

ELL Scaffolds for Curriculum Modules



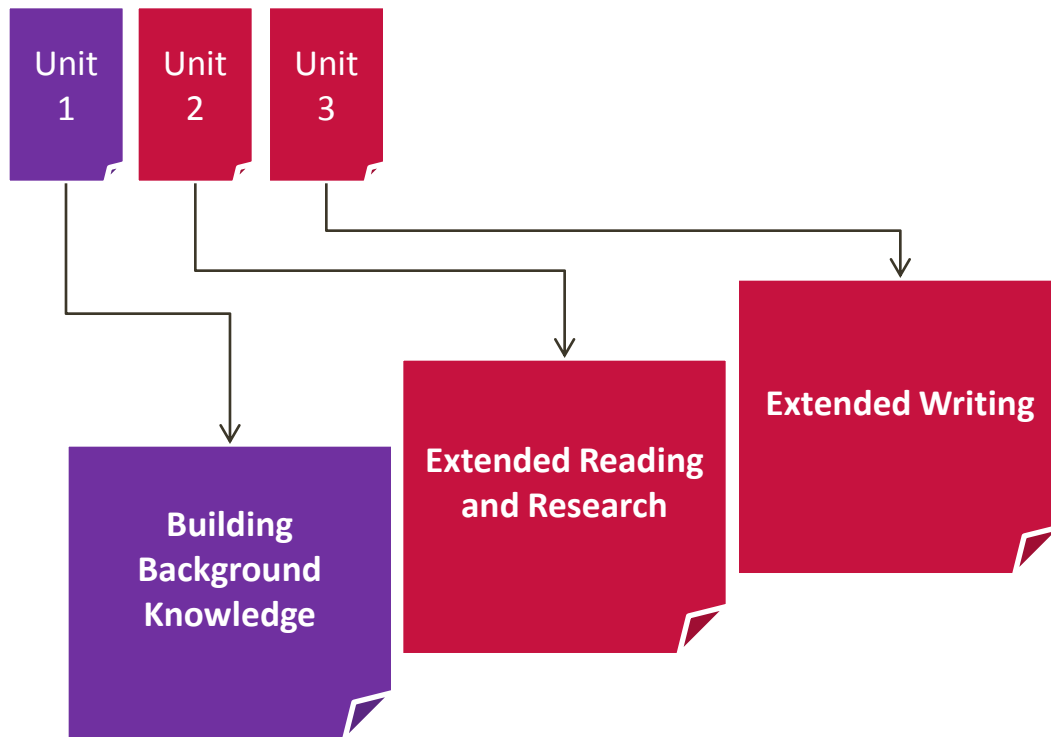
Coordinators' Networking Meeting
Western Suffolk BOCES Conference Center
October 24, 2013

Shifts in ELA/ Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Structure of the Modules

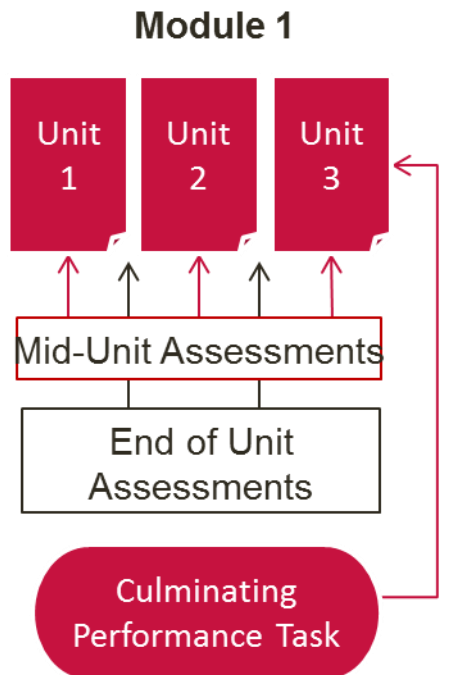
Module 1



In addition to instruction linked to the central text(s), each unit includes a text list of suggested classroom resources at all levels, which can be used with students at other times of the day.

Additional suggestions for texts and videos appropriate to different levels of proficiency are included in this adaptation.

