

TABLE OF CONTENTS

Series Editor’s Preface v
Holly Hansen-Thomas

Introduction 1
Kristen Lindahl and Holly Hansen-Thomas

Section 1: Language Arts

Chapter 1. Reading, Listening, Viewing: Multimodal Practices for English Learners (*6th grade*) 7
Nicole King, Afida Safriani, and Youngjoo Yi

Chapter 2. Media Literacy and Persuasive Writing in a Secondary English Classroom (*8th grade*) 19
Jonathan Smith

Chapter 3. Let’s Get Multimodal!: Exploring Modes of Narrative Writing in Middle School English Language Arts (*7th–8th grade*) 29
Misty Ferguson

Chapter 4. Educating for Multicultural/Multilingual Diversity: An Ethnographic Approach (*7th grade*) 43
Daniela Silva

Chapter 5. Translanguaging, Culture, and Context in a Puerto Rican Middle School (*7th grade*) 53
Nathaly S. Batista-Morales and Juan G. Rosado

Section 2: Social Studies

Chapter 6. Language Instruction and Civic Learning Through Contingent Scaffolding and the C3 Framework (*7th grade*) 67
Stephen S. Masyada and Katherine Barko-Alva

Chapter 7. The Power of Voice in Advanced Social Studies and Language Arts Texts (*7th–8th grade*) 83
Elizabeth Hughes Karnes and Holly Hansen-Thomas



Chapter 8. Civic Engagement and Text Features in Middle School Social Studies (6th grade)	99
<i>Kristen Lindahl and Kathryn Henderson</i>	
 Section 3: Science	
Chapter 9. Infusing Literacy Into the STEM Class (7th grade)	109
<i>Emily Austin Thrush, Teresa S. Dalle, and DeAnna Owens</i>	
Chapter 10. Building Language Awareness and Scaffolding Scientific Discourse (6th grade)	121
<i>Jennifer Gilardi Swoyer and Donna James</i>	
 Section 4: Mathematics	
Chapter 11. Incorporating Multimodality Into a Linguistically Diverse Middle School Statistics Curriculum (6th grade)	141
<i>Rachel S. G. Bower</i>	
Chapter 12. Integrating Vocabulary Instruction Into Middle School Mathematics: Addressing the Needs of Long-Term English Learners (6th grade)	151
<i>Claudia Rodriguez-Mojica, Marco Bravo, and Claire Nastari</i>	
Conclusion	161
<i>Kristen Lindahl and Holly Hansen-Thomas</i>	
Appendix	163



Series Editor's Preface

As English language educators, we value research for its benefit in providing evidence-based knowledge in our understanding of how English as a second or foreign language is learned (or acquired) by our students. Research also provides insight on best practices for teaching. But such research is only useful insofar as it is practical for teachers in classroom settings. It is necessary to translate, and indeed, *transform* conceptual and empirical research into practical and applicable information so that it can be used to evoke positive change for teachers and learners. That is, engaging with research is critical for practicing teachers.

TESOL International Association's research agenda (2014) promotes one issue very relevant to engaging research. One of its six bullet points maintains that the agenda intends to "promote dialogue between doers and users of research" (p. 1). Furthermore, the agenda maintains that "because research is sometimes viewed as activity that generates knowledge but which has little relevance to everyday practice, (it) calls for more attention on how practitioners can use research" (p. 2). It is this grounding on which the current series is rooted.

The main goal of this series is to create new spaces for practitioner knowledge and engagement with English language teaching (ELT) research. As a professional community, we are interested in highlighting how ELT practitioners direct their own learning through reading, questioning, interpreting, and adapting research findings to and in their own contexts. Understanding and accessing original research in the field is critically important for teachers of all levels, and busy ELT professionals may not always have the opportunity or inclination to spend time reading and digesting academic journals or theory-based texts. As such, this series serves ELT practitioners by providing nuggets of original research from TESOL publications in the form of rich and detailed synopses. Further, each chapter puts the original highlighted research into practice by providing a replicable lesson plan and a reflection on its implementation, so teachers will have an idea of how such a lesson plays out in certain contexts. The result is a very accessible and rich collection that adds to the profession's overall knowledge base, while also validating the critical role teachers play in TESOL's overall mission to improve learning and teaching. The series recasts a great amount of ELT material from *TESOL Journal*, *TESOL Quarterly*, *Essential Teacher*, and other TESOL Press publications, such as the English Language Teaching in Context series.

There are four books in the series, with each book following a similar format. Three of the books cover the elementary, middle school, and high school levels and have chapters dedicated to the content areas of mathematics, science, social studies, and English language arts. There is also a volume devoted to English as a foreign language, and it is divided into three parts: primary, secondary, and higher education. The series is published in print, but resources, interactive links, and supplementary materials are available for download on a website dedicated to the series. In this way, teachers have ready access to multiple resources for their classrooms.

