ELL Scaffolds for Curriculum Modules

Coordinators’ Networking Meeting
Western Suffolk BOCES Conference Center
October 24, 2013
# Shifts in ELA/Literacy

<table>
<thead>
<tr>
<th>Shift 1</th>
<th>Balancing Informational &amp; Literary Text</th>
<th>Students read a true balance of informational and literary texts.</th>
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</thead>
<tbody>
<tr>
<td>Shift 2</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.</td>
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<tr>
<td>Shift 3</td>
<td>Staircase of Complexity</td>
<td>Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.</td>
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<tr>
<td>Shift 4</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
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<td>Shift 5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
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<tr>
<td>Shift 6</td>
<td>Academic Vocabulary</td>
<td>Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</td>
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</table>
In addition to instruction linked to the central text(s), each unit includes a text list of suggested classroom resources at all levels, which can be used with students at other times of the day. Additional suggestions for texts and videos appropriate to different levels of proficiency are included in this adaptation.
On-demand and Performance Assessment

- Incorporates multiple modes, or types, of writing (e.g., argument, informative/explanatory text, and narrative)
- Always involves writing from sources and citing evidence
- Requires research to build and present knowledge
Grade 5 Module 1: Overview

What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students will develop their ability to read and understand complex text as they consider this question. Students will begin to build knowledge about human rights through a close read of the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with short firsthand accounts of people around the world who currently face human rights challenges.

Guiding Questions And Big Ideas

- What are human rights?
- What lessons can we learn about human rights through literature and life?
- How can we tell powerful stories about people’s experiences?
  - We learn lessons about human rights from the experiences of real people and fictional characters.
  - Characters change over time in response to challenges.
  - People respond differently to similar events in their lives.
  - Authors conduct research and use specific language in order to impact their readers.
Grade 5 Module 1: Overview

Each overview includes:

• what students will read and write (and view)
• suggested performance assessments
• Central text(s) (and supplementary texts)
• English Language Arts CCLS addressed in the module, with “I can” statements
• a timetabled Curriculum Map for pacing purposes (with suggested alternative time frames)
• connections to NYS Social Studies Core Curriculum
# Sequence of Instruction (about 2 weeks)

## What are Human Rights?
- Building background knowledge about human rights and the Universal Declaration of Human Rights
- Vocabulary regarding human rights
- Close Reading: articles from the UDHR
- Analyzing accounts of human rights

<table>
<thead>
<tr>
<th>Mid-unit 1 Assessment</th>
<th>Formative Assessments</th>
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<tbody>
<tr>
<td></td>
<td>✓ Student notes, logs and journal entries</td>
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<td></td>
<td>✓ Student selected Portfolio pieces – annotated by student</td>
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<td></td>
<td>✓ Students’ ongoing “UDHR Guide”</td>
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<table>
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<tr>
<th>End of unit 1 Assessment</th>
<th>Analysis of a Human Rights Account</th>
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<tr>
<td></td>
<td>✓ A choice of writing about several children’s firsthand accounts will be offered, Malala Yousafzai, or the module’s “required reading” of Isau Ajet.</td>
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<tr>
<td></td>
<td>✓ Students’ completed “UDHR Guide”</td>
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Visual Jumpstarts

English Language Learners benefit from additional scaffolding. **Visual jumpstarts** are a way for teachers to engage students in a preview of material in order to:

- provide ELLs with **background information** about the topic being studied
- develop contextualized academic vocabulary
- build deeper understanding by previewing material in their native language when possible.

**Remember:** Digital/visual jumpstarts should introduce and support the goals/objectives of classroom lessons.
Learning Styles

Many of our students are visual learners and benefit greatly from pictures and diagrams that illustrate the often abstract concepts addressed in the *Universal Declaration of Human Rights*.

![Universal Declaration of Human Rights](http://www.ohchr.org/Documents/Publications/Postereren.pdf)

Digital Jumpstarts

By providing links to material that will be discussed in class, as well as other related topics, we provide ELLs with a slight edge, helping them build background knowledge and prepare for more challenging academic tasks.
Interactive Activities

English Language Learners benefit from interactive discussions in pairs, small groups, or the whole class. These are opportunities to use academic language in meaningful ways while practicing speaking and listening skills. Discussions can be structured as:

- **Brainstorm Concept Map** – Whole Class
- **Completing Graphic Organizers** – Small Group, Pair, or Individual Work with sharing
- **Plus-Minus-Interesting** – Whole Class, Small Group or Pair work
- **Round Robin Discussions** – Whole class or Group work
- **Collaborative projects** – Small Group
- **Interviews** – Individual interactions with first-person sources

- What do you think the term “Human Rights” means?
- Should people be allowed to demonstrate in public places?
- Is going to school important? Why or why not?