On-demand and Performance Assessment



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

Grade 5 Module 1: Overview

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

Guiding Questions And Big Ideas

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

Grade 5 Module 1: Overview

Each overview includes:

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

Sequence of Instruction (about 2 weeks)

What are Human Rights?

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

Mid-unit 1 Assessment

Formative Assessments

- ✓ *Student notes, logs and journal entries*
- ✓ *Student selected Portfolio pieces – annotated by student*
- ✓ *Students' ongoing "UDHR Guide"*

End of unit 1 Assessment

Analysis of a Human Rights Account

- ✓ *A choice of writing about several children's firsthand accounts will be offered, Malala Yousafzai, or the module's "required reading" of Isau Ajet.*
- ✓ *Students' completed "UDHR Guide"*

Visual Jumpstarts

English Language Learners benefit from additional scaffolding.

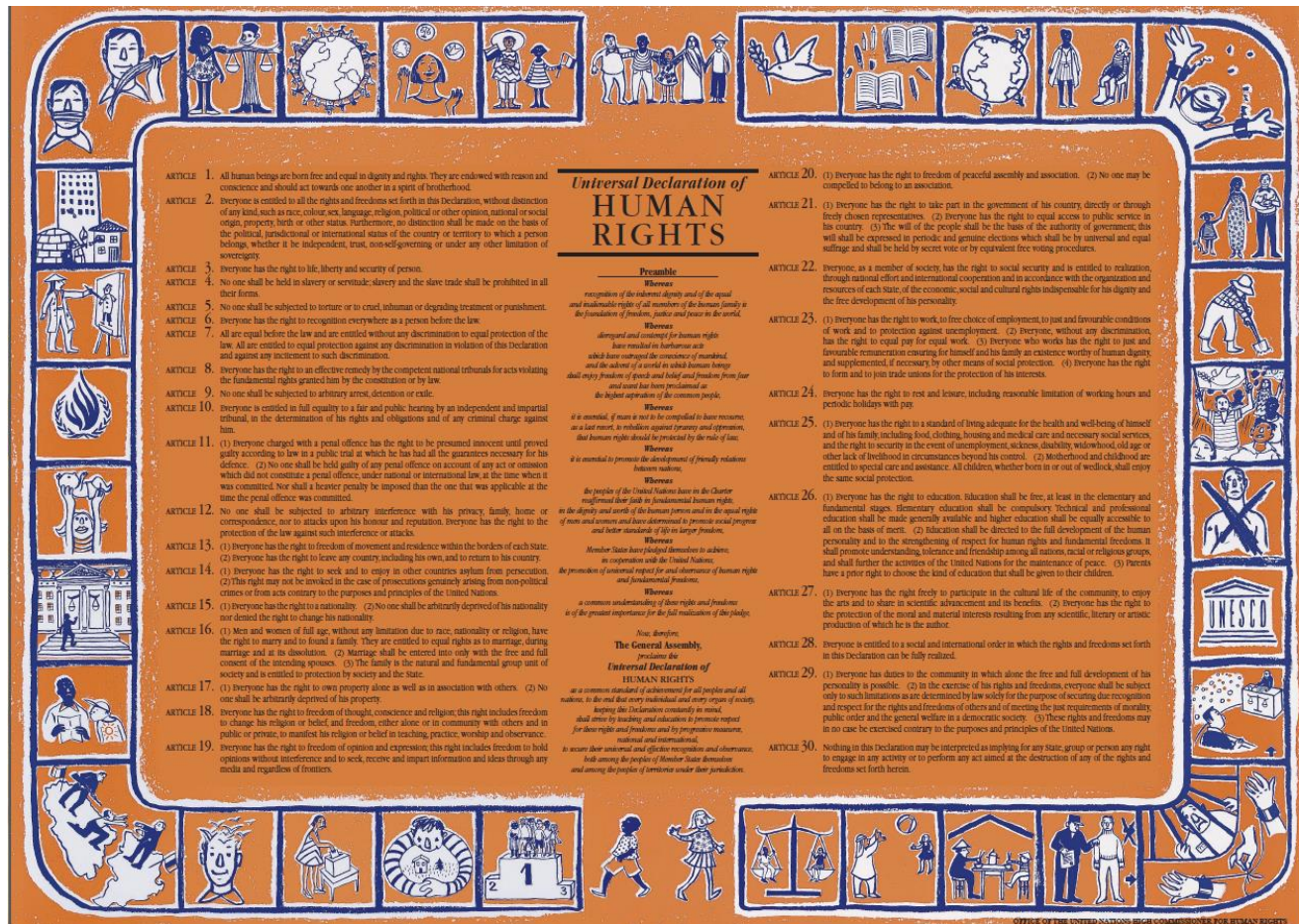
Visual jumpstarts are a way for teachers to engage students in a preview of material in order to:

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

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

Learning Styles

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



Retrieved from <http://www.ohchr.org/Documents/Publications/Poster.en.pdf> Last accessed on 10/10/13.

Digital Jumpstarts

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

The screenshot shows the portaportal.com website. At the top, a large grey button contains the text "portaportal.com". Below this, a welcome message reads: "Welcome Stalina Hernandez (basic user, click here to upgrade)". A Google search bar is visible on the right. The main content area is divided into four columns, each with a title and a list of resources:

- Human Rights Around the World**
 - Film: A Path to Dignity **NEW**
View the video here in Arabic, Chinese, English, French, Russian and Spanish. This film was produced as a tool to raise awareness
<http://www.path-to-dignity.org/>
- Universal Declaration of Human Rights**
 - Plain Language Version of the UDHR
<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>
 - En Espanol - La Declaracion Universal de Derechos Humanos
<http://www.un.org/cyberschoolbus/humanrights/declarativa/index.asp>
 - French Version of the UDHR
<http://www.un.org/cyberschoolbus/humanrights/f-declaration/index.asp>
- The Articles of Human Rights**
 - Video: The 30 Articles of Human Rights **WOW**
This is a short video with no spoken language but does include simplified versions of each of the 30 Articles of Human Rights.
<http://www.youtube.com/watch?v=36CUlaqmFi4&feature=youtu.be>
- Human Rights - Illustrated Guides**
 - Poster: Illustrated Universal Declaration of Human Rights
<http://www.ohchr.org/Documents/Publications/Posteren.pdf>
 - Pocket Guide to Human Rights **NEW**
Illustrated guide to the UDHR's Articles. In English and Spanish!
http://www.cca.org.mx/portallcca/descargas/Guia_Ilustrada_DerechosHumanos%2

On the left side of the page, there is a "Google" search bar and a "Search" button. Below the search bar is a blue box with the text "faux files" and "Free classroom exercise". At the bottom of this box, it says "Create biographical profiles for historical figures!".

Interactive Activities

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

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

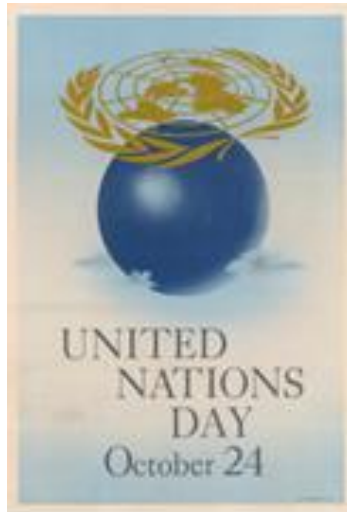
What do you think the term “Human Rights” means?

Should people be allowed to demonstrate in public places?

Is going to school important? Why or why not?

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

Grade 5 Module 1: ELL Scaffolds



Grade 5 Module 1:

Building Academic Vocabulary

A Pre-Reading Activity : Sentence Starters

- Select vocabulary related to the lesson or unit and create sentences which employ the word but require completion by the students.
- Use only speaking and listening skills initially to introduce and have students practice carefully selected academic vocabulary and sentences.
- Students employ higher order thinking skills in making “educated guesses” about what the words may mean.
- Reinforcement of academic vocabulary and sentences in written form can be introduced afterwards, via a variety of approaches .

