphrasing sequencing and chronological markers. • Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information. • Use cause and effect words (e.g., because, since, so) to present information. • Use signal words (e.g., however, but, nonetheless) to convey a change of direction. 	
<p>Example to Address the Linguistic Demands</p> <p>This standard does not have an example of a linguistic demand because it requires paraphrasing portions of a text read aloud or information presented in diverse media or formats. For examples of text excerpts, please consult Reading for Information and Reading Literature standard 2 for 4th grade.</p>	

The Speaking and Listening Standards that the teachers covered were the following:

- *4 Speaking and Listening 1a: Come to discussions prepared, having read, or studied required material; draw on that preparation and other information known.*
- *4 Speaking and Listening 1c: Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.*
- *4 Speaking and Listening 1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.*

Reading the Algonquian and Mayan Creation Myths

As the unit continued, Ms. González and Ms. Smith presented their respective students with the Algonquian and Mayan texts that described the creation myths they had already

TEACHERS OF MLs CAN SUPPORT THEIR STUDENTS BY PRE-LOADING VOCABULARY AND WORKING WITH STUDENTS IN A GUIDED READING GROUP TO SUPPORT COMPREHENSION. PAIRING RECENTLY ARRIVED STUDENTS WITH OTHER SPEAKERS WHO SHARE THE SAME HOME LANGUAGE CAN PROVIDE SUPPORT AND AID IN COMPREHENSION.

watched in the videos and had discussed. After reading the respective texts independently, Ms. González and Ms. Smith formed reading groups based on their own experience on how comfortable the students felt working with each other. Both teachers **asked their students to generate questions** about the characters, settings, and/or events. These questions addressed elements that the students had not understood.

The Reading Standard that the teachers covered was the following:

- *4 Reading 3: In literary texts describe a character, setting or event, drawing on specific details in the text.*

Table 2: Algonquian and Mayan Creation Myth Texts

Algonquian Creation Myth (taken from Manataka Indian Council) https://www.manataka.org/page385.html	Mayan Creation Myth Adaptado de La Creación de Hombre según los Mayas Español. Secretaría de Educación Pública. México, Tercer Grado, p. 30 https://issuu.com/psicologiacal/docs/espanol.libro.de.lectura.tercero.20
<p>The great Earth Mother had two sons, Glooskap and Malsum. Glooskap was good, wise, and creative; Malsum was evil, selfish, and destructive.</p> <p>When their mother died, Glooskap went to work creating plants, animals, and humans from her body. Malsum, in contrast, made poisonous plants and snakes.</p> <p>As Glooskap continued to create wonderful things, Malsum grew tired of his good brother and plotted to kill him.</p> <p>In jest, Malsum bragged that he was invincible, although there was one thing that could kill him: the roots of the fern plant.</p> <p>He badgered Glooskap for days to find the good brother's vulnerability. Finally, as Glooskap could tell no lies, he confided that he could be killed only by an owl feather. Knowing this, Malsum</p>	<p>Al principio, todo en la Tierra estaba tranquilo, nada se movía. No había ni animales, ni árboles ni piedras. Sólo se encontraban los dioses que se llamaban Kukumatz y Huracán y estaban rodeados de aguas claras y transparentes. Se vestían con plumas de colores, azules, verdes y coloradas.</p> <p>Primero, crearon la palabra para poder hablar entre ellos. Y se pusieron de acuerdo para crear la vida.</p> <p>Y cuando llegó la luz, crearon valles, montañas y largos ríos. Kukumatz y Huracán se llenaron de alegría. Hicieron a los animales pequeños y a los grandes, pero éstos no podían hablar ni podían adorar a Kukumatz ni a Huracán.</p> <p>Luego hicieron a los hombres. Usaron madera, pero no se movían y no hablaban. Cayó una gran lluvia y fueron destrozados. Entonces los dioses pensaron que la humanidad debería de hacerse de maíz, de mazorcas blancas y de mazorcas</p>

made a dart from an owl feather and killed Glooskap.

The power of good is so strong, however; that Glooskap rose from the dead, ready to avenge himself. Alive again, Glooskap also knew that Malsum would continue to plot against him.

