Implementing Translanguaging Pedagogies to Promote Academic Success of English Learners in an Eighth Grade English Language Arts Classroom

by

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Project Description

The goal of my capstone project is to provide all educators of various content areas and grade levels supplemental curricular materials that promote translinguaging strategies in the classroom amongst both English Learners (ELs) and native English speakers alike. The materials included in my project emphasize the importance of allowing students to utilize their home languages in the classroom, specifically to leverage ELs’ learning of the English language. For native English speakers, translinguaging is also a tool to expose students to other languages, encourage inquiry about the structures and origins of diverse languages, and to motivate them to begin or continue learning a second language. My project addresses the research question: **What are effective translinguaging pedagogies that middle school ELA teachers can implement in the mainstream classroom to support the linguistic and academic growth of ELs?** To answer this question, I provide supplemental materials for an eighth grade English Language Arts (ELA) unit based on the novel, *The Giver* by Lois Lowry (1993).

While the supplemental materials in my project are geared towards a mainstream eighth grade ELA classroom, the goal is for a teacher of any grade level or subject to adapt the translinguaging strategies to fit the needs of their students and classroom environments. I provide several visible thinking strategies, such as a bilingual Frayer Model, bilingual semantic maps, class cognate charts, recommendations regarding how to pair ELs in groups, and resources for finding books and audio recordings in students’ native languages. Teachers of any level might use these resources to implement translinguaging into their everyday practices or even while they are introducing a novel of study.
The project materials below are divided into four tables. The first table below addresses the unit’s standards, objectives, as well as inquiry questions, which are of great focus in an International Baccalaureate (IB) curriculum. Teachers who are not familiar with the IB standards will find an outline of the standards and how they relate to the skills that students will obtain as they progress through this unit. Instructors who would like to use this same curriculum but are not teaching at an IB school could search for the particular state standards that they would like to connect to the unit. In the second table, readers will find resources and recommendations of translanguaging strategies that teachers can use to scaffold ELs’ comprehensibility of the novel. In the third table, teachers will find links to rent or buy written translations of The Giver in twenty-one languages. If the teacher is not using The Giver as the novel of study, the website, WorldCat.com is an excellent resource to rent translations of novels from libraries in the United States. WorldCat.com also indicates the title of the novel in the specific language, which is useful while searching for translations to books on Amazon. Listed in the third table are the unit activities in chronological order with occasional suggestions on how to address the needs of ELs. In the fourth table, I focus on the translanguaging strategies a teacher would use for The Giver or adapt to other units and grade levels. These activities aim to guide ELs and non-ELs to utilize their entire linguistic repertoires while learning new content. I encourage educators to adapt and apply these methods based on the structure of their class and the needs of their students. Overall, my supplemental materials are suggestions of ways to show value to multiple languages and cultures in the classroom, invite students to make cross-linguistic connections, celebrate
multilingualism, and reiterate how home languages benefit students’ competencies in the target language.
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>The Giver</th>
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<tbody>
<tr>
<td>Subject:</td>
<td>8th Grade Language &amp; Literature</td>
</tr>
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</table>

**Unit Overview**

The ELA unit based on the novel, *The Giver* by Lois Lowry (1993) follows the Middle Years Programme (MYP) from the International Baccalaureate (IB) Program. The IB program is a set of curricula and principles that encourage inquiry, critical thinking, open-mindedness, and risk-taking skills (International Baccalaureate Organization, 2005). In the Language and Literature program of the MYP, the standards are divided into four categories: analyzing, organizing, producing text, and using language. The standards that will be addressed in this unit are:

**A. Analyzing:** Justify opinions and ideas, using examples, explanations and terminology.

**B: Organizing:**

- Employ organizational structures that serve the context and intention.
- Organize opinions and ideas in a logical manner.
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

**C: Producing Text:**

- Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process.
• Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
• Select relevant details and examples to support ideas.