A benefit of the series stems from the diversity of classrooms and teachers represented in each volume. The individual chapters speak to the various educational profiles of students in diverse regions. As a result, the chapters highlight English learners (ELs) hailing from various linguistic and cultural backgrounds throughout the United States



and beyond, as well as teachers with varying content and training backgrounds. Accordingly, academic and language standards for lesson plans correspond to the location and context in which each chapter is set. Among others, readers see Common Core State Standards for content, standards specific to particular states, and language standards, such as WIDA. This makes for a comprehensive and wide-ranging collection of classroom lessons.

The chapters follow a similar format for ease of use. To begin, each chapter provides a brief introduction that highlights the focal topic of the original research lesson plan, and background on the context, such as the school, student demographics, content area, and language and grade levels of students. Next follows a synopsis of the original research article or chapter, including the original citation. Then, authors include their rationale for choosing the research and creating a lesson based on it. Each chapter next highlights a clearly written lesson plan that allows readers to experience the context and follow the development of the lesson as it unfolds. To maintain continuity, ease of use, and readability, each lesson includes similar components to include the grade and subject area, content and language objectives, connections to appropriate standards, desired outcomes, students' proficiency levels, materials needed to carry out the lesson, duration of the lesson, and highlighted strategies that can facilitate ELs' learning. Lessons in each chapter also follow a similar format and include procedures (the specific details regarding what the students will do during the lesson) and assessment and evaluation of the lesson. Finally, each chapter closes with a reflection that summarizes how the original TESOL research informs teachers' practice and raises valuable questions for further inquiry.

This series of books can be utilized by a wide range of participants in the TESOL community, including English language teachers, mainstream content-area teachers who work with ELs, program administrators, coaches, and trainers. Because of their teacher-friendly format and ancillary online resources, the books are appropriate for use as course readings for preservice and in-service teacher education programs and as professional development for teachers of ELs. Also, because the classroom contexts are set in schools throughout the United States, readers gain a breadth of understanding regarding standards, demographics, grade levels, and English as a second language programs.

In this volume, lessons are focused on the middle school context, with student activities appropriate for sixth through eighth grades. The chapters center on English language arts, social studies, science, and mathematics and address concepts such as translanguaging, civic engagement, multimodality, the power of voice, language awareness, and media literacy. The research covered in this volume is cutting edge, insightful, and applicable to a broad range of ELT contexts at middle school levels.

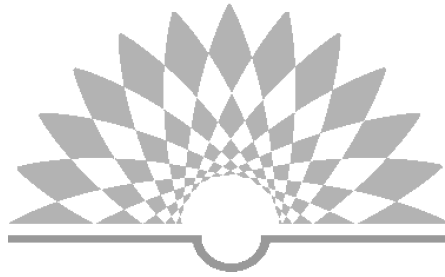
The contributors to the middle school volume represent a mix of teacher educators/researchers, undergraduate and graduate students, and middle school teachers, and many chapters are written in collaboration with various constituents. In this way, the chapters truly put research into practice in a clear, hands-on, accessible, and digestible way. It is my hope that you will benefit from—and enjoy—this compilation as much as I do.

*Holly Hansen-Thomas
Texas Woman's University*

Reference

TESOL International Association. (2014, November). Research agenda 2014. Alexandria, VA: Author. Retrieved from http://www.tesol.org/docs/default-source/pdf/2014_tesol-research-agenda.pdf?sfvrsn=2





Introduction

Kristen Lindahl, Holly Hansen-Thomas

Engaging Research: Transforming Practices for the Middle School Classroom brings together 12 chapters from 23 authors for a single purpose: to illustrate ways in which teachers interpret and innovate research findings into actual classroom practice. Creative collaborations among teachers, graduate students, and university-based researchers throughout the continental United States and Puerto Rico reveal innovative and exciting ways to apply published TESOL research to a variety of classrooms. Understanding the general milieu of the middle-grades English learner (EL) and their teachers is of paramount importance in education today, because adolescent ELs are a unique and growing population.

More than a decade ago in a report to the Carnegie Corporation of New York, Short and Fitzsimmons (2007) confirmed what many teachers already knew about adolescent ELs: that they were some of the most diverse, hard-working students in U.S. schools. In essence, Short and Fitzsimmons concluded that adolescent ELs must perform *double the work* as their native-English-speaking peers while still being held to the same accountability standards. Since that time, educators and researchers have paid much attention to how middle school students might better develop the academic language prioritized in formal classroom contexts and types of literacy skills common in the academic content areas.

Though many threads link the chapters in the present volume, we find two key themes prevalent in our authors' interpretation and application of their chosen research. (See the Appendix of this book for the list of anchor texts.) The first theme is that, for ELs in the middle grades, teachers must approach language development in the content areas from a variety of modalities and in content-rich contexts. Adding digital media, audio, video, visuals, and graphic representations can make content more accessible for ELs and may increase engagement and investment in the learning process. In addition, holding ELs to high expectations with regard to the science, technology, engineering, and math content areas via statistics lessons, math vocabulary, and scientific literacy may also equip today's ELs with the skills they will need in high school and beyond.