“I Can” Statements:

Long-Term Learning Targets

Articles 1, 20 and 26 of the UDHR

- *“I **can** use real life connection between words and their use to understand grade level text.” (L.3.5.)*
- *“I **can** use a variety of strategies to read grade appropriate text to help me understand the meaning of a word or phrase.” (L.5.4.)*
- *“I **can** use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.” (L.5.4.)*
- *“I **can** accurately use academic and domain specific vocabulary to express my ideas.” (L.5.6.)*
- *“I **can** determine the meaning of academic words or phrases in an informational text.” (RI.5.4.)*

Module 1 - Selected Vocabulary List

by Proficiency Level (from UDHR Articles #1, #20, and #26)

Beginning

equal

universal

freedom

United Nations

reason

respect

dignity

Intermediate

brotherhood

association

deprive

compel

peaceful

conscience

promote

Advanced

merit

technical

professional

tolerance

compulsory

fundamental

accessible

Vocabulary Sentence Starters for Beginning/Intermediate/Advanced Proficiency Levels

Beginning

The new word we are learning is 'equal'. Let's say the word together, "equal, equal."

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

Sentence Starter:

When two different people do an equal amount of work, their pay should be_____.

Intermediate

The new word we are learning is 'promote.' Let's say the word together, "promote, promote."

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

Sentence Starter:

If we want to promote understanding between nations, we should_____.

Advanced

The new word we are learning is 'compulsory.' Let's say the word together, "compulsory, compulsory."

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

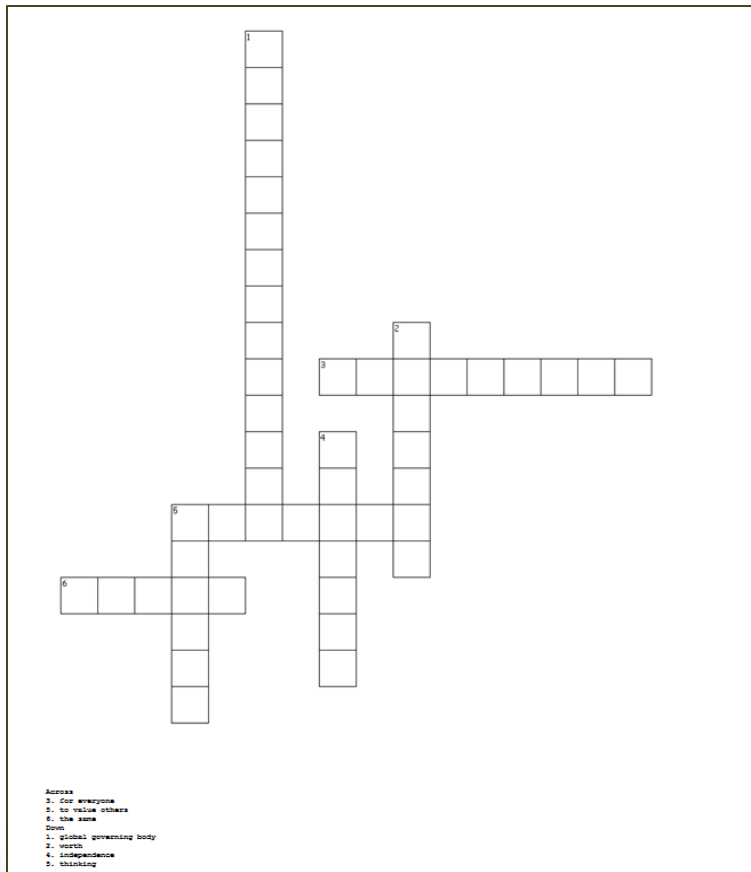
Sentence Starter:

The Declaration of Human Rights says that elementary education shall be compulsory, which means that_____.