D: Using Language:

• Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts.
• Justify opinions and ideas, using examples, explanations and terminology.
• Interpret similarities and differences in features within and between genres and texts

(International Baccalaureate Organization, 2014, pp. 7-8).

Statement of Inquiry: “Community (setting) shapes character perspective and moral reasoning” (Arcari et al., 2019).

A crucial component of the IB Program is inquiry. The ELA unit is based on the following inquiry questions:

Factual

• What elements make up a setting?
• What is perspective?
• What is symbolism?

Conceptual

• How does perspective affect moral reasoning?
• How is character perspective determined?
How can objects symbolize character and enrich understanding?

Debatable

- Should morals be a deciding factor in making decisions?
- Who should decide the morals of a society?

(Arcari et al., 2019)

Preparing ELs to Read *The Giver* and Scaffolding Reading through Translanguaging Strategies

In this section, I will identify the texts and multimedia resources that will aid ELs in understanding the background of the text, *The Giver* by Lois Lowry (1993), as well as the general characteristics and historical significance of utopian and dystopian societies. The translanguaging strategies listed in the right column will support students in reading the articles, watching videos, and comprehending the main ideas of each chapter of the novel as they progress through the unit.

<table>
<thead>
<tr>
<th>Central Texts &amp; Multimedia Resources</th>
<th>Translanguaging Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Giver</em> by Lois Lowry (1993)</td>
<td>Provide Written &amp; Audio Versions of the Text in ELs’ Native Languages (If Available)</td>
</tr>
</tbody>
</table>
Students can then read and listen along (if the audio version is available) in their home language before reading chapters with the class.

- **It is important to understand whether certain ELs are proficient in reading their native languages. If they are not literate in the L1 (native language), one can consider solely providing the audio version of the text in their L1.**

- **English audio versions of each chapter of The Giver** (Course Hero, 2020) are available on YouTube for all students to listen along as they read the text in English. The teacher or a student selected by the teacher may also read each chapter aloud during class.

- **If written translations are available and audio versions of the text in certain languages are not, teachers might consider reaching out to the ESL department and administration to see if there are parents, colleagues, or community members who can record themselves reading the text that is written in the native language. This is a hefty task, so the teacher might want to choose important excerpts of the book for the community member to translate and record.**
Providing Materials in Advance

- Provide the written and/or audio versions of the book in advance for students to pre-read each chapter in their native languages and re-read the specific chapters in English with the class. ELs should be given the time to familiarize themselves with the text in their native languages before having to read and discuss lengthy chapters in English with the class.

Language Reading Groups/Pairs

Adapted from Translanguaging in Curriculum and Instruction: A Cuny-Nysieb Guide for Educators (Sánchez et al., 2014)

- Group students with ELs who speak the same home language(s) if possible.
- Once students are paired with other students who speak the same home language, encourage them to discuss and write notes about the main ideas of each chapter in both English and their native languages.

❖ *If ELs do not have a group member who speaks the same language, ELs may be grouped with other ELs who speak a different language or with a reliable non-EL.*
Preparing ELs to Annotate as They Read

Adapted from Translanguaging in Curriculum and Instruction: A Cuny-Nysieb Guide for Educators (Sánchez et al., 2014)

- Teach students how to annotate by providing symbols that they can use as they read.
- Instruct ELs to annotate the text in the language of their choice. Students might make certain annotations in their native languages and others in English.
- **Helpful annotation symbols to teach in class and display on an anchor chart:**
  
  * = key idea/main point
  
  ! = surprising
  
  ? = confusing part/questions
  
  C = connection

- [Annotating Tips for Close Reading Resource](#) (Findley, 2021)

Creating Bilingual/Multilingual Dictionaries in Notebooks

Adapted from Translanguaging in Curriculum and Instruction: A Cuny-Nysieb Guide for Educators (Sánchez et al., 2014)

- ELs in reading groups will be provided bilingual dictionaries or technology that allows access to translation
resources. ELs will use these resources to look up new words that they encounter in their reading.