Glooskap realized that he had no choice but to destroy Malsum so good would survive and his creatures would continue to live. So, he went to a stream and attracted his evil brother by loudly saying that a certain flowering reed could also kill him.

Glooskap then pulled a fern plant out by the roots and flung it at Malsum, who fell to the ground dead. Malsum's spirit went underground and became a wicked wolf-spirit that still occasionally torments humans and animals but fears the light of day.

amarillas. Así tuvieron fuerza en sus músculos, vigor en sus brazos y agilidad en sus piernas.

English Translation:

At first, everything on Earth was quiet, nothing moved. There were no animals, no trees, or stones. Only the gods called Kukumatz and Huracán were found and were surrounded by clear and transparent waters. They dressed in red, blue, and green feathers. First, they created the word to be able to talk among themselves. And they agreed to create life.

And when the light came, they created valleys, mountains and long rivers. Kukumatz and Huracán were filled with joy. They made small animals and large ones, but these could not speak nor could they adore them.

Then they created men. They used wood but these men did not move and could not speak. A great rain fell, and they were destroyed. Then Kukumatz and Huracán thought that humanity should be made of corn, from white ears and yellow ears. Thus, they had strength in their muscles, vigor in their arms and agility in their legs.

In these **small groups**' students asked questions to each other. The following are two examples of the questions the students came up with:

In the Algonquian myth: Glooskap was the good god, but he kills his brother? Why? Why was Malsum so mean? Why is he afraid of the light of day? Where do you think these myths took place? Can you imagine the place or setting?

TEACHERS OF MLs CAN ENCOURAGE THE PRODUCTION OF SELF-GENERATED QUESTIONS BY MOTIVATING STUDENTS TO FOCUS ON WHAT THEY HAVE NOT UNDERSTOOD AND TURNING IT INTO A QUESTION. SENTENCE/QUESTION STARTERS CAN SUPPORT STUDENTS IN THIS ENDEAVOR.

In the Mayan myth: ¿Por qué crees que los dioses empezaron por crear la palabra? ¿Por qué era esto importante? ¿Por qué fueron destrozados los hombres de madera? /In the Mayan myth: ¿Why do you think the gods started by creating language? Why was this important? Why do you think the wooden men were destroyed?

In these conversations, the following Speaking and Listening and Reading Standards were covered:

- *4 Speaking and Listening 1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.*
- *4 Reading 3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)*
- *4 Reading 2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)*

Metalinguistic Awareness: Developing Knowledge About Words and Linguistic Structures in Partnerships, Small Groups, and Whole Class Settings

One of the instructional activities that Ms. Smith and Ms. González considered salient in their students' growth is the development of metalinguistic understanding that allows the students to center their attention on cross-linguistic comparisons. The first element that both teachers centered on is vocabulary knowledge.

LIFELONG PRACTICES FOR READERS

READ OFTEN AND WIDELY FROM A RANGE OF GLOBAL AND DIVERSE TEXTS.

Vocabulary

When the unit was launched, Ms. Smith and Ms. González had selected key words that they considered important for understanding the Algonquian and the Mayan creation myths: creation/creación; gods/dioses; myth/mito; good/bueno; destructive/destructivo and worship/adorar. It is important to note that both teachers believe vocabulary development does not happen when students first engage with a text, but within conversations that take place during and after the reading of the text. In addition, as they prepared to teach, they unpacked the deeper meanings these texts hold. For example, in the Algonquian myth, Malsum has to destroy Glooskap in order to survive. Even though the word “destructive” does not appear in the text itself, the word condenses and explains what happened. In the Mayan myth, the word *adorar*/adore or “worship” does appear, and it is central to understanding the main idea of the Mayan myth. The teachers also emphasized that these words are cognates.

TEACHERS OF MLs CAN ENCOURAGE DEEPENING VOCABULARY KNOWLEDGE AND LANGUAGE STRUCTURES IN ENGLISH BY ENGAGING STUDENTS TO MAKE CONNECTIONS TO THEIR HOME LANGUAGE AND TO DISCUSS THEIR INSIGHTS WITH THEIR PEERS.

