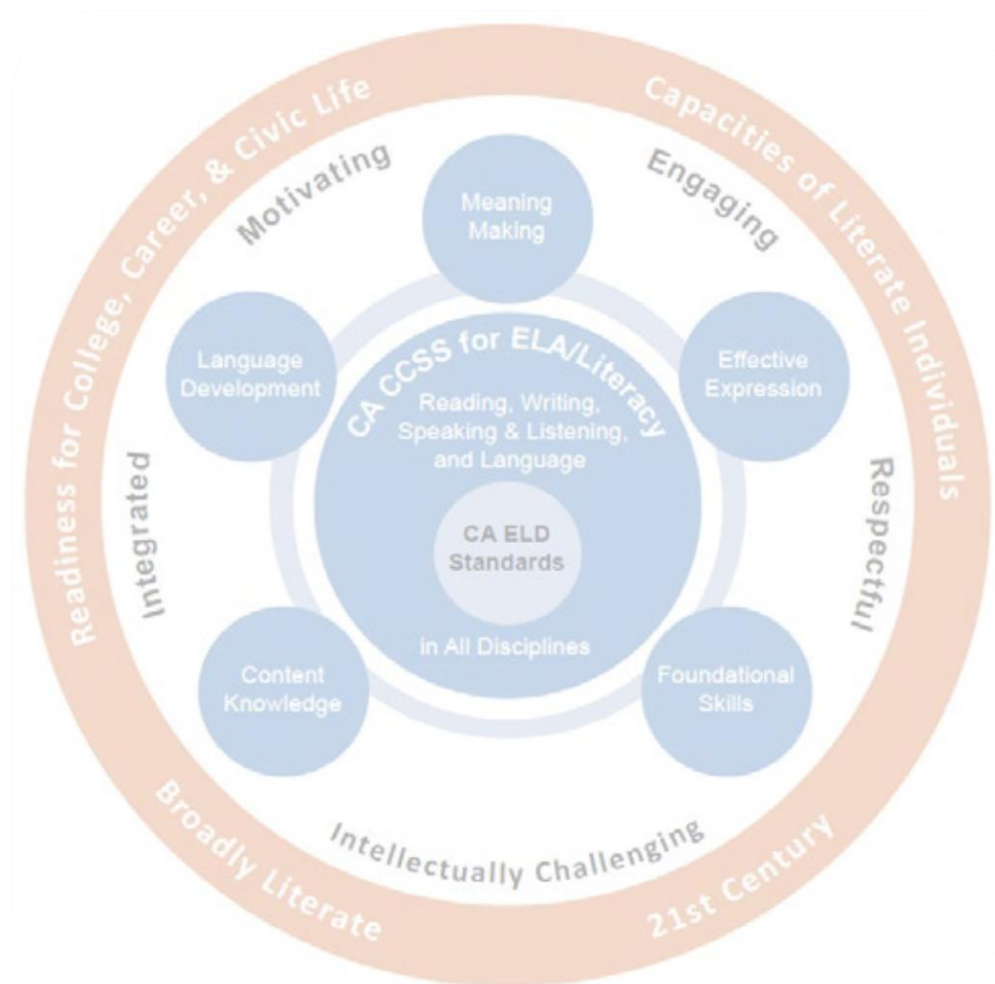


# Civic Learning in California English Language Arts/English Language Arts Development (ELA/ELD) Framework





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*\* Adopted by the California State Board of Education on July 9, 2014. The ELA/ELD Framework has not been edited for publication. © 2014 by the California Department of Education.*



The excerpts herein are taken from the [ELA/ELD Framework](#) which was adopted by the California State Board of Education on July 9, 2014. However the ELA/ELD Framework has not been edited for publication.

## **Chapter 1—Introduction to the Framework**

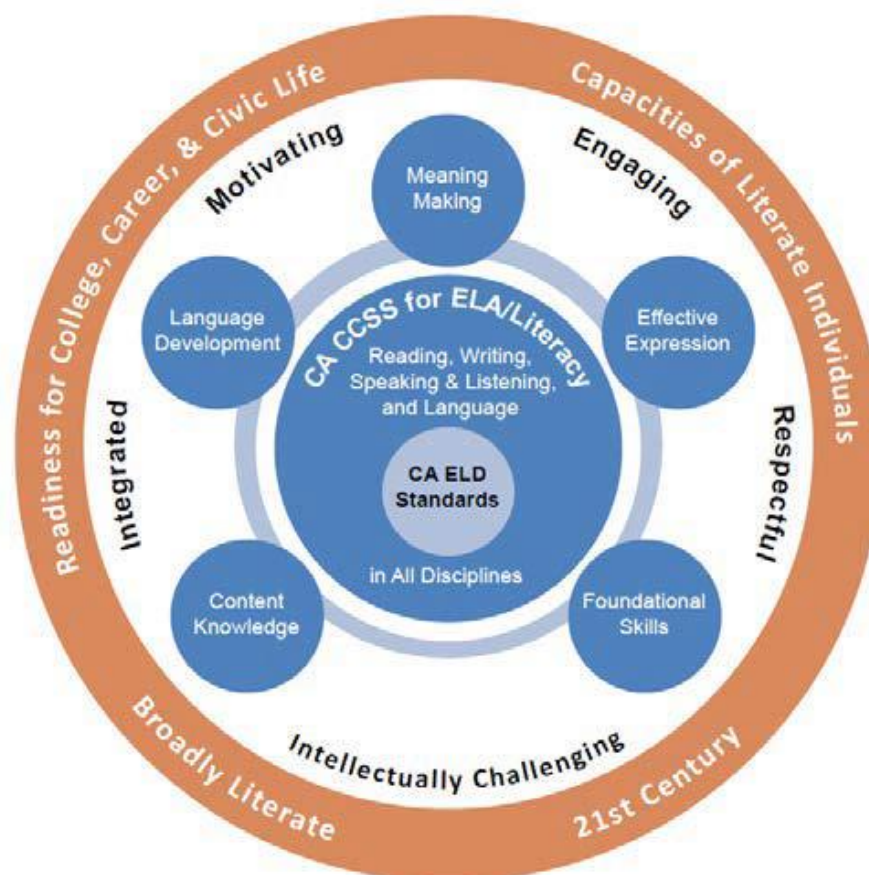
**pages 6–7** (*all page references herein are to the relevant Chapter of the ELA/ELD Framework*)

... By adopting the CA CCSS for ELA/Literacy, the SBE affirmed its hope and belief that all of California’s students will develop the **readiness for college, careers and civic life** by the time they graduate from high school and that they attain the following **capacities of literate individuals** as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO):

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

## Chapter 3—Content and Pedagogy: Transitional Kindergarten Through Grade One page 7:

Figure 3.1. Goals, Context, and Themes of the CA CCSS for ELA/Literacy and the CA ELD Standards (*this figure appears in each chapter’s related grade levels*)



Pages 112–114

### An Integrated and Interdisciplinary Approach

\* \* \* \* \*

#### Snapshot 3.4 Integrated ELA, ELD, Science, and History-Social Science in Kindergarten

The kindergarteners in Miss Kravitz’s classroom listen to several informational and literary texts about the importance of caring for the environment and the impact of litter on local habitats. Miss Kravitz guides a discussion about this type of pollution, asking and encouraging the children to ask questions about the information they learned from the texts. Before the children discuss their ideas—first in pairs, and then in the whole group—she reviews some of the general academic and domain-specific vocabulary from the texts that will be useful for their discussions.

