

## **Lesson Plan**

Name: Andrea Meagher

Location: Logansport Junior High School

Date: February 10<sup>th</sup>, 2023

ZOOM LINK of LESSON:

<https://www.loom.com/share/fbd2172532de4182bb0d2d16cca198d9>

GRADE LEVEL:

7 and 8

CONTENT AREA:

Newcomers ELA

CONTENT STANDARD:

7.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases. / 8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases.

7.W.6.1 Demonstrate command of English grammar and usage. / 8.W.6.1 Demonstrate command of English grammar and usage.

WIDA STANDARD:

ELD Standard 2: Language for Language Arts

LESSON TOPIC:

Nouns and Adjectives

OBJECTIVES:

Content: Students will identify nouns and adjectives

Language: Students will analyze sentences while using the domains of listening and reading.

SUPPORT:

Linguistic Support	Graphic Support	Sensory/Kinesthetic Support	Interactive Support
<p>Use of student's home language by interpreter.</p> <p>Definition of key terms (Nouns and adjectives were defined and reviewed at the beginning of lesson.)</p> <p>Change of sentence patterns (Teacher stated information in multiple ways).</p> <p>Use of redundancy by the teacher.</p> <p>Interpreter is present to help Spanish-speaking students who just arrived in the US.</p>	<p>Use of a worksheet that students could read from.</p>	<p>Gestures or acting out specific actions. (Demonstration of circling adjectives and underlining nouns.)</p> <p>Use of a worksheet that students could mark on.</p>	<p>Interaction with and among classmates. (Students were given the opportunity to find nouns and adjectives together.)</p> <p>Interaction with adults, specifically teachers. (The interpreter is seated with students at table and teacher moved around the room to help students who had questions.)</p>

*Speaking Domain:*

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Teacher: "Jesus pulls the long rope." There are two nouns. What is the first noun?</p>	<p>Teacher: Do you want to read the sentence. "There are two nouns. Can you tell me what they are? There is one adjective. What word should we circle?"</p>			
<p>Student: Says or points to "Jesus." Underlines the noun.</p>	<p>Student: Reads the sentence to the class and identifies the nouns. Underlines the nouns. Circles the adjective.</p>			

#### ACADEMIC LANGUAGE FEATURES (and key vocabulary)

Language Feature	Level 1-2 general to specific	Level 2-3 specific to technical	Level 3-5 technical
Word level <i>General, specific, technical</i>	Noun, Adjective	Jesus, Pillow, Red, Bright	
Sentence level	A person is a noun. Colors are adjectives.	Jesus is a person. He is a noun. Red is an adjective.	
Discourse level	Adjectives tell us about nouns.	I am wearing a red shirt. Red tells us what color my shirt is.	

For this lesson, I will focus on the academic language feature of grammar (nouns and adjectives) because we are working on grammar and building literacy.

#### **MATERIALS:**

Alphabet chart and sound cards

Worksheet and pencil

#### **PROCEDURE:**

We begin every day with basic linguistic practices. Students come in at different times due to breakfast, office visits, or visiting a designated area for supplies that meet their needs. There can be quite a bit of down time while students receive their papers, prepare their pencils, translate for each other, or move into place with our supporting interpreter.

We begin our lesson when everyone is prepared. I always try to use “I do. We do. You do.” However, we often must come back together as a class for help when students aren’t understanding. These students come with a very diverse mix of education. Some understand fast and move quickly. Others need more time.

#### **Practice/Application**

*Students listen to the teacher read. Students read themselves. Teacher and students work together and share answers to help understanding. The interpreter sits at a table where Spanish speaking students can move for help. The teacher moves around the room to provide support for other students. Eventually, students take part in reading sentences and help provide answers without teacher’s help.*

CLASSROOM-BASED ASSESSMENTS: Recount information/ Identify words

STANDARDS-BASED ASSESSMENTS:

**GRADE 7 and 8**

<p><b>CONTENT STANDARD(S):</b>            7.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases. / 8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases.            7.W.6.1 Demonstrate command of English grammar and usage. / 8.W.6.1 Demonstrate command of English grammar and usage.</p> <p><b>WIDA Standard #2:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p><b>EXAMPLE TOPIC: Nouns and Adjectives</b></p>						
<p><b>KEY LANGUAGES USES:</b> Students at all levels of English language proficiency explain/identify nouns and adjectives</p>						
<b>DOMAIN: Speaking</b>	<p><b>Level 1 Entering</b> Students: Wood</p>	<p><b>Level 2 Emerging</b> Students: Wood</p>	<p><b>Level 3 Developing</b> Students:</p>	<p><b>Level 4 Expanding</b> Students:</p>	<p><b>Level 5 Bridging</b> Students:</p>	<b>Level 6 - Reaching</b>
	Explain nouns and adjectives.	Discuss meaning of nouns/adjectives with a teacher or peer.				
<b>DOMAIN: Reading</b>	Apply understanding of nouns/adjectives by identifying them in sentences.	Read sentences and apply understanding of nouns/adjectives within the sentences.				

**TOPIC-RELATED LANGUAGE (key vocabulary):** Students at all levels of English language proficiency explain/identify nouns and adjectives, such as: bird, bus, skirt, big, red, and little

## **Family Multiliteracies Case Study**

### **Part 1: Family Interview**

Name: Andrea Meagher

Location: Logansport Junior High School

Student: 12 Year Old Male, Grade 7

Country of Origin: Haiti

### **Language Development History**

As a baby, the focal student heard primarily Haitian Creole. His mother and father both speak Haitian Creole as their first language. They also identify as being able to understand/speak French. Haitian Creole is the student's first language. This language was spoken most commonly in the household when he was a small child. However, his mother also understands Spanish and his father understands Spanish and speaks English fluently. The family has lived and traveled through many countries. Their goal, while traveling through countries, was to reach the United States of America. Their hope is for their children to have stability, security, and the opportunity to become successful adults. This student became very well educated in Spanish during their journey as a family. His father is also helping him learn English.

The student is now in a newcomer classroom in Logansport, Indiana. He is immersed in a diverse classroom with students from Mexico, Guatemala, Haiti, Cuba, and Puerto Rico. For years, the student has been using his Spanish both inside and outside of the home. Having a place in the newcomer classroom has allowed him to reconnect with students who are also from Haiti. This is resulting in what appears to be a rebirth of his first language. He now has the chance to learn English, practice Spanish, and strengthen his home language.

**Home Language(s) Use**

The focal student's parents mostly use Haitian Creole at home. His dad does practice English with him, but English is not spoken in the home between the adults. The family normally only uses Spanish when with other families or when communicating outside of the home in stores or restaurants. The children speak to the parents in Haitian Creole, but practice Spanish and English together. There are two siblings—one boy and one girl. They practiced Spanish together when they were living in Mexico. It's not uncommon for them to use Spanish together now that they are in the United States due to the fact that they have many Spanish speaking friends. However, they now also have English that they practice together.

**Home (Bi)Literacy Practices**

The family possesses print materials in multiple languages. They own very few books in French. Most of the print materials they now have are in Spanish, since that is what the children had been learning for the past few years. The family does not have newspapers or magazines. One of their most important books is their Bible, which is in Spanish. They attended church ("Iglesia") in Mexico for the last few years. They now have the opportunity to attend Spanish or Haitian services in Logansport and can read from Bibles in either language.

The local library has not been a real resource for this family, but school libraries have. Both children have used the school library to access literature in both Spanish and English. The focal student has also borrowed books, both with and without words, for himself and his sister from his newcomer teacher. He does not love reading, but he does love to learn!

Their mother says that she shared stories with them in their first language when they were young children, but as they've grown older she expects them to read on their own in whatever

language they are currently learning. Most reading materials are kept in the family room where all members of the family can utilize the books. The family is currently sharing a house with an uncle, so all resources are available to everyone. They share computers, books, paper, and writing utensils.

The family enjoys watching movies, but they rarely watch movies together. They only have a few screens in the house and those are two computer screens and one tablet. Movies and television shows are watched through streaming services. Shows are watched in French, Spanish, and English. Everyone in the family currently uses English subtitles to help with their English skills. One of the all-time favorite genres that is watched in their household is kung fu. The focal student absolutely loves Jackie Chan movies. He does not have strong opinions about music, but his sister loves listening to music in Spanish. The family does not have a vehicle to listen to music in. Most of their musical experiences happen in church, which they have experienced in both Spanish and Haitian services.