Both teachers also targeted two words that appear in the texts: “invincible” from the Algonquian text and “transparente” from the Mayan text. Ms. Smith decided to use a vocabulary jigsaw,³ which entails

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³ The jigsaw vocabulary strategy described was adapted for the fourth-grade class from the following video: <https://www.teachingchannel.org/video/middle-school-vocabulary-development>

four students working in a small group. Elyas & Shah (2018) have shown that interactive activities that trigger peer engagement can increase students' control of target vocabulary. For this activity, each student received a card with a clue. The first clue had the first letter of the target word that the teacher had selected (in this case it was 't'); the second card presented the final letter of the target word (e); the third card presented the number of syllables (four syllables); and the fourth one had a short definition (claro, que se ve a través de /clear, that you can see through). The following is a sample of the four cards with the four different clues in order to locate the word transparente/transparent in the Mayan creation myth:

**La primera letra de la palabra es /t/
(The first letter of the word is /t/)
La última letra de la palabra es /e/
(The last letter of the word is /e/)
La palabra tiene cuatro sílabas
(The word has four syllables)
La definición de la palabra es: claro, que se puede ver a través de
(The definition of the word is: clear, that see can see through)**

The students had to collaborate to put together all four clues and find the word in the text. Ms. Smith selected the word invincible. She followed the same steps, and the short definition for invincible that was provided was “too powerful to be defeated.”

Once the students re-read their texts and found the words, the teachers asked if the students knew the equivalent word in English or Spanish. For invincible/invencible, the analysis of this word included analyzing the meaning of the prefix “-in,” meaning no, which works the same way in both languages. The word transparent/transparente was easily associated by the students. In both cases, the teachers associated the words with the characters and/or settings where the myths take place. Ms. González and Ms. Smith used the scaffolding suggestions embedded in the BCCP RL 4.4 for the New Language Arts Progressions (NLAP). When working with the cognates, the teachers also wrote them side by side, using a different color for the letters that changed. For instance, in transparent/transparente, the final /e/ was written in orange, while the rest of the words were written in black. This pedagogical strategy has been described by Escamilla and her colleagues (2014), and it fosters the analysis of how the cognates are written and how the words are pronounced in both languages.

The following Reading Standards were addressed in these activities:

- *4 Reading 4: Determine the meaning of words and phrases, figurative language and academic and content specific words. (RI & RL)*
- *4 Reading Foundational Skills 3a: Use combined knowledge of all letter sound correspondence, syllabification patterns and morphology (e.g., roots and affixes to read accurately unfamiliar, multisyllabic words in context and out of context).*

HOME LANGUAGE ARTS PROGRESSIONS (ELA/NLA)

Grade 4: Reading for Literature 4

Common Core Anchor Standard (RL.4): Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		MAIN ACADEMIC DEMAND <i>Interpret Meaning of Words and Phrases</i>				
Common Core Grade 4 Standard (RL.4.4): Determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).		GRADE LEVEL ACADEMIC DEMAND <i>Determine the Meanings of Words and Phrases in Text, Including Allusions to Mythological Characters</i>				
5 Levels of Literacy Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
When developing home language literacy, using grade level texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>preidentified words and phrases on a word map</i> to determine the meaning of words and phrases, as texts are read aloud in <i>partnership and/or small groups</i> .	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed word map</i> to determine the meaning of words and phrases, as texts are read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>sentences on a word map</i> to determine the meaning of words and phrases, as texts are read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>information on a word map</i> to determine the meaning of words and phrases, as texts are read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>information on a self-created word map, independently</i> , to determine the meaning of words and phrases, as texts are read aloud in <i>partnership, small group and/or whole class settings</i> .
		Reading-Centered Activity: Organize <i>preidentified words on a semantic web</i> to interpret the meaning of words and phrases, including allusions to characters found in mythology.	Reading-Centered Activity: Organize <i>phrases and sentences from a bank on a partially completed semantic web</i> to interpret the meaning of words and phrases, including allusions to characters found in mythology.	Reading-Centered Activity: Organize <i>sentences on a semantic web, after teacher modeling</i> , to interpret the meaning of words and phrases, including allusions to characters found in mythology.	Reading-Centered Activity: Organize <i>information on a semantic web, with teacher prompting</i> , to interpret the meaning of words and phrases, including allusions to characters found in mythology.	Reading-Centered Activity: Organize <i>information on a self-created semantic web, independently</i> , to interpret the meaning of words and phrases, including allusions to characters found in mythology.