After they discuss their ideas, the children work in small groups to draw and label illustrations

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about what they learned and discussed. They work collaboratively, talking about their understandings and making decisions about their illustrations and the words they will use to label them. The children show and explain their completed works to the entire class, which are then displayed on a bulletin board. The children then identify three areas of the school grounds where they can observe what litter is doing to their school environment. They identify the drive where students are dropped off and picked up, the outdoor lunch area, and the playground. Each day, teams count (and safely collect and discard) individual items during the final half hour of each of five days and record the count on a chart.

At the end of the week, the children determine which area accumulated the most trash by adding the daily counts. Miss Kravitz leads a discussion about their findings and guides children to think about the consequences of the litter in these places and possible actions they can take to change the amount of litter in them. Some of the children say that the litter makes their school ugly, and others highlight their health and that of the birds and other animals who visit their school as negative consequences. Together, with Miss Kravitz serving as scribe, they jointly craft a letter to the principal, using some of the special terminology used in their discussions and readings, and carefully revising and editing it as a group with teacher assistance. They invite the principal to the class to show their findings and present their letter to her.

**CA CCSS for ELA/Literacy:** RL.K.1; RF.K.2; W.K.2; SL.K.1; SL.K.6; L.K.6

**CA ELD Standards:** ELD.PI.K.1-2,5,6,9-11,12b; ELD.K.PII.1,3

**Related Next Generation Science Standards:**

*Performance Expectation*

K ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

*Science and Engineering Practices*

Planning and Carrying Out Investigations

Analyzing and Interpreting Data

**Related CA History-Social Science:**

civic participation

### Snapshot 3.5 Integrated ELA and Civics in Kindergarten

Ms. Miller reads aloud the picture book *No David*, by David Shannon, in which a young student breaks the rules, and there is the recurring refrain, “no David!” With support, the children identify and discuss the main ideas of the content at appropriate points.

Ms. Miller asks text-dependent questions to guide the children’s comprehension and critical analysis of the story. She returns to the story with them to locate text that addresses the questions.

- What are the school rules in this book?
- Who is the author? Why does the author think that rules in are important to have school and

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classroom?

- What does David think of the rules? Does he think they are important?
- What lessons do you think the author wants us to learn about rules that we can apply to our own school?
- Let's compare the rules in our school with the rules in David's school. Which are similar and which are different?

To further develop students' critical thinking, Ms. Miller asks students to apply their understanding to improve the rules in their classroom. She refers to the posted list of classroom rules--ones the children helped develop early in the school year--and encourages brief, small group conversations to consider whether any need to be changed or added. Knowing that some of the children need scaffolding to convey their thoughts, she provides an optional sentence frame: "We should add/change \_\_\_\_\_ as a rule because \_\_\_\_\_." What rules in our classroom would you like to add? Why? What rules in our classroom would you like change? Why? (Ms. Miller considers adding, or changing one of the classroom rules so that the children recognize that their input has impact.)

**CA CCSS for ELA/Literacy:** RL.1.1-3; SL.1.1-2

**Related History-Social Science Standard:**

K.1 Students understand that being a good citizen involves acting in certain ways.

**Civic Themes:**

Building a Foundation for Civic Literacy

Rules and Laws in Our World



## Chapter 4—Content and Pedagogy: Grades Two and Three

### Pages 70–71

#### Grade Two

##### Snapshot 4.4 Designated ELD Connected to History/Social Studies

In social studies, Mr. Torres’s class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others’ lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Yuri Kochiyama, Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students’ diverse backgrounds. The class reads biographies of the heroes, views multimedia about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.

During designated ELD, Mr. Torres selects some of the general academic vocabulary used in many of the biographies to teach his ELs at the Emerging level of English language proficiency during designated ELD. These are words that he would like for students to internalize so that they can use them in their discussions, oral presentations, and writing about the civil rights heroes, and he knows he needs to spend some focused time on the words so that his ELs will feel confident using them. For example, to teach the general academic vocabulary word *courageous*, Mr. Torres reminds the students where they encountered the word (in the biography they read that morning), provides them with a student-friendly definition (e.g., when you’re *courageous*, you do or say something, even though it’s scary), and models how to use the word through multiple examples (e.g., Dolores Huerta was *courageous* because she protested for people’s rights, even when it was difficult). He then supports the students to use the word in a structured exchange with a prompt that promotes thinking and discussion (e.g., How are you *courageous* at school? Be sure to provide a good reason to support your opinion). He provides a strategically designed open sentence frame that contains the general academic word so that students will be sure to use it meaningfully (i.e., At school, I’m *courageous* when \_\_\_\_). He prompts the students to share their responses in pairs and then to ask one another follow up questions that begin with the words *why*, *when*, *what*, *who* and *how*.

In social studies and ELA, Mr. Torres intentionally uses the words he is teaching his students during designated ELD so that his EL students will hear the words used multiple times in multiple situations, and he encourages the students to use the words in their speaking and writing about the heroes they are learning about.

**CA ELD Standards (Emerging):** ELD.PI.2-3.1, 5, 11, 12b; ELD.PII.2-3.5

**CA CCSS for ELA/Literacy:** SL.2.6; L.2.5, 6

**Related History Social Studies Standards:**

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives ...

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**Grade Three**

Figure 4.26. Books Related to Social Studies for Grade Three

***People Who Made a Difference (social studies, writing, biography)***

*DK Biography: Marie Curie*, by Vicki Cobb, 2008.

*DK Biography: Gandhi*, by Primo Levi, 2006.

*DK Biography: Harriet Tubman*, Kem Knapp Sawyer, 2010.

*Galileo for Kids: His Life, Ideas, and 25 Activities*, by Richard Panchyk, 2005.

*DK Biography: Gandhi*, by Primo Levi, 2006.

*History for Kids: The Illustrated Life of Alexander Graham Bell*, by Charles River Editors, 2013.