The family does use the internet for information and learning purposes. They access information in mostly French and Spanish because those languages are the easiest to find. The family is fairly private and does not use social media. My focal student has a tablet that can make calls when it has access to the internet. He uses it to communicate with his dad who has the family's only cell phone. This phone is a smart phone. The father and son usually communicate on the phone in Haitian Creole, but the father has used the phone to communicate with teachers in English. Everyone in the family has various written abilities, so texting is not something they actively participate in. Phone calls and video calls are their most common form of communication when they are not together at home.

The family always receives school information in Spanish and English. The school does not have French or Haitian Creole translators readily available. The kids do their best to read and translate all information for their parents. The kids are in charge of much of the literacy at home. Along with practicing their English, the kids help each other with schoolwork. They spend more time making sense of things with each other in Spanish than any other language. Spanish is the language in which they have both recently had the most consistent education.

### **Bilingualism**

This Haitian family is already multilingual, but it is extremely important for the children to speak well and become fully literate in English. The entire purpose for coming to the US was to provide stability and a future for the children. The parents do not find it difficult to raise multilingual children, but the mother often has to rely on the children when it comes to translating some things in English while shopping. The family sees speaking many languages as a normal part of life that their children will benefit from. They also see it as the children's duty to help linguistically when needed. The parents are ensuring their childrens' future, so the children can help by communicating and navigating through their new living situations.

### **Language Similarities and Differences**

Both children have had the opportunity to improve every language they know since starting school in Logansport. The children are learning English, using Spanish, and encountering individuals who speak their first language. As a whole, the parents can see that their children's linguistic capabilities are growing astronomically. The parents are proud as long as their children continue learning and maintain good grades. The parents consider it unacceptable to have missing assignments or poor grades. The focal student's mother likes to hear about her children's daily activities. She loves to hear the details of their day while she is



cooking or during family dinner. Her husband is mostly concerned with achievement and work ethic. He wants to know that his children are being respectful and doing their work.

### **Recommendations for schools**

Reading and writing is taught differently in the USA than in other countries. Mexico focused on writing with pencil and paper. US schools are very focused on computers and typing. The focal student and his sister were required to learn how to write in cursive and practiced writing complete sentences in Mexico. Their mother and father feel that they rarely see their children writing anything at home. This is very different from their educational experiences in other countries. The family believes that school is for education. It's okay to be strict and have high expectations of their children. The parents don't really have any questions for their children's language teachers. They just hope their children learn the best things needed to have a successful future.

### **Challenges, Concerns, and Questions**

The focal students' parents believe that schools do play a role in helping create a bilingual child. In their experience, moving from country to country has caused their children to learn new languages. The schools have helped their children pick up both social and academic languages. That's a skill that has been needed in every place that they lived. It would be better for the local school corporation to have information available in more languages. The Haitian community in Logansport, Indiana is growing. There should be more information available for their growing community.

Raising multilingual children isn't necessarily challenging or something to celebrate. The family sees being able to speak multiple languages as an important part of becoming successful in today's world. The children will be able to work, travel, and communicate with many people that

they encounter. Speaking more languages means more opportunities and the family is thankful that their children can attend a school that provides the opportunity to learn English. As parents, they can only provide so much support for their children to learn English. The school can take over and teach the children things that the parents cannot. However, the parents do need to make sure that their children are being responsible for the education that they are receiving.

The focal student's parents have very high expectations for their children. They made multiple attempts to get to the US before they successfully found refuge. Their number one goal was for their children to be safe and have opportunity. The children must now take advantage of where they live and achieve a good education. Their parents brought them here specifically for this purpose. They want their children to have security and stability. The son is older and definitely understands that school is his job and responsibility. It is very important to him that he earns his mother's love and makes his father proud. His sister does well in school, but she is younger. She is not yet serious about her academics. Overall, the parents seem pleased with their children's education and the fact that they succeeded in bringing their children to the US.