5 Levels of Literacy Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When developing home language literacy, using grade level texts and appropriate supports, students are able to:						
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>preidentifie words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the meaning of words and phrases, including allusions to mythological characters, when speaking about the text in <i>partnership and/or small groups</i>.</p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to explain the meaning of words and phrases, including allusions to mythological characters, when speaking about the text in <i>partnership, small group, and/or whole class settings</i>.</p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers, after teacher modeling</i>, to explain the meaning of words and phrases, including allusions to mythological characters, when speaking about the text in <i>partnership, small group, and/or whole class settings</i>.</p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers, with teacher prompting</i>, to explain the meaning of words and phrases, including allusions to mythological characters, when speaking about the text in <i>partnership, small group, and/or whole class settings</i>.</p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to explain the meaning of words and phrases, including allusions to mythological characters, when speaking about the text in <i>partnership, small group, and/or whole class settings</i>.</p>
		<p>Writing-Centered Activity: Use <i>preidentifie words to complete a cloze paragraph</i> that explains the meaning of words and phrases, including allusions to mythological characters.</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to write two or more paragraphs</i> that explain the meaning of words and phrases, including allusions to mythological characters.</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that explains the meaning of words and phrases, including allusions to mythological characters.</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers, with teacher prompting, to develop an essay</i> that explains the meaning of words and phrases, including allusions to mythological characters.</p>	<p>Writing-Centered Activity: Use <i>information to develop a multiple paragraph essay, independently</i>, that explains the meaning of words and phrases, including allusions to mythological characters.</p>

Semantic Gradients

Another pedagogical practice associated with vocabulary growth is the use of semantic gradients⁴ of adjectives. Semantic gradients allow students to analyze words that have similar meanings but that contain subtle differences. In the English class, Ms. Smith introduced a semantic gradient by referring to Glooskap, who in the text is referred to as wise. The students received the words clever, careful, intelligent, wise, and astute in separate cards that they had to organize and discuss:

Ms. Smith: How would you organize these words, which have to do with intelligence, from less to more? What made you organize them in such a way?

Clever Intelligent Careful Wise Astute

She followed this exercise with this prompt: Can you tell which of these words are cognates (words that look alike in Spanish and English and share the same meaning)? Ms. Smith was referring to the word intelligent, which in Spanish is inteligente, as well as the word astute/astuto.

In the Spanish class, Ms. González engaged her students in a semantic gradient by analyzing the word “vigor.” The men created by the gods are referred to as having “vigor en sus brazos/ vigor in their arms.” The teacher gave the students cards on which the following words were written: debilidad/weakness; fuerza/strength; vigor/vigor.

Debilidad Energía Fuerza Vigor

Students worked in partnerships with the student sitting right beside him/her. The purpose of this exercise is not so much that all partnerships develop the same gradients, but that the activity elicits discussion around the meaning of words.

Working with a False Cognate

Although cognates are a popular way of addressing word knowledge in bilingual classrooms, working with false cognates is less so. However, paying attention to false cognates—to words and their differing meanings in both languages—has been shown to increase word consciousness (Graves & Watts-Taffe, 2009; Velasco 2015). This strategy involves presenting both words in a sentence so that students

⁴ *Semantic gradients are a way deepen students' understanding of related words. Students consider a continuum of words that helps them distinguish their meaning by order of degree. This strategy helps students distinguish between shades of meaning. For a video showing this vocabulary strategy, follow this link: <https://www.youtube.com/watch?v=zTaYuYw8GNc>*

encounter the false cognates and reflect on the meaning of each word. In the following example, the false cognates *colored* and *coloradas* appear in italics:

The gods loved to dress in *colored* feathers, *coloradas*, blue and green.

In this example, “colored” means “of many colors” in English, but “coloradas” means “red” in Spanish. After reading the sentence in each of their classrooms, the students discovered the nuances in meaning.

Working with Transitional Words

The Writing Standards the teachers were focusing on for this segment of the unit required developing a deeper of understanding of transitional words.