*Nelson Mandela: Long Walk to Freedom*, by Chris van Wyk (editor), 2009.

*Odd Boy Out: Young Albert Einstein*, by Don Brown, 2008.

*Pocahontas: Young Peacemaker*, Leslie Gourse, 1996.

***Extensive Biography Series for Kids:***

DK Biography

For Kids Series

Getting to Know the World's Greatest Composers

Giants of Science

History for Kids

Picture Book Biography

**Page 108**

**Snapshot 4.9 Integrated ELA and History-Social Science in Grade Three**

Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the children, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- *What are rules? What are laws?*
- *Why are rules and laws important?*
- *What would happen if there were no rules or laws?*
- *Who makes the rules and laws in school, in our city, our state and our nation?*

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- *Who decides what the rules and laws are?*

From there, Ms. Barkley launches students into close readings of children’s versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice, and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They also will learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks students questions such as the following:

- *Why was it important for the Founding Fathers to write the Constitution?*
- *Why is it important to have rules and laws?*

She invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they’re listing are important for upholding the kind of behavior that will create a positive classroom culture and what should happen to that culture if the rules are broken. After, each table group records their individual ideas in a group graphic organizer.

What is the rule?	Why is it important to have this rule?	Is this rule Constitutional? Does this rule uphold our classroom principles of freedom, justice, and equality?	What should be the consequence of breaking the rule?

After a lively discussion in their small groups, during which students revise and add to their individual graphic organizers as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one

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another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later, Ms. Barkley engages her students in writing an opinion (persuasive) essay in response to this prompt: *Why is it important for the students in our class to follow our Classroom Constitution?* She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for persuasive essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as a book for the classroom library, "Why Rules in our Classroom Democracy are Important."

**Resources:**

*The Constitution for Kids:* <http://www.usconstitution.net/constkidsK.html>

*Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education, 2011.*

*Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.*

*The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.*

**CA CCSS for ELA/Literacy:** RI.3.1-10; W.3.1; W.3.4-5; W.3.7-8; W.3.10; SL.3.1-6; L.3.1-6

**Related History-Social Science Standards:**

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

## Chapter 5—Content and Pedagogy: Grades Four and Five

### Pages 109–110

**Grade Five:** *While this snapshot does not deliver civic education content, it reflects civic learning research-based best practices.*

#### Snapshot 5.6 Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five

When Mr. Hubert's fifth-grade students complained about the mud that had been tracked into the classroom, he asked how they might solve the problem. "Tell people to wipe their feet!" and "Make the people who tracked it in clean it up!" were quickly proposed by several students. Others blurted out problems with those solutions: "That might work, but we've been told to wipe our feet since we were in kindergarten. So, that obviously doesn't work for some people." "I think that's a good idea, but what if we can't figure out who tracked it in?" and "It's too late then; the carpet's already muddy." Mr. Hubert suggested the students take out their learning journals and complete a quick write about the problem and brainstorm possible solutions. Five minutes later, he asked the students to take turns sharing what they wrote with their table groups and to take notes in their journals while their table mates share. After, he suggested they think about the problem during the morning; they would return to it after lunch.

That afternoon, Mr. Hubert gathered the students together and asked them to clearly describe the problem they had identified that morning. When there was consensus from the class about the problem and how to describe it, he recorded this on chart paper. *There is mud on the classroom carpet that is making the room dirty and unpleasant.* He then guided the students to generate questions related to the problem and recorded them on the chart. The list included: *How is the mud getting there? What is the source of the mud? When is the carpet muddy? Is there mud only when it rains, or are there other times? Are sprinklers causing the mud? Is there mud in other classrooms or just ours? How can we keep the carpet mud-free?* These questions helped students identify what they needed to know in order to begin to solve the problem. The growing list generated excitement as students realized that there was research to be done. Some volunteered to check the other classrooms. Some proposed keeping a class log, including photographs, of the mud and weather conditions. Others wanted to talk to the custodial staff about the sprinkling schedule. Several suggested doing a school walk to determine where there was mud on the grounds, and a handful who usually arrive at school early suggested setting up a station to conduct observations of how students who are dropped off in the parking lot make their way to their classrooms.

And so began a project that would take weeks of observation, interview, and Internet research; proposal development; communication with various constituencies; and measurements and calculations to construct a new walkway at the site. Based on their research, the students determined that signs to please not walk on the grass, posted years ago on the front lawn, were ineffective. Nearly 100 students and parents (even teachers!) cut across the lawn every day and had worn a pathway that turned to mud every time it rained. This pathway was the source of the mud in their classroom and other classrooms as well. The students explored alternatives to rerouting people to the existing walkways and concluded that

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constructing a new walkway would be the most effective solution to the problem. They determined the width of the walkway by observing people's walking behavior (in pairs? triads?) and calculated the total area involved; researched the cost, longevity of, and problems associated with bark, rock, and concrete walkways; drew plans for a new walkway; and engaged in oral and written communications with site administrators, the parent organization, and district level administrators in which they articulated their argument.

They also spoke with city personnel about building and accessibility codes. When they were told there were insufficient funds to construct a new walkway, with the permission of the site administrator, the students wrote a letter to the families served by the school, sharing the results of their research, images of the damage to classroom carpets, and a detailed design of the proposed walkway. In their letters and conversations with officials, Mr. Hubert supported students to use general academic and domain-specific vocabulary, as well as language effective for persuading, such as "We should improve our learning environment ..." and "This is definitely an issue that affects ..." He also supported them to structure their letters cohesively. The students asked the community for donations of materials and labor. The fruits of their efforts were realized when, in early spring, the school and local community, with leadership from several parents who were skilled in construction, poured a new concrete walkway.

Mr. Hubert and his students documented all the project activities and shared images with families at the school's Open House at the end of the year. The students were proud of their accomplishments and contribution to the school, and Mr. Hubert was pleased with everything they had learned in so many areas of the curriculum.

**CA CCSS for ELA/Literacy:** R.I.5.4; W.5.1; W.5.2; W.5.7; SL.5.4; SL.5.5; SL.5.6; L.5.1; L.5.2; L.5.3; L.5.6

CA ELD Standards: ELD.PI.5.1, 3, 10a, 12a, 11a-b; ELD.PII.5.1

**CA Model School Library Standards:**

5-1.2 Formulate appropriate questions

5-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

5-4.2 Seek, produce, and share information

**Related CA CCSS for Mathematics:**

MP1 Make sense of problems and persevere in solving them.

MP2 Reason abstractly and quantitatively.

MP3 Construct viable arguments and critique the reasoning of others.

MP4 Model with mathematics.

MP5 Use appropriate tools strategically.

MP6 Attend to precision.