- ELs will be expected to note down each new vocabulary word in their notebook following this model:
  1. English word,
  2. Translation/definition of English word in the native language(s)
  3. A picture or an original example sentence using the vocabulary word to show understanding

By the end of the book, the student will have created a personalized, bilingual/multilingual dictionary.

- As students read through the text, teachers should encourage all students (ELs and non-ELs) to focus on cognates. For example, in one chapter, students might see the word “study” and make a connection to Spanish since “study” in Spanish is “estudiar”. Students might also make the connection between the word “government” and note down that “gouvernement” is a cognate of government in French.

  ❖ Finding cognates is a practice that all students who speak different languages at home or who are learning new languages at school should participate in. Teachers want to encourage
translanguaging among all students to promote metalinguistic connections (making connections and thinking deeply about one’s linguistic resources.)

Cognate Charts

- Teachers can create a growing cognate chart to post on a wall in the classroom to introduce key vocabulary of the novel and have students add cognates in each language.
- All students should be encouraged to add to the chart even if they do not speak the languages included in the chart.

This is a great exercise for students to compare and contrast various languages, encouraging high-level metalinguistic discussions.

(Sánchez et al., 2014, p. 135)

<table>
<thead>
<tr>
<th>Content-specific academic vocabulary</th>
<th>English</th>
<th>French</th>
<th>Spanish</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>conservation</td>
<td>conservation</td>
<td>conservation de la nature</td>
<td>conservatismismo</td>
<td>сохранение</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General academic vocabulary used across content areas</th>
<th>English</th>
<th>Polish</th>
<th>Turkish</th>
<th>Haitian Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>energy</td>
<td>energia</td>
<td>enerji</td>
<td>enerji</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Root words related to unit of study</th>
<th>Root</th>
<th>Meaning</th>
<th>Origin</th>
<th>English example</th>
<th>Spanish example</th>
</tr>
</thead>
<tbody>
<tr>
<td>aud</td>
<td>hear</td>
<td>Latin</td>
<td>audible</td>
<td>audible</td>
<td></td>
</tr>
</tbody>
</table>

Bilingual Word Lists to Pre-Teach Vocabulary
• Teachers may provide bilingual word lists to students for each chapter to help students note down advanced vocabulary. For example, in chapter 1, vocabulary words such as: unidentified aircraft, dwelling, distraught, apprehensive, pondered, and nurturer are all terms and definitions that can be given before the chapter.

❖ **Note:** Students (or teachers if they are providing the translations) should not find direct, one-word translations. Instead, they should prompt students to come up with an original example and write a definition in their own words in their home language. If teachers are providing the translations, the translations should be simplified definitions in the students’ home languages. One-word translations are not always useful because students might not know what the word means in their home language if it is a high-level vocabulary word.

• The teacher might use a translation application such as Word Reference or Reverso to provide the definitions of the words in students’ native languages. Word Reference and Reverso can be accessed both on a computer and through phone applications.
The teacher might also provide the words in English and instruct students to find the definition of each term and write each definition in their own words in the L1 before reading the text. (If teachers have several ELs who are speakers of many diverse languages, this option might be more time-efficient for the teacher.)

- Teachers should model how to find translations that best fit the context in which the student is incorporating the word or phrase (Sánchez et al., 2014).
- Students might rely on family members at home to help define certain words and utilize them in the correct context.
- The word lists can be placed in a folder or added to students’ bilingual dictionaries in their notebooks.
- Teachers can ask if students prefer jotting down a few words in the L1 and drawing a picture alongside to help them remember the meaning of the word.