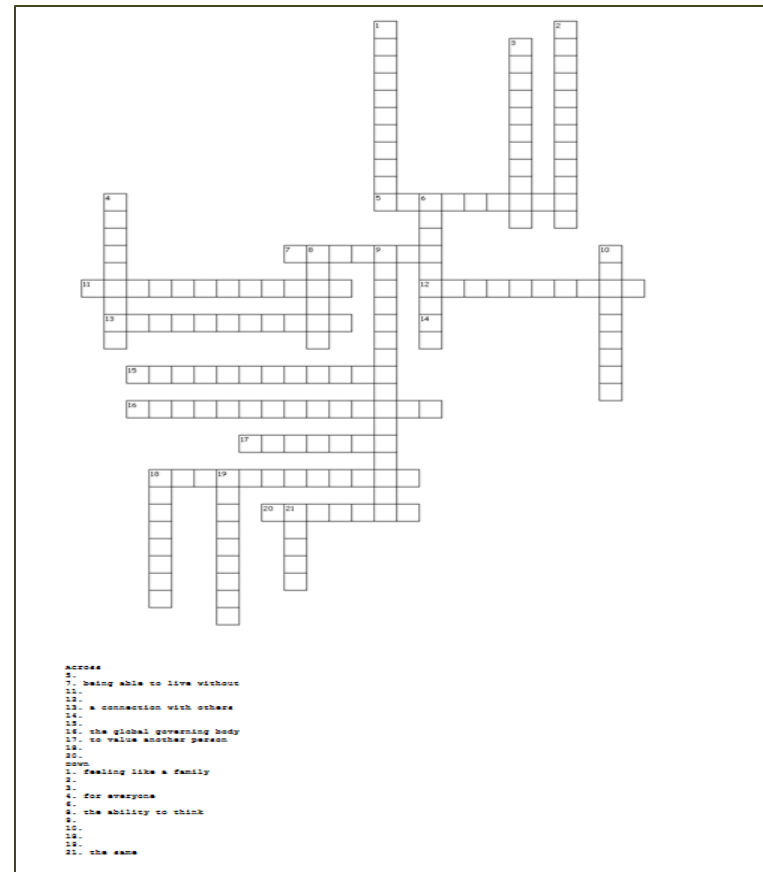
Post-Reading Vocabulary Activity

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

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



Beginner level puzzle



Advanced level puzzle

Article 1 – Right to Equality

Full text

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



Abridged

(from EngagedNY Module)

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

Simple

(from www.youthforhumanrights.org)