⇒ It is important that the students be required to have a written or oral summation as a result of their discussion to be able to assess if the task was comprehended, and the aim/goal of the activity was met. *Discussion alone is not sufficient.*
Grade 5 Module 1: ELL Scaffolds
Grade 5 Module 1: Building Academic Vocabulary

A Pre-Reading Activity: Sentence Starters

- Select vocabulary related to the lesson or unit and create sentences which employ the word but require completion by the students.

- Use only speaking and listening skills initially to introduce and have students practice carefully selected academic vocabulary and sentences.

- Students employ higher order thinking skills in making “educated guesses” about what the words may mean.

- Reinforcement of academic vocabulary and sentences in written form can be introduced afterwards, via a variety of approaches.
“I Can” Statements: Long-Term Learning Targets
Articles 1, 20 and 26 of the UDHR

• “I can use real life connection between words and their use to understand grade level text.” (L.3.5.)

• “I can use a variety of strategies to read grade appropriate text to help me understand the meaning of a word or phrase.” (L.5.4.)

• “I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.” (L.5.4.)

• “I can accurately use academic and domain specific vocabulary to express my ideas.” (L.5.6.)

• “I can determine the meaning of academic words or phrases in an informational text.” (RI.5.4.)
## Module 1 - Selected Vocabulary List by Proficiency Level
(from UDHR Articles #1, #20, and #26)

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>equal</td>
<td>brotherhood</td>
<td>merit</td>
</tr>
<tr>
<td>universal</td>
<td>association</td>
<td>technical</td>
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<tr>
<td>freedom</td>
<td>deprive</td>
<td>professional</td>
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<td>United Nations</td>
<td>compel</td>
<td>tolerance</td>
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<tr>
<td>reason</td>
<td>peaceful</td>
<td>compulsory</td>
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<td>respect</td>
<td>conscience</td>
<td>fundamental</td>
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<tr>
<td>dignity</td>
<td>promote</td>
<td>accessible</td>
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</table>
Vocabulary Sentence Starters for Beginning/Intermediate/Advanced Proficiency Levels

**Beginning**

The new word we are learning is ‘equal’. Let’s say the word together, “equal, equal.”

What do you think this word means? Does it remind you of a word you already know?
*(The teacher guides the students to understand that equal means the same or the same as.)*

Sentence Starter:
When two different people do an equal amount of work, their pay should be _____________.

**Intermediate**

The new word we are learning is ‘promote.’ Let’s say the word together, “promote, promote.”

What do you think this word means? Does it remind you of a word you already know?
*(The teacher guides the students to understand that promote means “help, encourage, advance to the next level”).*

Sentence Starter:
If we want to promote understanding between nations, we should _________________.

**Advanced**

The new word we are learning is ‘compulsory.’ Let’s say the word together, “compulsory, compulsory.”

What do you think this word means? Does it remind you of a word you already know?
*(The teacher guides the students to understand that “compulsory” means “required, mandatory, obligatory.”)*

Sentence Starter:
The Declaration of Human Rights says that elementary education shall be compulsory, which means that _________________.

L.I. RBE-RN Presentation – 10/2013
Post-Reading Vocabulary Activity

To reinforce vocabulary for this Module/Unit, students can be asked to create crossword puzzles at one or more of the proficiency levels. The examples here were created through a free on-line Discovery Puzzle Maker web site, located at:

http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp

Beginner level puzzle

Advanced level puzzle

L.I. RBE-RN Presentation – 10/2013
**Article 1 – Right to Equality**

**Full text**
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Abridged**
*(from EngagedNY Module)*
When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

**Simple**
*(from www.youthforhumanrights.org)*
We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
Long-Term Learning Targets - Article 1

3rd-5th Gr. - Speaking & Listening Standards

- “I can effectively engage in collaborative discussions with diverse partners.” (SL.3.1, 4.1, 5.1)
- “I can tell a story or recount an experience in an organized manner with descriptive details and appropriate facts.” (SL.3.4, 4.4, 5.4)

3rd-5th Gr. - Reading Standards for Informational Text

- “I can demonstrate understanding of a text citing details and examples from the text.” (RI.3.1, 4.1)
- “I can quote accurately from a text when explaining and drawing inferences from the text.” (RI.5.1)

3rd-5th Gr. - Writing Standards

- “I can write informative/explanatory texts to examine a topic and convey ideas clearly.” (W.3.2, 4.2, 5.2)
- “I can recall information from experiences, gather information from print and digital sources, take notes and sort evidence into categories.” (W.3.8, 4.8, 5.8)
Quick Write

“The rights of every man are diminished when the rights of one man are threatened.”
- John F. Kennedy

What does this quote make you think of?