The Giver Vocabulary List Resource (Laying the Foundation, 2010).
<table>
<thead>
<tr>
<th><strong>Utopia &amp; Dystopia</strong></th>
<th><strong>Translations of Articles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articles &amp; Multimedia</strong></td>
<td>● Provide translations of the articles in ELs’ native languages. Students can use the Google Translate internet browser tool where the entire page can be translated into a different language.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>● Resource for how to translate webpages (Weglot, 2021)</td>
</tr>
<tr>
<td>Students read articles and watch short videos about the characteristics of utopias and dystopias and how utopias become dystopias. These resources additionally discuss past historical utopian societies that turned into dystopias to develop their background knowledge on the relationship between these two types of societies.</td>
<td><strong>Audio Recordings/Reading Aloud</strong></td>
</tr>
<tr>
<td><strong>Additional Suggestions:</strong></td>
<td>● Similar to the suggestions above, it is important to have the articles read aloud in class or to provide an audio recording of the texts for ELs to follow along to.</td>
</tr>
<tr>
<td>Teachers might search for authentic texts (short)</td>
<td><strong>Self-Created Bilingual Dictionaries</strong></td>
</tr>
<tr>
<td></td>
<td>● ELs write the translations and definitions of utopian and dystopian societies in their self-created bilingual dictionaries.</td>
</tr>
<tr>
<td></td>
<td>● Students then write notes in their notebooks about important details of the articles and videos in their native language or a mix of the L1 and L2.</td>
</tr>
<tr>
<td></td>
<td>● Students annotate the articles or write notes about the videos using the same symbols that they are encouraged to use while reading <em>The Giver</em>:</td>
</tr>
<tr>
<td></td>
<td>* = key idea/main point</td>
</tr>
</tbody>
</table>
stories, essays, or novels) that are connected to students’ home cultures and written in their home languages to help them make connections to the concepts of utopian and dystopian societies.

It is also worth noting that dystopian societies might look different around the world. Teachers should be sensitive to students’ experiences in countries where governments might not have the same liberties as the United States.

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**Recognizing Dystopias Video** (Gendler, 2016)

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<table>
<thead>
<tr>
<th>! = surprising</th>
<th>? = confusing part/questions</th>
<th>C = connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ When ELs take notes during the videos, they can add a note in the L1 or L2 proceeding the annotation symbol.</td>
<td></td>
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</tbody>
</table>

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**Multilingual Frayer Model**

ELs will use the Frayer Model graphic organizer to study the words “utopia” and “dystopia” (Frayer et al., 1969). Students will fill out a Frayer Model graphic organizer for each term. Frayer Models provide multiple entry points for students to learn new vocabulary and concepts within a text (Sánchez et al., 2014).

1. In the first box, students write the definition of the word in English. This is a student-friendly definition given by the teacher. Below the English definition, the teachers encourage students to write the definition in their native language (if they are literate in their native language and feel comfortable doing so).

2. In the second box, students list characteristics of the specific society they are writing about. (In the end, students will have 2 separate Frayer Models for the terms, “utopia” and “dystopia”. Examples of characteristics for
<table>
<thead>
<tr>
<th>Article about Dystopias vs. Utopias &amp; Overview of The Giver (Cliff Notes, 2020)</th>
<th>Dystopias could be: total government control, loss of individualism, technological control, loss of freedom, etc. Examples of characteristics for utopias could be: a perfect/idealized society, equality for citizens, freedom to express oneself, access to universal education and healthcare, a safe environment, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video about How Utopias Become Dystopias (Shmoop, 2014)</td>
<td>3. In the third box, students provide examples of each society. Students are encouraged to make connections to the videos and articles from the left column and/or movies or books where they have seen utopian and dystopian societies. Students might additionally write about what a person would experience in each of these societies. For example, in an utopian society, they could describe how if someone were to write an article criticizing the government, they would not have to fear for their life.</td>
</tr>
<tr>
<td>Article about Dystopian Society Characteristics (MasterClass, 2020)</td>
<td>4. In the fourth box, students write non-examples of each society. A student might write about how a dystopian society non-example would be citizens having freedom of speech.</td>
</tr>
<tr>
<td>Article about Utopian Society Characteristics (Okanogan School District, n.d.)</td>
<td><strong>Structure of the Frayer Model:</strong></td>
</tr>
</tbody>
</table>
Example of Bilingual Frayer Model:

**Word**: Dystopia

<table>
<thead>
<tr>
<th><strong>Definition (Given by Teacher)</strong>:</th>
<th><strong>Characteristics</strong>:</th>
</tr>
</thead>
</table>
| An imaginary society that is unpleasant and very restrictive for the citizens. | ● Le gouvernement contrôle les citoyens.  
* (The government controls the citizens.) |

<table>
<thead>
<tr>
<th><strong>Student’s Definition Using the L1 (French as an example)</strong>:</th>
<th></th>
</tr>
</thead>
</table>
| Une société où les gens ne sont pas contents parce qu’ils n’ont pas beaucoup de droits. | ● Les gens n’ont pas de pouvoir. * (The people have no power).*  
● Unhappy people  
● Sameness  
● Dangereux |
Le gouvernement a le contrôle total.

(A society where the people are not happy because they do not have a lot of rights. The government has total control.)

*The student is not required to write the translation in English. The purpose of this activity is for students to brainstorm and write the definition in their own words.

Examples:
- People have to listen to each rule that the government sets.
- People cannot wear what they would like to wear.
- Les citoyens ne peuvent pas parler

Non-Examples:
- Les gens sont contents.
- Les gens peuvent faire ce qu'ils veulent. *(The people can do what they want.)*
- Par exemple, les personnes peuvent parler négativement du
Le gouvernement surveille toujours les gens. (The government is always watching the people.)

- Le gouvernement surveille toujours les gens. (The government is always watching the people.)
- People can wear whatever they want (colors, styles, etc.).

Resources:

Teaching the Frayer Model (The IRIS Center, 2021)

Benefits of the Frayer Model (N2Y, 2020)

Connect, Extend, Challenge:

“Connect, Extend, Challenge” is a visible thinking strategy to help students activate prior knowledge, learn more about a concept through discussion with peers, and to encourage further inquiry on a matter.
Example of a Connect, Extend, Challenge Using a Video:

“How to Recognize a Dystopia” (Gendler, 2016)

Questions in a Connect, Extend, Challenge Activity:

1. How is the video about recognizing the characteristics of a dystopia connected to something that you already know about?
2. What new ideas or impressions do you have that extended your thinking in new directions?
3. What is challenging or confusing? What do you wonder about?

Translanguaging Recommendations in a Connect, Extend, Challenge Activity:

- Place students in language pairs if possible.
- Encourage students to discuss and write their responses in the L1 first in order to brainstorm their thoughts.
- Have language pairs discuss how to phrase each answer in the L2 using bilingual dictionaries and translation applications.
- If ELs do not have a partner who speaks the same language, they can work with other ELs or mainstream
students and brainstorm their ideas in the L1 on paper and then orally share their ideas in English with their partners.

- Once students have written their ideas in their notebooks, instruct partners or groups to write their responses in a class Google document as the teacher monitors, allowing other classmates to add onto students’ thoughts.

- After students finish typing their responses and adding onto others’, the teacher will lead students in a full-group discussion to share about which responses they connected to in the Google document, the new ideas that they have, and the questions they still have.

- [Webpage Resource for Connect, Extend, Challenge](#) (Project Zero, 2019)

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**Written Translations of *The Giver***

(*Translations found on Amazon.com or in Libraries via Worldcat.com*)

- Albanian
- Arabic
- Catalan
- Croatian
- English Text & Audio with Russian Glossary
Learning Experiences & Mini-Summative Assessments

Outlined below are the activities from the eighth grade ELA unit, *The Giver*. The activities in this table are in chronological order of how the teachers would implement...
these activities. Teachers are welcome and encouraged to choose certain activities or strategies to adapt to their own classrooms.

**Posters of Utopias**

After learning about the differences between the two societies, students will design their own utopian societies on posters as they read to understand how a dystopia is built on a flawed utopia (Arcari et al., 2019).