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

Long-Term Learning Targets - Article 1

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

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

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

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

3rd-5th Gr. – Writing Standards

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

Quick Write

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

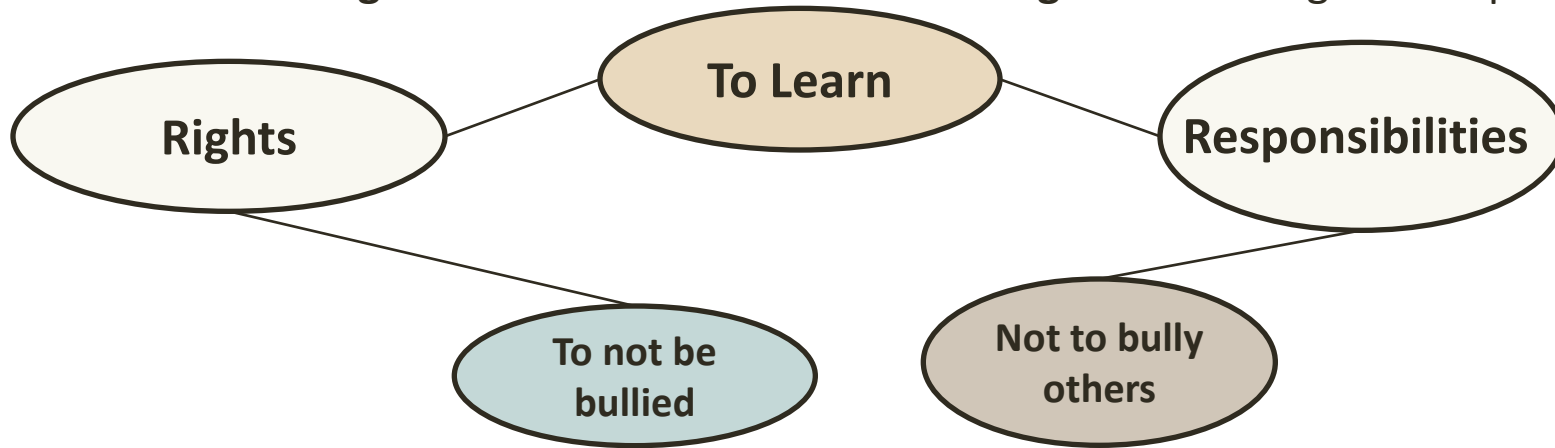


What does this quote make you think of ?

Sketch how this quote makes you feel.

What is a right? What is a responsibility?

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



To be on time for school

To treat others with respect

To ask for help

To treat others kindly

To be treated kindly

Article 1- Opening Activity

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



Source: <http://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html> Last accessed on 10-16-13.

Round Robin: Article 1 *Right to Equality*

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

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

Describe a time when you didn't feel equal.



Describe a time when you didn't feel free.



Describe a time when you were treated badly or differently.



UDHR Guidebook

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

_____’s Guide
to the
*Universal Declaration
of Human Rights*



UDHR Guidebook – Sample Pages

Article 1

Right to Equality

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

What does the **Right to Equality** look like?

What does the **Right to Equality *not*** look like?

What does the **Right to Equality** mean in your own words?

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

1.

2.

3.

Final Project:

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

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

Use the following pages to outline your final project.

Article 20

The Right to Public Assembly



Article 20 –Right to Public Assembly

Full text

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



Abridged

Right to peaceful assembly and association:

1. You have the right to meet peacefully with other people.
2. No-one can force you to belong to a group.

Simple (from www.youthforhumanrights.org)

We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

Long-Term Learning Targets - Article 20

7th Gr. - Speaking & Listening Standards

- “I **can** effectively engage in discussions with my peers and ask questions so I’m clear about what is being discussed.” (SL.7.1)
- “I **can** explain what I understand about the topic being discussed and build on others’ ideas during discussions.” (SL.7.1)
- “I **can** analyze the main ideas and supporting details presented in different media and formats.” (SL.7.2)

7th Gr. – Reading Standards for Literature

- “I **can** cite several pieces of text-based evidence to support an analysis of literary text.” (R.L.7.1)
- “I **can** describe how a narrator’s point of view influences the description of events.” (R.L.7.6)
- “I **can** make connections between a novel and other informational texts.” (RL.7.11)

