

Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies Integrated ELA and ELD in Grade Nine

Located in an urban neighborhood, Nelson Mandela Academy is home to a diverse student population, including bilingual students (e.g., Spanish-English, Hmong-English), students who speak one or more varieties of English (e.g., Chicana/Chicano English, African American English, Cambodian American English), English learners (ELs), and former ELs. In recognition of the cultural and linguistic resources their students bring to school and acknowledging the tensions students sometimes experience regarding language use, teachers of ninth-grade English classes include a project called Linguistic Autobiographies. For this project, students reflect on their own histories of using language in different contexts: at home, with friends, at school, at stores or in other public places where they interact with strangers. The students engage in a variety of collaborative academic literacy tasks, including:

- Viewing and discussing documentary films related to language and culture (e.g., the film *Precious Knowledge*, which portrays the highly successful but controversial Mexican American Studies Program at Tucson High School)
- Reading and discussing short essays and memoirs by bilingual and bidialectal authors to learn about their multilingual experiences (these texts also serve as models for writing their own personal narratives)
- Analyzing and discussing poetry (e.g., *In Lak'ech: You Are My Other Me* by Luis Valdez) and contemporary music lyrics (e.g., hip hop and rap) to identify how people's language choices reflect cultural values and identity
- Reflecting on and discussing their own multilingual or multidialectal experiences, including how others have reacted to their use of different languages or varieties of English
- Researching and documenting language use in their families and communities (e.g., interviewing parents or grandparents) to learn about different perspectives and to broaden their own
- Viewing and discussing playful and creative uses of multiple languages and dialects (e.g., the TED Talk "Reggie Watts: Beats that Defy Boxes")
- Writing personal narratives, poems, blog posts, informative reports, and arguments related to the relationships between language, culture, and society
- Producing original multimedia pieces, such as visual presentations and short documentary films, based on their research
- Presenting their multimedia projects to others (e.g., peers in the class, to parents and community members at school-sponsored events, to a wider audiences at conferences or online)

Students spend much of their class time engaging in collaborative conversations about challenging topics, including their reactions to negative comments in the media about their primary languages, "non-standard" varieties of English (e.g., African American English), accent (e.g., southern), or slang. Through these conversations, students learn to value linguistic and cultural diversity—their own and others'—and develop assertive and diplomatic ways of responding to pejorative comments regarding their primary languages or dialects. For their

Snapshot 7.1. Investigating Language, Culture, and Society: Linguistic Autobiographies Integrated ELA and ELD in Grade Nine (cont.)

various projects, students work in collaborative groups to generate interview questions, peer-edit drafts, analyze texts, and produce media. This collaborative academic learning environment not only strengthens the bonds between students but also supports them to engage in the types of tasks that will be expected of them in college, community, and careers.

Resources

McGinnis, Eren Isabel, and Palos, Ari Luis. 2011. *Precious Knowledge*. Dos Vatos Productions and Independent Television Services. <http://www.pbs.org/independentlens/precious-knowledge/film.html>

Valdez, Luis. 1971/1990. "You Are My Other Me." Excerpted from the poem "Pensamiento Serpentino." *Early Works: Actos, Bernabé and Pensamiento Serpentino*. Houston, TX: Arte Público Press and San Juan Bautista, CA: El Teatro Campesino.

Watts, Reggie. 2012. "Beats that Defy Boxes." *TED Talks*. <http://www.ted.com>; http://www.ted.com/talks/reggie_watts_disorients_you_in_the_most_entertaining_way

CA CCSS for ELA/Literacy: RI.9–10.6, 7; W.9–10.3, 6, 7; SL.9–10.4; L.9–10.3

CA ELD Standards (Bridging): ELD.PI.9–10.2, 8, 9, 10a

Additional Information

Bucholtz, Mary, Audrey Lopez, Allina Mojarro, Elena Skapoulli, Chris VanderStouwe, and Shawn Warner-Garcia. 2014. "Sociolinguistic Justice in the Schools: Student Researchers as Linguistic Experts." *Language and Linguistics Compass* 8 (4): 144–157.

