

Fall 12-16-2016

Taking Matters into Our Own Hands: Advocating for Advanced Language Learning in Mainstream Classrooms Through A 'Multi-Cultural Capital' Curriculum

Jill N. Radwanski
jillnicrad@gmail.com

Follow this and additional works at: <https://repository.usfca.edu/capstone>

Recommended Citation

Radwanski, Jill N., "Taking Matters into Our Own Hands: Advocating for Advanced Language Learning in Mainstream Classrooms Through A 'Multi-Cultural Capital' Curriculum" (2016). *Master's Projects and Capstones*. 462.
<https://repository.usfca.edu/capstone/462>

This Project/Capstone is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Projects and Capstones by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.

University of San Francisco

**Taking Matters into Our Own Hands: Advocating for Advanced
Language Learning in Mainstream Classrooms Through A ‘Multi-
Cultural Capital’ Curriculum**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Masters of Arts in Teaching English as a Second Language

by
Jill Nicole Radwanski
December 2016

Taking Matters into Our Own Hands: Advocating for Advanced Language Learning in Mainstream Classrooms Through A ‘Multi-Cultural Capital’ Curriculum

In Partial Fulfillment of the Requirements of the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Jill Nicole Radwanski
December 2016

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Dr. Brad Washington Ed.D

December 16th, 2016
Date

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	IV
ABSTRACT	V
CHAPTER I INTRODUCTION.....	1
STATEMENT OF THE PROBLEM.....	1
PURPOSE OF THE PROJECT	3
THEORETICAL FRAMEWORK.....	5
DEFINITION OF TERMS.....	6
SIGNIFICANCE OF THE PROJECT	8
CHAPTER II REVIEW OF THE LITERATURE	10
INTRODUCTION	10
CONCLUSION.....	18
CHAPTER III THE PROJECT AND ITS DEVELOPMENTS.....	20
BRIEF DESCRIPTION OF THE PROJECT.....	20
DEVELOPMENT OF THE PROJECT	21
THE PROJECT	23
CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS.....	82
CONCLUSIONS.....	82
RECOMMENDATIONS	82
REFERENCES.....	85

ACKNOWLEDGMENTS

It has been a great long arduous journey from when I started five years ago. During that time, I have seen many changes, but one I didn't see was my academic status. Well, I can no longer say that, and it brings me such joy.

I would like to thank my students, both past and present, for the waves of awe, surprise, inspiration, and pride they supply me with.

I would like to thank my family, particularly my husband who gives me a shoulder to cry on while simultaneously cleans up my messes, both off and on the page.

I would like to thank my aunt and uncle for supplying me with the most wonderful gift there is: education (and LOVE, of course.)

I would like to thank the wonderful professors at USF who have helped mold me into someone I can be infinitely proud of.

I am more tired; I am more filled with pride; and I am filled with the joy of knowing I can do anything I set out to do.

ABSTRACT

The purpose of this project is to supply teachers with curriculum for targeted advanced language learning skills, particularly in writing. It is also to acknowledge that despite the language status of the advanced student, language development should be seen more as a continuum and should continue well after a student is labeled ‘proficient.’

With careful consideration, both units include language lesson targeted for advanced language learners, acknowledge various perspective on a particular subject, are Common Core aligned, and allow for deep student reflection.

CHAPTER I INTRODUCTION

Statement of the Problem

The number of English Language Learners (ELLs) entering the California Public school system is growing exponentially. From the 1994-1995 school year to the 2012-2013 school year, the amount of students considered ELLs rose 6 percent and the projections indicate even more growth in the next twenty years (Department of Education, 2012). This leaves the State of California Education system with the equivocal task of supplying the appropriate amount of classroom support and materials as the number of ELLs continues to rise. This puts pressure mostly on the classroom teacher, who not only are responsible for addressing language needs, but also ensuring that all students reach grade-level benchmarks in all academic subjects.

Although dual-immersion classrooms (where all subjects are taught in the student's first language or L1 and English to varying degrees) do exist throughout California, there simply are not enough resources, particularly bilingual teachers to make this choice possible to the growing amount of non-English-speaking students. (Liquanti, 2001), thus placing the students in an English-only speaking classroom. Gathered from informal conversations with 4th and 5th grade teachers, (where there is a large concentration of advanced language learners) many shared that they felt the district does not provide enough support to allow for proper instruction of their ELL students, although direct language instruction is mandated to 30 minutes per day. Furthermore, many stated they give priority to those whose language needs are more immediate, such as beginning or intermediate ELLs. This leaves the majority of advanced learners with little to no direct language support.

Reclassified-Fluent English Proficient (R-FEP), or students who have ‘graduated’ their district specific language learning program, are leaving the English Language Development (ELD, California’s language support program) without having corrected targeted language needs, particularly in writing. Proof of this phenomena may be seen in the dropping test scores of R-FEP students compared to their English-Only (EO) peers (Gandara, 2003).

One major reason for this is the complexity of the California English Language Program (CELDT), the norm-referential assessment given annually to every ELL student upon entering a California public school. With this score, along with various other benchmarks dependent on the district, ELL students steadily make their way to advanced learner and eventual graduation from the ELD program. Once out of the ELD program students are ‘reclassified’ as R-FEP and deemed proficient enough to longer require additional language services. Since the implementation of the program is left up to the district, the requirements look different throughout California. San Francisco Unified relies on a number of benchmarks: the student’s CELDT score, the scores of the standardized tests, and the classroom teacher’s approval and signature. Relying on two test scores and the subjective opinion of the teacher leaves a margin for error, which often leads to premature reclassification of students still in need of language support (Gandara, 2008). When language learning stalls early in a student’s life, the effects are potentially harmful, leaving students struggling to compete and catch-up with their English Only peers for college placement and jobs (Kanno & Cromley, 2013).

The question is no longer if students need to continue receiving language support, but when and how do teachers implement advanced language curriculum despite the language *label* assigned to their students. The most vulnerable years lie in the 4th grade and up, when R-FEP or Reclassified- Fluent English Proficient are confronted with a more demanding content

curriculum. This is the time where language errors can no longer be veiled as ‘grade-level’ appropriate errors and start to point to a larger issue with the student’s comprehension (Linguanti, 2001).

As students face increasingly demanding academic standards, the need for language assistance becomes even more apparent. English Only students and those considered R-FEP in grade two scored comparably in the reading proficiency; 60% of EO students score in the 50th or above percentile, where the R-FEP students surprisingly scored higher, at 67%. This number drops sharply after the fourth grade, where only 50% of R-FEP are testing ‘at standard’ reading proficiency. The numbers continue to drop, whereas EO students’ scores progress through the grade levels (Rumberger, 2000). These numbers strongly suggest that R-FEP students’ need for intervention increases rather than decreases with time. It is fair to say that R-FEP students and EO students should share the same high academic standards because both are considered fluent according to the CELDT. Why then are R-FEP students falling so far behind?

As classroom teachers take on the task of ensuring their ELL students are able to achieve the same high standards of native speakers, many of them feel ill-equipped to give their ELL students the support they need (Gandara, 2003). This project cannot address the larger issue of students prematurely exiting the ELD program, but it can provide tools that help both teachers and students make the most of the time available. As teachers observe certain linguistic error patterns in their R-FEP students, they will be able to utilize the proposed curriculum to address and correct those issues.

Purpose of the Project

The primary purpose of this project is to not only supply teachers with relevant advanced language instructional materials but also to convince them that regardless of the language

learning ‘label’ given to a student, direct advanced language instruction is vital for student success. One reason for the district awarding students R-FEP status before they are ready may simply lie in the stigma the ‘label’ carries. In many cases, students can flounder in the ‘ELL ghetto’ from elementary through high school, tracked in remedial courses with little advancement in their language skills. Since being in an ELD program is widely considered a deficiency by both students and their families (Kanno & Cromley, 2013) many families do not wish their child stay in ELD for an extended period of time, regardless of the benefits of completing the program. Additionally, although ELD programs vary school by school, and frequently, the burden of preparing and creating additional curriculum falls on the ‘mainstream’ classroom teacher. The schools want to see high reclassification rates; therefore, they too have incentive to speed students through the system (Liquanti, 2001). If schools want to earn a high reclassification rate, they must support their teachers with both Professional Development courses, as well as specially focused curriculum.

Another major issue teachers face is accurately assessing advanced ELL students. When relying heavily on the norm-referential assessment (the CEDLT in California) too much reliance on the students’ scores is creating a dichotomous system, categorizing students as either ELLs or R-FEPs. A paradigm shift is needed, moving away from viewing language learning as either being fluent or not. Language learning is far too complex to think of it in such simple terms, and should be treated as a continuum, where learning never really ceases. (This is also true for native speakers). Although ELD programs vary by district, their united primary goal is to supply the students with tools and resources to reach language and academic goals, ultimately leading to an accurate R-FEP status.

This project attempts to shed light on the needs of advanced language learners project and to demonstrate to teachers that accepting language learning as a simple black-and-white process ultimately suppresses language growth for those who still need it, regardless of what label a student has been assigned. With continual support on linguistic features and culturally responsive teaching, students can flourish in their academic careers and hopefully become like-native speakers who do not consider themselves language deficient. This project intends to empower teachers and students alike by providing the tools and curriculum necessary to support advanced language learners.

Theoretical Framework

BICS-CALP

Jim Cummins's theory of BICS-CALP (1982) is at the center of this project. BICS, or Basic Interpersonal Communication Skills, is the level at which language learners learn to communicate on a social or basic level. In a school setting, this translates to social or 'playground' talk, or rather what language is spoken outside the classroom. In order to succeed inside the classroom, understanding of academic content must be obtained. Cummins refers to this as CALP, or Cognitive Academic Language Proficiency. Where BICS, according to Cummins, typically takes two years to grasp, CALP can take upwards of seven years to be considered fluent-like proficient. A student with BICS-like proficiency in the classroom may be able to demonstrate understanding with less complexity than an EO learner, but may rarely feel competent enough to contribute. With my informal observations of multiple upper elementary classrooms, I saw that many R-FEP students were not demonstrating CALP proficiency. Many of these students have only been speaking English for three years, which according to the BICS-CALP model, is not sufficient time to obtain CALP-like fluency.

Fossilization Hypothesis

Another theory that helped shape this project is the fossilization hypothesis. First presented in 1972 by Larry Selinker, the fossilization hypothesis is “a signature character of SLA [Second Language Acquisition] tied to a unique cognitive mechanism...already formulated in the brain, which putatively prevents the learner from acquiring the targeted language.” (Han, 2013 p. 163) Forty years has passed since the introduction of this theory, and various SLA researchers have made modifications. One such researcher is ZhaoHong Han, who concludes that while fossilization does occur, it is reversible when corrective feedback is applied (Han, 2013). Han believes that students of another language rely on their own meaning when spontaneously producing the language. For example, if the language feature the student uses (e.g., an unknown pronoun in a given sentence) is not corrected in an effective manner, this feature may become fossilized and progress in learning a second language is stunted. Additionally, as classrooms gain more ELL students each year, teachers may not prioritize correcting fossilized errors because the student may otherwise be effectively communicating. In other words, there is not a rush create curriculum to correct said grammatical issues.

Definition of Terms

English Language Learners (ELLs) - This term is used to describe the student in the public school system whose home language is not English, with exception to the students who speak both English and one other language at home. Often, the terms ‘English Language Learner’ and ‘Language Minority’ are used interchangeably throughout various studies and literature. I choose not to use the term Language Minority in the project because it can be argued that English may now be considered a linguistic minority language in the United States with the growing amount

of speakers of other languages in the country. Limited English Proficient (LEP) is another name closely associated with the term English Language Learner.

Reclassified- Fluent English Proficient (R-FEP) describes students considered to have native-like proficiency and who no longer require additional language services provided by the district.

ELD - California Department of Education's program designed to help English Language Learners learn and acquire English to the level of proficiency either simultaneously or situationally. The ultimate goal of the ELD program is to maximize language ability in order to achieve academic success. ELD can come in many different forms based on the district and even vary from school to school, like in the San Francisco Unified School District.

California English Language Development Test (CELDT) is California's version of a norm-referenced test for English Language Learners. The CELDT is administered at least once per year and split into four parts - listening, speaking, reading, and writing - although students do not begin taking the writing section until the third grade.

Basic Interpersonal Communication Skills (BICS) can be described best in this context as, 'playground' talk. This type of proficiency allows a student to communicate effectively within a society, but a student with BICS-like proficiency is limited to less complex grasp of the language. To obtain BICS-like proficiency, two years of immersion is typical (Cummins, 1982).

