



Appendix: Anchor Texts

Section 1: Language Arts

Chapter 1. Reading, Listening, Viewing: Multimodal Practices for English Learners

Choi, J., & Yi, Y. (2016). Teachers' integration of multimodality into classroom practices for English language learners. *TESOL Journal*, 7, 304–327. doi:10.1002/tesj.204

Chapter 2. Media Literacy and Persuasive Writing in a Secondary English Classroom

Hobbs, R., He, H., & Robbgrico, M. (2015). Seeing, believing, and learning to be skeptical: Supporting language learning through advertising analysis activities. *TESOL Journal*, 6, 447–475. doi:10.1002/tesj.153

Chapter 3. Let's Get Multimodal!: Exploring Modes of Narrative Writing in Middle School English Language Arts

Yi, Y., & Choi, J. (2015). Teachers' views of multimodal practices in K–12 classrooms: Voices from teachers in the United States. *TESOL Quarterly*, 49, 838–847. doi:10.1002/tesq.219

Chapter 4. Educating for Multicultural/Multilingual Diversity: An Ethnographic Approach

Scully, J. E. (2016). Going to school in the United States: Voices of adolescent newcomers. *TESOL Journal*, 7, 591–620. doi:10.1002/tesj.226

Chapter 5. Translanguaging, Culture, and Context in a Puerto Rican Middle School

Sayer, P. (2013). Translanguaging, TexMex, and bilingual pedagogy: Emergent bilinguals learning through the vernacular. *TESOL Quarterly*, 47, 63–88. doi:10.1002/tesq.53

Section 2: Social Studies

Chapter 6. Language Instruction and Civic Learning Through Contingent Scaffolding and the C3 Framework

Daniel, S. M., Martin-Beltrán, M., Peercy, M. M., & Silverman, R. (2016). Moving beyond *Yes or No*: Shifting from over-scaffolding to contingent scaffolding in literacy instruction with emergent bilingual students. *TESOL Journal*, 7, 393–420. doi:10.1002/tesj.213

Chapter 7. The Power of Voice in Advanced Social Studies and Language Arts Texts

Kibler, A. K., Walqui, A., & Bunch, G. C. (2015). Transformational opportunities: Language and literacy instruction for English language learners in the Common Core era in the United States. *TESOL Journal*, 6, 9–35. doi:10.1002/tesj.133

Chapter 8. Civic Engagement and Text Features in Middle School Social Studies

Askildson, L. R., Cahill Kelly, A., & Snyder Mick, C. (2013). Developing multiple literacies in academic English through service-learning and community engagement. *TESOL Journal*, 4, 402–438. doi:10.1002/tesj.91

Section 3: Science

Chapter 9. Infusing Literacy in the STEM Class

Pritchard, R., & O'Hara, S. (2017). Framing the teaching of academic language to English learners: A Delphi study of expert consensus. *TESOL Quarterly*, 51, 418–428. doi:10.1002/tesq.337

Chapter 10. Building Language Awareness and Scaffolding Scientific Discourse

Lindahl, K., & Watkins, N. M. (2015). Creating a culture of language awareness in content-based contexts. *TESOL Journal*, 6, 777–789. doi:10.1002/tesj.223

Section 4: Mathematics

Chapter 11. Incorporating Multimodality Into a Linguistically Diverse Middle School Statistics Curriculum

Choi, J., & Yi, Y. (2016). Teachers' integration of multimodality into classroom practices for English language learners. *TESOL Journal*, 7, 304–327. doi:10.1002/tesj.204

Chapter 12. Integrating Vocabulary Instruction Into Middle School Mathematics: Addressing the Needs of Long-Term English Learners

Stewart, J., Batty, A. O., & Bovee, N. (2012). Comparing multidimensional and continuum models of vocabulary acquisition: An empirical examination of the vocabulary knowledge scale. *TESOL Quarterly*, 46, 695–721. doi:10.1002/tesq.35

