

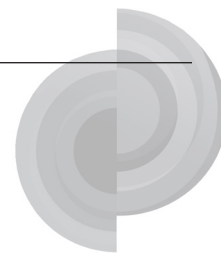


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# Series Preface

The Common Core State Standards are a set of educational standards for kindergarten through 12th grade in English language arts and mathematics. These standards “are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2013). They specify what students in grades K–12 should know and be able to do to graduate from high school, attend and graduate from college, and participate in the global economy. The CCSS have been adopted by 45 states, the District of Columbia, four territories, and the Department of Defense Education Activity (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2012).

The K–12 student population in the United States is becoming increasingly diverse. More than 15% of the K–12 student population is comprised of English Language Learners (ELLs), which represents over 5 million students in U.S. schools (National Clearinghouse on English Language Acquisition, 2012). Yet this student population is consistently ignored when content standards are conceptualized and often treated like an afterthought. This was the case with the CCSS, which were designed for a general student population and provide little guidance for teachers who have ELLs in their classrooms. The only direction given is a two-page document entitled “Application of Common Core State Standards for English Language Learners” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) that provides very general information about ELLs and their needs. This document does not provide any guidance for teachers in how to adapt and use the CCSS with ELLs, and nothing about how to address the demands and expectations of the standards with this student population.

Given CCSS adoption in so many parts of the country and the demographic shifts in the number of ELLs, it is imperative that teachers be prepared to address and adapt the CCSS to the language and content needs of ELLs. This book series focuses on this urgent need to provide guidance for teachers who will be implementing the CCSS in classrooms with ELLs. When I started to conceptualize this series, I immediately thought that teachers of ELLs would need to know more about some pedagogical practices that will help them focus on the CCSS with ELLs, modifying what they already do with their students without simplifying instruction. The main goals of the series are to examine the potential content and linguistic challenges of the CCSS for ELLs and describe practices, strategies, and key ideas related to supporting ELLs across the grade levels in the content areas covered by the CCSS.

The audience for the book is practicing teachers, pre-service teachers, graduate students, academics, researchers, and professional development providers. These books can be used in a variety of courses, including methods, literacy, and mathematics courses in elementary and secondary teacher education programs. The books will also be a resource for practicing teachers implementing the CCSS with ELLs and professional development providers who work with practicing teachers. The Common Core State Standards for English Language Learners series aims to

1. examine the potential content and linguistic challenges of the CCSS for ELLs in English language arts, mathematics, and literacy in science, history/social studies, and technical subjects at the specific grade level span;
2. focus on edited volumes from leading researchers and practitioners working on the CCSS and with experience in the content areas and grade levels covered by each book;
3. incorporate both applied and practitioner perspectives grounded in theoretical perspectives on the CCSS and ELLs; and
4. provide accessible practices for pre-service and practicing teachers that could be used in a variety of different teacher education programs and professional development sessions.

The CCSS for ELLs book series includes the following edited books:

- The Common Core State Standards in English Language Arts for English Language Learners: Grades K–5
- The Common Core State Standards in English Language Arts for English Language Learners: Grades 6–12
- The Common Core State Standards in Mathematics for English Language Learners: Grades K–8
- The Common Core State Standards in Mathematics for English Language Learners: High School
- The Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects for English Language Learners: Grades 6–12

The editors of these volumes worked hard to put together informative and practical books with chapters that can be adapted to different English language proficiency levels of ELLs across grades. As series editor, I planned for every book to provide helpful insights for teachers into their current practices in ways that will help them consider the needs of ELLs in every aspect of classroom instruction as they use the CCSS.

*Luciana C. de Oliveira, Ph.D.*

*Series Editor*

*The Common Core State Standards for English Language Learners*



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# Introduction

*Luciana C. de Oliveira*

The Common Core State Standards (CCSS) are a set of standards developed by the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). These standards were developed due to a perceived need by members of these associations for a set of consistent learning goals that would be common for all students across states. The CCSS are divided into two sets: English language arts (ELA) and mathematics. The ELA standards include standards focused on literacy in the content areas: history/social studies, science, and technical subjects. These standards were developed for a general student population and did not take into consideration the demands they would present for specific populations, including special education students and English language learners (ELLs). The CCSS for literacy in history/social studies, science, and technical subjects (henceforth referred to as the CCSS for literacy in HSTS), Grades 6–12 (NGA & CCSSO, 2010, pp. 59–64), in particular, present challenges for teachers who have ELLs in their classrooms due to the CCSS demands for engaging in discussions, expressing ideas clearly and fluently, reading and writing complex texts, and using language at an advanced level.

The challenges of the CCSS for literacy in HSTS and the lack of guidance for teachers offer an opportunity for considering how to best address the needs of ELLs in the CCSS era. All teachers, including mainstream content-area teachers and ESL and bilingual specialists, can create relevant units that target the development of both content knowledge and language skills of ELLs. This volume was designed to deepen teachers' knowledge and provide instructional approaches and practices for supporting 6th-grade through 12th-grade ELLs to meet the ambitious expectations

of the CCSS. The chapters in this volume provide concrete ideas for engaging ELLs in a range of intellectually rich tasks to simultaneously develop content knowledge and academic English.

In Chapter 2, “Examining Cause and Effect in Historical Texts: An Integration of Language and Content,” Luciana C. de Oliveira describes a pedagogical practice that teachers can use to identify cause-and-effect relationships in the content area of history. Causality is seen as particularly important for students’ understanding of historical events and literacy development. The author argues that cause and effect is not just marked between clauses through conjunctions, but it occurs within clauses, making understanding the connections between events more difficult for students to comprehend. This different way of presenting causality calls attention to how teachers can help students, particularly ELLs, to focus on language to understand content, because complex texts have long been present in history textbooks, and the ability to access them is key.