Sketch how this quote makes you feel.
What is a right? What is a responsibility?

Activity: Whole class discussion/brainstorming about rights versus responsibilities. Depending on the ages and proficiency levels in the class, teachers can use their discretion to either provide examples of rights and responsibilities (listed below) for students to categorize or have a class brainstorming session using a concept map.

Rights

- To not be bullied

Responsibilities

- To be on time for school
- Not to bully others
- To treat others with respect
- To treat others kindly
- To be treated kindly

To ask for help

L.I. RBE-RN Presentation – 10/2013
Article 1- Opening Activity

Youth for Human Rights has a series of short videos that introduce the concepts of each Article of the Universal Declaration of Human Rights.

Human Right #1
We Are All Born Free & Equal

Round Robin: Article 1 Right to Equality

Directions: After we watch the video about Article 1 of the Universal Declaration of Human Rights, spend a few minutes thinking about the statements in the boxes below. Write your response in the space next to the pictures. You can also draw a picture with your answer if you would like.

After you complete writing on your own, discuss each question in groups. Remember to take turns speaking (only one at a time) and be sure to listen to each other. When you are finished, choose a recorder to summarize your thoughts on chart paper.

Describe a time when you didn’t feel equal.

Describe a time when you didn’t feel free.

Describe a time when you were treated badly or differently.
UDHR Guidebook

• Document for students to keep their notes, ideas and important information
• Formative Assessment for teachers to track student understanding and progress
• Can be displayed in classroom or school building when complete
• May become a portfolio piece

______________________’s Guide to the

Universal Declaration of Human Rights

Adapted from: Our World, Our Rights: Teaching About Rights and Responsibilities in the Elementary School © 1996
http://takeaction.amnestyusa.org/atf/cf/%7B74ba1956-0c57-4b8e-9d15-d6ab8ce64cf1%7D/OurWorldOurRights.pdf
L.I. RBE-RN Presentation – 10/2013
**Article 1**

**Right to Equality**

*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*

<table>
<thead>
<tr>
<th>What does the <strong>Right to Equality</strong> look like?</th>
<th>What does the <strong>Right to Equality not</strong> look like?</th>
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**What does the **Right to Equality** mean in your own words?**

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**Give 3 examples of how people are not treated equally:**

1.  

2.  

3.  

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**Final Project:**

Write about why human rights are important. When you write be sure to:

- Choose and cite at least one article from the *UDHR*.
- Cite information and examples from the texts we have read.
- Cite information from your interview.
- Write in complete sentences and paragraphs.

*Use the following pages to outline your final project.*
Article 20
The Right to Public Assembly
Article 20 – Right to Public Assembly

**Full text**
1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

**Abridged**
Right to peaceful assembly and association:
1. You have the right to meet peacefully with other people.
2. No one can force you to belong to a group.

**Simple (from www.youthforhumanrights.org)**
We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don’t want to.
<table>
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<tr>
<th>7th Gr. - Speaking &amp; Listening Standards</th>
<th>7th Gr. – Reading Standards for Literature</th>
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<tbody>
<tr>
<td>• “I can effectively engage in discussions with my peers and ask questions so I’m clear about what is being discussed.” (SL.7.1)</td>
<td>• “I can cite several pieces of text-based evidence to support an analysis of literary text.” (R.L.7.1)</td>
</tr>
<tr>
<td>• “I can explain what I understand about the topic being discussed and build on others’ ideas during discussions.” (SL.7.1)</td>
<td>• “I can describe how a narrator’s point of view influences the description of events.” (R.L.7.6)</td>
</tr>
<tr>
<td>• “I can analyze the main ideas and supporting details presented in different media and formats.” (SL.7.2)</td>
<td>• “I can make connections between a novel and other informational texts.” (RL.7.11)</td>
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<tr>
<th>7th Gr. – Writing Standards</th>
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<tr>
<td>• “I can write a response to a literary work with commentary that identifies connections.” (W.7.11)</td>
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</table>
Article 20 - Opening Activity

Youth for Human Rights has a series of short videos that introduce the concepts of each Article of the Universal Declaration of Human Rights.

Whole Group Activity: Read Aloud

¿Si, Se Puede! / Yes, We Can!: Janitor Strike in L.A. By Diana Cohn (English and Spanish Edition) is a bilingual fictional story set against the backdrop of the successful janitors’ strike in Los Angeles in 2000.
Small Group Activity: Discussion

Students can work in groups to answer text-dependent questions about “¡Si, Se Puede! / Yes, We Can!” by Diana Cohn.