**Visual Representations to Prepare ELs for the Utopian Poster Assignment:**

- Students draw a picture of what a utopia looks like to them and write a description of it in their native language. This picture will act as a rough draft/brainstorming sheet before creating the poster.
  
  ◆ *If certain ELs are not literate in their native languages, they can orally describe the picture to a partner who speaks the same language. If the student does not have a language partner, the teacher can encourage the student to describe the picture to someone at home.*

- Students can use their picture and notes taken in their native language to aid them in creating the poster.

**The Giver Reading Guide** (Arcari et al., 2019)

ELs can fill this reading guide out in their home language and/or in English as they read chapters of the novel in both their home and new languages.

**Rules of the Community Activity** (Arcari et al., 2019)
Students will work on this chart as they read through *The Giver*. While they read, they are to think about the different rules in Jonas’s community and make a list of these rules. Students should list at least 10 rules. Students must “explain each rule and how it may help to make the community a better place to live” (Arcari et al., 2019).

**Exposition Map** (Arcari et al., 2019)

- Students fill out the exposition map to brainstorm what the setting looks like to them.
- Students write about the main characters in the setting, along with responses to the following questions: Who is the protagonist and antagonist? Who are the main characters and secondary characters? What are these characters’ moods?
- Students add additional notes and illustrations of the setting and characters they would like to add in both their native and learned languages.

**Jonas Then, Now, Later Chart** (Arcari et al., 2019)

Students use the “Then, Now, Later” flowchart to “make statements and predictions about Jonas in the book and how his perspective of the community is changing” (Arcari et al., 2019).

**Drawing Community (Setting) - Mini-Assessment 1/3** (Arcari et al., 2019)

**Objective:** “Find evidence that proves Jonas’ society is not really a utopia and draw a map of the community after reading chapters 1-9” (Arcari et al., 2019).
This mini-assessment will assess the students’ ability to “analyze the setting to determine the state of the community” (Arcari et al., 2019).

Criterion A: Analyzing- pulling evidence from the text and analyzing it to create proof and a map; Criterion D: Using Language (International Baccalaureate Organization, 2014)

Community Design Rubric (Arcari et al., 2019)

Activity: What Does the Term “Logical” Mean?

1. “In order for students to effectively organize the memories of Jonas, students must organize and depict information logically.

2. Students will be given a set of directions in the wrong order. The teacher will then advise students to work to make sense of the directions and re-order them in a logical way. Discussion after would revolve around: what makes your new order logical?

3. Mindful writing: Students will view a set of words and phrases on the whiteboard and organize them into categories that make sense to them.

4. Students should then explain to a partner WHY they organized the words into the categories they did.” (Arcari et al., 2019)

What are Different Types of Timelines?

Visible Thinking Protocol: Think - Puzzle - Explore

1. What do students think now about timelines?

2. What still puzzles you about timelines?
3. How might we explore the puzzles/our questions around this topic? 

(Arcari et al., 2019)

Example of a Think Puzzle Explore Post-It “Parking Lot” to Facilitate Full-Class Discussions:

*Teachers can encourage students to jot their ideas down in any language on the post-it note.

Think Puzzle Explore Resource (Knox & Mainero, n.d.)

What is Perspective? (Pt. 1)

“In order for students to effectively recognize the changes of Jonas’s moral reasoning, students must consider ideas from multiple perspectives.” (Arcari et al., 2019)

Visible Thinking Protocol: Zoom In (Rochester Community Schools, n.d.)
1. Teacher gives student groups a picture, image, or quote that is covered by multiple pieces of paper. Student groups write down what they perceive the picture, image, or quote to be.

2. Student groups take off one of the pieces of paper to reveal more. Each time student groups remove a piece of paper they must write about what they believe it is.