5.MD.5 Relate volume to operations of multiplication and addition and solve real-world and mathematical

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problems involving volume.

**Related Next Generation Science Standards:**

Engineering Design

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**Related CA Visual and Performing Arts Content Standards:**

Visual Arts 2.3 Demonstrate beginning skill in the manipulation of digital imagery.

Visual Arts 5.1 Use linear perspective to depict geometric objects in space.

**Pages 113–114**

**Grade Five**

**Snapshot 5.8 Integrated ELA/Literacy and History in Grade Five**

In Ms. Brouhard's fifth grade class, students have been studying the founding of the Republic. Students will now focus closely on the Preamble to the Constitution. Through a close reading of two drafts of the Preamble, students can further develop their ability to compare and contrast arguments and make their own and historical interpretations. In answering the lesson focus question, ***What was the Purpose of the Preamble?***, students prepare to learn about the rights and responsibilities detailed in the Constitution and the purpose for its structure of government.

After introducing the focus question, *What was the purpose of the Preamble?*, Ms. Brouhard distributes two different copies of the Preamble, one written in August of 1787, and the other, the final, approved by the Framers the following month. Students first read both versions independently, annotating any differences between the two drafts. In pairs, students next discuss any changes they noticed between the first and final draft and then speculate about the reasons for those changes.

The students then complete a guided sentence deconstruction activity, which is designed to help students see how words and phrases are combined to make meaning and convey information. Students sort the text into four categories: 1) prepositional phrases that illustrate time and relationship; 2) nouns and adjectives that show the students the subject of a sentence; 3) action words, such as verbs and adverbs, to highlight the action taking place; and 4) nouns and adjectives that show who or what is receiving the action. Through this close analysis and follow up structured discussion activity, Ms. Brouhard helps students understand the idea that the people of the United States created a government to protect that the personal and national interests of the people for themselves and future generations.

Next, Ms. Brouhard prepares her students for writing and reinforces new learning by providing

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them with a structured paraphrase practice using the two Preamble drafts and their sentence deconstruction notes.

After substantial analysis of the two Preambles and practice paraphrasing their meaning, students then read turned to the focus question, ***What was the purpose of the Preamble?*** Ms. Brouhard first guides her students through a deconstruction of the question to make sure they all understand the task at hand, and then, using sentence frames, she will show them how to use emphasize evidence gleaned from the primary sources in order to make their own interpretations.

**Source:** California History-Social Science Project, University of California, Davis. This example is summarized from a full unit, and available for free download, developed as a part of the Teaching Democracy project, a partnership between Cal Humanities ([www.calhum.org](http://www.calhum.org)) and the California History-Social Science Project (CHSSP, <http://chssp.ucdavis.edu>). Contributors: Jennifer Brouhard, Oakland USD and Tuyen Tran, Ph.D., CHSSP.

**Primary Sources:**

*Draft Preamble to the United States Constitution*, August, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Alfred Whital Stern Collection of Lincolniana.

(<http://hdl.loc.gov/loc.rbc/bdsdcc.c01a1>)

*Preamble to the United States Constitution*, September 17, 1787. Source: Library of Congress, Rare Book and Special Collections Division, Continental Congress & Constitutional Convention Broadside Collection (<http://hdl.loc.gov/loc.rbc/bdsdcc.c0801>)

**CA CCSS for ELA/Literacy:** RI.5.1, W.5.1a,b,d, W.5.8, L.5.6

**Related California History-Social Science Content Standards:**

5.7 : Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.



## Chapter 6—Content and Pedagogy: Grades Six Through Eight

Pages 138–140

### Grade Eight

In Snapshot 6.9, students examine the vocabulary and syntax of a text as they consider issues of cyberbullying.

#### Snapshot 6.9 ELA Integrated with Literacy, Civic Learning: Developing and Defending an Argument

Reading: Deliberating in Democracy Web site: <http://www.did.deliberating.org/lessons/cyberbullying.html>

At the beginning of class one day, Ms. Okonjo asks her students the following question, which she has also posted on the SMART board:

*Should our democracy allow schools to punish students for off-campus cyberbullying?*

She has her students briefly discuss their initial reactions to the question in their table groups and explains that today they will read an article on cyberbullying that includes an argument in favor and an argument against allowing schools to punish students for off-campus cyberbullying.

Ms. Okonjo writes the three key words from the question: *democracy*, *off-campus* and *cyberbullying* on the board and asks the students to discuss in their table groups what they know about each of these terms and to then jot down a list of words associated with each term. After asking a few students to report out on what their groups generated, she acknowledges students' understandings and tells them that they're going to learn more about the terms in an article they'll read.

First, Ms. Okonjo asks the students to read the short article individually and to circle any words or phrases that are unclear to them. She also asks the students to place a question mark next to longer passages that need clarification. Afterwards, she asks the students to work together at their tables to see if they can clarify any of the terms and ideas together. Next, with the whole class, she guides the students to create a list of terms that are still unclear with explanations of the terms, which a student records using an online collaborative document program (projected on the document camera so that all of the students can see). Students will be able to refer to this online term bank later and will also be able to collectively refine the explanations over time.

Together, the class deconstructs a few complicated sentences, selected by the students, in order to disentangle the meanings in the sentences. For example, the students deconstruct the first sentence:

"Although schools have a duty to protect the safety and well-being of their students, much of this *cyberbullying* takes place off-campus, outside of school hours."

Structure: Type of Clause? How I know?	Text Excerpt: Broken Into Clauses	Meaning: What it means in my own words.
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Dependent. It starts with <i>although</i> , so it depends on the other part of the sentence	<i>Although</i> schools have a duty to protect the safety and well-being of their students	Schools are supposed to take care of their students. But ... The word <i>although</i> lets us know that cyberbullying might still be happening.
Independent, even if I take the other part of the sentence away it is still a complete sentence.	much of this cyberbullying takes place off-campus, outside of school hours.	Students use texting, Facebook, and other technology to bully others, but they do it afterschool. So, cyberbullying is still happening.

Ms. Okonjo then asks the students to go back into the text and to work in their table groups to identify the arguments for and the arguments against cyberbullying. She tells them to take turns reading the paragraphs and to discuss whether there are any arguments for or against in them. She also tells them that they must come to a consensus on these statements and that each group member must write the same thing in their note-taking sheet. This, she reminds them, requires them to discuss their ideas extensively first so that they can be concise and precise when they record their ideas in their notes. Ms. Okonjo provides a note-taking guide for students to record their evidence.

Should our democracy allow schools to punish students for off-campus cyberbullying?	
Reasons and Evidence For	Reasons and Evidence Against

As the students work in their groups, Ms. Okonjo circulates around the room so that she can listen in on the conversations, answer questions, provide *just-in-time* scaffolding, and observe how the students are working together in general.