Chapter 3, “Building Historical Thinking Competencies Through Image Analysis” by Sarah Drake Brown, argues that in order to prepare ELLs to meet the demands of the CCSS for literacy in history, they need to have an introductory understanding of the demands of the discipline as a way of thinking and knowing. The author outlines a systematic method of image analysis in which practitioners can engage all students in detailed and discipline-specific source analysis in their classes on a daily basis. Building students’ historical thinking competencies through image analysis has the potential to establish in ELLs a firm understanding of the central concepts and structure of the discipline of history. Once students have been steeped in the language of history, they can draw upon their established understandings of the discipline’s content and linguistic challenges and be better prepared to meet textual complexity as they continue to work with primary and secondary sources.

Chapter 4, “The Past Is Only Slightly Less Murky Than the Future: Corroborating Multiple Sources From Art and History” by Rhoda Coleman and Jeff Zwiers, focuses on the development of language and thinking in history lessons with a procedure that capitalizes on the use of visual arts. The procedure provides students with a rigorous, yet scaffolded, approximation of what historians do as they analyze, interpret, and discuss different sources and perspectives around a historical event. The procedure emphasizes original interpretation of art and other sources, as well as authentic communication between students. The authors place special emphasis on the activities and scaffolding that build language and serve the needs of ELLs.

In Chapter 5, “Engaging in Phenomena From Project-Based Learning in a Place-Based Context in Science,” Okhee Lee and Emily Miller address the CCSS for literacy in science and highlight three key ideas. First, they discuss how the CCSS, interwoven with the Next Generation Science Standards (NGSS Lead States, 2013), present learning opportunities and demands in both language and science for ELLs in Grades 6–12. Second, they discuss specific demands as well as opportunities that ELLs may experience as they engage in argumentation. Third, components of project-based learning (engaging in phenomena) with place-based learning are presented as a pedagogical practice in which teachers and students work on various tasks that address language and content demands.

In Chapter 6, “Writing to Achieve the Common Core State Standards in Science for ELLs,” Kristen Campbell Wilcox and Fang Yu suggest recommendations for writing instruction practice in secondary science classrooms. The authors focus on writing as research that has highlighted the



strong correlations between writing and content learning. They discuss multimodal, project-based, and interactive instruction that addresses the use of multimodal resources, project-based writing activities, and explicit instruction balanced with dyadic and triadic interactional strategies. The authors offer examples of the practices and artifacts that they identified in their study of schools with particularly effective instructional practices with regard to disciplinary writing.

Chapter 7, “Guided Visualization: Promoting ELL Science Literacies Through Images” by Alandeom W. Oliveira and Molly H. Weinburgh, argues that guided visualization can provide science teachers with an effective means to promote ELLs’ science literacies through images, and thus meet the visual demands of the CCSS. The authors demonstrate how visual decoding of increasingly complex science visuals can provide ELLs with conceptual understandings needed to perform image-to-word transformations, whereas teacher-led visual encoding can provide ELLs with the specialized language necessary to transform science texts into metaphoric visuals. Guided visualization can serve as a powerful pedagogical tool that teachers can use to promote ELLs’ “representational competence” and inscription literacy regardless of linguistic or cultural background.

In Chapter 8, “Reader-Culture-Text Mergence: Seven Pedagogical Principles,” Ann M. Johns argues that teachers must create pedagogies that build bridges between the text requirements of the CCSS and the needs, backgrounds, and experiences of students. This “bridges” approach to classroom pedagogy is called reader-culture-text mergence. The purpose of this approach is to narrow the gap between the within-the-text focus of the CCSS across the content areas and the life experiences of the ELLs. Johns outlines the general principles that pursue this goal.

In Chapter 9, “Writing Arguments in World Languages: Scaffolding Content and Language Learning Simultaneously,” Pamela Spycher and Thierry Spycher address the use of the CCSS in integrated world language/social studies for ELLs and other culturally diverse learners in secondary settings. The authors discuss how the CCSS, integrated with the World Language Content Standards (WLCS) for California Schools (California Department of Education, 2010), present learning opportunities and demands in language, disciplinary literacy, and social studies content for ELLs and other linguistically diverse learners in high school. The authors also focus on the rationale for deciding how to meet the demands and enhance the potential of the CCSS and WLCS and provide the pedagogical practice of the teaching and learning cycle that supports students’ achievement of the CCSS and WLCS while also addressing English language development standards.

Several themes weave these chapters together. One is attention to language development as a key aspect of CCSS-based instruction for ELLs. ELLs need to engage meaningfully with texts to develop their academic language and literacy skills. Developing academic language within classroom contexts is another key theme for ELLs to be successful in schools. These two themes are interconnected throughout the volume. In order for ELLs to learn academic language, they must learn it in the context of intellectually engaging tasks that enable them to read complex texts in history, science, and beyond.

Another key theme is multimodal literacy. Multimodal literacy learning and teaching involves understanding the different ways that each content area represents knowledge and the various meaning-making resources utilized in this representation. The pedagogical practices that address the use of multiple modes—visual, linguistic, gestural—provide ways of talking with students

about how a variety of resources are used in the content areas. Second language learning is optimal when attention to specific aspects of language such as vocabulary, syntax, text structure, and organization work with other modalities as well as the interaction and integration of these modalities in constructing literacy in subject matter.

The chapters in this volume provide ideas for teachers to meet the high expectations of the CCSS for literacy in the content areas. These ideas highlight literacy and language education. I hope this book, along with the other books in this series, offer teachers opportunities to engage in deep conversations about what best practices support ELLs in their classrooms and beyond.

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