- **Group A**: How does Carlitos feel about his mom being on strike? Use evidence from the text to support your answer.

- **Group B**: What is the significance of the title of the book?

- **Group C**: What changes occur as a result of the strike? Are they just?

- **Group D**: How do the events of the story support Miss Lopez’s statement, “When many people join together, they can make a strong force”?

- **Group E**: How do the events of the story relate to Article 20 of the Universal Declaration of Human Rights?

Adapted from: *Every Book Is a Social Studies Book: How to Meet Standards with Picture Books, K-6* by Jeannette Balantic, Andrea S. Libresco
Article 26

Right to Education

"I think of it often and imagine the scene clearly. Even if they come to kill me, I will tell them what they are trying to do is wrong, that education is our basic right."

—Malalai Yousafzay
Article 26
Right to Education

Full text

1. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.
Article 26-Right to Education

Abridged 
(from EngagedNY Module p. 140)

You have the right to go to school, and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents, and you should be taught to get on with others, whatever their race, religion, or country they come from. Your parents have the right to choose how and what you will be taught at school.

Simple 
(from www.youthforhumanrights.org)

Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
### Long-Term Learning Targets - Article 26

#### Speaking and Listening Standards 9-10

- “I can effectively engage in discussions with my peers and ask questions so I’m clear about what is being discussed.” (SL.9-10.1)
- “I can explain what I understand about the topic being discussed and build on others’ ideas during discussions.” (SL.9-10.1)
- “I can analyze the main ideas and supporting details presented in different media and formats.” (SL.9-10.4)

#### Reading - Informational Texts 9-10

- “I can cite several pieces of text-based evidence to support an analysis of literary text.” (RI.9-10.1)
- “I can describe how a narrator’s point of view influences the description of events.” (RI.9-10.2)

#### 9th and 10th Grade Writing Standards

- “I can write a response to an informational text that is appropriate to the task, purpose, and audience.” (W.9-10.4)
- “I can draw evidence from an informational text to support my analysis and reflection.” (W.9-10.9)
Article 26 - Opening Activity

Youth for Human Rights has a series of short videos that introduce the concepts of each Article of the Universal Declaration of Human Rights.

After viewing “The Right to Education” video, students complete out a graphic organizer, such as __________.

Article 26 – Predicting Activity

“Novel Ideas”

1. Have students take out their notebooks and sit with a designated group.

2. They will copy the following statement:
   "We think the article “An Attack in Pakistan” may be about:

3. Each group will be given 3-5 minutes to brainstorm and jot down possible responses to the statement posed. Consensus must be reached on each group’s response.

4. As groups present, other teams must pay attention and present “Novel Ideas” only. Ideas that have been presented cannot be repeated.

Article 26: Whole Group Activity
Reading with a Focus

Read “An Attack in Pakistan” aloud and give students time to read the article silently, and complete a double entry journal on the following questions:

• What do we know about Malala’s life?
• What did we learn about education in Pakistan?

Instructions:
1. As you read, write in your own words what you learned about Malala’s life in the left column of the double entry journal, and write the supporting evidence from the text in the right column.
2. When you are finished reading the story, review your double entry journal and decide on an image that captures the essence of the article.
3. Then select one quote from the article that you especially like.
## Article 26: Double Entry Journal

**“An Attack in Pakistan”**

1. What do we know about Malala’s life?  
   What is the evidence?

2. What did we learn about education in Pakistan?  
   What is the evidence?
Article 26: Small Group Activity
Round Robin Share

• After completing the double entry journal activity, students will share and explain their choice of salient images while in their groups.

• Students will then share the quotes they selected from the text. If their quotes are the same as someone else’s, they should restate it.

Remember students cannot have a discussion yet.
Article 26: Culminating Activity

**Collaborative Poster**

**Goal:** Produce a poster to represent the ideas expressed in “*An Attack in Pakistan*”. Students will work in their groups to reach consensus on an image, a quote, and an original phrase to use on the poster. The image chosen for the poster may combine several of the images discussed previously.

- The poster needs to be in four colors. Each teammate will use only one color.
- The quote and original phrase must display the four colors, and artists will sign their names with their assigned colors.
Resources for Educators

Youth for Human Rights: *Free Education Package*
http://www.youthforhumanrights.org/educators/education-package-details.html

*Download of Education Package*
http://www.youthforhumanrights.org/educators/downloads.html

United for Human Rights: Above materials are available in 16 languages
http://www.humanrights.com/home.html

Curriculum guide for Elementary Level Students published by Amnesty International:
http://takeaction.amnestyusa.org/atf/cf/%7B7B74ba1956-0c57-4b8e-9d15-d6ab8ce64cf1%7D/OurWorldOurRights.pdf