- *4 Writing 1c: use transitional words and phrases to connect ideas within categories of information.*
- *4 Writing 3c: use transitional words and phrases to manage the sequence of events.*

The teachers selected a sentence from each text that presented a transitional word and used this as the basis for presenting other transitional words. For this exercise on metalinguistic awareness, the students were clustered in small groups combining English and Spanish dominant students. The students compared and contrasted both examples and explained the differences within each pair.

The text says:	But you can also say:
<p><i>In jest, Malsum bragged that he was invincible, although there was one thing that could kill him: the roots of the fern plant.</i></p>	<p><i>In jest, Malsum bragged that he was invincible, but there was one thing that could kill him: the roots of the fern plant.</i></p> <p><i>In jest, Malsum bragged that he was invincible, however, there was one thing that could kill him: the roots of the fern plant.</i></p>
<p><i>Hicieron a los animales pequeños y a los grandes, pero éstos no podían hablar ni podían adorar a Kukumatz ni a Huracán.</i> <i>(They made small animals and large ones, but these could not speak, nor could they adore Kukumatz and Huracán).</i></p>	<p><i>Hicieron a los animales pequeños y a los grandes, sin embargo, éstos no podían hablar ni podían adorar a Kukumatz ni a Huracán.</i> <i>(They made small animals and big animals. However, these could not speak and could not praise Kukumatz and Huracán)</i></p>

Students Translating in Order to Better Comprehend the Text and Gain Linguistic Knowledge

LIFELONG PRACTICES FOR READERS:

PERSEVERE THROUGH CHALLENGING, COMPLEX TEXTS.
ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY
THROUGH READING AND COMMUNICATING WITH OTHERS.

LIFELONG PRACTICES FOR WRITERS:

ANALYZE MENTOR TEXTS TO ENHANCE WRITING
ENRICH PERSONAL LANGUAGE, BACKGROUND KNOWLEDGE, AND VOCABULARY
THROUGH WRITING AND COMMUNICATING WITH OTHERS.

By combining students in partnerships based on how well students collaborate with each other and their cross-linguistic language proficiency, both teachers encouraged discussing a sentence or a paragraph from the Spanish and English texts in their respective classrooms. In Ms. Smith's class, an English-dominant student was partnered with a Spanish-speaking student in order to translate a section of the Mayan myth into English. In Ms. González's class, a Spanish-dominant student was partnered with a predominantly English speaker, and they translated a section of the Algonquian myth into Spanish. Students decided which section of the text they thought was particularly important or compelling. Once the decision

LIFELONG PRACTICES FOR WRITERS:
ENRICH PERSONAL LANGUAGE, BACKGROUND
KNOWLEDGE AND VOCABULARY THROUGH
WRITING AND COMMUNICATING WITH OTHERS.

had been made, the students worked together and translated their segment of the text. Different partners decided on translating different sections of different lengths. Students then shared their translations which each other. For Goodwin and Jiménez (2015), translation is a metalinguistic exercise in itself, and Ms. Smith and Ms. González had experienced its advantages. When translating, students must understand and discuss the effects of word choice, language structures, differences in punctuation, and overall text structure.

TEACHERS OF MLs CAN FOSTER THE
DISCUSSION AND TRANSLATION OF A SENTENCE
OR PARAGRAPH BY GROUPING STUDENTS (IF
POSSIBLE) BASED ON THEIR HOME LANGUAGE.
THE DISCUSSION CAN TAKE PLACE IN THE
STUDENTS' HOME LANGUAGE, AND THEY CAN
TRANSLATE A TEXT EXCERPT IN ENGLISH INTO
THEIR HOME LANGUAGE. WEB-BASED
TRANSLATION TOOLS CAN BE A USEFUL TOOL
TO AID A TEACHER IN UNDERSTANDING THE
STUDENTS' TRANSLATION.

Writing Their Own Myths

In order to close this segment of the unit, the students created their own myths working in small groups of no more than four members.

In preparation for this activity, Ms. Smith and Ms. González used the Linguistic Demand Section from the BCCP template for Standard 9, which targets comparing myths from different cultures.