After a sufficient amount of time has passed so that all students have found examples for and against punishing students for off-campus cyberbullying, Ms. Okonjo focuses the students again on the Deliberation Question and explains that the students will be assigned to one of two teams: Team A, which will be in favor of punishment, and Team B, which will be against punishment. Each team will be responsible for selecting the most compelling reasons and evidence for its assigned position. After assigning the teams, she provides time for the students to reread the article and identify the most compelling reasons to support the Deliberation Question from their assigned perspective, along with powerful quotes to enhance these reasons. To ensure maximum participation, she asks everyone on the team to prepare to present at least one reason.

As each team presents their most compelling arguments to their group, the other team listens and records notes. In addition, the team that is listening can ask questions if they don't understand, but they cannot argue. To ensure understanding, the teams then switch roles, and select the other team's most

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compelling reasons. Then they add at least one additional reason for their role. Finally Ms. Okonjo asks students to move from their assigned team roles and deliberate the question as a group, using their notes. After, each student selects the position with which he or she now agrees and writes a brief paragraph to explain why, using evidence from the text to support their position. As the students participate in their discussions, Ms. Okonjo circulates around the room, checking students' paragraphs and providing support to those who need it. Following the class discussion, the students reflect on their oral contributions to the discussions in their journals.

On another day, the students co-construct a letter to their school board to express their various opinions, using the compelling reasons they identified, evidence from the text, and any personal experiences they have had to support their position.

**CA CCSS for ELA/Literacy:** RI.8.1-2; W.8.1; SL.8.1,3

**Pages 145–148**

**Grade Eight**

In Snapshot 6.10, two teachers plan and co-teach a lesson on Frederick Douglass. They help their students analyze the language of the text in preparation for a class discussion about Frederick Douglass and abolition of slavery.

**Snapshot 6.10 Designated ELD Connected to History/Social Science in Grade Eight**

In history class, students are learning about the origins of slavery in the U.S., its consequences, and its abolition. They learn how Frederick Douglass, an African-American writer and political activist who was born a slave in 1818, escaped to freedom and began to promote the anti-slavery cause in the nineteenth century. Throughout the 1840's and 1850s he traveled across the north delivering abolitionist lectures, writing anti-slavery articles, and publishing his autobiography about his time in slavery and in freedom.

In 1855, Douglass gave a speech to the Rochester Ladies' Anti-Slavery Society. Mrs. Wilson, the history teacher, has carefully excerpted significant selections from Douglass' speech as well as other relevant primary sources in order to help her students understand the abolitionist argument in the years leading up to the Civil War and to answer the following focus question: ***Why did Frederick Douglass believe the United States should abolish slavery?*** Mr. Gato, the school's ELD specialist, has consulted with Mrs. Wilson to help students understand Douglass' writing, which contains challenging vocabulary, complicated organization, and abstraction, such as the following quote from Douglass' speech in Rochester:

*The slave is bound to mankind, by the powerful and inextricable network of human brotherhood. His voice is the voice of a man, and his cry is the cry of a man in distress, and a man must cease*

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*to be a man before he can become insensible to that cry. It is the righteousness of the cause—the humanity of the cause—which constitutes its potency.*

For designated ELD time, recognizing that their EL students, who are all at the Bridging level of English language proficiency, need support in understanding this complex language in order to develop sophisticated understandings of the content, Mrs. Wilson and Mr. Gato collaboratively design lessons to meet these needs. They also recognize that the other students in the history class, many of whom are former ELs and Standard English learners, would benefit from strategic attention to language analysis. The teachers decide to co-teach a series of designated ELD lessons to the whole class. They first distribute copies of the quoted passage to the class, and read the excerpt out loud, with students following along on their copies.

Next, Mr. Gato asks the students to work in pairs to identify words or phrases in the short passage that are unfamiliar, abstract, or confusing. He has anticipated what some of these words will be (e.g., *inextricable*, *potency*) and has prepared student friendly explanations in advance. After about a minute, he pulls the class together, charts the words the class identified, and offers brief explanations, which the students note in the margins of their copies. Since some of the words are cognates in Spanish, and many of the students are bilingual in Spanish and English, he calls students' attention to those words and provides the cognate in Spanish. He also clarifies that the male pronouns *man* and *men* in the excerpt are meant to represent everyone, or all of humanity, and not just the male gender.

Mrs. Wilson and Mr. Gato then guide the students through a detailed *sentence deconstruction* activity, where they model how to code words and phrases by how they function to make meaning in the sentences. In particular, students are encouraged to clearly identify words that serve as reference devices—substitutes and pronouns that refer to people, concepts, and events in other parts of the excerpt or in their previous discussions of the Antebellum era. After modeling and explaining how to conduct this type of analysis on a different chunk of text, the teachers ask the students to work in pairs to practice doing the same analysis on the excerpt from Douglass's speech at Rochester. An example of the whole group debrief, following the pair work, is provided below:

Text:	Analysis: What do the bolded terms in the text refer to?
<b>The slave</b> is bound to <b>mankind</b> , by the powerful and inextricable network of human brotherhood.	-men and women in slavery -all people, humanity
<b>His voice</b> is the voice of <b>a man</b> ,	-the slave's voice -all people, humanity
and <b>his cry</b> is the cry of <b>a man in distress</b> ,	-the slave's cry or call for help - <i>man</i> and <i>mankind</i> —all people, humanity in distress
and <b>a man</b> must cease to be <b>a man</b> before he can become insensible to <b>that cry</b>	-slave owners or people who support/don't fight against slavery -the cry of the slave in distress, but also all people in distress

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It is the righteousness of the cause—the humanity of the cause—	-linking the <i>righteousness</i> and <i>humanity</i> of the cause with how powerful it is (potency) -the cause is the abolition of slavery -the righteousness and humanity of the cause is what makes it or <u>causes</u> it to be powerful
which constitutes <b>its potency</b> .	-the power or potency of the cause (abolition of slavery)

As Mr. Gato leads the class to complete the chart together, using the chart they completed in pairs, he also asks them to suggest where he should draw arrows to connect the referring words to their antecedents. Throughout this discussion, there is much negotiating as students grapple with the meanings in the text and with persuading their peers what the meanings are. Mr. Gato encourages this discussion about the text, and he prompts the students to provide evidence to support their ideas. In addition to unpacking the literal meanings in the excerpt, Mr. Gato asks the students to discuss in triads the following question:

“Why did Douglass repeatedly use the word ‘the man’ to describe slave men and women?”