## **Family Multiliteracies Case Study**

### **Part 2: Analysis and Reflection**

Name: Andrea Meagher

Location: Logansport Junior High School

Student: 12 Year Old Male, Grade 7

Country of Origin: Haiti

#### **Language Development History**

Murillo (2012) states that “in each community, parents and families hold specialized knowledge.” (p.19) This focal student’s family contains a wealth of linguistics that have been used to support and educate their children. Haitian Creole/French, Spanish, and English have been shared, studied, and taught in the home. Moll, Gonzalez, Neff, and Amanti (1992) share that the “analysis of funds of knowledge represents a positive...view of households as containing ample cultural and cognitive resources with great, potential utility for classroom instruction.” (p.134) Unfortunately, very few children in the US are exposed to this abundance of linguistics and US schools are very English dominant. This is not good for multilingual children because “there is considerable research suggesting that bilingual children...are being educationally handicapped by the combination of English-only instruction, emphasis on reading for sound at the expense of meaning, and high-stakes testing that is the norm in many schools.” (Murillo, 2021, p.18) This means that the family bricolage of a multilingual household are not taken into consideration during formal schooling. Newcomers, like the focal student, spend the majority of their days in English-only classrooms. More content teachers should be accessing the knowledge

that students understand in their home language to educate the students. The language experience in the school is absolutely different from the language experience in the home. The newcomer classroom that this student experiences is a combination of what the student experiences at home and what he experiences in other classes because he is exposed to multiple languages and can use his first language with peers.

It is amazing to learn about the functions of language within the home. There is the language that is known inherently from birth, the language/s that are used out in the community, and the language that is studied for future use. "This view of households...contrasts sharply with prevailing and accepted perceptions of working class families as somehow disorganized socially and deficient intellectually; perceptions that are well accepted and rarely challenged in the field of education and elsewhere" (Moll, Gonzalez, Neff, and Amanti 1992, p.134)

### **Home Language(s) Use**

The focal student speaks Spanish often in the classroom because it is a language he shares with many peers. It was surprising to hear that he does not speak Spanish much at home, but it also makes sense since Spanish is not his first language. This was a bit of a revelation; however, Moll, Gonzalez, Neff and Amanti (1992) acknowledge that "when funds of knowledge are not readily available within households, relationships with individuals outside the households are activated to meet either household or individual needs." (p.134) Also, it does seem naive to not realize that Spanish is not spoken regularly at home "...however, teachers rarely draw on the resources of the "funds of knowledge" of the child's world outside the context of the classroom." ( Moll, Gonzalez, Neff and Amanti 1992, p.134)

### **Home (Bi)Literacy Practices**

The family utilizes print in multiple languages. Literacy in their household exists in French, Spanish, and English. The children have also accessed picture books and used the pictures for just context. Logansport Community School Corporation has very little access to information on French and Haitian Creole speaking students. The libraries offer nothing in either language, which has resulted in the children from this family only having the opportunity to access books in Spanish or English. Another way that this family practices literacy is through streaming shows and watching subtitles. The focal student says that he practices reading English while watching his favorite Jackie Chan movies, while his sister loves learning songs and singing in Spanish. Both of them are actively practicing languages other than their home language on a daily basis! This is a perfect demonstration of what Morita-Mullaney, Li & Renn (2019) said—“...families acquire and use literacy in a multitude of ways and are divided into the four categories identified previously: print literacies (print materials at home, books or other texts; reading and book storage); media literacies (televisions, videos, movies, music, radio, internet, social media, computers, and smart phones and texting); school literacies (language and translation of school documents and homework); and created literacies (other activities and literacy practices in the home and community).” (p.41)

### **Bilingualism**

The focal student follows a newcomer track with other students who are multilingual. He benefits from having a variety of languages to speak throughout the school day. This may not be the norm for many students who have just entered the US. Several languages are spoken in his home and those same languages are spoken in his classrooms. The difference is that his teachers only speak the language he is currently learning. They are not able to communicate with him in Haitian Creole or Spanish. Some of his teachers do attempt translanguaging with the help of