3. The class discusses what happened over time. What changed for us? How did our reasoning and perception change?

4. Mindful writing: Write about a time when your perception changed because you learned something new.
   - Sentence Stems
   - My perception of ______ changed because _______.” (Arcari et al., 2019)

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**What is Perspective? (Pt. 2)**

“Orally describe a time when your perspective changed after gaining new information.

Protocol: I used to think… Now I think…” (Arcari et al., 2019)

**Jonas’s Memories (Perspective) - Mini-Assessment 2/3** (Arcari et al., 2019)

**Objective:** “Produce a documented series of memories, in the form of a timeline, Jonas received, and the effects they had on him” (Arcari et al., 2019).
This mini-assessment will assess if students are able to “organize the memories to show how the perspective of the character, Jonas, develops” (Arcari et al., 2019).

Criterion B: Organizing- using the organizational structure of “timeline” to show the memories (International Baccalaureate Organization, 2014)

**Jonas’s Memory Rubric** (Arcari et al., 2019)

**Memory Powerpoint to Prepare for this Mini-Assessment** (Arcari et al., 2019)

**What Are Some Symbols in The Giver?** (Arcari et al., 2019)

“As a class, discuss symbols within the book. Students will brainstorm ideas for symbols to represent Jonas’ character development with a Think Sheet in partners or small groups.” (Arcari et al., 2019)

**Additional Suggestions Regarding Teaching Symbolism to ELs:**

To help all students, especially ELs, understand the abstract concept of symbolism in a culturally relevant manner, teachers might use flags from students’ countries to talk about the symbols in a flag’s colors and emblems. The teacher might also use emblems and/or mascots from students’ favorite sports teams from around the world. Through including students’ home country flags and possibly a sports team from another country, all students’ backgrounds are being valued and incorporated in the classroom.

**Character Development (Perspective) - Mini Assessment 3/3** (Arcari et al., 2019)
**Objective:** - Create Jonas’s memory scrapbook using 3 original symbols to represent different aspects of the novel and how he has changed over the course of the book. This mini-assessment will assess if students are able to “show how Jonah’s perspective changes during the story as a symbol of Jonas’s development throughout the book.” (Arcari et al., 2019)

Criterion C: Producing Text- Pull details and examples from the text, then choose symbols to match the change in Jonas (International Baccalaureate Organization, 2014)

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### Translanguaging Strategies for The Giver Unit Activities & Mini-Assessments

In this table, teachers can find translanguaging strategies that can be adapted to various unit topics, subjects, and grade levels. I encourage teachers to take these ideas and see how they would aid their specific learners in their classroom environments. Teachers might choose one strategy or several depending on how they envision utilizing specific activities with their learners. It is important, as the teacher, to focus on the purpose of each activity below. If the activity’s purpose is for students to brainstorm and take notes in the home language, there is not a need to assess them on these notes. For example, when students are asked to brainstorm in the L1, this is a simple tool to help prepare them for writing or discussing main ideas of the book in the target language.

Another important note is that these activities are not only for ELs in the classroom. Non-EL students who are learning other languages or who speak a different dialect or variety of English at home should be highly encouraged to brainstorm and take notes in these
languages and/or language varieties. In IB schools, as well as other schools where students learn foreign languages, it is critical to connect the skills that they are learning in their foreign language classrooms to what they are learning in other content areas. Teachers might also correspond with language teachers to coordinate the vocabulary that they will teach as well as cultural and historical topics to promote making connections across disciplines.

For students who have not yet started learning a second language, this is a great way to expose them to cognates in other languages, hopefully enticing them to learn a second language or learn about other languages and cultures in their classroom and school communities.

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<tr>
<th>General Suggestions for Teachers While Encouraging Translanguaging in Assignments</th>
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<tr>
<td>● Responses to the activities can be completed in both the home and target languages. This will prepare students for the mini-assessments where they will have to demonstrate their knowledge of the concepts of the text in English.</td>
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<td>● Teachers can also put students in groups to analyze text evidence orally before writing it in various graphic organizers, exit tickets, reading guides, and full-group discussions. This can especially provide ELs with “rehearsal time” before writing a final response or sharing aloud in front of the class.</td>
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<td>● Teachers should communicate with students regarding which parts of exit tickets or assignments can be completed in the</td>
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home language and where they should include responses in English.