After lively small group discussions and then a whole group debrief, students are encouraged to develop their own interpretations using evidence from the text as well as their previous study of the antebellum era to answer the question. Some students believe that Douglass wanted to remind the white ruling class that men and women in bondage were human and hoped to connect the suffering of slaves to humanity’s struggles. Others suggest that Douglass was using the same rhetorical tool as the founding fathers, who often used the term, *man* to encompass everyone. Other students argue that since women did not have the same rights as men in 1855, Douglass focused his appeal on male citizens – those who could vote and make laws. During the whole group discussion, Mrs. Wilson and Mr. Gato guide students, through posing probing questions, to fully grasp Douglass’ use of imagery (e.g., a man in distress, his cry) to persuade his listeners. The class then deconstructs other sections of the text in order to develop even more nuanced understandings of Douglass’ writing and ideas. After examining a few other excerpts from the speech, the teachers ask the students to discuss, first orally and then in writing, the focus question:

**Why did Frederick Douglass believe the United States should abolish slavery?**

Mr. Gato and Mrs. Wilson find that having students grapple both with basic comprehension of short excerpts and larger questions about Douglass’s intent and its relationship to our national history supports deeper understandings of specific texts and also provides them with methods for approaching other historical texts.

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**CA ELD Standards (Bridging):** ELD.PI.8.1,6a,8,11a; ELD.PII.8.2a

**CA CCSS for ELA/Literacy:** RH.6-8.1,2,4,6,8-10

**Related CA HSS Content Standards:**

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., Through the writings and historical documents on Nat Turner, Denmark Vesey).

8.9 Students analyze the early and study attempts to abolish slavery in to realize the ideals of the Declaration of Independence.

8.9.1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

8.9.2 Discuss the abolition of slavery in early state constitutions.

8.9.4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

**Sources and Resources:**

- Snapshot adapted from The California History-Social Science Project, University of California, Davis.
- Primary Source: Douglass, Frederick. "The Anti-Slavery Movement." Rochester Ladies' Anti-Slavery Society. Rochester, New York, 1855. Rochester, New York: Lee, Mann and Co., Rochester, NY.  
Source: Library of Congress, Manuscript / Mixed Material Division,  
<http://www.loc.gov/item/mfd000384>.

**Chapter 6—Content and Pedagogy: Grades Six Through Eight (*continued*)**  
**Pages 158– 171**

**ELA/Literacy and ELD Vignettes**

The ELA/literacy and ELD vignettes that follow are intended to provide concrete illustrations of how to implement the CA CCSS for ELA/Literacy and the CA ELD Standards in tandem. The vignettes are useful resources for teachers to discuss and use as they collaboratively plan lessons, extend their learning, and refine their practice. The examples in the vignettes are not intended to be prescriptive, nor are the instructional approaches limited to the content areas identified. Rather, they are provided here as tangible ideas that can be used and adapted as needed in flexible ways in a variety of instructional contexts.

***ELA/Literacy Vignette***

Vignette 6.5 illustrates how a teacher might implement the CA CCSS for ELA/Literacy and the CA ELD Standards during ELA instruction where close reading is the focus of instruction. The designated ELD vignette that follows provides an example of how can build from and into the types of lessons outlined in the ELA vignette.

**Vignette 6.5 Integrated ELA and Social Studies Grade Eight**  
**Freedom of Speech: Analyzing Complex Texts Collaboratively**

**Background:**

Mr. Franklin, an eighth grade English teacher, Ms. Austin, his social studies colleague, and Mrs. García, the school's English language development specialist, frequently collaborate on interdisciplinary projects. Mrs. García frequently plans with the teachers and co-teaches some lessons in order to support the students who are ELs, most of whom are at the Bridging level of English language proficiency (ELP), as well as students who are newly reclassified as English Proficient (RFEP). Recently, the teachers decided to work together to address an issue that came up in their classes. The school's principal had asked a student to change her T-shirt because, according to the principal, it displayed an inflammatory message. Some students were upset by the principal's decision and felt that their right to freedom of speech had been violated, citing the U.S. Constitution. Their position was that the T-shirt was an expression of their youth culture and that they had a right to display it.

Eager to use this *teachable moment* to promote critical thinking, content understandings, and disciplinary literacy, the teachers worked collaboratively to create a series of lessons on the First Amendment so that their students would be better equipped to first determine whether or not their First Amendment rights had been violated and, if so, engage in civil discourse in order to, possibly, persuade the principal to reconsider his decisions. While the teachers plan to discuss how the First Amendment establishes five key freedoms of expression for Americans—freedom of religion, freedom of speech, freedom of press, freedom to assemble peacefully, and freedom to petition the government—they will delve most deeply into that which seems to be most relevant to the students at the moment: freedom of speech.

**Lesson Context:**

The two-week long unit the teachers designed includes reading and discussing primary and secondary sources, viewing media, writing short texts, and engaging in a debate. The culminating writing task is a jointly constructed letter to the principal advocating for particular decisions and actions around

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student free speech, an idea that the teachers and principal generated as a purposeful application of student learning. Mr. Franklin and Ms. Austin have selected three documents for close reading and analysis.

They agree that in her social studies class, Ms. Austin will review the events leading up to the writing of the Constitution and facilitate students' reading of the First Amendment of the Bill of Rights. She'll also engage them in learning about the role of the Supreme Court pertaining to cases related to the First Amendment. In English class, Mr. Franklin will facilitate students' reading and discussion of four Supreme Court decisions: *Tinker v. Des Moines Independent Community School District*, *Bethel School Dist. No. 403 v. Fraser*, *Morse v. Frederick*, and *Hazelwood School District v. Kuhlmeier*. Each text is about one page long and is at a text complexity level suitable for students at this grade level. Mr. Franklin will guide students in a highly structured reading of *Tinker v. Des Moines* and then facilitate an expert group jigsaw for reading the three other cases. The close reading tasks, as well as additional research they will conduct, will prepare the students to engage in a classroom debate about the topic.

The teachers' goal is to support their students to begin to formulate a position about the rights and restrictions of free speech in public schools and convey this position through spoken and written language, using evidence to support their ideas. In preparation for the lessons, they themselves analyze the texts in order to clarify their understandings. Mrs. García helps them to identify language and concepts that may be particularly challenging for some of their EL students, as well as other culturally and linguistically diverse students. She also has an opportunity to learn more about the content the teachers are teaching so that she can help her students make connections to it during designated ELD. Excerpts from the four texts the teachers examine are provided below:

- **First Amendment to the U.S. Constitution of the United States (1791) states:**

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

- **Tinker v. Des Moines (1969)**

*Court Ruling: Student expression may not be suppressed unless it substantially disrupts the learning environment.*

In December 1965, John and Mary Beth Tinker of Des Moines, Iowa, wore black armbands to their public school as a symbol of protest against American involvement in the Vietnam War. When school authorities asked the students to remove their armbands, they refused and were subsequently suspended. The Supreme Court decided that the Tinkers had the right to wear the armbands, with Justice Abe Fortas stating that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

- **Bethel School Dist. No. 403 v. Fraser (1987):**

*Court Ruling: Schools may sanction students for using indecent speech in educational settings.*

A student who gave a sexually suggestive speech at a high school assembly was suspended. The Supreme Court ruled that offensively vulgar, lewd, and indecent speech is not protected by the First Amendment and that school officials could sanction students for this type of speech since they need to have the authority to determine appropriate speech for educational environments, stating that the "constitutional rights of students in public school are not automatically coextensive with the rights of adults in other settings."