Google Translate. This could be seen as similar to his parents' use of subtitles to understand movies or television shows. It is slightly surprising to think of translanguaging in the classroom as similar to subtitles on a movie, but both are ways to create understanding! It is fascinating to think that "despite the cultural differences and perceived language barriers, these families are providing a variety of print resources in different languages, and they interface with them in ways that create connection to their respective heritages. These materials also serve as brokers for English development and heritage language maintenance." (Morita-Mullaney, Li & Renn, 2019, p.46) It seems rare for content teachers to consider the lengths that families go to in an effort to contribute to the bilingualism of their children. These may be common practices in other countries, but learning and speaking English is just what is expected in the US. Morita-Mullaney, Li and Renn support the parental practitioners who supply their children with multilingual and multicultural opportunities by saying that "an examination of FoK research demonstrates that families possess sufficient social and cultural assets, which can conceptually inform classroom instruction." (p.37)

### **Language Similarities and Differences**

The parents take on different roles in their children's education. The focal student's mother is interested in hearing about his day to day experiences at school. She can tell that he is growing socially and linguistically from his stories. His father is not interested in small daily details. He wants to know that all work is being completed and that his son is pursuing as many opportunities as possible. It is thrilling to hear that the parents are engaged and interested in their children's academic development. Louie and Davis-Welton reflect on this kind of interaction and believe that "parents' engagement in their children's learning and development, not the families'

social class and economic status, ... make(s) a positive impact.” (Louie & Davis-Welton, 2016, p.597)

### **Recommendations for Schools**

“Listening carefully to parents is one way that language arts teachers can begin to create bridges ‘across which children's talents beyond subject matter achievement can be recognized and used’.” (Murillo, 2012, p.19) One of the greatest recommendations that can be made to understand the needs of the student is to interview the family and understand the family’s linguistic background. Other countries introduce literacy in a different way than what is sometimes seen in the US. Teachers need to be aware of the type of education a student has received before educating them. The school also needs to provide the family with literature and notes in the appropriate language and give parents a reasonably easy way to make contact with the school. “Partnership transforms the interaction into a systematic two- way communication between community or family members and schools.” (Louie & Davis-Welton, 2016, p.598)

### **Challenges, Concerns, and Questions**

Contact with the family of the focal student is sometimes difficult to obtain. They are busy creating a new life in the US with limited resources. This is common with newcomers and is an important reason why “...educators must connect with families to bridge the gap between school and the life experiences of students and families without social, racial, and economic advantages.” (Louie & Davis-Welton, 2016, p.597) This is also difficult because teachers do not want to invade family privacy—especially when no one knows what the family has been through on their journey into a new country. Interviews, such as this, cause teachers to feel “unsettled as

they felt they were encroaching on their students' private lives. Further, teachers felt their lack of language proficiency in the family's heritage language would inhibit understanding and access.”  
(Morita-Mullaney, Li & Renn, 2016, p.46)

### **Reflection Analysis**

Interviewing the family allows teachers to examine the wealth of information the family and student have to share. This information would not have been known without getting closer to the family. The teacher now has a better idea of what the parents can or cannot help with at home. Also, it's now known what literature and languages are available as a resource. This information creates a base of information that can be used to inform the academic language that is appropriate in the classroom. What is similar? Everyone is being helped with language. However, the biggest difference between the classroom and home is that the students are helping the adults with language and multiliteracies at home and adults are helping the students with language and multiliteracies at school. These multiliteracies cover reading, writing, creating and understanding media, and communicating orally.

Something that should be implemented in the future is a better way to communicate with the family. Teachers often have to wait for translators to help them reach out to the family while parents may be reluctant to reach out to teachers. There needs to be an appropriate platform that students' adults can communicate through consistently. Real communication needs to be happening in real time.

Parents also need to be aware of what their children are learning. There should be open conversation about what students are learning and the purpose behind the content. Parents can check in with their children, provide support, and hold their children accountable if they know



what is being taught in the classroom. This could also be a chance for parents to have students demonstrate what they are learning at school. Newcomers are building new language skills with the help of their old language skills. Those language skills were provided by their families and parents should be proud of how far students are progressing.