Cognitive Academic Language Proficiency (CALP) is used to describe an advanced stage of language learning in the classroom. CALP refers to acquiring academic language, or content specific language. CALP is a term closely associated with BICS when ELLs often are classified as having BICS or CALP proficiency. To obtain CALP-like proficiency five to seven years of immersion is typical.

Mainstream Classroom or General Education classroom is a term used frequently throughout the project. It refers to classes that are not considered unique in anyway, like an all ELL class or a special education class, although both ELL and special education students may be included in mainstream classrooms. The term does come with limitations as it can create a sense of deficiency in a class labeled anything other than mainstream. The term is widely used throughout research and studies on the topic, which is why I choose to use it in the project.

Significance of the Project

This project allows the student and the teacher to take advanced language learning skills into their own hands whilst providing engaging and authentic content material. By arming classroom participants with this toolkit consisting of lessons that target common advanced language learner's pitfalls, students will increase their literary fluency - particularly writing and oral fluency - as well as learn cultural capital. When students have the opportunity to practice these skill sets, they are more likely to succeed later on in their academic careers.

The project is significant for teachers as it will inspire them to think of language learning as a complex journey and that explicitly teaching language development is as important in the later stages as in the beginning stages of the learning process. The project will also instruct teachers to not rely on the language 'label' their students carry when entering their class, as most R-FEP students will still need language support. This project empowers teachers to assess advanced language learners and then utilize the curriculum to address common errors.

The goal of this project for students is not only to strengthen linguistic features in English, but also to provide students with useful and effective curriculum tools that can be applied to real-world situations outside of the classroom. The curriculum will be content-driven, using activities focused on the various types of pragmatism in American society, including the

vast influence of immigrants and the traditions seen the celebration of holidays in the United States. The foremost reason for creating curriculum focused on holidays to provide the students with ‘cultural’ content that can be applied in the classroom setting, during future standardized tests, as well as outside the classroom. Furthermore, as the foundation of many an American holiday are appropriated from immigrant cultures, students will not only be able to learn the cultures and traditions of many of their peers, but to also think critically as to how they view themselves in this crucial aspect of their society.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

I have organized my review of the literature into 4 categories; 1) Review of the Current State of ELL Assessment in California; 2) Studies of current conditions inside the classroom and the Disconnect of research and the classroom; 3) Why Continuing Advanced Language Learning is important and the best practices on Teaching Advanced Language Development; and 4) The development of personal and ethnic identity among first generation Americans in schools.

The first category, Review of the Current State of ELL Assessment in California, contains studies focusing on the process of ELL students' instruction throughout the K-12 school years, particularly in the later stages of language proficiency. The question these studies try to answer is, *Does the process of the ongoing student language assessment have direct consequences to premature exit of the English Language Development system?*

The second category, Studies of Current Conditions inside the Classroom and the Disconnect of Research and the Classroom, contains literature that examines the daily struggles and issues mainstream classroom teachers face when instructing ELLs. The questions this category of literature attempts to answer is, *What do teachers need in order to provide their ELL students the level of language support they need to achieve academic success in the classroom?*

The third category, Why Continuing Advanced Language Learning is important and the best practices on Teaching Advanced Language Development, contains studies that delve into effective ways of teaching English in the classroom paying particular attention to eliminating erroneous linguistic habits of advanced ELL students. The question the studies and theories in this category attempt to answer is, 'What are the best practices for teachers to utilize for

Advanced Language Learners, particularly ones that are no longer “required” to receive language support?

Review of the Current State of ELL Assessment in the California Public School System

In Robert Liquanti’s (2001) seminal study, the author investigates the dilemmas and pressures surrounding one of the foremost milestones in measuring the progress of the ELL in their journey to fluency, the reclassification, or redesignation from a Limited English Proficient student to a Fluent English Proficient speaker. Liquanti hypothesizes that the shortcomings of the measurement directly contributes to ‘educational inequity, lack of accountability and student failure.’ He begins with reviewing and identifying the process of classifying language-minority students, and what it means to be Fluent English Proficient. Noteworthy here is that although the ELD programs in various districts approach the process individually, the theoretical expectations of what it means to be FEP remains more or less, the same.

Using a qualitative method to compare the reclassification criteria throughout several California school districts, Liquanti divides the criteria into three categories: Language Proficiency, Academic Achievement, and Other Requirements. Liquanti discovers that many schools and district’s current reclassification procedure undermines the accountability and equity of the student and the school for three main reasons: 1) ‘the use of standardized, norm-referential tests to *trigger* the reclassification reviews, 2) the collections, storage, frequency, and timing of assessments used in reclassification, and 3) the calculation of reclassification rates.’ The author endorses streamlining the criteria, changing the dichotomous system in which one is considered either a language learner or fluent. This piece is the cornerstone of the movement to advocate for expanded language learning for R-FEP students. The study proves there are not simply two choices for language fluency, and that there is a demand to continue language support even after

the students are given R-FEP status. Additionally, the study argues for streamlining criteria for reclassification, thus proving there is indeed an underlying problem with the current procedure of reclassifying students.

Author Lisa Garcia Bedolla examines the validity of the CELDT test in her study, *Classifying California's English Learners: Is the CELDT too Blunt an Instrument?* (2011). Garcia Bedolla finds that the study's length is at the core of its pitfalls. The CELDT is divided into 4 sections, with each section taking roughly 2 hours to administer. Many students who take the CELDT are entering Kindergarten and have just recently seen the inside of a classroom for the first time. These two variables play a role in inaccurately finding a student's exact level on its scale.

Author Hetty Roessingh (2008) revisits Jim Cummins's BICS-CALP theory, contributing new research and perspective to this established theory. She chooses to adopt the metaphor of an iceberg to illustrate the theory, stating there is more under the surface of language learning researchers have yet to discover. Additionally, the iceberg serves to demonstrate the student's linguistic level and competency. BICS proficiency can be thought of as the basic linguistic features and lexicon to effectively communicate, but CALP proficiency, in our metaphor, what can be found below, expands far beneath the surface. Accessibility, time, and effort are three factors needed to gain this type of proficiency when learning academic language in a non-native language, and those factors are often something many mainstream teachers are not able to provide.

The author presents a solution in the form of a table divided into four quadrants. The top two quadrants represent cognitively undemanding skills, like simple grammar forms, whereas the bottom two - again, below the surface - represent cognitively demanding skills like advanced

reading and abstract thought. The study, which is essentially extended work on a popular theory, further proves that language learning takes a great deal longer than the time many students are provided language support. There is a need for advanced language work to ‘fill in the gaps’ that are often hidden under the ‘grade-level appropriate’ label.

In their important study aptly named *Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade.*, (2015) Carroll and Baily attempt to tackle the task of how the English Language Proficiency Assessments, or ELPA (in the case of California, this is known as the CELDT) classify the level of proficiency of English. They studied the four sub-domains, reading, writing, speaking, and listening and discovered that the students’ scores are based on not only a certain set of defined benchmarks, but also by decision-based rules. Their findings left something to be desired because of the amount of subjectivity on the backs of the tester but also at the district and state level. There is no clear way to know the *exact level* of each student. This is even further reason that the educators should be in more control and given an abundant amount of materials and resources to address the needs of their own students.

With the first three pieces of literature demonstrating that there are in fact, inconsistencies with the reclassification procedures, the next study, defines what is it to have an adequate education for English Learners. Gandara and Rumberger (2008) investigate the defining qualities of what makes an effective education for ELL students by arguing that in order to provide the necessary resources in the classroom, goals of instruction must be in place. The study is conducted into two parts, the first being a review of the literature on existing studies that have examined the supplemental costs for educating English Learners in disadvantaged schools and communities. The second part is a collection of data extracted from interviews with

administrators and teachers of schools with exceptionally high-rate of ELL success. They concluded that the process of analysis varies greatly and that the costs of educating disadvantaged students are considerably higher than educating non-disadvantaged ELLs. The authors propose four goals in establishing an adequate education for ELLs loosely formed on the basis of a thinking of language learning as a continuum. Their approach further contributes to this project because it is another piece of literature that validates our view of language as a continuum. Furthermore, it also verifies the need for inexpensive, accessible, and authentic curriculum to serve all school communities despite socio-economics status.

Studies of current conditions inside the classroom and the disconnect of research and the classroom

While significant bodies of work exist on what type of support ELLs *should* receive, there are equal works detailing the large gap between the available research and its application into a mainstream classroom. One such case study from Peercy (2011) audits two mainstream junior-high English classes, examining if and how teachers were providing access to grade-level content with five separate proven strategies for teaching effective literacy skills. These five strategies are ‘(a) attending to mainstream content in their classrooms, (b) teaching academic language to students (c) providing support in students’ first language, (d) teaching students explicit reading strategies, and (e) using culturally responsive teaching methods’. The researcher found that when given explicit instruction on the above strategies, teachers were able to improve the literacy skills of their ELLs. Although many facets of this study are applicable to this project, there are also limitations, namely the lack of clear distinction of the levels of their ELLs. Many of the above strategies may not prove necessary for advanced language learners, a topic in which there appears to be limited available literature and research.

An investigation into the different assessment strategies for written work by ELL and non-ELL students provides insight into another difficulty mainstream teachers face. Through interviews of middle and high school teachers, its findings suggest there is a distinction between the complex assessment strategies of these two groups. The majority of teachers claimed additional stress when assessing written work of ELLs. This, in turn, caused them to rely more heavily on motivation or effort when assessing ELL or R-FEP students, which ultimately leads to the lowering of expectations for those learners.

The findings of this study directly affect this project because it allows the reader to see the varied expectations the ELL student and eventually the R-FEP student faces. Lowering a student's expectations does not support the student in learning; neither does punishing the student for language feature mistakes in a content-specific subject. These are complex decisions anxiety-riddled teachers face when assessing their ELLs. By supplying accurate and effective tools to correctly identify and address language-learning features in writing, teachers are more apt to assess ELL students more consistently without allowing personal relationships with their students to affect the assessment. This way, teachers are less inclined to lower the expectations of ELL and R-FEP students.

Why Continuing Advanced Language Learning is important and the best practices on Teaching Advanced Language Development

If the student does not receive the language scaffolding needed to succeed in school, the consequences can prove severe and the student may never gain native-like fluency in later life. Selinker's Fossilization Hypothesis (1972) states that 'semi-developed linguistic forms show permanent resistance to environmental influence and thus fails to progress towards the target {of fluency of an L2}' Although there are a number of limits on the hypothesis, researchers of Second Language Acquisition (SLA) generally agree that fossilization does, in fact occur in

many cases of SLA. In Han's repost *Forty years later: Updating the Fossilization Hypothesis* (2013) the author addresses one major limitation of the hypothesis, that it is loose and broad and relies heavily on research difficult to prove. Using the term 'fossilization' implies that linguistic errors are now imbedded in the learner and there's no ability to correct them, which is suggested in the hypothesis. Han simply disagrees, and states action can be taken to fix these errors, although she does concede that fossilization may occur when the student must rely on themselves to supply meaning to an unknown word or phrase, typically borrowing from meaning from their 1st language.

It is probable that many of the linguistic errors made in advanced language learners' writings could be a result of fossilization. Even after countless cycles of corrective feedback, students' grammar *issues* are not properly restored. This may be due to premature exit out of the ELD program. Like Han, I believe many of these fossilizations can be reversed if the teacher is able to supply the student with *effective* corrective feedback and has multiple opportunities to correct them. One such effective feedback application is called a 'recast'. Although 'recast' can be defined differently in a given context, for the purpose of this project the definition is as follows: "utterances that rephrase a child's utterances by changing one or more sentence components while still referring to its central meaning." Below is a sample discourse between a teacher (T) and an R-FEP student (S).

Example One:

- 1 T: Please describe characteristics of one main character in you
- 2 selected book.
- 3 S: One of the main character is a nice guy who has lots of different
- 4 personalities.
- 5 T: So, one of the main characters in the book is someone who you
- 6 believe has many different personalities.
- 7 S: Yes, he changes on fly. Like, if his mom ask him to do something,
- 8 he is not nice to her, but when his friend need help on the play yard a

9 minute later, he's nice.
10 T: I see. His mom asked home to do something. What did she ask him
11 to do?