The second theme present in many of the chapters is that of social justice and community engagement for middle-grades ELs. Academic language development does not occur in a vacuum and, for adolescent ELs, identity is intrinsically tied to social, cultural, and linguistic experiences (Van Lier & Walqui, 2012). Thus, in the interest of demonstrating how teachers may incorporate social justice topics appropriate for this age group (Doda & Springer, 2016) into their lessons, we include several chapters with social justice foci that range from promoting media literacy to analyzing the power of voice in

text to promoting translanguaging practices in bilingual settings. We feel the synthesis of content-area academic language development and social justice themes addresses many of the considerations teachers must give to their middle-grade ELs while simultaneously remaining accessible and research-based for teachers.

Like the middle grades themselves, the chapters in this volume are organized by academic content area, with five chapters on language arts, three on social studies, two on science, and two on math. Though readers may choose to read the chapters that align with the content area they teach, we actually encourage readers to peruse all chapters regardless of content-area specialization so that they may note the interdisciplinary connections made between content areas and the academic strategies that will most likely serve teachers and students across the curriculum.

Because each chapter is based on a classroom in a specific geographical area, individual authors anchored their lessons in the standards of the state or region and cited the English language proficiency development (ELD) standards appropriate to what is used in those areas. That is, many of the contributions from Texas cited the state-specific standards as well as the specialized ELD proficiency ratings from their state. However, many others from different parts of the nation anchored their lessons in the Common Core State Standards (National Governor's Association Center for Best Practices and Council of Chief State Officers, 2010) and utilized WIDA English Language Development Standards (Board of Regents of the University of Wisconsin System, 2014) for language proficiency.

In the language arts chapters, readers will notice multiple approaches to developing skills in middle-grades ELs. Two of the chapters, by King, Safriani, and Yi and by Ferguson, respectively, employ multimodality by scaffolding student learning experiences across all modes of design in both consumption and production of ideas. Smith interprets research on media literacy in his lesson on persuasive writing and analysis of advertising text, which provides practice in rhetorical strategies, thus preparing students to use appeals to logos (logic), ethos (credibility), and pathos (emotion) in their writing. Two other chapters address linguistic diversity in English language arts settings. Silva demonstrates how ethnographic approaches to writing may assist students in understanding both their own culture and the culture of others, and Batista-Morales and Rosado show how to more fully incorporate students' linguistic repertoires to increase their motivation to learn language.

In the three social studies chapters, readers are introduced to civics learning in middle school to glean ways that ELs can prepare for the expectations and obligations of civic life. Masyada and Barko-Alva share how the College, Career, and Civic Life (C3) Framework can be coupled with contingent scaffolding so that students can make a difference in their communities. Next, Hughes Karnes and Hansen-Thomas share how they integrated social studies with English language arts to develop a lesson on complex informational texts. The authors show how reconceptualizations can provide equitable classroom experiences and promote students' voices being used in social studies. The final social studies chapter, by Lindahl and Henderson, focuses on teaching students to use multiple text features through authentic literature written by indigenous people protesting the Dakota Access Pipeline.

Two science chapters are dedicated to teaching ELs in middle school. In the first, Thrush, Dalle, and Owens's work aims to infuse literacy into science, technology, engineering, and math classrooms using the Delphi method. In the second, Swoyer and James integrate language awareness into a middle school science classroom.

The final section of the text culminates with mathematics. In Bower's chapter, she investigates the issue of multimodality within a lesson on statistics. In the final chapter,

Rodriguez-Mojica, Bravo, and Nastari rely on a multidimensional model to integrate vocabulary instruction in a middle school mathematics classroom with long-term ELs.

As we look forward, we continue to see teachers as pivotal to the success of middle school ELs, and we see the collaborative planning, assessment, and reflection pieces in this volume as evidence of the creative ways that educators interpret published research to match their own social, cultural, and linguistic contexts. We urge English language educators of middle school ELs to grow confident in their own ability to ground their pedagogical practices in research-based strategies and remain ever vigilant of the transformational social justice opportunities that designing and implementing instruction for ELs affords.

Kristen Lindahl is assistant professor of bicultural-bilingual studies at The University of Texas at San Antonio, USA.

Holly Hansen-Thomas is professor and program coordinator of bilingual/ESL education, and associate dean of research and scholarship at Texas Woman's University, Denton, Texas, USA.

References

- Doda, N., & Springer, M. (2016). Powerful thematic teaching for middle grades. Retrieved from <https://www.middleweb.com/10268/powerful-thematic-teaching/>
- National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). Common Core State Standards. Washington, DC: Author. Retrieved from <http://www.corestandards.org>
- Short, D. J., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. A report to Carnegie Corporation of New York. New York, NY: Carnegie Corporation.
- Van Lier, L., & Walqui, A. (2012). Language and the Common Core State Standards. In K. Hakuta & M. Santos (Chairs), *Understanding language: Commissioned papers on language and literacy issues in the Common Core State Standards and Next Generation Science Standards* (pp. 44–51). Stanford, CA: Stanford University. Retrieved from http://mes.scoec.org/resources/ALI%202012/11_KenjiUL%20Stanford%20Final%205-9-12%20w%20cover.pdf
- World Class Instructional and Design and Assessment (WIDA). (2014). 2012 amplification of the English Language Development Standards: Kindergarten–grade 12.