#### References

- Louie, B., & Davis-Welton, K. (2016). Family Literacy Project: Bilingual Picture Books by English Learners. *The Reading Teacher*, 69(6), 597-606.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Morita-Mullaney, T., Li, H., & Renn, J. (2019). Multiliteracies in Rural Schools: The “Revuelto y Mezclada” of Home and Community Literacy Practices of Midwestern Emergent Bilingual Families. *The Rural educator*, 40(3), 35-48.
- Murillo, L. A. (2012). Learning from Bilingual Family Literacies. *Language Arts*, 90(1), 18-29.

## **Instruction-Assessment Project**

### **Part: 3 Analysis of Lesson**

**Lesson:** <https://www.loom.com/share/fbd2172532de4182bb0d2d16cca198d9>

#### **Section 1: Teacher Preparation**

##### **Language Domains**

Newcomers are a unique group of students. It is important for them to be exposed to every facet of the English language daily. Several language domains were utilized in the lesson on February 10th, 2023. The class begins by reciting the alphabet together. Observers cannot see it in the video, but the teacher is standing at an alphabet chart. Once the alphabet is finished, the class is asked to identify vowels. These activities are repeated several times a week to help students remember the basic building blocks of the English language. The repetition is also helpful because new students are always joining us and they also need to know this material.

After reciting the alphabet and identifying vowels/consonants, the class practices word parts. This is an oral recitation of sounds. The day's lesson continues with a review of nouns and adjectives. The class listens to me read sentences that I have created for them. They are also reading along on their own. These activities allow them to practice the domain of reading, the domain of listening, and the domain of speaking.

I can be seen reading the first sentence of the worksheet at minute 12:08 in the loom video. The students are listening to me read a series of sentences. They must pay attention and identify parts of grammar within the sentences. "Of the four traditional language skills, listening is by far the one we use most frequently." (Wright, 2019, p.156) Listening is a skill that must be

practiced if students are going to learn to take part in discourse. Students also have the opportunity to read the sentences that are in front of them. Reading, Dr. Wright says, “is one of the most important skills students learn at school” (Wright, 2019, p.193) Wright also cites Krashen on page 196 by saying that “students who read more are faster and better readers, as well as better writers...” (Wright, 2019, p.196) Reading and listening are also extremely important because they are the domains of input. The domain of speaking occurs multiple times during this lesson. At the very beginning of the lesson students are given the opportunity to explain what a noun is. They only have to respond with one or two word answers. We also discuss that adjectives are words that describe. This is more difficult for them to speak about because adjectives are harder to explain.

### **Leveled Questions**

In the lesson, I read the sentence “Ashey wears the red and black skirt.” Then I say “what are our nouns? There are two nouns.” My goal is to let students know what words we are looking for and then let them know how many of those words we need to find. Short and Echeverria teach that “teachers should guide students toward the interaction desired.” (Short & Echeverria, 2015, p.30) They also believe “questions that require elaboration, justification, evaluation, application and so on are...valuable for students” (Short & Echeverria, 2015, p.28) At minute 16:21, I read “Gesner rides the yellow bus.” A student yells out “Gesner and bus!” I ask him what those words mean. This is a different type of question. Before this I had asked what the nouns or adjectives were. This time a student suggests words to me and I give him the opportunity to tell me what those words are. He is leading me more than I am leading him. This is not a planned interaction. I am adjusting to what my students are sharing during the class. At minute 17: 55 one of my second year students, who speaks more English than the others,

suggests that the word “eats” is an adjective. His listening skills are further developed than my other students, so I’m able to explain to him that the word “eats” is an action. Actions are verbs. This is also another way of leveling questions. I can give him more information to help him differentiate between the different parts of speech. Other students in this class are not ready for this information, but he is.

### **Academic Language Features**

The key vocabulary for the lesson are the words “noun” and “adjective.” At the word level, students are expected to be able to know what nouns and adjectives are. At four minutes, I review the meaning of nouns and adjectives with students at the word level. Nouns are people, places, and things. I also specified animals because students need to understand that things can be living, not just inanimate. Adjectives are words that describe or give us more information about the nouns that we are identifying. At a sentence level, students need to be able to read a sentence and identify the nouns and adjectives within the sentences. Understanding nouns and adjectives will hopefully provide some context within the sentences.