The teacher recasts on different occasions in the above example. In line three, the student makes a common subject-verb agreement error. Instead of the teacher ignoring or interrupting the student, she waits and 'recasts' in line five, demonstrating the correct subject-verb agreement. In one study, data was recorded and transcribed of the interactions between native speakers, nonnative speakers between the ages of 10 and 13, and teachers in a series of dyads. The researchers were only concerned with the three types of recasts uttered in class, corrective, repeated, and a combination of both. Of these three, repeated occurred the most frequently and typically when correcting a grammatical error.

The Development of Cultural and Personal Identity Among First Generation Americans in Schools

In Erkan Acar, Mehmet Fatih Yigit, and Dolgun Aslan's study (2011) titled of similar name to the subtitle above, *Ethnic Identity Development in Schools among First Generation Immigrants in the United States*, the researchers claim that a person's ethnic identity, defined as when someone views them (or themselves) belonging to a certain ethnic or racial group, is formed well before adulthood. Along with typical personal identity, defined as a person's behavioral and cognitive creation through reactions in a variety of situation, or simply 'growing-up', the student is jousting with cultural identity, as well. "While personal identity is about personal values and beliefs, cultural identity is related to the common beliefs, norms and ideas represented in distinct cultures. In this sense, members of immigrant groups might experience difficulties during the integration or assimilation processes. Identity development is impacted when FGA {First Generation Americans} students separate themselves from the environments where the culture of their parents and American culture were likely underlined. They now live in a new environment that stresses more the American culture." (Acar, Yigit, & Aslan, 2016, p.

106). Challenges other than self-identity arise for First Generation American students. Often times, they do not initially (if ever) receive the family support they need to thrive in the American education system. According to the article, families aren't acquainted with the ins and outs of the system and don't know where the proper support is needed. This can leave the student feeling left behind or alone. Although many programs, such as tutoring or educating the families on the system, have been implemented to retain students of immigrant families in school, the academic gap is still present around the country.

Conclusion

Continuing to address advanced language learners' needs holds great potential for students to attain enormous academic success. Through the studies, a teacher is able to see the benefits of shifting their mindset about when language learning ends and how to best extend explicit language learning well after students are considered R-FEP. An alarming finding was that research and studies on advanced language learning and their success in the upper grades and beyond are limited. This may be because many researchers tend to focus on either the socio-economic status or ethnicity of underrepresented students, two categories of which the majority of ELLs may also fall under.

Perhaps it is assumed that language errors will work themselves out naturally or that students will continually acquire adequate amounts of academic language well into the upper grades. In some cases, I imagine this is true, but with the findings in the literature R-FEP students are generally falling behind because they are not getting their language needs met.

Not only are there gaps in facilitating appropriate advanced language skills in the classroom, but teachers may also be able to support students who come from a family of immigrants by addressing cultural nuances that many tend to either overlook or deem not necessary to explicitly teach.

CHAPTER III THE PROJECT AND ITS DEVELOPMENTS

Brief Description of the Project

This project and its contents were developed in order to supply the reader with two important items. The first is the proof that targeted language courses for advanced English Language Learners should be extended in order to improve success in skills in academic writing. Studies show that when ELLs that are reclassified prematurely, they are more likely to underperform compared to their English-Only peers on standards based testing. The second purpose of this project is to supply teachers of mid-level grades (4th and 5th would be most appropriate, but can be applied to other grades, as well) with curriculum for targeting advanced language skills, focusing mostly on academic writing.

The curriculum will be in the form of a series of lesson plans complete with reproducible worksheets and technology. Because teachers must juggle a variety of *curricular priorities*, namely math and various language arts, it is essential that these series of lessons will be as clear and concise as possible in order to take as much pressure off planning and prepping for the lessons as possible. With the ever-growing amount of work in the classroom, mainstream classroom teachers must be able to read the unit with ease and clarity. The unit will be mapped out with no stones left unturned, supplying teachers with 20+ step-by-step lesson plans, activities, and extensions. The lessons will target address two main purposes; 1. material to assess the needs certain advanced language skills through the lens of *acknowledging holidays*. Because many ELL students come from recent immigrant families, they may not be exposed to the nuances of multifaceted content and cultures that they may see on future standardized tests. I will present the skills with lessons on topics such as National Holidays, American idioms, and

customs. Some such customs will not merely be customs of one particular demographic, but from a variety of customs from countries with large immigrant populations in America. The unit will be expected to take five to six weeks if performed 4 times per week. The teacher will also have the option to break up the lessons as they see fit.

Development of the Project

Every aspect of this project has been well planned and thought out in hopes to serve the needs of not only students but also with teachers. As an experienced 4th grade teacher in an urban classroom, I am lucky to spend my day with such an incredible, unique and diverse body of students. I work tirelessly on supporting all of my students, particularly my ELLs students who typically make up about half of my student population, but over the years, I began to notice some unfortunate trends. When it came to written assessments, both state mandated and my own, took acute notice of common errors many ELLs would make. Below is an example of one particular student whose experience closely models many of my past and present ELL students.

Naomi is a bright 5th grader in a small public school in the San Francisco Unified School District whom I met in my role as a student teacher. Since arriving from China in the 2nd grade, Naomi has been a dedicated student who consistently tests above average on standardized tests, particularly in math. With her innate number sense and command of logistics, Naomi is the student all others will go to if stumped on a problem. While reviewing a draft of her narrative story, I became concerned when I saw that nearly every sentence on Naomi's paper contained an incorrect word choice, verb tense, or spelling error. I asked myself, *why is someone as academically successful as Naomi making so many seemingly simple grammar mistakes?* Naomi was not the only student who excelled in other disciplines while struggling with their written assignments. To begin to make sense of these errors, I conducted a simple survey of the class

demographics and found that of the 32 students in the class, 15 are considered Reclassified-Fluent English Proficient (R-FEP) students. In order to be considered R-FEP, a student must be deemed proficient enough in English to achieve the grade-level standards with no additional English language support. I asked other fifth grade teachers if their R-FEP students were still making consistent grammar errors like the ones I saw on Naomi's paper. The answer was a resounding "yes". These teachers also admitted to some uncertainty as to how best address those problems seeing that there was no great ready-made curriculum. One teacher went so far as say she hoped these errors would just work themselves out of the student's lexicon naturally. Why then are the R-FEP students consistently making language errors with no further language support from the district? What will happen in the upper grades if these errors are not corrected? Will it hinder their chances of succeeding not only in academia but also in day-to-day life? In this project, I shed light on the issues advanced language learners face in the classroom whilst supplying teachers with a well-calculated curriculum designed to assist such learners.

As a general classroom teacher, I feel my biggest enemy in the classroom is often lack of time. The emphasis on meeting standards, particularly in language arts and math, combined with extracurricular activities, pullouts, and field trips, often leaves little time to focus on less emphasized but equally important curriculum such as English Language Development. Many times, when I was able to squeeze an extra lesson in, I would typically select lessons that seemed the most thought out and that provided the most detailed explanation of their execution. The curriculum presented below will leave little room for error, have quick preparation time, and be as efficient and effective as possible. It will also serve as a great starting point to engage in topics relevant to the current events occurring the world.

The goal of the unit is focus in on two largely problematic areas with advanced ELL writing; 1.correct pronoun usage, particularly possessive pronouns and 2. transition and sequence words to link ideas and paragraphs. A third mini unit, which reviews subject-verb agreement, has also been provided. Not only will the curriculum address said skills; it was also serve as a unit that will provide cultural capital to students who come from immigrant families or are immigrants themselves.

Given the difficulty of finding enough time for all mandated curriculum and pressure to teach more than 70 standards in a year, it is crucial the curriculum serve as a vessel for items not deemed important for administration, per se, but what the teacher feels is a vital part of the classroom experience. That's why I have decided to base the units on certain holidays many Americans celebrate. According to many experienced teachers, they feel it all is important to teach the students about certain holidays, but often feel they don't have adequate time to teach it. With this curriculum, the teacher has covered a variety of topics that both meet the state or national standards as well as the 'teacher's stamp of approval' on certain lessons they hold to be vitally important. As a teacher where the majority of my students were labeled ELL or R-FEP, very little is more appreciated than an engaging, authentic lesson focused on a language-specific objective. This curriculum aims to provide such lessons in an easy to process and easy to implement manner. Because creating small groups can be difficult due to logistics, I have created the lessons to be taught whole class, although can be easily altered to be taught with a small group. The topics were chosen with not only ELL students in mind, but English-Only students, as well. The project begins on page 23.

Taking Matters into Our Own Hands: Advocating for Advanced Language Learning in English Only Classrooms Through a 'Cultural Capital' Curriculum



Two 10-lesson units intended to address advanced language learning skills particularly in writing through the lens of a culturally aware focus on holidays celebrated in the United States

UNIT 1: Thanksgiving

ESSENTIAL QUESTIONS:

1. How and why is Thanksgiving celebrated in The United States?
2. Should all US residents celebrate Thanksgiving?
3. What is the difference between fact and opinion?

Lesson Series	Overview:	Materials:	Duration	Teaching Strategies	Common Core Standards for 4-5 grades
Lesson Series 1: Building Content and Vocab	Building Content Knowledge		4 days		
1.Accessing Prior Knowledge	KWL Chart	KWL Thanksgiving Chart- p	20min.	Brainstorm Anchor Chart Think-Pair-Share	none
2.Thanksgiving History	Choral Read Vocabulary Practice Mini-Reader's Theatre	History of Thanksgiving-	45 min.	Graphic Organizer Group Work Class Discussion	R.I. 4.3, 4.6 R.I. 5.3
3.What does Thanksgiving look like today?	Building More Vocabulary	Modern Day Tgiving. Magazines and Newspapers	40min.	Class Discussion Art	R.I. 4.3
4.BINGO!	Vocabulary Building and Assessment	Bingo boards Marker chips	40 min.	Game	n/a
Lesson Series Two: Advanced Transition Words/Phrases	Grammar Skills: Intermediate Transition Words and Phrases		3 days		
5.Pumpkin Pie How-to	Building Cultural Content	QR Code reader needed Pumpkin Pie video- Attached QR code	30 min.	Technology Visuals Listening Anchor chart	4.1 c 5.1 c
6.Transition Word Practice Day 1	Building Transition Walls	Green, Yellow, and Red Construction Paper	20 min.	Spatial Visuals	L 4.1, 4.2 L 5.1 5.2

	Grammar Skill: Building Transition Words				
7.The Work of the Pit Crew	Using Transition Words in Paragraphs Grammar: Applying Transition Words	Handout- Using Transitions in Paragraphs	20 min.	Grammar: Transition Words Reading Writing	L 4.1B L5.1B
8.Thanksgiving Dialogue	Creating Dialogue Using Transition Words	Handout Thanksgiving Dialogue	60 minutes	Partner Work Reader's Theatre	S 4.1A 4.4 S 5.1A
Lesson Series Three: Critical Thinking	Application of Content and Grammar Vocabulary				
9.Fact/Opinion Trusting your Source	Distinguishing between Fact and Opinion	Thanksgiving Task Cards (one copy) Fact/Opinion Score sheet	50 min.	Critical Thinking	RI 4.1 4.2 4.3 RI 5.2 5.4
10.Thanksgiving Deep Thoughts ASSESSMENT	Writing Task using new Knowledge and	http://bit.ly/2fKuu8m	60 min.	Critical Thinking Writing Applying Grammar Skills	

Lesson One: Assessing Prior Knowledge

Materials:

Chart Paper

Chart Markers

Handout Titled: Thanksgiving KWL. (class set)

Prep: Have your KWL anchor chart ready to go.

Duration: 20 minutes

Lesson Steps:

1. Ask the students to close their eyes and think about the word, Thanksgiving, silently. You may want to ask guiding questions, like 'What does it look like? Sound like? Feel like?' Have them simply THINK for one or two minutes.
2. As they are thinking, pass out the paper titled Thanksgiving KWL. Ask students to read the directions and write down what they thought about or know in the K column. Once they have exhausted their thoughts, ask students to move onto the W column and write down any questions they have about the holiday.

TEACHER POINTER: Keep in mind that depending your demographic, some students may not celebrate the holiday, or have anything to contribute. In order for all students to feel comfortable, simply state that 'If you don't know anything at all about the holiday, that's ok. That's why we are learning about it.'

3) Tell students the L, or learn column will be filled out after our lessons.

4) Whole class share. Write down student thoughts on the anchor chart. Be mindful of sharing equity.