Choudhury, Mohammed and Jeff Share. 2012. "Critical Media Literacy: A Pedagogy for New Literacies and Urban Youth." *Voices from the Middle* 19 (4): 39–44.

Morrell, Ernest, Rudy Dueñas, Veronica Garcia, and Jorge López. 2013. *Critical Media Pedagogy: Teaching for Achievement in City Schools*. New York: Teachers College Press.

UC Santa Barbara School Kids Investigating Language, Life, and Society (SKILLS) Project: <http://www.skills.ucsb.edu/>

Snapshot 7.2. Socratic Seminar

Integrated History and ELA/Literacy in Grade Ten

In Mrs. Arrowsmith's sophomore history class, students have been examining India's independence movement. In preparation for the day's discussion, and in order to better understand the nature of British rule and why Gandhi's argument would gain such popular support, students have already read (1) the English Bill of Rights of 1689, (2) an excerpt from Gandhi's book, *Indian Home Rule*, and (3) an excerpt from F. D. Lugard's *The Rise of Our East African Empire*, which details British colonial goals in Africa in 1893. Finally, students also completed a guided reading activity in small groups related to excerpts of Martin Luther King Jr.'s article, "Nonviolence and Racial Justice" and independently read and annotated an excerpt from Henry David Thoreau's "Civil Disobedience." For the day's Socratic seminar, the teacher created a series of open-ended questions based on these texts to support group discussion:

- What is the nature of civil disobedience?
- How do the viewpoints of the various authors compare/contrast?
- How might these authors have responded to the political/social strife in the Middle East in 2010-2013?
- Is violence ever appropriate? Why or why not?

As students share, they are reminded to base their answers on evidence from the texts. After the discussion, Mrs. Arrowsmith guides the class in creating several summary statements of "new understandings" developed as a result of the seminar. Lastly, using rubrics, individual students reflect on their participation and their readiness to engage in the content discussed during Socratic seminar.

Strategy Variation: Clusters of students read different texts based on interest, readiness level, or text difficulty, or students are divided into groups of 8–10 and asked to discuss just one question while others monitor/reflect on discussion content.

Resources

English Parliament. 1689. *Declaration of Rights*. London, UK: Charles Bill and Thomas Newcomb. <http://www.loc.gov/exhibits/creating-the-united-states/interactives/bill-of-rights/speech/>

Gandhi, Mohandas K. 1910. *Indian Home Rule*. 1st ed. Phoenix, Natal, India: The International Printing Press. <https://docs.google.com/file/d/0B2GRozT38B1eYWU00Tc5N2UtNGQyZC00YTlmLWI4N2UtZjQ2ZTg4MzY3NTM5/edit?ddrp=1&pli=1&hl=en>

King, Martin Luther, Jr. 1957. "Nonviolence and Racial Justice." *The Christian Century*. 6 February 1957: 165-167.

Lugard, Frederick J. D. 1893/1968. *The Rise of Our East African Empire: Early Efforts in Nyasaland and Uganda*. Abingdon, Oxon, UK: Routledge. <http://legacy.fordham.edu/halsall/mod/1893lugard.asp>

Thoreau, Henry David. 1849/2004. "On the Duty of Civil Disobedience." Project Gutenberg EBook. <https://ia902608.us.archive.org/32/items/civildisobedienc00071gut/71-h/71-h.htm>

CA CCSS for ELA/Literacy: SL.9–10.1, 2, 4; RH.9–10.1, 2, 6

Related History–Social Science Standard:

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

Snapshot 7.3. Using Mock Trials to Construct Arguments Integrated ELA/Literacy and Civic Learning in Grade Ten

Mrs. Herrera leverages the structure and rigor of a mock trial to promote her students' abilities to read literature, write arguments, and engage in academic discussion as well as to build links between her students and their future careers and civic life. Her goal is for students to develop skills such as reading closely (to determine what the text says explicitly and to make logical inferences from it) and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Using an array of literature, she has students prepare written arguments and present their ideas in a debate forum.