When it comes to key language uses, students are expected to inform the teacher of what is a noun and what is an adjective after identifying those words appropriately within a sentence. In EDCI559, the week 3B VoiceThread identifies narrating, informing, explaining and arguing as the four key language uses on slide eleven. During this lesson, the students are expected to inform. Informing is “language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.” (WIDA, 2020, p.254) Some students might have the ability to explain. Everyone in this class has the ability to listen/read the sentences and inform what words are nouns and what words are adjectives. No one in this class has reached the level of discourse yet in English.

## **Scaffolds/Supports**

The appropriate scaffolds used for this lesson are linguistic, graphic, sensory and interactive supports. (Gottlieb, 2016, Figure 2.7, p.53) A Spanish-speaking interpreter is at the side of the classroom. She is located at a table to provide support to any students who need to come to her for direct Spanish instruction. She can speak to these children in their home language, which is a linguistic support, and provide context for things they may not understand. She can be heard working with students at minute 13:10. She is heard sporadically throughout the rest of the video.

The teacher is also using repetition, another linguistic support, to help students work through the same goal in every sentence. I work through numbers one through five with the class and then I have them work with partners, which is an interactive support. At minute 18:30, they are allowed to work with partners. This provides the teacher an opportunity to walk around the class and help groups that might be struggling. Other scaffolds that are present include the graphic support of a worksheet that students can underline/circle words on and sensory supports like gestures. (Gottlieb, 2016, Figure 2.7, p.53)

## **Section 2: Student Performance**

### **Language Domains**

The focal student successfully used the reading domain while the teacher was leading the class. He was listening, reading, and applying his understanding of nouns and adjectives. At minute 15, the focal student can be heard saying “Lya and bird.” This is his response when asked what two words are the nouns in the sentence. Other students in the class, who are all under level two, also successfully used listening and reading domains while the teacher is leading. After minute 18:30, students are allowed to work with partners. There is some struggle while they are

working without the teacher leading. At minute 22, the focal student approaches the teacher to say that he is done with his assignment. Upon looking at the assignment, the teacher sees that the student has made a few mistakes. The teacher goes over the sentences with the student and helps him find the correct answer. When the teacher was not leading, the student was relying more on the reading domain. He returns to using the listening domain when receiving the teacher's help. Dr. Wright says that "cooperative learning...provides a space for students to draw on all of their linguistic resources as they work together to complete specific tasks." (Wright, 2019, p.196) I tried to provide the focal student with the opportunity to work with peers, but in this situation he appeared to need a little extra support from the teacher.

### **Leveled Questions**

The students, who are all under level two, responded well to leveled questions. They listen carefully and seem to understand when I use gestures and word questions in a different way. At minute 22, the focal student is working with me. He had marked a verb on the worksheet instead of marking a noun or an adjective. I act out driving for him so he can see that it is an action instead of a noun or adjective. This helps him correct his paper. Short and Echeverria state that "English learners need teacher support to understand." (Short & Echeverria, 2015, p.28) We worked together and created understanding so the information on his paper made sense.

### **Academic Language Features**

Most of the students were able to produce one or two word answers when it came to the work that we were completing for this lesson. Many of them did an excellent job understanding my questions, which were in sentence form. Most students participated and shared answers. Some had to be redirected or guided to the correct answer. Several students thought the lesson was far too easy. The majority of students were able to understand the differences between nouns

and adjectives, but some of them were quick to suggest words that were verbs. Because this is a newcomer class, all sentence or discourse level material was discussed between students in their home language. Several students used their home language to talk through their understanding of this lesson. At minute 29:40, the focal student is asked what the class is underlining. He responds “Maria and jeans”. This is absolutely appropriate because we needed to identify the nouns within a sentence. These language features are important because they are “patterns, structures, rules, and descriptions of expressions in language.” (Short & Echeverria, 2015, p.43)

### **Scaffolds/Supports**

My newcomer students paid close attention to gestures and reworded statements. I was describing driving to my focal student and pretended to turn a steering wheel at minute 22. This appeared to be helpful for him. Students also utilized the paper by underlining nouns and circling adjectives, as I had asked them to. Gestures seemed to be the most helpful when it came to students' understanding. Gesturing is a way to model for the students. If they don't understand the words, then they may be able to understand the motions or gestures. Short and Echeverria cite “modeling” as an appropriate “scaffolding technique.” (Short & Echeverria, 2015, p.27) Most students know that actions cannot be nouns or adjectives due to the education that they've received in their home language.