7th Gr. – Writing Standards

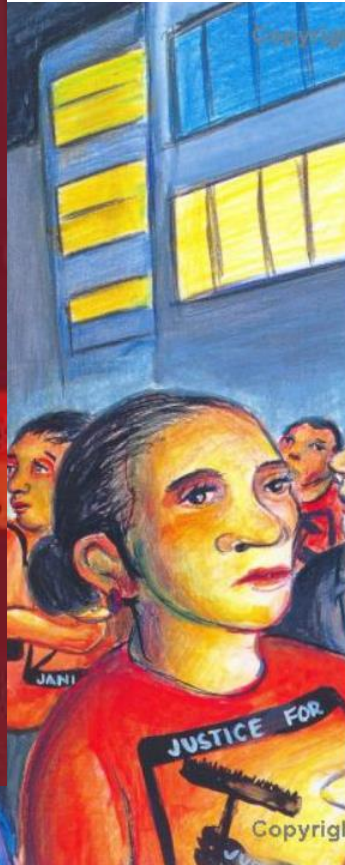
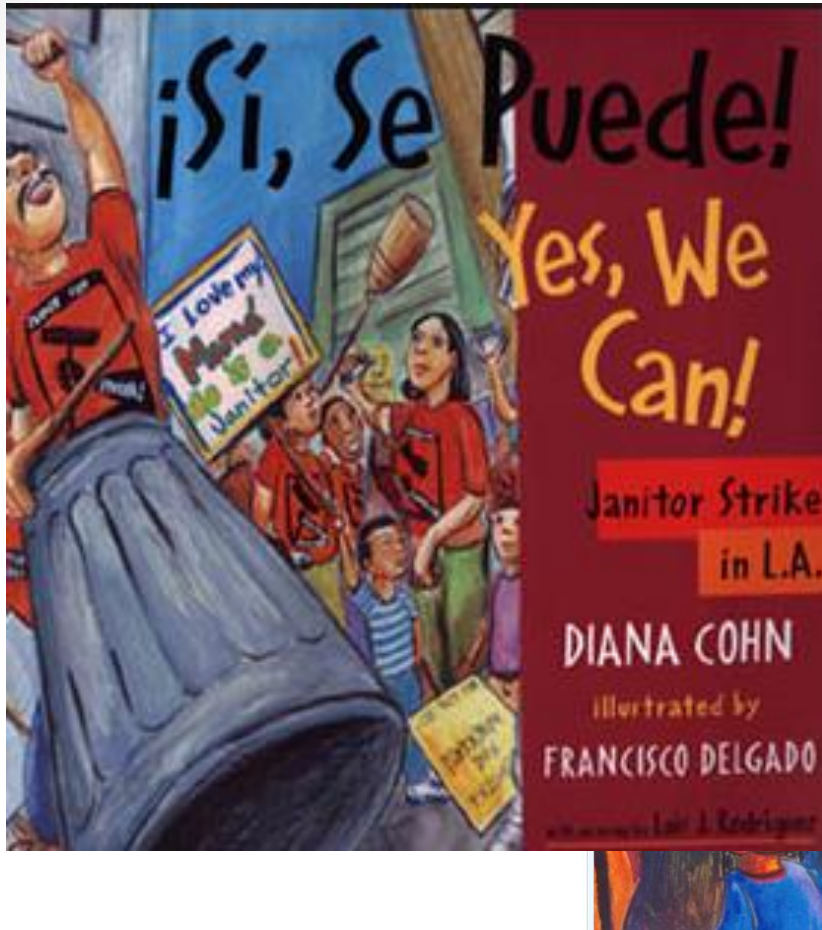
- “I **can** write a response to a literary work with commentary that identifies connections.” (W.7.11)

Article 20 - Opening Activity

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



Whole Group Activity: Read Aloud



What we clean,
we also make sacred.

What is a labor union?

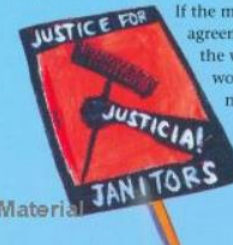
One person alone usually cannot make important changes. That's why workers join together to form a labor union. By uniting with their fellow workers, union members have the strength to win better wages, decent health benefits, better working conditions and job security.

What is a strike?

Sometimes, when workers are not receiving the wages or other benefits that they deserve, they vote to go "on strike." This means that they will stop working until they get what they have asked for. During this time, the company does not pay the workers. So, going "on strike" is a difficult decision, and it causes hardships for the workers and their families.

During the strike, the labor union and the managers of the company sit down to discuss the problems. Together the two sides—the elected union leaders and the managers—will work out an agreement. Then all of the union members must vote on the agreement.

If the majority votes YES, the agreement is accepted. Then the workers can go back to work with their new contract.



¡Si, Se Puede! / Yes, We Can!:
Janitor Strike in L.A. By Diana Cohn
(English and Spanish Edition)

is a bilingual fictional story set against the backdrop of the successful janitors' strike in Los Angeles in 2000.

L.I. RBE-RN Presentation – 10/2013

Small Group Activity: *Discussion*

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

Group
A

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

Group
B

- What is the significance of the title of the book?

Group
C

- What changes occur as a result of the strike? Are they just?