When the class reads William Shakespeare's *Macbeth*, Macbeth is placed on trial for the murder of King Duncan and Macduff's family. Mrs. Herrera's students consider whether he should be accountable for his actions. To anchor their reading of the play, students are assigned to be part of either a prosecution or a defense team in which they will work on constructing an argument for his guilt or innocence. As the students read, they list evidence for their side of the case at the end of each act. Their evidence includes direct quotes and notations about physical evidence, with corresponding notation for acts, scenes, and line numbers.

Example for the Prosecution:

Act I

Macbeth's motive: "I have no spur To prick the sides of my intent, but only Vaulting ambition, which o'erleaps itself and fall on th'other. Act I, Scene 7, p. 25–8

Example for the Defense:

Act II

Macbeth shows remorse: "Glamis hath murdered sleep, and therefore Cawdor shall sleep no more: Macbeth shall sleep no more." Act II, Scene II, p. 3

When Mrs. Herrera's students meet in their defense and prosecution groups, they assemble their best arguments and evidence. They then prepare for the trial by individually writing an opening and closing argument for their side with major claims and supporting evidence from the text. Mrs. Herrera subsequently guides her students through the trial process presenting their cases orally. Finally, her students choose a side to defend in a formal argumentative essay.

Resource

Shakespeare, William. 1604-1606/1992. *The Tragedy of Macbeth*. Folger Shakespeare Library. New York: Washington Square Press/Simon & Schuster.

CA CCSS for ELA/Literacy: RL.9–10.1–4; W.9–10.1, 4–7, 9; SL.9–10.1, 3–4, 6

Snapshot 7.4. Force and Motion

Integrated ELA/Literacy and Science in Grade Ten

Ms. Shankle has been teaching a unit on force and motion to her tenth-grade science class. In addition to investigative activities and work with important vocabulary, Ms. Shankle has had her students read from the text, supplemental materials, and instructional Web sites that contained both *technical explanations* and *diagrams* because she knows that it can often be difficult to integrate these varied types of informational formats. She collaborates with the ELA teacher on her team, Ms. Ryan, who suggests that the students can benefit from generating questions to self-monitor their emerging understanding of the content as they read. Ms. Ryan explains how this strategy requires students to be more actively involved than simply answering teacher-generated questions and enables them to self-regulate their learning. Ms. Ryan also suggests that the kinds of questions students produce will let Ms. Shankle assess whether they are being distracted by extraneous information in the text or if they are focusing on particular examples at the expense of overarching principles or main ideas.