- Teachers should be clear with which assignments or portions of assignments need to be submitted in English.
- Students can translate what they have written in their home language with the help of a partner who speaks the same language at home or a reliable and helpful native English-speaking student.

❖ Note: Students should not find a direct translation. Instead, they should come up with an original example and write a definition in their own words in their home language. Having students find one-word translations is not always useful because they might not know what the word means in their home language if it is a high-level vocabulary word, such as “apprehensive”.

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<tr>
<th>Gathering Textual Evidence for Future Discussions or Written Tasks</th>
<th>Students might use this graphic organizer to note down evidence of rules in the community. In the example below, the student is using prior knowledge of French and noting the differences between the word “released” in English and in French (see second column).</th>
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<tbody>
<tr>
<td>Text Excerpt</td>
<td>Write it in your</td>
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“The rules say that if there is a third transgression, he simply has to be released.” (P. 11 of *The Giver*)

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<th>own words (home language)</th>
<th>own words (English)</th>
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<tr>
<td>Après trois transgressions, un citoyen doit être &quot;libéré&quot;.</td>
<td>After three violations of the law (transgressions) in the community, a person is released or banished from the community.</td>
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*Note: Libéré means to be set free in French, however, in the book, we come to find that people who are released are not set free - they are killed. The citizens are made to believe that they are sent away.*

Adapted from Translanguaging in Curriculum and Instruction: A Cuny-Nysieb Guide for Educators (Sánchez et al., 2014)
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<th>Promoting Metalinguistic Discussions Using Academic Vocabulary</th>
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<td>● Teachers might put two academic vocabulary words on the board, one in English, and one in Spanish, for example. Students then would have the chance to analyze the meanings of each word, how they are connected and how they are used (Sánchez et al., 2014).</td>
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<td>● For example, teachers might use the word “transgression”, which is a vocabulary word that comes up in the first few chapters of the novel. The teacher might then translate “transgression” to the home languages of students in the classroom.</td>
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**Definition of Transgression:**

To violate a law or command.

*Ask students to come up with examples where characters in the novel committed transgressions.*

**English:** transgression  
**Spanish:** transgresión  
**Portuguese:** transgressão  
**French:** transgression  
**Romanian:** transgresiune  
**Korean:** wiban (위반)  
**Albanian:** shkelje
<table>
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<th>Mandarin Chinese: Guò fàn (過犯)</th>
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<td>• The teacher might conduct a short discussion about the similarities and differences that students see. Teachers might pull up a map and ask students to make observations about where the languages are spoken in the world and inquire about why some languages might share more cognates or ways of writing than others (alphabets, characters, accents, geographical locations, etc.).</td>
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<th>Bilingual/Multilingual Semantic Maps</th>
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<td>• Semantic maps are graphic organizers that encourage students to take notes on content-specific vocabulary and make visual connections with other vocabulary words, phrases, or related concepts in a text or section of a text. Semantic maps are a great way to incorporate translanguaging as students can make meaningful connections to other languages (Ignatius et al., 2017)</td>
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Example in English:
Example of a Bilingual Semantic Map Using Content-Specific Vocabulary from *The Giver:*

Adapted from the example presented in Voigt (n.d.).

*Note: The semantic map above is an example of a native English speaker who studies German and would like to grow their German*
vocabulary and make cross-linguistic connections. This is evidence that all students (EL and non-EL alike) can translanguage in the classroom to grow their linguistic repertoires and make cross-linguistic connections as they deepen their understanding of the content.

**Resources:**

What Are Semantic Maps? (Voigt, n.d.)

How to Introduce Semantic Maps (Ignatius et al., 2017)
References


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