TEACHERS OF MLs CAN SUPPORT THE WRITING PROCESS IN A MULTIMODAL AND DYNAMIC MANNER BY PROMOTING THE USE OF BILINGUAL DICTIONARIES AND USING A WORD BANK CREATED BY THE CLASS, AS WELL AS THE WORD WALL AND CLASSROOM CHARTS THAT INCORPORATE BILINGUAL DEFINITIONS AND/OR COGNATES. STUDENTS CAN DRAW, DRAFT, AND REVISE MAKING USE OF THEIR HOME LANGUAGE AND BY PEERS AND TEACHERS PROVIDING EXPLICIT FEEDBACK ON HOW TO IMPROVE THEIR DRAFTS.

Common Core Grade 4 Standard (RL.4.9): Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.

GRADE LEVEL ACADEMIC DEMAND
Compare and Contrast the Treatment of Similar Themes and Topics in Texts from Different Cultures

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach the standard in their new and/or home language.

- Use words and phrases (nouns and associated pronouns) to identify the subject (e.g., Water Beetle, the beaver, the muskrat, he).
- Use transitional words and phrases (e.g., afterward, at last, this is how) to identify how the topic develops.
- Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., creation myths).
- Use sentence structures to compare and contrast themes (e.g., The stories develop the following themes ___ but differ in that ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1 In the long time ago, when everything was all water, all the animals lived up above in Galun’lati, beyond the stone arch that made the sky. <i>But</i> it was very crowded. All the animals wanted more room. The animals began to wonder what was below the water and at last Beaver’s grandchild, little Water Beetle, offered to go and find out. Water Beetle darted in every direction over the surface of the water, <i>but</i> it could find no place to rest.</p> <p>There was no land at all. Then Water Beetle dived to the bottom of the water and brought up some soft mud. This began to grow and to spread out on every side until it became the island that we call the earth. <i>Afterward</i> this earth was fastened to the sky with four cords, <i>but</i> no one remembers who did this.</p> <p>Text 2 The Blackfoot believe that the Sun made the earth—that he is the creator. One of the names by which they call the Sun is Napi—Old Man. <i>This is how they</i> tell of the creation:</p> <p>In the beginning there was water everywhere; nothing else was to be seen. There was something floating on the water, and on this raft were Old Man and all the animals.</p>	<p>In a small group or whole class setting, model how to compare and contrast similar themes and patterns of events in these two American Indian myths on the Earth’s creation:</p> <ul style="list-style-type: none"> • Use words and phrases to identify the subject (nouns and associated pronouns) (bold) (e.g., Text 1: the animals, Water Beetle; Text 2: Old Man, the Blackfoot, the beaver, the muskrat). • Use transitional words and phrases to identify how the topic develops (<i>italics</i>) (e.g. Text 1: <i>afterward, but</i>; Text 2: <i>this is how, then, at last</i>). • Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., creation myths). • Use sentence structures to compare and contrast themes (e.g., The stories develop the following themes ___ but differ in that ___; in the Cherokee myth ___ happens, whereas in the Blackfoot one ___).

Based on this template, Ms. González and Ms. Smith created sentence starters that could support the language development of Entering and Emerging students in English, as shown in this excerpt from BCCP template for Grade 4, Standard 9:

Use sentence structures to compare and contrast themes (e.g., The stories develop the following themes ___ but differ in that ___; in the Cherokee myth ___ happens, whereas in the Blackfoot one ___).

Ms. González did not use sentence starters because she did not think that any of her students needed them. Ms. Smith used some of the following sentence starters:

- The Algonquian myth is about _____ and the Mayan myth is about _____.
- Both are alike in that _____ but are different in that _____.

The answers the students gave centered on associating the Algonquian creation myth with the fight between good and evil. They observed that the Mayan creation myth focused on how the gods wanted to be praised by the humans they had created.

Once the students had compared these two myths, the **teachers grouped the students** based on their brainstorming and writing skills, and the actual preparation for creating a “group myth” started. The students were still working in groups of four to convey the notion that myths were not created by a sole individual but were a collaborative endeavor.