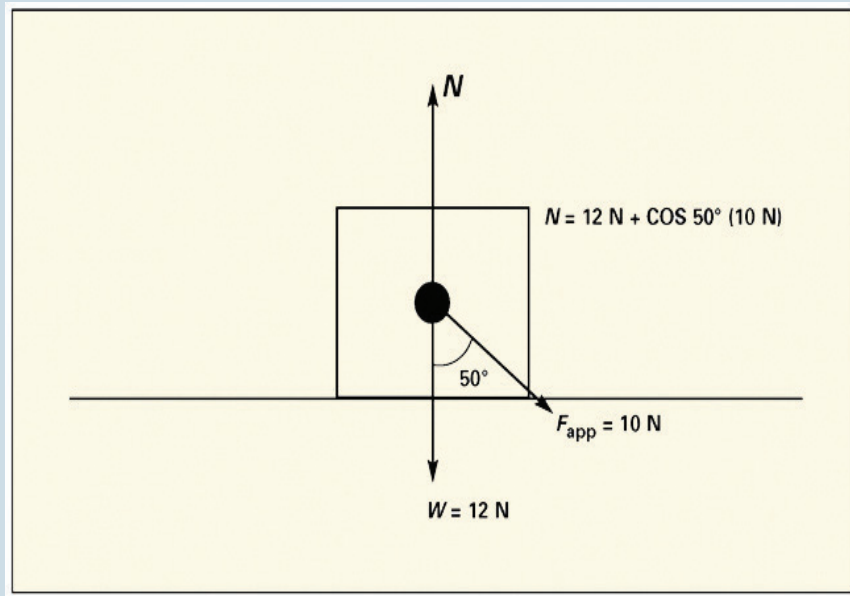
When she initially introduces the strategy, Ms. Shankle tells her students, "Today, we are going to be reading about how to determine force and acceleration. You know that scientific writing is very different from the kinds of text you might typically read in your English class or for your own pleasure. This science text will have procedural information to guide you in the steps of calculating force and acceleration. You will also see figures and formulas that relate to what is being described in the written portions. The author of this text communicates a lot of information in a very short space, so we are going to use a strategy to make sure we understand everything. As we read a section, we are going to write questions that connect information from the paragraph with information in the diagrams or formulas. I am going to model how to write these types of questions for the first section and, then, you are going to work with your lab partners on writing some questions of your own. Afterwards, we will check our understanding by answering the questions together."

Ms. Shankle gives the class several minutes to read the section about calculating the normal force, which contains the following text and accompanying diagram:

To determine the magnitude of the normal force (N), start by drawing a free-body diagram depicting all the forces acting upon the object. Remember that a free-body diagram is a type of vector diagram in which the length and direction of the arrows indicate information about the forces. Each force arrow in the diagram is labeled to specify the exact type of force.

Next, align the coordinate system so that as many of the forces are parallel or perpendicular to it as possible. Forces directed at an angle, such as a push on a large box, have two components: a horizontal and a vertical component. Those components are calculated using the magnitude of the applied force (F_{app}) and the angle at which the force is applied ($\theta = 50^\circ$ in the diagram). Assuming minimal to no friction, the normal force (N) acting upon the large box will have a value such that the net vertical force on the box is equal to zero. In this case, the normal force (N) upward would be equivalent to the sum of the downward forces, which would include the perpendicular component of F_{app} and the force due to the weight of the box (W).

Snapshot 7.4. Force and Motion Integrated ELA/Literacy and Science in Grade Ten (cont.)



Ms. Shankle then talks through how she would formulate a question to connect information from the paragraphs with the diagram.

"I want to make sure I am relating the written information in this section with the diagram provided here. The paragraph is describing a step in solving problems about force, and the step includes *drawing the free-body diagram*. The diagram here is just one example. I want to remember the author's points about what the free-body diagram should show, not just what is shown on this particular diagram. One question I could ask is: 'What is the length of the arrow, or vector, used to show?' That would check whether I remember the important information about how to depict the forces. To answer this question, I need to relate the information in the paragraph with the example provided in the diagram. The length of the arrow reflects the magnitude of the force."

Ms. Shankle records her question on the board (What is the length of the arrow, or vector, used to show?) and asks her students to write it in their notebooks or type it using a computerized device. Next, she asks the lab partner pairs to collaboratively generate another question that would check their understanding of how the written paragraphs connect to the diagram. As she walks around the room monitoring their work, Ms. Shankle notices that several partners are writing questions about the normal force being drawn perpendicular to the surface of contact or the direction of the arrow showing the direction in which the force is acting. If a pair finishes quickly, she asks the students to continue writing additional questions and challenges them to develop questions that would require someone to think carefully and critically.

Snapshot 7.4. Force and Motion

Integrated ELA/Literacy and Science in Grade Ten (cont.)