Additional modification/accommodations:

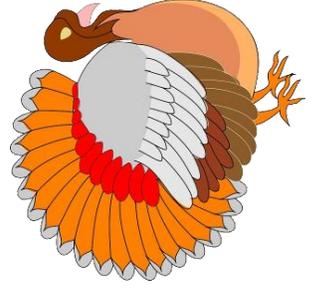
N/A

Thanksgiving KWL Chart.

Name: _____

Directions: In the column labeled 'K', write everything you **KNOW** about the Thanksgiving Holiday. Have you seen anything on Television? Heard from your American friends? In the column **W**, write everything you **WANT** to know about Thanksgiving. After we learn about the holiday, we will write all that we have **LEARNED** in the L column.

K (KNOW)	W (WANT to know)	L (LEARNED)



Lesson Two: Thanksgiving History

Materials:

Handout titled: Thanksgiving History (4 pages) class set

Duration: 45 minutes

Prep: Staple packets together.

Lesson Steps:

1. Open the lesson with reminding the students what they may have wrote down on their KWL chart and explain that hopefully they will be able to answer a few questions they may have had to put in their L column.
2. Ask students to take a look at the 'Power Words' in the article. These are the vocabulary words that are emboldened.
3. Pass out the packet. Depending on the level of your group or class, decide how you'd like to have the students read it. (Whole class, partner, silently)
4. Bring the class back together and begin to work on vocabulary assignment A.
5. The students can work at their own pace completing assignment A and B.
6. With a partner, students will complete assignment C, completing the cloze passage, then practicing the script many times.
7. After students have practiced the script a few times, They will then move onto assignment D answering first with their partners. Explain to them that we will be having a **whole class discussion** and be prepared to share some of your ideas.

TEACHER POINTER: This is a topic in which students have varying degree of knowledge. Allow for an honest discussion, jotting down on the board. This should mostly be STUDENT LED, and you are acting as a facilitator.

ADDITIONAL TEACHER QUESTION: Who do you think wrote the article? Do you trust it?

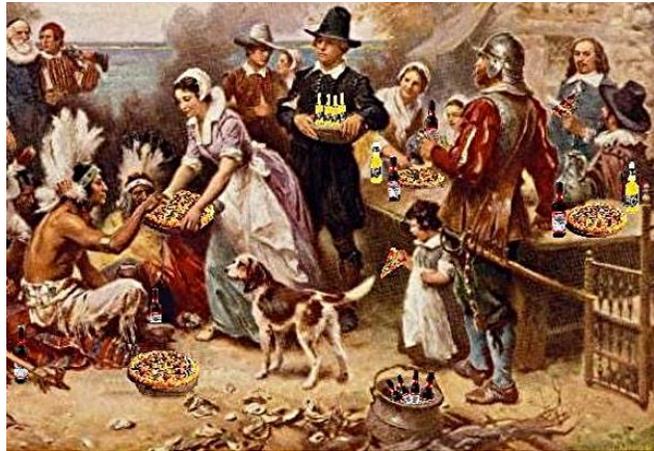
Accommodation/Modifications:

- Visuals for vocabulary words
- Strategic pairing for reading
- Sentence starters on the board for discussion questions
- Model fluency for Assignment C

Thanksgiving History

Meaning from the context. Look at the photos and read the captions. Listen to the article while following along, or reading the article. Pay close attention to the words in orange. You will use and hear these words in Lesson A.

The story of Thanksgiving begins with the **pilgrims** from England, who wanted religious freedom from their country. They crossed the Atlantic Ocean on a ship known as the **Mayflower**, and set sail for the new land, America. When they landed, they named the new land, **Plymouth Rock**, after their own town in England. The pilgrims had trouble surviving in the new land and



suffered terribly. They were barely able to stay alive so **The Native Americans** who lived in the area, the **Wampanoag Indians**, decided to teach the pilgrims how to live off of the land. They taught them to farm, hunt, **forage**, and fish. After the pilgrims began to **thrive**, they decided to have invite the Wampanoag Indians, led by Squanto, their chief to a large **feast** to eat with them and share their thanks. This dinner is considered the first Thanksgiving to be recorded in history in 1621.

Modern History

Thanksgiving was not celebrated for again until the first President, George Washington made it popular again in until the late 1700's, but it still wasn't a popular holiday. It wasn't until **Sarah Josepha Hale**, an activist and famous author **campaignned** to have the holiday recognized as a National Holiday, always celebrated on the 4th **Thursday of November**. She even created recipes for Pumpkin Pie, Stuffing, and green beans to give to families. These recipes are the foundations of the modern day recipes and a large part of the holiday's history.



A New Tradition

Thanksgiving has stayed much the same for the last 100 years or so. It is a time to share great traditional food with friends and family. In 1990, when then-President George H. Bush, he thought it would be fun to ‘**pardon a turkey**’ or let one turkey go free. It has been a tradition ever since.



President Obama pardons a turkey in 2014.

Each year the president **dismisses** a turkey from its fateful place on the dinner plate.

Directions: Write each bold word from exercise A next to its definition.

Word Bank

pilgrims	Native Americans	to thrive	Sarah Josepha Hale	dismiss
Mayflower	Wampanoag Indians	Squanto	to campaign	pardon a turkey
Plymouth Rock	to forage	feast	4th Thursday of November	

- a. _____ a group of people from England who came to the New Land in 1624 a.for the purpose of religious freedom.
- b. _____ freedom.
- c. _____ b.a series of actions or events that are meant to achieve a result
- d. _____
- e. _____ c.a member of any of the first groups of people living in North America or South America. Also called Indians.
- f. _____ d.the name of the ship in which the Pilgrims sailed from England to the “New Land” (what is now known as the United States)
- g. _____ known as the United States)
- h. _____ e.the act of looking or searching for food from the land.
- i. _____ f.a Womponoag man who taught the pilgrims how to survive in the New Land. He is one of the reasons why they were able to survive.
- j. _____ why they were able to survive.
- k. _____ g. a large meal, usually at times of celebrations.
- l. _____ h. considered the “GodMother of Thanksgiving.” She lead the fight to recognize Thanksgiving a yearly tradition.
- m. _____ i. to let go
- _____ j. The group of Native Americans who greeted the

B. Fill in the blank with the correct form of a word from the box. Use each word only once.

thrive	dismiss	Native Americans	feast	forage
--------	---------	------------------	-------	--------

Jamie: What are you doing for Thanksgiving this year?

Padma: I am not sure. I don't know anything about it. I have only heard that you eat turkeys?

Jamie: Well, I can tell you. Thanksgiving is celebrated to honor the pilgrims and the (1) _____'s first large (2) _____ together.

Padma: Really? I didn't know there was food involved! But, why is it so special.

Jamie: Yes, the Native Americans taught the pilgrims how to (3) _____ and hunt in order to survive the harsh winters in the East. In fact, they did so well, they (4) _____. Thanksgiving is now a time ***to be grateful** for all you have in your life.

Padma: Wait. Do we still have to pick our own food from the forest?

Jamie: No way! Well, I guess you can if you want to!

Padma: I am a vegetarian. Is there anything to eat else other than turkey?

Jamie: Oh yes. There is a lot of different types of foods. If you are a vegetarian, you might like this fact. The President of the United States actually (5) _____ or pardons, a turkey every year as part of a new Thanksgiving tradition!

Padma: That's a little funny, isn't it?

Jamie: Haha. Yes, a little.

*expressing gratitude

C. Practice the conversation with a partner then switch roles and practice it again.

D. Taking turns, answer the following questions with your partner.

1. Why do you think the Native Americans helped the pilgrims?
2. The Native Americans were very confused by the way the pilgrims looked. Their skin and hair were lighter and their clothing were different from theirs. The pilgrims were almost like aliens who had come to Earth from a different planet. If you met aliens, would you try to help them? Why or why not?
3. Have you heard a different version of this story?

Lesson Three: Modern Day Thanksgiving

Materials:

Handout- Modern Day Thanksgiving with more vocabulary (Class set)

Large White paper- 11X17 works best. (Class set)

Glue

Scissors

Old Magazine and Newspaper for clippings- Fall Themed works best.

Optional:

Color copy of handout

Doc Camera

Prep:

None.

Lesson Steps:

1. Show a copy of the handout. A color copy works best on the doc cam.
2. Ask the students the first question. Tell them that if they have never experienced a Thanksgiving, think about what they have learned from our previous lesson or to use their own experiences with celebratory dinners. Tell them to do a Think-Pair-Share with a partner. Continue with all of these questions.
3. Show them the second picture, and introduce some vocabulary.
4. Pass out the handouts. Ask the students to read the words silently, putting a star by the ones they know, a circle by the ones they have HEARD of before and an exclamation mark by the ones they have never seen before.
5. While they are going through the words, pass out the large paper asking students to write their names and the title, ON THE THANKSGIVING TABLE.
6. Explain to them that they will cut up pictures from newspapers and magazines to represent each word.

TEACHER POINTER: This may be completed as homework or as an ongoing project, adding more and more to their paper. You may also want to do join all the papers together to put something special up on your bulletin board.

Accommodations/Modifications:

- Preview the BINGO board (next lesson) with students to show them visuals of each word.

Lesson B

Imagine you were invited to a Thanksgiving dinner to your friend's family's house. What would you eat? What activities could you expect to enjoy? What would you talk about? What would you bring?

Vocabulary

turkey

gravy

pumpkin pie

mashed potatoes

stuffing

turkey stuffing gravy mashed potatoes pumpkin pie sweet potatoes

More vocabulary

manners - a way that things are done.

Black Friday- the day after Thanksgiving, noted as the first day of traditional Christmas shopping, during which crowds of consumers are drawn to special offers by retailers.

to give thanks- the act of expressing appreciation for something in one's life. A common example may be giving thanks for family and good friends.

tablespoon-a measurement used in cooking. equals about 15 milliliters

teaspoon- a measurement used in cooking. equals about 5 milliliters.

Friendsgiving- the celebration of Thanksgiving with your friends only. This is a colloquial phrase that is used in casual settings. It is not 'official'

whisk-to mix (in cooking) with a light and quick movements

to take a stroll- to go on a nice, often slow walk. usually after a big meal

to simmer- in cooking, when the liquid is just below the boiling point. The liquid often bubbles a little.

Building Vocabulary

Choose a magazine picture to each word that shows the vocabulary word. Then write a reason why you chose that picture. You can be creative. For example, 'manners' may be a photo of two people shaking hands. Black Friday may be a picture of many people in a store or a series of pictures of store logos.

Lesson 4: BINGO!

Materials:

Bingo Boards- 5 different boards. In color is optional, but better

Marker Chips

Strips of paper with each vocabulary word on it. Enough for 5 separate student groups.

Handout- Vocabulary Assessment

Prep:

You may want to laminate the boards or use Plastic slip Covers. If you don't have marker chips, you may want to use dry erase markers instead.

Lesson Steps:

1. Depending on your class, explain the concept of BINGO with the class.
 - a. One student will be the caller each round.
 - b. The caller will pick a word from a box/hat.
 - c. The students will find this word on their boards.
 - d. When they have an entire row, the student will yell out BINGO!
2. Pass out boards and markers chips.
3. Allow students to play for at least 20 minutes.
4. After students have played a few rounds, ask students to complete the Assessment boxes picking four words from their bingo boards. NOTE THAT there may not be synonyms each one, but to be creative.

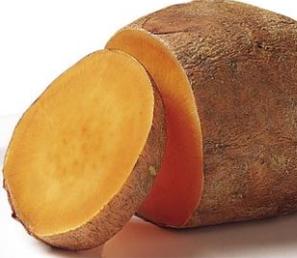
Accommodations/Modifications:

- The teacher can model the game whole class or with a small group.
- For the assessment, make the Synonyms and antonyms boxes optional.

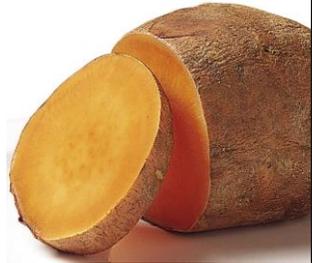
Bingo!

Directions: As a group of 4 people, decide on the definitions of the vocabulary words of Lesson B, including the food vocabulary. Write them down, cut them out, fold them in half, and put the cut definitions into a hat or similar object. Take turns pulling the definitions out of the hat. When the definition matches one of the words, the player will cover this word on their game card. The player for first covers a line of words (up and down, across, or diagonal,) says 'Bingo' and wins the game.