### **WIDA Key Language Uses: The Outcomes**

In the original template, I had prepared for students to answer questions and seek help from the interpreter. I did not realize how often my students would utilize gestures throughout the lesson. Everything listed in the speaking domain is very simplified, but the actual lesson in class took much more effort to help the students understand how to identify nouns and adjectives within sentences.

Based on my chart, level one students were able to complete this lesson with the support of teachers and an interpreter. The closer the students were to level one, the more help they needed. As mentioned previously, the focal student is asked what the class is underlining at minute 29:40 and he responds “Maria and jeans”. This is an appropriate indicator. Students who are closer to level two and using English with more ease did not require help. There were several groups of students who completed the activity without support from the teacher. If I were to complete this lesson again, I would give original sentences in groups and see exactly who can identify nouns and adjectives. Also, in the future, I might use words on cards and allow students to identify nouns and adjectives that way.

#### WIDA Student Performances



***Outcomes of actual performance standards. Remember, you are teaching one expressive language domain (speaking and writing) and one interpretive domain (listening and reading).***

KEY LANGUAGE USES: Students at levels one and two will identify/understand nouns and adjectives.						
DOMAIN: Writing	Level 1 Entering Students:	Level 2 Emerging Students:	Level 3 Developing Students:	Level 4 Expanding Students:	Level 5 Bridging Students:	Level 6 - Reaching  N/A
	N/A	N/A	N/A	N/A	N/A	
	N/A	N/A	N/A	N/A	N/A	



**TOPIC-RELATED LANGUAGE (key vocabulary):** Students at levels one and two will identify/understand nouns and adjectives, such as: bird, bus, skirt, big, red, and little

<b>DOMAIN: Speaking</b>	<b>Level 1 Entering</b> Students:  Focal student and peers	<b>Level 2 Emerging</b> Students:  Focal student and peers	<b>Level 3 Developing</b> Students:  N/A	<b>Level 4 Expanding</b> Students:  N/A	<b>Level 5 Bridging</b> Students:  N/A	<b>Level 6 - Reaching</b>  N/A
	Explain or identify nouns and adjectives.	Discuss meaning of nouns/adjectives with a teacher or peer in short phrases.	N/A	N/A	N/A	
<b>DOMAIN: Listening</b>	<b>Level 1 Entering</b> Students:  Focal student and peers	<b>Level 2 Emerging</b> Students:  Focal student and peers	<b>Level 3 Developing</b> Students:  N/A	<b>Level 4 Expanding</b> Students:  N/A	<b>Level 5 Bridging</b> Students:  N/A	N/A
	Students listen to sentences read aloud by teacher.	Students listen to sentences read aloud by teacher and listen to peers during group work.				
<b>DOMAIN: Reading</b>	<b>Level 1 Entering</b> Students:  Focal student and peers	<b>Level 2 Emerging</b> Students:  Focal student and peers	<b>Level 3 Developing</b> Students:  N/A	<b>Level 4 Expanding</b> Students:  N/A	<b>Level 5 Bridging</b> Students:  N/A	N/A

	Apply understanding of nouns/adjectives by identifying them in sentences.	Read sentences and apply understanding of nouns/adjectives within the sentences.	N/A	N/A	N/A	N/A
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### **Formative Adjustments/Assessment**

I made several adjustments during the lesson. Sometimes I asked a question, waited, and then reworded the question. This was to give students an opportunity to understand with both repetition and hearing the question in a different way. I also made gestures to help students see that actions cannot be nouns or adjectives. Sometimes I read the sentences to the students. At minute 30:30, two of my students expressed interest in reading the sentences out loud for the class. We changed gears at this point and students started reading out loud before we identified the nouns and adjectives. In the future, I want to read the first five sentences to the class. Then allow students who want to read, to read aloud to the class. It's better for them to practice and for their peers to listen to each other than it is for me to read everything to them.

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