However, not everyone shows this level of skill with the strategy. For example, one pair of students wrote a question specific to the formula in the example diagram (Normal force N is equal to $12N$ plus what?). She talks to this pair of students about how to reword the question to apply to other situations and to remind them of the connection between drawing free-body diagrams and applying equations to solve problems. With her guidance, the students rewrite the question as follows: When there is a force applied at an angle to the horizontal, the normal force is determined in what two components?

After each set of lab partners has composed at least one question, Ms. Shankle asks several students to share what they had generated. She used the students' suggested questions as peer models for different ways questions could be worded, and together they discuss to what extent the questions can be evaluated based on their usefulness in checking for a reader's understanding of the text's important points. As students offer their questions, Ms. Shankle lists them all on the board and asks students to copy them into their notebooks. She then instructs the pairs of students to return to the text in order to answer each question.

CA CCSS for ELA/Literacy: RST.9–10.1, 3–7, 10; SL.9–10.1; L.9–10.6

Related CA Next Generation Science Standards:

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Disciplinary Core Idea

PS2.A Forces and Motion

Source

Adapted from

Kosanovich, Marcia L., Deborah K. Reed, and Debra H Miller. 2010. "Comprehension Vignette/Science." *Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary-Level Teachers*, 70–74. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten

Los Rios High School's program for recently arrived immigrant adolescents provides a robust academic curriculum for ELs at the Emerging level of English language proficiency who are within their first years in the U.S. School faculty and staff understand that adolescent ELs who are newly-arrived immigrants and need to learn English are among the most vulnerable subgroups of ELs, especially when they have gaps in their educational backgrounds. In developing the program and curriculum, teachers and administrators researched successful newcomer programs in the U.S. and affirmed their commitment to guiding students to:

- Engage meaningfully with intellectually rich academic content
- Think critically about complex problems and texts
- Work collaboratively with peers
- Communicate effectively in a variety of ways
- Develop an academic mindset
- Acculturate to the United States school system
- Develop and strengthen their native language literacy skills

The school views newcomer EL students' abilities to navigate multiple cultural worlds, speak more than one language, and collaborate with diverse groups of people as assets in a global society. The program Los Rios has designed, and continuously refines, includes a two-semester intensive program during the students' first year in the U.S. Students can exit after one semester if they are ready, or stay a little longer if needed. This flexibility allows the school to meet the diverse needs of newcomer students and is especially beneficial for those who can benefit from more time to adjust to their new environment. This is especially important for adolescents with severely disrupted educational backgrounds and/or traumatic experiences, such as living in a war zone before immigrating to the U.S.

Upon their arrival at the school, students are assessed in their primary language as well as in English to determine how teachers can most effectively differentiate instruction, and class size is capped at 25 students. The intensive first year program is taught by an interdisciplinary team of five teachers (math, science, social studies, language arts, arts) who also teach mainstream courses at Los Rios to which newcomer EL students will eventually transfer; such continuity supports the students' transition and ongoing progress. The teaching team has the same learning goals for newcomer EL students as they do for students who are native English speakers. Newcomer ELs engage in the same content and type of small group work that students in mainstream classes do; however, their teachers focus additional attention on the needs of high school students who are very new to the U.S. and are at the early stages of learning English as an additional language.

The types and levels of scaffolding that teachers provide are what distinguish the program. All of the teachers incorporate inquiry-based learning into their coursework with a heavy emphasis on collaboration and meaningful communication. Students engage in rigorous hands-on projects, using English to work together, write, and orally present to the entire class about their projects. Although there are many different primary languages in the classroom and English is the common language used to communicate, teachers encourage students who share the same primary language to speak with one another in that language, so they can more readily develop understanding as they conduct research about the content they are studying.

Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten (cont.)

The teachers help students understand that they can transfer knowledge from their primary language to English, while also making clear that students will eventually need to use English to convey this knowledge. Teachers do not insist that students use perfect English; rather, they provide a supportive and safe learning environment that encourages students to take risks and use English meaningfully.