To enhance the students’ literary awareness, the teachers asked the students to read as writers, reminding them of the mutually supportive roles that reading, and writing have. A reader’s insights can be turned

TEACHERS OF MLs CAN BRAINSTORM WITH THEIR STUDENTS BY WORKING IN SMALL GROUPS BASED ON STUDENTS’ COMPREHENSION. STUDENTS WHO REQUIRE ADDITIONAL SUPPORT CAN WORK WITH THEIR TEACHER OR A MORE ADVANCED PEER ON ANSWERING THESE QUESTIONS ONE BY ONE: UNDERLINING KEY WORDS (E.G., THE CHARACTERS). SENTENCE STARTERS CAN BE USEFUL IN SUPPORTING STUDENTS: THE GODS WERE ____; THE GODS WANTED ____; I NOTICE THAT THE LANGUAGE IN THESE MYTHS IS ____ . GROUPING STUDENTS WHO NEED SUPPORT WITH SPEAKERS OF THEIR HOME LANGUAGE CAN SUPPORT THE COMPREHENSION OF THESE QUESTIONS.

around to provide insights into his own writing, and writing can inform the reading process.

First, the students brainstormed the different genres they knew, such as fiction, nonfiction, and poetry. They wrote down characteristics of each. The teachers then asked the students to re-read the Algonquian and the Maya myths, considering the following questions:

- Who are the characters? /¿Quiénes son los personajes?
- What do the gods want? /¿Qué quieren los dioses?
- How are the two myths alike? / ¿En qué se parecen estos dos mitos?
- How are they different? /¿En qué no se parecen?

What do you notice about the way these myths are written? / ¿Qué notas de cómo están escritos estos mitos? *Talking and Getting Ready to Write*

In preparation for writing their collective myth, Ms. González and Ms. Smith asked the students to draw the characters, the setting, and

LIFELONG PRACTICES FOR WRITERS:
STRENGTHEN WRITING BY PLANNING, EDITING,
REVISING OR TRYING A NEW APPROACH.

the plot that would be part of their myth. This led to rich conversations that allowed the students to collectively negotiate and decide the physical traits and personality characteristics of the gods they were creating, the places where the events would take place, and most importantly, the events and conclusion their myth would have. In addition, both teachers provided graphic organizers. At this point in the lesson, brainstorming in both classrooms took place in either English and/or Spanish (see BCCP Template for Standard 10, Writing that appears below). One myth was to be created in English and the other in Spanish, but it is important to note that the brainstorming and drafting took place in both languages and was accompanied **by constant conversations**. The teachers' focus was to ensure deeper dialogue among the students throughout the process, even though the final product was to be produced in the target language.

The creation of each myth also required integrating visual displays. Each group had to present their own myth to the rest of the class, providing another opportunity to **incorporate oral language**. The written work of the students was displayed on the class board. For this section of the unit, the following standards were covered:

- *4 Writing 1c: Use transitional words and phrases to connect ideas within categories of information.*
- *4 Writing 3c: Use transitional words and phrases to manage the sequence of events.*
- *4 Writing 6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.*
- *4 Writing 2e: Provide a concluding statement or section related to the information or explanation presented.*
- *4 Speaking and Listening 5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.*

NEW LANGUAGE ARTS PROGRESSIONS and HOME LANGUAGE ARTS PROGRESSIONS

<p>Common Core Anchor Standard (W.10): Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3)</p>	<p style="text-align: center;">MAIN ACADEMIC DEMAND: <i>Write for a range of tasks, purposes and audiences</i></p>
<p>Common Core Grade Level Standard: Same as the Common Core Anchor Standard</p>	<p style="text-align: center;">GRADE LEVEL ACADEMIC DEMAND: <i>Write for a range of tasks, purposes and audiences</i></p>
<p>Allowing students to use their home language will emphasize that writing is process- driven and not a product-driven approach.</p>	<p>Students are: composing texts in their new and/or home languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.</p> <p>Connecting reading and writing in both languages and across texts: Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader’s or a writer’s eyes contributes to the success of both reading and writing. Students can read a text in the home language and discuss in the new language; or conversely, read in the new language and discuss in the home language.</p> <p>Brainstorming can take place in the home and/or new language in order to:</p> <ul style="list-style-type: none"> • Clarify meaning and expand the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore. • Stimulate and enlarges the writer’s thoughts • Move writers from the stage of thinking about a writing task to the act of writing <p>Revising can take place in the home and/or new language in order to:</p> <ul style="list-style-type: none"> • Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer’s text to another published text. • Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary. • Provide time for practice, response, and reflection <p>Editing can take place in the home or new language: Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer’s text to another published text. Comparisons across languages (e.g. one piece written in the new</p>