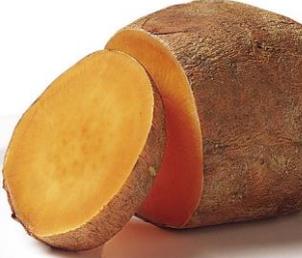
Bingo! Card 1

<p>to simmer</p> 	<p>gravy</p> 	<p>wildcard (free space!)</p>	<p>Friendsgiving</p> 
<p>to give thanks</p> 	<p>Black Friday</p> 	<p>manners</p> 	<p>turkey</p> 
<p>stuffing</p> 	<p>sweet potatoes</p> 	<p>to take a stroll</p> 	<p>to whisk</p> 
<p>teaspoon</p> 	<p>pumpkin pie</p> 	<p>tablespoon</p> 	<p>mashed potatoes</p> 

Bingo! Card 2

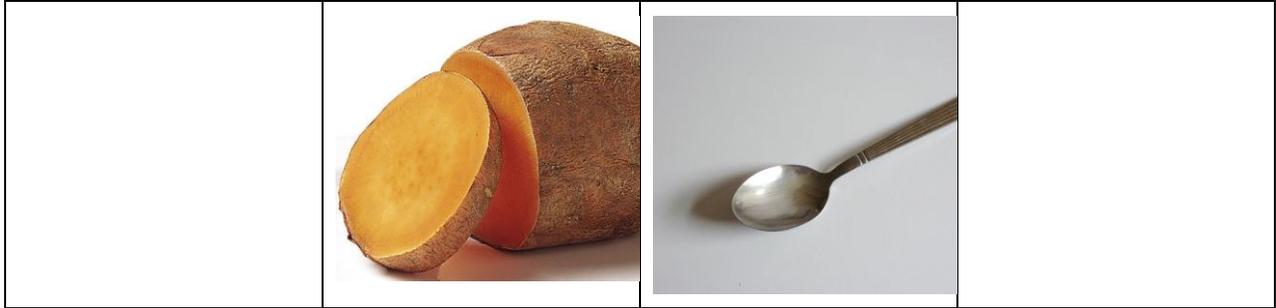
<p>manners</p> 	<p>gravy</p> 	<p>pumpkin pie</p> 	<p>Friendsgiving</p> 
<p>to give thanks</p> 	<p>Black Friday</p> 	<p>to simmer</p> 	<p>to take a stroll</p> 
<p>teaspoon</p> 	<p>mashed potatoes</p> 	<p>Turkey</p> 	<p>to whisk</p> 
<p>stuffing</p> 	<p>wildcard (free space!)</p>	<p>tablespoon</p> 	<p>sweet potatoes</p> 

Bingo! Card 3

<p>tablespoon</p> 	<p>to give thanks</p> 	<p>pumpkin pie</p> 	<p>mashed potatoes</p> 
<p>gravy</p> 	<p>wildcard (free space!)</p>	<p>to simmer</p> 	<p>to take a stroll</p> 
<p>teaspoon</p> 	<p>Friendsgiving</p> 	<p>turkey</p> 	<p>sweet potatoes</p> 
<p>stuffing</p> 	<p>Black Friday</p> 	<p>manners</p> 	<p>to whisk</p> 

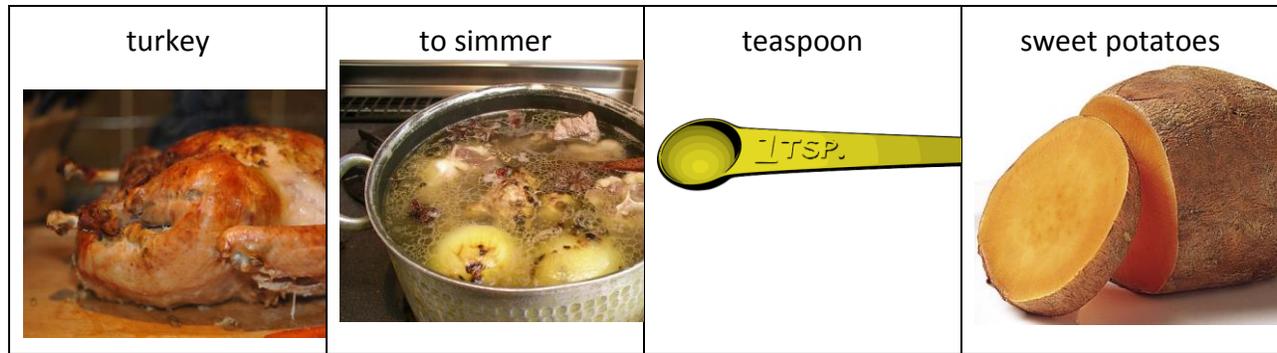
Bingo Card 4

<p>pumpkin pie</p> 	<p>gravy</p> 	<p>manners</p> 	<p>Friendsgiving</p> 
<p>Black Friday</p> 	<p>to give thanks</p> 	<p>to simmer</p> 	<p>teaspoon</p> 
<p>to take a stroll</p> 	<p>mashed potatoes</p> 	<p>Turkey</p> 	<p>to whisk</p> 
<p>stuffing</p> 	<p>sweet potatoes</p>	<p>tablespoon</p>	<p>wildcard (free space!)</p>



Bingo Card 5

<p>mashed potatoes</p> 	<p>Friendsgiving</p> 	<p>Black Friday</p> 	<p>gravy</p> 
<p>to whisk</p> 	<p>pumpkin pie</p> 	<p>wildcard (free space!)</p>	<p>to take a stroll</p> 
<p>tablespoon</p> 	<p>manners</p> 	<p>stuffing</p> 	<p>to give thanks</p>



Lesson 5: Making Pumpkin Pie

Materials:
Making a Pumpkin Pie Video



QR code reader or use this link:

<https://youtu.be/cfnQJLT2tSk>

Computer
Doc Camera
Projector
Handout- Advanced Transition Words
Chart Paper
Chart Markers

Prep:

Scan the QR code or use the link above. Have it ready to show the class however that works for your classroom.

Prep a chart sized copy of the handout, with a traffic light image and room to write transition words students hear.

Lesson Steps:

1. Ask the students if they have ever tasted a pumpkin pie before and ask for volunteers to describe it using some 'juicy words.'
2. Explain to them that they will be watching a video explaining how to make one 'from scratch' (**TEACHER POINTER: YOU MAY NEED TO EXPLAIN WHAT THAT MEANS.**)
3. Introduce the chart paper, explaining that recipes often need to use many transition words and phrases. Ask for volunteers for transition words they may know already. (**TEACHER POINTER: Your class will most likely know some commonly used transition words. You can write those down, too.**) They will be listening for more advanced transition words.
4. Play the video.
5. Pass out the handout. Have students fill in the transitions words from the chart.
6. Play the video again. Students will follow along, filling in transition words as they go.

Accommodations/Modifications:

- n/a

Advanced transition words:

Words and phrases used to sequence between ideas and paragraphs.

As you have seen earlier, sequence words help writers AND speakers connect separate ideas and paragraphs. Below are just a few more advanced words and phrases. They are organized by usage in beginning, middle and end

Beginning:

To begin with,
First of all,

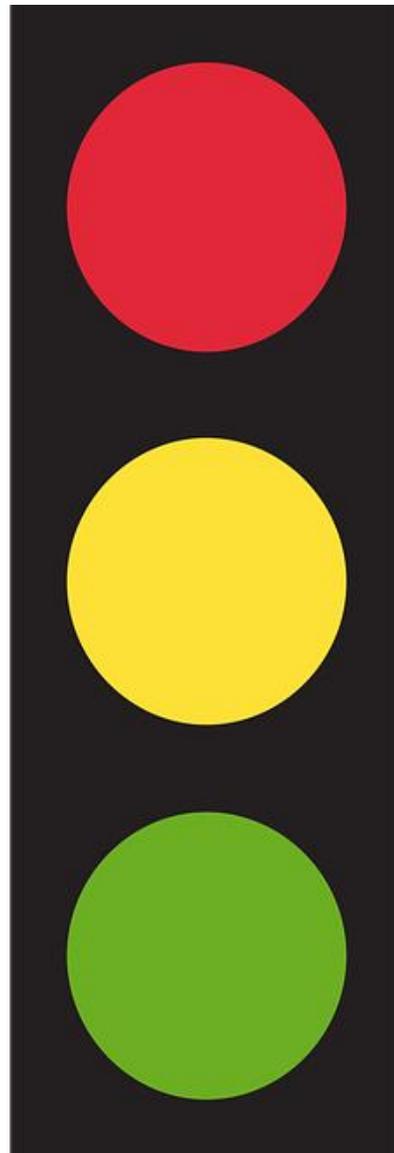
Middle:

Eventually,
Then,

(to be used when showing an opposite point and at anytime)

In spite of,
However,

End:



In the end,
Afterwards,
Above all,

Listening for Transition words:

In the following video, you will learn how to make pumpkin pie for upcoming Thanksgiving or Friendsgiving. Watch the video titled writing down the sequences words and phrases you hear.

Beginning:

Middle:

Transition words that show opposition:

End:

Transition Words and Phrases

Contrasting

although	on the other hand
but	otherwise
even though	still
however	yet

Sequencing

after
 afterward
 also
 at first
 at last
 before
 before long
 finally
 first
 furthermore
 generally
 in the first place
 in the meantime
 lastly
 meanwhile
 next
 second
 soon
 then
 third

Comparing

also	likewise
as	similarly
in the same way	while
like	

Adding or Clarifying Information

again	as well
along with	besides
also	for example
and	for instance
another	next

Introducing

certainly
 in general
 no doubt
 obviously
 of course
 to be sure

Concluding or Summarizing

as a result
 finally
 in conclusion
 to sum up
 lastly
 therefore

Using Transition Words in Dialogue

Get into pairs and write a dialogue about what you would expect to talk about at the Thanksgiving or Friendsgiving holiday. Use at least 3 transition words or phrases. When student A is speaking, student B should write down what they are saying and vice versa. When they have finished the conversation, they should check what each other has written and put the two sides of the conversation together. You will be asked to read your dialogue in class to compare the use of transitions words and Thanksgiving vocabulary. You may use the graphic organizer below or use your own.

(Student A):

(Student B):

(Student A):

(Student B):

(Student A):

(Student B):

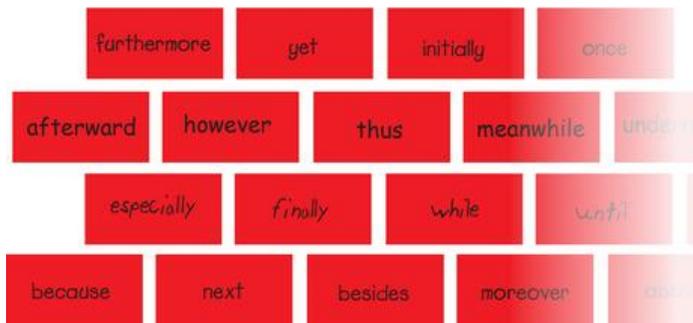
Student A notes:

Student B notes:

--	--

Lesson 6: Building Transition Walls

A Wall of TRANSITIONAL WORDS



Materials:

Scissors

11X17 Red Construction Paper- Class set

Tape

Rulers

Informational Texts (from textbooks, magazines, articles, online, etc)

Prep: Have a large wall space available to display your 'wall'.

Lesson Steps:

1. Ask student to cut a sheet of construction paper into 3" x 6" bricks.
2. In pairs, ask students to 'skim' informational articles for transition words. Write one word on each brick.
3. Allow them 20 minutes for the activity.

Accommodations/Modifications:

- Have lower level texts available for struggling readers
- Strategic pairing

Adapted from: www.themailbox.com

Lesson 7: The Work of the Pit Crew- Linking paragraphs and thoughts with transition words.

Materials:

Thanksgiving History from Lesson 2- class copy

Optional: Copy of MORE transition words worksheet

Lesson Steps:

1. Pass out copies of the first article from the unit.

TEACHER POINT: You may use whichever article you'd like. It may be a good opportunity to find an article that is from a different perspective of Thanksgiving, other than the European settlers.

2. Next, explain that just as a racer wants his re-entry into a race from a pit stop to be smooth, a reader likes each paragraph of text to transition smoothly into the next. Ask students to think of the breaks between the essay's paragraphs as pit stops and then decide how to make smooth transitions between them by incorporating words or phrases from the reference sheet into the essay's text.
3. Ask students to think of the breaks between the essay's paragraphs as pit stops and then decide how to make smooth transitions between them by incorporating words or phrases from the reference sheet into the essay's text
4. Invite students to share and discuss their decisions with the class to determine the most popular word choices.