Teachers have seen students flourish as they engage in projects that provide numerous opportunities to use English meaningfully, develop sophisticated content knowledge, and be supported by peers. In her combined ninth- and tenth-grade integrated algebra class, Ms. Romero uses project-based learning to engage newcomer EL students with an essential question related to measuring length indirectly. For one project students make a scale model of the school building. To begin, Ms. Romero has students work in groups to generate at least one question that can become a mathematical problem related to their task. After much dialogue in small groups and with the whole class, she asks students which mathematical concept(s) their questions address. The students then go outside to measure the height of the school building and the things surrounding it, such as trees, using an inclinometer, which measures the angle of elevation, thereby permitting the students to determine the height indirectly. Ultimately, they make oral presentations and write about the concepts learned through the project. As students engage in this hands-on project, they are simultaneously developing the ability to communicate effectively in English using sophisticated math language, learning critical content knowledge, and collaborating with their peers in ways that prepare them for college, community, and careers.

In tenth-grade biology, the students learn about DNA. The science teacher, Mr. Lee, teaches the same biology content to his newcomer ELs as he does to his mainstream classes, but he constantly focuses on supporting his newcomer students' English language development by providing planned and just-in-time scaffolding. For example, Mr. Lee frequently *amplifies* the technical science vocabulary students need to understand and be able to use in order to fully engage with the content, as illustrated in the following example:

Mr. Lee: We need a good verb that means (using gestures) going into a cell and taking out the DNA.

Suri: Extract!

Mr. Lee: Extract! So, we extracted your DNA last week. This week we need to replicate, or copy, your DNA.

Using their smartphone dictionaries and thesauruses to delve into the new science vocabulary they are learning, Mr. Lee's students work in pairs using a template he has provided for recording information about the words:

Word in English	Part of Speech	Word in My Language	Meaning
template			
replicate			
complimentary			

When students are ready to transition to mainstream English classes, which all include integrated ELD, a *transition profile* is developed, and the school follows a systematic monitoring plan to ensure that they continue to progress. The students' transition into

Snapshot 7.5. High School Program for Newcomer English Learners in Grade Ten (cont.)

mainstream coursework is carefully thought out, and clusters of newcomer students are placed in heterogeneous classes with native English speaking peers as well as other EL students. The newcomer EL program teachers co-sponsor an extracurricular international club that includes a peer network of native English speaking students and ELs. The native English speaking students in the club also serve as peer teaching assistants in the newcomer program, and many of them are in the classes that students transition into once they exit the intensive program. The teachers have found that intentionally finding ways for different groups of students to interact meaningfully creates bonds between students that may not arise in traditional mainstream courses.

Newcomer EL students receive credits toward graduation for the courses they take, and many graduate after four years of study, but for some students it may take a little longer in order to complete their graduation credits. Guidance counselors receive specialized professional learning to serve as mentors for supporting newcomer EL students' adjustment to school life, class scheduling, and college and career planning. The school's family liaisons provide support to the newcomer students and their families by acting as translators/interpreters, bringing qualified interpreters into conversations with parents when needed, and by referring parents to appropriate services in the community, such as refugee assistance centers or cultural and community organizations. In addition, Los Rios provides intensive and on-going professional learning for all teachers and counselors, including time to learn new approaches, practice and reflect on them, collaborate on unit and lesson planning, and observe one another teaching.

Sources

Adapted from

Short, Deborah J., and Beverly A. Boyson. 2012. *Helping Newcomer Students Succeed in Secondary Schools and Beyond*. Washington, DC: Center for Applied Linguistics.

Teaching Channel. "Deeper Learning Video Series: Deeper Learning for English Language Learners."

Additional Information

To see models of newcomer programs, visit the following Web sites:

- Center for Applied Linguistics - Secondary Newcomer Programs in the U.S. (<http://webapp.cal.org/Newcomer/>)
- Oakland International High School (<http://www.oaklandinternational.org/>)
- International Network for Public Schools (<http://internationalsnps.org/international-high-schools>)