	<p>language and the other in the home language) can strengthen the understanding of the editing process. Using rubrics in the home and/or new language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions. Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the home and/or new language while focusing on a piece written in either the home or new language.</p> <p>Presenting and Publishing can take place in the home and/or new language:</p> <p>Considering an audience is a key aspect of the writing process. Oral presentations support the student in gaining mastery of oral academic language that will impact writing and, in turn, writing will impact oral academic language. Oral presentations can be done in the home language, about a piece written in the new language. A piece written in the home language can also be discussed in the new language. Students can also present and publish in the new or home language exclusively. Through conversations and presentations in the home and/or new language (e.g. self-standing descriptions, explanations) discourse patterns, audience, context, and tone are exercised and mastered). This practice will allow the student to focus on the communication of meaning to a real and genuine audience, thus giving a purpose for the writing efforts.</p>				
<p>New Language Students</p>	<p>Entering</p> <p>Cloze texts or outlines can be produced with support of pre-taught words (frontloaded words), and the student's home language resources, in the new language. More extensive written pieces can be produced in the home language.</p>	<p>Emergent</p> <p>More extensive cloze texts can be produced with support of pre-identified words (previously frontloaded and recognized), and the student's home language resources, in the new language. More extensive written pieces can be produced in the home language.</p>	<p>Transitioning</p> <p>Production of short essays in the new language with support from word banks and the student's home language.</p>	<p>Expanding</p> <p>Production of essays in the new language with support of previously used graphic organizers and teacher provided models.</p>	<p>Commanding</p> <p>Production of multi-paragraph essays in the new language with quality, length, style and variety of sentences and vocabulary can be expected</p>

Home Language Students	Entering Cloze texts or outlines can be produced in the student's home language with support of pre- identified words (previously frontloaded and recognized).	Emergent Production of short essays in the student's home language with support of glossaries and graphic organizers.	Transitioning Production of short essays in the student's home with support of glossaries and graphic organizers.	Expanding Production of essays in the home language, with support of teacher provided models and graphic organizers.	Commanding Production of multi-paragraph essays in the home language with quality, length, style and variety of sentences and vocabulary can be expected.
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Table 3: Summary of the Strategies that Ms. González and Ms. Smith Used to Increase the Understanding, Engagement, and Participation of All Students

Oral Language Development, Metalinguistic Awareness, and Flexible Groupings

These instructional strategies are meant to overlap. For instance, students working in a small group can use oral language to discuss word choices, translate words, and gain metalinguistic knowledge.

Oral Language Development	Metalinguistic Awareness	Flexible Groupings
<ul style="list-style-type: none"> • Build background knowledge in all students, and structure conversations to provide them with a framework for situating the new information. • Ask key questions from the beginning to guide students to where teachers want them to direct their attention. • Emphasize key words throughout the teaching of the unit on Mayan and Algonquian creation myths. • Encourage reading and peer discussion of the texts • Provide opportunities for students to ask their own questions to clarify meaning. • Use sentence starters when students need support. • Encourage conversations and translations using the home and/or the new language that foster understanding. 	<ul style="list-style-type: none"> • Encourage the comparative analysis of word meanings: cognates and false cognates. • Extend vocabulary knowledge through semantic gradients and jigsaw vocabulary strategies. • Encourage the comparative analysis of how transitional words work in both languages. • Encourage the use of the Word Wall and word banks where students could write their definitions in the home and/or new language. • Explore translations of segments of texts in order to focus on word choices and meanings, linguistic structures, and text structures. 	<ul style="list-style-type: none"> • Teachers group students based on: <ul style="list-style-type: none"> - Cross-linguistic language proficiency - Home language proficiency - Particular abilities of students to work in groups (e.g., interests, cross-linguistic language proficiency, brainstorming, writing). • Negotiating ideas first by drawing, and then discussing the writing of a collaborative piece

Table 3 presents a summary of the strategies that the teachers in this instructional unit developed. The instructional strategies are meant to urge students to consciously notice what they are learning, to express their thinking, to formulate their own questions that can clarify and deepen their understanding, and to compare the languages they are in the process of mastering. For these two teachers, comprehension was at the forefront, and students could express their thoughts in English and Spanish.

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