Group
D

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

Group
E

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

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

Article 26

Right to Education

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

~Malālah Yūsafzay



Article 26

Right to Education

Full text



1. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 26-Right to Education

Abridged

(from *EngagedNY Module p. 140*)

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



Simple

(from www.youthforhumanrights.org)

Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. **Our parents can choose what we learn.**

Long-Term Learning Targets - Article 26

Speaking and Listening Standards 9-10

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

Reading - Informational Texts 9-10

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

9th and 10th Grade Writing Standards

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

Article 26 - Opening Activity

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



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

Source: <http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-education.html> Last accessed on 10-18-13

Article 26 – Predicting Activity

“Novel Ideas”

1. Have students take out their notebooks and sit with a designated group.
2. They will copy the following statement:
We think the article “An Attack in Pakistan” may be about:
3. Each group will be given 3-5 minutes to brainstorm and jot down possible responses to the statement posed. Consensus must be reached on each group’s response.
4. As groups present, other teams must pay attention and present “Novel Ideas” only. Ideas that have been presented cannot be repeated.

WORLD

**TIME
FOR KIDS**

An Attack in Pakistan

A teenage girl is harmed for speaking up about the right to go to school

OCTOBER 10, 2012 | By Krista Mahr for TIME



HAZART ALI BACHA—REUTERS

Malala Yousufzai, 14, was harmed by the Taliban yesterday on her way home from school in Mingora, Pakistan.

Malala Yousufzai, 14, is recovering after being attacked yesterday on her way home from school in Mingora, Pakistan. She was shot by a group of fighters called the Taliban. The group's members follow a strict version of Islam. They believe girls should not go to school. Yousufzai was targeted because she writes about girls' rights and children's education in Swat Valley, Pakistan.

Mustafa Qadri, a researcher for Amnesty International in Pakistan, said that the attack shows the dangers of speaking up for human rights in northwestern Pakistan. "Female activists live under constant threats from the Taliban and other militant groups," he said in a statement.

Speaking Up

Yousufzai has been an Internet blogger, or writer, since age 11. She writes about girls' education in Pakistan. In December she was awarded Pakistan's National



Source: <http://www.timeforkids.com/news/attack-pakistan/52351>

Article 26: Whole Group Activity

Reading with a Focus

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

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



Instructions:

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

Article 26: Double Entry Journal

“An Attack in Pakistan”

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

What is the evidence?

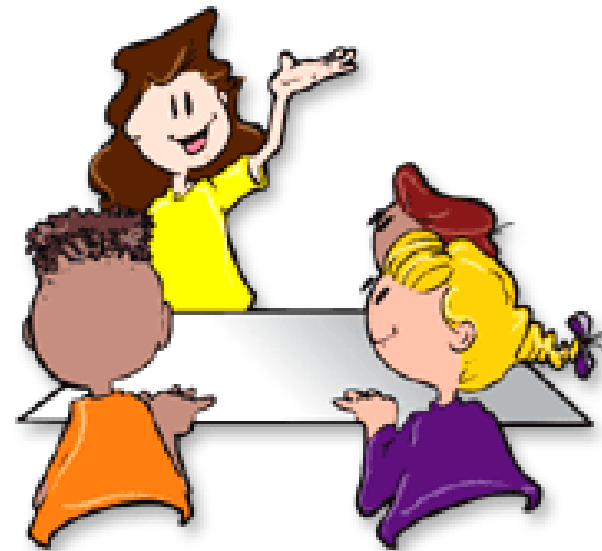
2. What did we learn about education in Pakistan?

What is the evidence?

Article 26: Small Group Activity

Round Robin Share

- After completing the double entry journal activity, students will share and explain their choice of salient images while in their groups.
- Students will then share the quotes they selected from the text. If their quotes are the same as someone else's, they should restate it.



Remember students cannot have a discussion yet.

Article 26: Culminating Activity

Collaborative Poster

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

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



Resources for Educators

Youth for Human Rights: *Free Education Package*

<http://www.youthforhumanrights.org/educators/education-package-details.html>

Download of Education Package

<http://www.youthforhumanrights.org/educators/downloads.html>

United for Human Rights: Above materials are available in 16 languages

<http://www.humanrights.com/home.html>

Curriculum guide for Elementary Level Students published by Amnesty International:

<http://takeaction.amnestyusa.org/atf/cf/%7B74ba1956-0c57-4b8e-9d15-d6ab8ce64cf1%7D/OurWorldOurRights.pdf>