- **Hazelwood v. Kuhlmeier (1988):**

*Court Ruling: Administrators may edit the content of school newspapers.*

In May 1983, Hazelwood East High School Principal Robert Reynolds removed pages from the school newspaper because of the sensitive content in two of the articles. The articles covered teenage pregnancy at the school and the effects of divorce on students. The Supreme Court decided that Principal Reynolds had the right to such editorial decisions, as he had "legitimate pedagogical concerns."



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- **Morse v. Frederick (2007)**

*Court Ruling: School officials can prohibit students from displaying messages or engaging in symbolic speech that promotes illegal drug use.*

At a school-supervised event, student Joseph Frederick displayed a banner that read “Bong Hits 4 Jesus,” a slang reference to smoking marijuana. Deborah Morse, the school’s principal, confiscated Frederick’s banner and suspended him from school for ten days, citing a school policy that bans the display of material advocating illegal drug use. Frederick sued, and the Supreme Court ruled that school officials can prohibit students from displaying messages that promote illegal drug use.

The learning target for the first few days of lessons and the focal standards addressed in them are provided below:

<b>Learning Target:</b> Students will analyze four landmark court cases about students’ First Amendment rights to free speech to determine to what extent these rights are protected.
<b>CA CCSS for ELA/Literacy:</b> RI.8.1 – <i>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;</i> RI.8.2 – <i>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text;</i> SL.8.1c – <i>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;</i> L.8.4c – <i>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i>
<b>CA ELD Standards (Bridging):</b> ELD.PI.1 – <i>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;</i> ELD.PI.2 – <i>Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience;</i> ELD.PI.6a – <i>Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</i>
<b>Related CA History-Social Science Standards:</b>  8.2 - <i>Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</i>

**Lesson Excerpts:**

Mr. Franklin provides an overview of the unit, telling them that, over the next two weeks, they’ll engage in a variety of reading, writing, discussion, and viewing tasks in order to learn more about their freedom of speech rights so that they can articulate a civil response to the principal’s decision. He explains that, today, they will begin reading about one of several court cases that will provide them with information about freedom of expression in public schools. The *big question* they will be learning to address is the following:

**Should students be allowed to express any message or point of view while they are at school?**

He posts this big question on the wall, in a section that he has prepared for posting terms and photographs related to the unit, as well as current news articles related to free speech. He previews several terms (such as *symbolic act*, *prohibit*, *majority opinion*, *minority opinion*, *exercise rights*, *in favor of*) from the texts, which he suspects will be challenging or new for them, and he also highlights some words for which they may know other meanings than those that are in the text (such as *exercise*). He provides the students with a First Amendment Cases terms sheet, which contains the words, as well as

their explanations and an example of the terms in use.

Mr. Franklin briefly previews the content of the short *Tinker v. Des Moines* text, and he provides a quick overview of the historical context for the case (the Vietnam War, the 1960's). He shows the students photographs of anti-war protests in the U.S. and a short video (<http://www.youtube.com/watch?v=SgQvygBVSxA>) about the case made by a high school student. He asks the students to discuss their initial impressions about the case so far in their table groups.

He then asks the students to follow along as he reads the *Tinker v. Des Moines* text aloud, referring to their terms sheet if needed. Before reading, he asks them to just try to get the big ideas in the text and not to worry too much about the details, and he lets them know that they'll be reading the text two more times. As he reads, he stops at strategic points in the text to explain terms and model good reading behaviors, such as thinking aloud to summarize what he's read or to figure out challenging words. After he reads, he asks students to turn to a partner and briefly discuss what they think the text is about. He acknowledges that the text is challenging, both in terms of the content and the language used.

Mr. Franklin: This is a pretty complex text, and you might not know every single word or understand everything perfectly the first time you listen to or read this. With texts like this one, you need—I even need—to read it several times because there are lots of layers in it. That's the kind of reading we're going to be doing: layered reading. I like to call it that because each time you go back to the text and read it again, you peel away the different layers of meaning, just like you can pull away the layers of this artichoke.

As he explains, he pulls out a real artichoke. He tells them that in order to get to the heart of the artichoke, he has to work at it and peel away first the outer layers and then the inner layers, and then finally, when he gets to the center, he has to do some additional peeling away in order to get to the heart. He shows them a photo of a peeled artichoke with all of the leaves piled high on a plate.

Mr. Franklin: What's interesting to me is that once I've peeled away the layers, there's more on my plate than when I started peeling. That's how it is when you read a text very closely, in a layered way: you end up understanding more about the text each time you read it, with more on your plate than when you started.

He provides his students with a handout of *focus questions*, and he discusses the questions with them to make sure they understand what to look for. The focus questions for the *Tinker v. Des Moines* text are provided below:

Tinker v. Des Moines Focus Questions
1. What was the case about?
2. How did the three students involved in this case participate in expressing "symbolic speech?"
3. How did the school try to justify <i>prohibiting</i> the students' rights to free speech?
4. Why did the Supreme Court rule in favor of the students and say that the school did <b>not</b> have just cause (fair reasons) for banning the armbands?



He asks the students to read the short text independently and to write their comments in the margins of the text and to take notes on the focus questions handout. Each student has a dictionary to look up unfamiliar words as they are reading independently, including bilingual dictionaries for students who choose to use them. (Earlier that morning during designated ELD, Mrs. García previewed the text and the focus questions for the EL students at the late Emerging and early Expanding levels of ELP.)

Next, Mr. Franklin asks them to read the text again with a partner, taking turns to read chunks of the text and adding notes to their focus questions handout. Mr. Franklin then asks the partners to join one or two other sets of partners to discuss their notes. As they engage in their discussions, he listens in to determine how they are interpreting the information. Julissa, Caitlin, Sirtaj, and Liam are discussing the text at their table.