Accommodations/Modifications:

- Some students may benefit from doing less of the article, sticking to just one subtitle.
- Students who need more assistance may want to sit close to the transition wall.

Adapted from: themailbox.com

Lesson 8: Thanksgiving Dialogue using Transition Words

Materials:

Handout Using Transition Words in Dialogue (class set)

Lesson Steps:

1. Pass out handout and read the directions together.
2. Remind students that this is a dialogue about what they learned about Thanksgiving as well as using some new transition words.
3. Give them an ample amount of time. If some groups finish early, ask them to start memorizing their script.

TEACHER POINTER: This may be a good activity to extend into more of a reader's theatre. Have props and craft supplies ready if that's a good fit for your class.

Accommodations/Modifications:

- Use a story starter visual, like two people taking a stroll' or a 'thanksgiving table' to get some students started on their dialogue

Using Transition Words in Dialogue

Get into pairs and write a dialogue about what you would expect to talk about at the Thanksgiving or Friendsgiving holiday. Use at least 3 transition words or phrases. When student A is speaking, student B should write down what they are saying and vice versa. When they have finished the conversation, they should check what each other has written and put the two sides of the conversation together. You will be asked to read your dialogue in class to compare the use of transitions words and Thanksgiving vocabulary. You may use the graphic organizer below or use your own.

(Student A):

(Student B):

(Student A):

(Student B):

(Student A):

(Student B):

Student A notes:	Student B notes:
------------------	------------------

--	--

Lesson 9: Fact Vs. Opinion

Materials:

One copy of the task cards labeled 'Thanksgiving Fact or Opinion Task Cards' (from The TEACHER NEXT DOOR)

You will need to purchase for \$3.00 this set of task cards. The link to purchase can be found here: <http://bit.ly/2fGAzEd>

Tape

Handout- Fact or Opinion Recording Sheet (Class set)

Prep: Depending on how many students you have, tape a task card to each of their desks. You may want to put them in some kind of order.

Lesson Steps:

1. On the board, write a T-Chart with one side labeled Fact and the other Opinion. Ask the students what they know about these two words and write their ideas down on the board.
2. Pass out their record sheet.
3. Tell them that they will be playing a little game, deciding if the statements on the cards are fact or opinion. Explain that they will stand up and walk around the room, writing on their recording sheets.
4. Begin the activity. Given them about 20-30 minutes to complete the task.
5. When the task is complete, go over each one.

TEACHER POINTER: THIS WILL MOST LIKELY SPARK DEBATES AND QUESTIONS SURROUNDING THE DIFFERENCES BETWEEN THE TWO. YOU CAN POINT OUT THE OBVIOUS ONES, BUT SPEND MORE TIME DISCUSSING THE HARDER TO DECIPHER ONES.

6) If time, ask students how they are able to trust the 'source.' What if someone says something known to be a 'fact' (like a date) but someone disagrees with it? Follow the students' leads and allow for some discussion time here.

Accommodations/Modifications:

- Pair struggling readers with strong partners as they make their way around the room.

Lesson 10: Thanksgiving Thoughts.

Materials:

Hand out- Thanksgiving Thoughts

Lesson Steps:

1. Starting with asking them the first question, ask students to silently think about it. Then, THINK-PAIR-SHARE. Then whole class share. You can touch on each one, just to get them started.
2. Pass out the handout and ask the students to complete it on their own.

Accommodations/Modifications:

- Give struggling writers sentence starters such as “I think that...”

Name: _____

Thanksgiving Thoughts

After our class discussion, answer the following questions in COMPLETE sentences. Be prepared to share your thoughts with your group after the writing time is over.

1. How and why is Thanksgiving celebrated?

2. Should all people who live in the US celebrate Thanksgiving? Why or why not?

3. What do you think the difference between fact and opinion is?

4. Is there anything that you learned about Thanksgiving that might be a fact or an opinion?

WHEN YOU ARE FINISHED, MAKE SURE TO ADD ALL THAT YOU HAVE LEARNED TO YOUR KWL CHART.

Unit Two:
Columbus/Indigenous Day- Pronouns

Essential Questions:

1. Who is Christopher Columbus?
2. Who defines truth?
3. How does perspective shape or change the truth?
4. Are our thoughts really ours?

Lesson Name:	Materials:	Duration:	Strategies:	CCSS (4th and 5th grade only):
<u>Lesson Series Content/Vocabulary</u>				
1. Access Prior knowledge, Build vocabulary	Columbus Pic Build Vocabulary	40 minutes	Primary Sources	R.I. 4.3 R.I 5.3
2. Perspective: Native Americans	<u>Encounter</u> : by Jane Yolen Article-Indians Conquer Italy	40 minutes	Class Discussion THINK-PAIR- SHARE Real-World Connections	R.I 4.4 R.I. 5.1
3. Perspective: 'Who does he think he is?'- European Perspective	http://bit.ly/2gJbw0C Doc Cam/projector	90 minutes ror 2-45 minute lessons	Technology Critical Thinking	R.I. 4.3
4. Possible to celebrate both?	Slide Show- http://bit.ly/2fMnGnn DocCam/ Projector	45 minutes	Technology Critical Thinking	R.I. 4.5 R.I. 5.5
<u>Lesson Series 2: Grammar</u>				
5. Personal Pronouns	Personal Pronoun handout	45 minutes	Grammar	L 4.1 L 5.1
6. Objective Pronouns	Objective Pronouns	45 minutes	Grammar	L 4.1

	Handout			L 5.1
7. Possessive Pronouns	Possessive Pronouns Handout	80 minutes or 2- 40 minute sessions	Grammar Games	L 4.1 L 5.1
8. Interview- Hero in different cultures	Handout-Heroes Interviews	Homework or Project	Speaking Writing	SL 4.1 A SL 5.1 A
<u>Lesson Series 3: Writing and Critical Thinking</u>				
9. Culminating Activity	Handout Tic-Tac-Toe	Project- 3 hours	Technology Critical Thinking Writing Multiple Intelligences	

Lesson One: What do you know about....?

Materials:

Picture of Christopher Columbus provided

Handout- Columbus/Indigenous Day Vocabulary (class set)

Handout- Copies front and back of Vocab Word Map

Doc Cam/Projector

Post-its

Prep: Have picture up and ready for so students can settle. Make enough copies front and back of the same image for students to have 12 boxes each. (3 front and back copies)

Lesson Steps:

1. With the picture up, ask the students the following questions and have them write as much as they can as to who they think it is or any guesses. It's best to have them write on a large sized post-it and put their post it up by the picture or a teacher-designated area. Give them just 5 minutes.
 - a. **Who is this?**
 - b. **What do you know about him?**
 - c. **What did he do?**
 - d. Are you aware of any controversy about him?
2. When they are done, read off the post-its. You may want to categorize them into questions, similar guesses, or any subjects you see are related.
3. Tell them that this is a picture of Christopher Columbus and that they will be learning about Christopher Columbus Day. Tell them it's also called "Indigenous Day" and that they will be learning about why that is in the next lesson.
4. Introduce Vocabulary words. Have the students recite the words, repeating after you.
5. Have students work on each word in their vocabulary word maps. This can be an ongoing project, as some of the words will not be seen until later in the unit.

Accommodations/Modifications:

- Supply struggling students with images of each vocabulary word.
- Allow struggling students access to technology so they will be able to look up each word on dictionary.com and images for it, as well.



from: google images

Columbus/Indigenous Day VOCABULARY

Indigenous Day/indigenous	claim	navigators	perspective
Columbus Day	New World	primitive	truth
encounter	voyage	civilized	conquer

Indigenous Day- a holiday that celebrates the **indigenous** peoples of North America. It is celebrated in various localities in the United States. Indigenous is when something or someone originated in a certain place or region.

Columbus Day- a holiday observed in some states in honor of Columbus' arrival in the New World. Is celebrated on October 12th

Encounter- a meeting with a person or thing, especially a casual, unexpected, or brief meeting

Claim- demand as a right or as due

New World- the New World, the Americas; the western hemisphere

Voyage- a course of travel or passage, especially a long journey by water to a distant place.

Navigators- a person who conducts explorations by sea

Primitive- characteristic of early ages or of an early state of human development

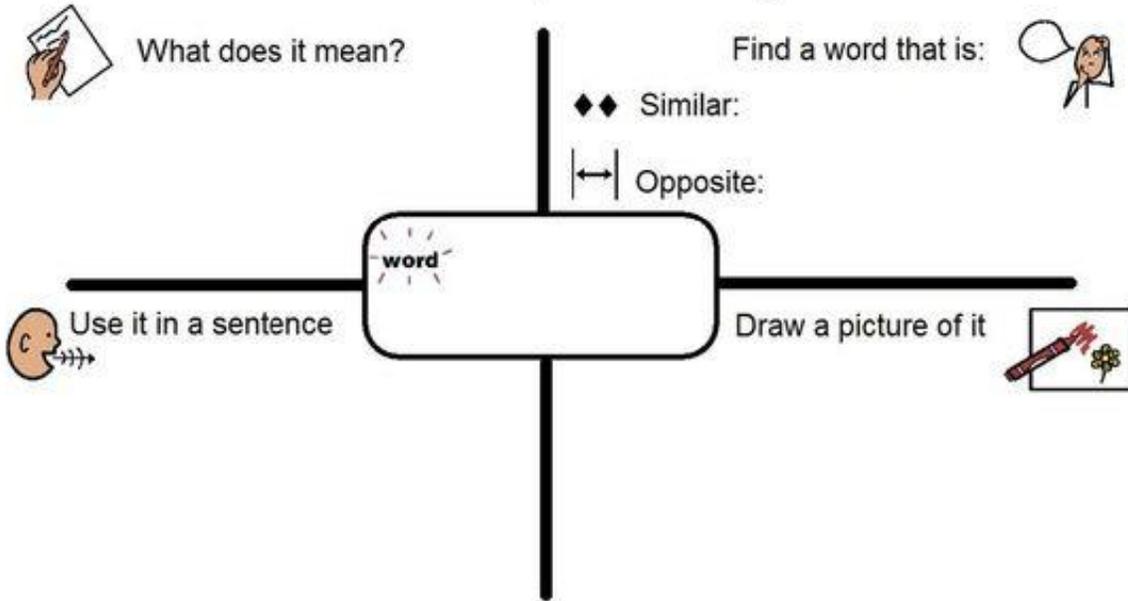
Civilized- having an advanced or humane culture, society, etc.

Perspective- the state of one's ideas, the facts known to one

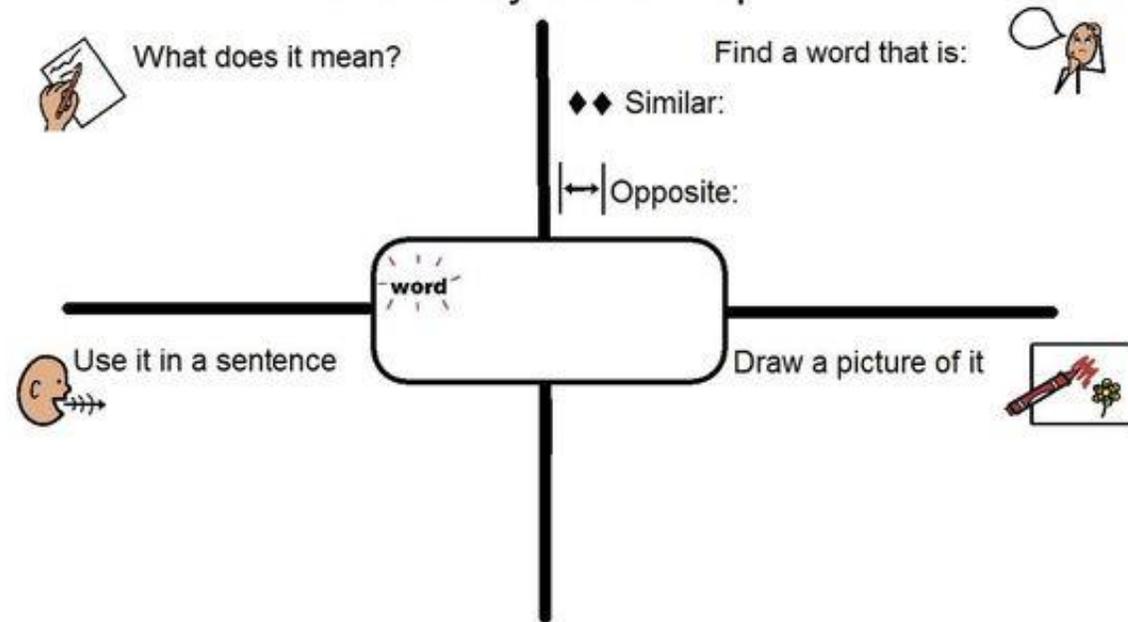
Truth- an obvious or accepted fact

Conquer- to overcome by force

Vocabulary Word Map



Vocabulary Word Map



adventuresinspeechpathology.wordpress.com

From: adventuresinspeechpathology.wordpress.com

Lesson Two: Encounter- Native American Perspective of Columbus

Materials:

Encounter by Jane Yolen

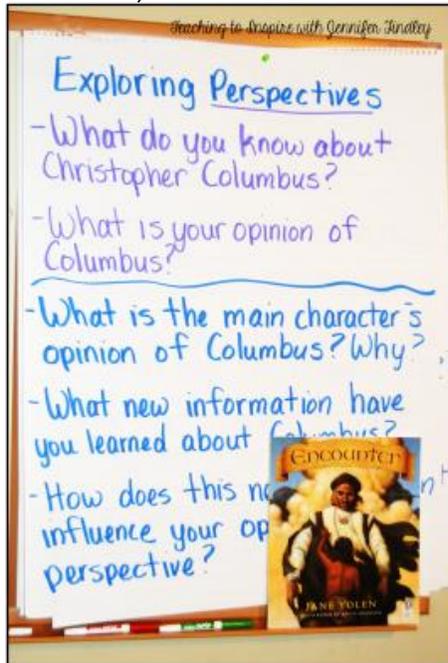
Chart Paper/Chart Markers

Article- Indians Claim Italy (class set)

Graphic Organizer- (class set)

Prep:

1. Preview the book
2. Place an article on each student's desk. Write the following words on the board. Since this is a high level reading article, students will need some support with difficulty vocabulary words.
 1. Cradle- protected
 2. Remedied-cured or relieved
 3. Intrepid- brave
 4. Compelled- felt like you had to.
3. Prep your anchor Chart to look like this, covering the bottom section (Post-Reading Questions).



Adapted from: teachingtoinspire.com

Lesson Steps:

1. Ask students to silently read the article on their desk. If you have a reader's response system*, this may be good time to use it.

TEACHER POINTER*: At the time of the creation of this unit, emoji's were in popular demand. I used emoji's for reader's response. This would be a good time to use this strategy

2. Discuss the article, asking students questions like, "What is this article about? Does it remind you of anything else?"

TEACHER POINTER: Depending on your class level, you can use a ‘TURN and TALK’ strategy.

3. Preview the before questions with the students.
4. Read the book Encounter by Jane Nolen.
5. Uncover the ‘after’ questions. Have students discuss in small groups, asking for volunteers to share their ideas. This will maybe spark some interesting and engaging conversation about perspective, which will prepare them for the upcoming lessons.
6. Ask students to fill about the 3-2-1 Graphic Organizer about what they have learned during the lesson.

Accommodations/Modifications:

- Instead of having students read the article individually, an option to support everyone is to choral read a portion.
- Students can also partner read, using strategic pairing for struggling readers.

INDIANS CLAIM ITALY by “Right of Discovery”

From the New York Times
Rome, Sept. 24, 1973

Italy, cradle of Western civilization, woke up today to the fact that it has never actually been discovered. The situation, however, was remedied at 11 o'clock in the morning when the chief of the Indian Chippewa tribe, Adam Nordwall, stepped off an Alitalia jumbojet and claimed it for the Indian people.

The intrepid explorer, in full Indian dress, accompanied by his wife—in ordinary clothes because her suitcase had been lost in New York—stood on the tarmac of Fiumicino airport here and took possession of Italy “by right of discovery.”

The fact that Italy has long been inhabited by people who consider themselves to be in full possession of the place was exactly the point that Mr. Nordwall was trying to make. “What right had Columbus to discover America when it was already inhabited for thousands of years? The same right that I have to come now to Italy and claim to have discovered your country,” he said.

The difference, however, was that Columbus “came to conquer a country by force where a peaceful people were living, while I am on a mission of peace and goodwill.”

Mr. Nordwall led a party of Indians which occupied the prison on Alcatraz in San Francisco Bay in 1969 to call attention to the conditions in which Indians were compelled to live in America.



from the New York Times

Adam Nordwall, Chippewa activist, steps off the airplane and claims Italy.

Lesson Three: Who does he think he is?

Materials:

Handout- Columbus Day (class set)

Highlighters- class set

Video: <http://bit.ly/2gJbw0C>

Doc Cam/Projector

Post-its

Prep: Get video ready to be viewed with the whole class.

Lesson Steps:

1. Start with writing the word Perspective on the board. Have students first share with their partner what they think that word means.
2. Create a word cloud with bubbles around the word with the students' thoughts. The goal is to have everyone share a word or a phrase.
3. Explain to the class that they will now learn about the perspective of the Europeans, particularly the Italians.
4. Read the article, asking students to highlight any 'power word' and make notes on the connections they make with the article.
5. Ask the students what they have learned? Is it different than what you learned from the book Encounter in the previous lesson?
6. Explain to the students they will be watching a video to learn some facts about Christopher Columbus. This video is less about perspective and more about facts about his journey, to gain some background knowledge.
7. After the video, create a venn diagram on the board with one circle labeled, 'Native American Perspective' and the other labeled 'European Perspective'. Give half of the class the task of writing one thing they learned about the NA perspective and the other the European Perspective on a post it. Have them post their comments.
8. When they complete this, read them off one by one. At the end, ask students to volunteer and put the 'same' ones on both sides in the middle.

Accommodations/Modifications:

- Take a group of struggling readers to a quiet space and read together with them.

Lesson 4: Columbus Day vs. Indigenous Day. Is it possible to celebrate both?

Materials:

Slide show on Channelone.com <http://bit.ly/2fMnGnn>

Doc Cam/Projector

Option: IPADS per small group

Prep:

Lesson Steps:

1. For additional vocabulary practice, assign a vocabulary word to a small group. The students will create a 30-40 second act to demonstrate the word in the vein of the popular game, "Charades."
2. Students will perform their word as the other students try to guess the word.
3. Explain to the student that they will learn even more about the different perspective of the holiday.
4. View the slideshow on the website, channelone.com <http://bit.ly/2fMnGnn> titled, **"Christopher Columbus and Native Americans" Slideshow.**
5. Ask the following questions: What were Columbus's first impressions of the Taino people? What effect did Columbus and Spanish settlers have upon the Taino?
6. **Turn and Talk:** Explain the effect of European colonization upon the Native people of North America. (adapted from channelone.com)
7. Begin a discussion with the question: Is it possible to celebrate Columbus Day and Indigenous Day. Why or Why not?

Accommodations/Modifications:

- In order to secure a balanced participation, this would be a good time to use equity sticks or an equivalent system to ensure whole class participation.

Lesson Five: Possessive Pronouns.

Materials:

Handout- Personal Pronouns (class set)

Article- The FIRST FEW DAYS: The Journal of Christopher Columbus.

Red pens or colored pencils

TEACHER NOTE: I was unable to obtain an online copy of the article, so the one I supplied is a bit fuzzy. Another option for a slightly varied article can be found here: <http://www.historyguide.org/earlymod/columbus.html>

Prep: None.

Lesson Steps:

1. Pass out the handout. Students will complete Parts A, B, and C independently, in small groups, or as a whole class using the teacher's discretions.
2. Part D requires a bit of reading before the activity. Because this article not only acts as authentic material to find pronouns, it also serves as an article rich in content about perspective and Columbus. Therefore, it is advised to read the article with the class first, going over questions initially, then moving onto the activity.

Accommodations/Modifications:

- This is a great opportunity to use strategic pairing, linking up a strong reader with one who needs more support.
- Chunk up the article, piece by piece or over the course of a few lessons, seeing that this same article will be used for the next two lessons, as well.

Adapted from: Easy Grammar Grade 4 Student Workbook by Wanda Phillips, Ed.D

Personal Pronouns

Pronouns take the place of nouns.

Nominative, or personal pronouns, are usually found to be the subject of the sentence. Personal Pronouns are :

I	he	she	we	they	you	who	it
---	----	-----	----	------	-----	-----	----

Here are some examples.

The Taino people were very curious of the navigators
They were very curious of the navigators.

Mary believes that both Indigenous Day and Columbus Day can be celebrated at the same time.
She believes that both Indigenous Day and Columbus Day can be celebrated at the same time.

Is **San Salvador Island** an actual place?
Is **it** an actual place?

Practice:

A. Directions: In part A, insert a person's name in the blank. In part B, use the pronoun to replace the person's name. In the dotted line part, finish the sentence.

1. A. _____ is my hero.
B. _____ is a _____ .

2. A. _____ is my favorite thing about learning about Columbus/Indigenous day.
B. _____ is _____ .

3. A. _____ is something the Native Americans ate.
B. _____ is _____ .

4. A. _____ are excited to learn more about how Columbus is celebrated.
B. _____ are excited to learn more about how Columbus is celebrated because _____ .

B. Directions: On the line provided, write each sentence correctly.

1. My dad and me are going.
-

2. Me and Terry played at the park.

3. Me and my friends aren't doing that.

4. I and my friend want to stay.

C. Directions: Circle the correct pronoun.

1. (Me, I) want to go, too.
2. (Her, She) is a winner!
3. All afternoon (they, them) played in their yard.
4. (We, Us) enjoy scary movies.
5. Today, (he, him) is going to the zoo.
6. May Mike and (me, I) help you?

Directions: After we read the article below, read through the article once more and circle all personal pronouns in GREEN. In the column to the right, make a list with the pronouns you circled.

THE FIRST FEW DAYS

The Journal of Christopher Columbus

Friday, October 12, 1492. In order that they might feel great friendship toward us, because I knew that they were a people to be delivered and converted to our holy faith by love rather than by force, I gave to some of them some red caps and some glass beads, which they hung round their necks, and many other things of little value. At this they were greatly pleased and became so entirely our friends that it was a wonder to see.

Afterwards they came swimming to the ships' boats, where we were, and brought us parrots and cotton thread in balls, and spears and many other things, and we exchanged them for other things, such as small glass beads and hawks' bells, which we gave to them. In fact, they took all and gave all, such as they had, with good will, but it seemed to me that they were a people very deficient in everything.

They all go naked as their mothers bore them, and the women also, although I saw only one very

young girl. And all those whom I did see were youths, so that I did not see one who was over thirty years of age; they were very well built, with very handsome bodies and very good faces. Their hair is coarse almost like the hairs of a horse's tail and short; they wear their hair down over their eyebrows, except for a few strands behind, which they wear long and never cut. Some of them are painted black, and they are the color of the people of the Canaries, neither black nor white, and some of them are painted white and some red and some in any color that they find. Some of them paint their faces, some their whole bodies, some only the eyes, and some only the nose.

They do not bear arms or know them, for I showed them swords and they took them by the blade and cut themselves through ignorance. They have no iron. Their spears are certain reeds, without iron, and some of these have a fish tooth at the end, while others are pointed in various ways.

They are all generally fairly tall, good looking and well proportioned. I saw some who bore marks of wounds on their bodies, and I made signs to them to ask how this came about, and they indicated to me that people came from other islands, which are near, and wished to capture them, and they defended themselves. And I believed and still believe that they come here from the mainland to take them for slaves.

They should be good servants and of quick intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk.

Saturday, October 13th. As soon as day broke, there came to the shore many of these men, all youths, as I have said, and all of a good height, very handsome people.... Their eyes are very lovely and not small. They are not at all black, but the color of Canarians.... Their legs are very straight, all alike; they have no bellies but very good figures.

They came to the ship in boats, which are made of a tree-trunk like a long boat and all of one piece.

COLUMBUS'S JOURNAL

READING DEEPLY

1. What attitudes does Columbus have about the people he encounters (the "Indians")? Summarize these and then give at least three quotes from his journal as evidence.
2. Based on what you read in his journal, what does it appear that Columbus cares about, what he wants? Give several quotes as evidence.
3. Based on Columbus's observations, what if anything can you tell about the kind of people the "Indians" are — what they value, how they treat other people, etc.? If you don't think you can tell anything about the Indians from Columbus's journal, give your reasons for why not.

Lesson Six: Objective Pronouns

Materials:

Handout- Objective Pronouns (class set)

Article- THE FIRST FEW DAYS: The Journal of Christopher Columbus

Green pens or colored pencils (class set)

Prep: None

Lesson Steps:

1. Just as the previous lesson, have students complete activities A and B at their pace, circling the room for students who need extra support.
2. For Part C, have the students go back to the article they read in the previous lesson, underlining any objective pronouns in purple.

Accommodations/Modifications:

- The article can be shortened or annotated for those who need extra reading support.

Object Pronouns

Pronouns take the place of nouns.

Objective pronouns are usually used after the preposition or as a direct object.

Objective pronouns are:

me	him	her	us	them	you	whom	it
----	-----	-----	----	------	-----	------	----

Here are some examples:

The girl is talking to **the teacher**.

The girl is talking to **her**.

Columbus's ships landed on **San Salvador Island**.

Columbus's ships landed on **it**.

Practice.

A. Directions. Circle the correct pronoun.

1. Are you going with (we, us)?
2. I have given the bag to (him, he)?
3. This is from (they, them)?
4. The story is about (she, her)?
5. Sit between Ms. Peterson and (I, me).

B. Directions: Write a pronoun for the boldfaced noun(s).

1. A. The turkey followed (**your name**) _____.
B. The turkey followed _____.
- 2) A. A variety of tools were given to the **Europeans**.
B. A variety of tools were given to _____
- 3) A. Women names are given to **the ships and boats**.
B. Women names are given to _____.
- 4) A. A turkey licked **Ms. Rad** for several minutes. She thought is was strange behavior.
B. A turkey licked _____ for several minutes.
- 5) A. Their uncle went with Sherri and our family to the Caribbean Islands.
B. Their uncle went with _____ to the Caribbean Islands.

C: Directions. With the article titled, THE FIRST FEW DAYS: The Journal of Christopher Columbus, UNDERLINE all of the objective pronouns in purple, then create a list of all of the pronouns you found.

Possessive Pronouns

Materials:

Handout- Possessive Pronouns- (class set)

Article- THE FIRST FEW DAYS: The Journal of Christopher Columbus

Blue pens or colored pencils.

*'Use Your Noodle' game boards and pieces (1 per 2 or 3 students)

Game link: <http://bit.ly/2h3fGn2>

Marker Chips

One die per group

Prep: In order to extend the life of the game boards, you may want to either laminate them or glue them to file folders before you start.

Lesson Step:

1. As with the two prior lessons, students will complete exercises A-C.
2. They will then revisit the article and mark a blue square around the possessive pronouns.
3. *POSSIBLE BREAK POINT* Instruct students to play the game titled, 'Use Your Noodle' to review all three pronouns subgroups.

Accommodations/Modifications:

- Play the game with a volunteer if you feel your students have a hard time self-starting
- Read the cards aloud for struggling readers.

Possessive Pronouns

Possessive Pronouns include:

my his her your its our their	mine hers yours ours theirs
---	---

My, his, her, your, its, our, and their will come before a noun or a pronoun.

Example. Your opinion is interesting.

Mine, hers, yours, ours, theirs, will come after a noun.

Example: Those opinions are yours.

A possessive noun does two things.

- A. A possessive noun takes the place of a noun.
- B. A possessive noun shows ownership.

Examples:

a compass belonging to a navigator.
navigator's compass
his compass

corn belonging to the children
children's corn
their corn

IMPORTANT TIP -----> A possessive pronoun does not have to have an apostrophe! (')

Practice

A. Directions: Write a possessive pronoun on the line.

1. The little boy is three years old; _____ hair is dark brown.
2. Some children are playing games; _____ is black.

3. I like to watch historical television shows; _____ favorite are about the 'New World.'
4. My friends and I like to read; _____ library is right next to the school.
5. Patricia is flying to Washington D.C.; this is _____ trip to the East Coast.

B. Write the possessive pronoun and the word it modifies (goes over to) on the line.

Example: Where is our photo album? our album

1. Their dad doesn't know about the Taino people. _____
2. Our perspective is different from my mom's perspective. _____
3. Does her classmate have any questions? _____
4. We like our neighbors. _____
5. My dog likes the lake. _____
6. The cub went to its mother. _____
7. Dee has a cut on her arm. _____

C: Directions. With the article titled, THE FIRST FEW DAYS: The Journal of Christopher Columbus, MAKE A BOX all of the objective pronouns in BLUE, then create a list of all of the possessive pronouns you found.

Lesson 8: Hero Interview

Materials:

Handout- Heroes Interview (class set)

Prep: None

Lesson Steps:

1. Ask students to conduct interviews at home. Let them know that it's okay to translate if your family member speaks another language. Students will also be asked to answer the questions, as well.
2. After all students have conducted the interview, allow the students some time to discuss their findings with their table partner. Tell them to find similarities and differences.

TEACHER TIP: As an extension, ask the students to create a venn diagram, marking similarities and differences between their interviewees.

3. Write the word 'Hero' on the board, circle it, and draw numerous lines around it. Ask students. Ask for volunteers and discuss their findings.
4. When the discussion is over, the students will write two paragraphs comparing and contrasting their family members answers with their own.

Accommodations/Modifications:

- For students who have little support at home, have them interview another willing teacher, their aftercare teacher, or a neighbor.
- For students who struggle with writing, the teacher can supply the student with sentence starters or a simple outline for their paragraphs.

Lesson Nine: What do you think?

Materials:

Handout- Tic-Tac-Toe

Prep: Collect all tools students will need for their projects.

Lessons Steps:

1. Students will choose three different activities from the tic-tac-toe board. This can be done as small groups or individually. This will give them freedom to choose to show how they know.

Directions: Choose three boxes to create a line. You will have plenty of time during school, but may need to bring your project home to finish.

<p>Listen to the song '1492'. Come up with three questions you can ask the class. Then make up your own verse. http://bit.ly/2gGCQ1S</p>	<p>Current Event: Are there any current events about Indian struggles with the US government in the news? Find two sources and present a 5-minute presentation to the class.</p>	<p>Find a picture book in the library and write a critique of the book. Present your idea to the school librarian respectfully explaining why you think the book should come with a disclaimer.</p>
<p>Create Venn Diagram on a mini poster comparing and contrasting two different sources on Christopher Columbus.</p>	<p>Create a word web for the word 'discover'. Use pictures, newspaper or magazine clippings, and anything else. Then, write a sentence or two explaining why you chose each one.</p>	<p>Create a video on iMovie. The movie should include anything new you learned from the unit, as well as images and documents. You will need to write a script.</p>
<p>Write a journal entry (at least two paragraphs) as if you were a Taino child and you saw Columbus for the first time.</p>	<p>Write a poem titled 'A friend of the Indians' You can turn your poem into music using technology or a simple instrument.</p>	<p>Create a superhero that helps find 'the truth' Explain what the superpower is and how the superhero uses it. You will need to draw it, as well</p>

<p>Notes for Option 1:</p>	<p>Notes for Option 2:</p>	<p>Notes for Option 3:</p>
----------------------------	----------------------------	----------------------------

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In conclusion, this study acknowledged and shed light on the issue of lack of support for advanced language learners even when showing signs that are well under mastery. The purpose of the study is to essentially convince teachers that advanced language development is worth the time despite the lack of time with increasing demands. It investigated the needs of advanced language learners, particularly focusing on those in the 4th and 5th grades. It also supplied teachers with focused lessons on targeted skills with relevant and sensitive topics. In reviewing this research, teachers will realize the need of continuing their English Language Development program even after students are officially redesignated out of the program. The impact of this study, including the curriculum, will be not only to address targeted writing and grammar skills, but also to continue their support with additional focused lessons on their own.

Through the development of this project, I was able to craft 20+ lessons along with additional review of basic writing skills and a series of extended classroom research projects. The lessons were chosen carefully, weaving plenty of practice for various writing and grammar skills, cultural capital, and critical thinking. The lessons are designed to be accessible to all learners, using a variety of teaching strategies, including visuals, technology, student-led discussion, and many more. The lessons also try to stay relevant to the students' lives whilst respecting backgrounds and cultures of all of the students. After the lessons are complete, the teacher can feel confident with the amount of targeted practice the students have received as well as teaching the students real-world strategies and issues, which is arguably one of the more important goals the teacher possesses.

Recommendations

Although this project can be successful in many very structures, there are a few that would optimize its effects. First off, its best implemented in 4th through 6th grade classes due to its focus on essential questions that require a deeper level thinking. That being said, the lessons can also be used with as young as 3rd graders and as old as adults. Because the writing skills in the lesson focus on advanced learners' needs, the age level limitless.

My second recommendation to maximize success is to teach each unit several weeks before the targeted holiday. That way, students may be more immersed during the studied holiday season. Additionally, because teachers are always looking for ways to find time, some of the best material is when it addresses two needs of instruction at once. One of these 'unspoken needs' is teaching about holidays. With this curriculum, teachers are able to get a '2 for 1' using the content to act as a vessel for the skills.

Another way to utilize the curriculum to its fullest is to complete the unit in succession, teaching a lesson at least 3 times a week. If time permitting, the unit can be used in addition to other English Language curricula, like grammar or other writing skills, but can be easily be in place of it. The lessons can also be taught in pieces without compromising.

Due to the more advanced nature of many articles used, both in reading level as well as content, it may be in the best interest of the students to have the articles read aloud to them. It may be even more beneficial to break apart each article reading one or two paragraphs at a time. Consequently, this modification is used often in upper elementary classrooms when using authentic articles from credible new sources, like the New York Times.

However, if the goal is to use this project in other contexts than 4th and 5th grade English-Only classrooms, all the goals set out by the project are still achievable with a few subtle adaptations. One recommendation for older school students and adult students is to extend the

discussion times when the class is presented with any open-ended or critical thinking questions. Because the questions are designed to spark engagement and interest, older students may want to discuss, debate, or expand their knowledge. As for adapting the grammar skills for each unit, additional practice for each should be considered. Because the project focuses on a class where language is not the only priority, and because younger students tend to have shorter attention spans, the amount of practice is pared down to make room in the day. However, should the lessons be utilized in a language learning only classroom, more time can be allocated for each grammar series.

References

- Ardasheva, Y., Tretter, T. R., & Kinny, M. (2011). English Language Learners and Academic Achievement: Revisiting the Threshold Hypothesis. *Language Learning*, 62(3), 769-812.
- Carroll, P. E., & Bailey, A. L. (2015). Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade. *Language Testing*, 33(1), 23-52.
- García Bedolla, Lisa; & Rodriguez, Rosaisela. (2011). Classifying California's English Learners: Is the CELDT too Blunt an Instrument?. *Center for Latino Policy Research*. UC Berkeley: Center for Latino Policy Research.
- Gandara, P., & Rumberger, R. W. (2008). Defining an Adequate Education for English Learners. *Education Finance and Policy*, 3(1), 130-148.
- Han, Z. (2013). Forty years later: Updating the Fossilization Hypothesis. *Language Teaching*, 46(02), 133-171.
- Linquanti, R. (2001). The Redesignation Dilemma: Challenges and Choices in Fostering Meaningful Accountability in English Learners. *UC LMRI*, 1, 1-26.
- Liu, Y. (2008). The effects of Error Feedback in Second Language Writing. *Arizona Working Papers in SLA and Teaching*, 15, 65-79.
- Milnes, T., & Cheng, L. (2008). Teachers' Assessment of ESL Students in Mainstream Classes: Challenges, Strategies, and Decision-Making. *TESL Journal Canada*, 25(2), 49-65.
- Oliver, R., & Grote, E. (2010). The provision and uptake of different types of recasts in child and adult ESL learners. *Australian Review of Applied Linguistics*, 33(3), 26.1-26.22.
- Peercy, M. M. (2011). Preparing English Language Learners for the Mainstream: Academic Language And Literacy Practiced in Two Junior High School Classrooms. *Reading and Writing Quarterly*, 27(4), 324-362.
- Roessingh, H. (2008). Variability in ESL Outcomes: The Influence of Age on Arrival and Length of Residence on Achievement in High School. *TESL Canada Journal*, 26(1), 87-107.
- Shaw, P., & Liu, E. T. (1998). What Develops in the Development of Second-language Writing?. *Applied Linguistics*, 19(2), 225-254.

Storch, N. (2009). The impact of studying in a second language (L2) medium university on the development of L2 writing. *Journal of Second Language Writing*, 18(2), 103-118.