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- Julissa: Caitlin and me said that the Supreme Court ruled for the students because they were quiet and not making any problems when they were wearing the armbands. They weren't – what did it say (looking at her notes) – they weren't disrupting the school activities.
- Caitlin: Yeah, can I add something? There's something here about that, about them not disrupting what was happening in school. The judges said, "There is no indication that the work of the schools or any class was disrupted ... there were no threats or acts of violence on school premises." So, the Supreme Court ruled in their favor because they weren't really interfering with the other students' rights.
- Sirtaj: I think that's why the school was wrong. The Supreme Court said that they had to protect the free speech at school, for the students' free speech. Here it says, "... students are entitled to freedom of expression of their views..." and here, it says that what the school did "is not constitutionally permissible."
- Caitlin: What does that mean? *Constitutionally permissible*?
- Julissa: It sounds like permission. Like they don't have permission to do that.
- Caitlin: So, they don't have the permission to do that in the constitution?
- Liam: Yeah, I think that's what that means. So schools can't tell students they can't wear something unless they have evidence that it's disrupting what's happening in the school or that it's interfering with the rights of other students. If they don't have evidence, then it's not permitted in the constitution.
- Mr. Franklin: Can you say a bit more about why the Supreme Court ruled in favor of the students?
- Julissa: The judges said that the students weren't hurting anyone at the school when they were wearing the armbands. They were just expressing their beliefs about the Vietnam War in a peaceful way. They weren't saying it, but they were showing it in a (looking at her notes), in a *symbolic way*.
- Mr. Franklin: And what was guiding the Supreme Court's decision?
- Julissa: It just wasn't fair. It wasn't ... it wasn't fair in the First Amendment, and the judges had to look at the First Amendment when they decided if it was fair.

The groups continue to discuss the focus questions, going back into the text to find evidence and clarify their thinking. To wrap up the day's lesson, Mr. Franklin asks his students to discuss the following question at their table groups for a few minutes and to then spend a couple of minutes responding to the following question:

How might a school justify *protecting* its students' rights to free speech?

The next day, now that Mr. Franklin's students have had an opportunity to use the *layered reading* process on one text, he has them follow the same process for reading three other texts. This time, however, he will split the class into three groups. Each group will read only one of three cases (Bethel School Dist. No. 403 v. Fraser, Morse v. Frederick, or Hazelwood School District v. Kuhlmeier). They will have an opportunity to discuss the focus questions and the text with an *expert partner*, or another who read the same text, and then a second time with an *expert group* comprised of four to six students who read the same text. The following day, they will meet in *jigsaw groups* comprised of six students—with two students who read each text—so that each set of partners can share what they learned from their text and learn about the other two texts, which they didn't read.

Once the students have had a chance to delve deeply into the four texts by reading them closely and discussing them in depth, they'll apply this knowledge in a variety of ways in collaboration with others: conducting additional research on the case that interests them the most, writing a script for and recording a newscast on the case, engaging in a debate about the big question, writing a letter to the principal and discussing it with him. The outline for the two-week mini-unit is provided below:

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Freedom of Speech Mini-Unit		
<p style="text-align: center;"><b>Day 1</b></p> <p><i>Whole group and small group reading: Tinker vs. Des Moines</i></p> <ul style="list-style-type: none"> <li>Preview the two-week unit, discuss new terms</li> <li>Read aloud</li> <li>Students read independently and take notes on focus questions handout</li> <li>Students read the text a second time with a partner</li> <li>Students discuss notes in their table groups</li> <li>Facilitate whole group discussion</li> </ul>	<p style="text-align: center;"><b>Day 2</b></p> <p><i>Expert group jigsaw: The three other court cases</i></p> <ul style="list-style-type: none"> <li>Students read one text independently with handout of focus questions</li> <li>Students read the text a second time with an expert group partner</li> <li>Students meet in expert groups (four to six students) to discuss the text</li> <li>Students re-read the text a third time for homework, highlighting any ideas or phrases that are still confusing</li> <li>Students do quick-write summarizing the text</li> <li>Teach vocabulary in depth: <i>justify, prohibit, protection</i></li> </ul>	<p style="text-align: center;"><b>Day 3</b></p> <p><i>Expert Group Jigsaw (continued)</i></p> <ul style="list-style-type: none"> <li>Students meet in their expert groups and agree on specific information that they will all share in their jigsaw groups</li> <li>Students meet in jigsaw groups (6 students) to discuss three texts</li> <li>Students go back to expert groups to compare their jigsaw group notes</li> <li>Debrief with whole group to clarify understandings</li> <li>Students do quick-write summarizing the three texts</li> </ul>
<p style="text-align: center;"><b>Day 4</b></p> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>Students choose one court case they're most interested in researching further and gather in groups.</li> <li>Students conduct internet research to gather additional information about the case (teacher has bookmarked sites as a start)</li> <li>Students take notes using note-taking handout</li> </ul>	<p style="text-align: center;"><b>Days 5-6</b></p> <p><i>Newscasts</i></p> <ul style="list-style-type: none"> <li>Show a model newscast about a court case</li> <li>Facilitate a discussion about the structure of a newscast and what type of language is used</li> <li>Students meet in their interest groups and write a short newscast of the court case with required elements</li> <li>Check in with groups to review the newscast</li> <li>Students practice their scripts and record their newscasts</li> </ul>	<p style="text-align: center;"><b>Day 7</b></p> <p><i>Newscasts (continued)</i></p> <ul style="list-style-type: none"> <li>Students watch all the newscasts and take notes using handout on the content and language used</li> <li>Facilitate discussion about how well the issues were addressed and how persuasive the language was in the newscasts</li> </ul>
<p style="text-align: center;"><b>Day 8</b></p> <p><i>Debate</i></p> <ul style="list-style-type: none"> <li>Students work in small teams (3 for and 3 against the position in each team), and use the texts and their notes to support their position on: "Should students be allowed to express any message or</li> </ul>	<p style="text-align: center;"><b>Day 9</b></p> <p><i>Write Letter Collaboratively</i></p> <ul style="list-style-type: none"> <li>Students discuss and chart words and phrases important to include in a letter</li> <li>Facilitate a whole class, jointly constructed letter to the principal</li> </ul>	<p style="text-align: center;"><b>Day 10</b></p> <p><i>Present Letter and Write Independently</i></p> <ul style="list-style-type: none"> <li>Students invite principal in to discuss the letter and engage in dialogue.</li> <li>Students finish their individual letters in peer editing groups (letters will be</li> </ul>

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<p>point of view while at school?"</p> <ul style="list-style-type: none"> <li>Whole group debate</li> </ul>	<ul style="list-style-type: none"> <li>Students rehearse in small groups discussion of letter, going back to evidence gathered.</li> <li>Students write first draft of their own letters to the editor about free speech</li> <li>Debrief with whole group</li> </ul>	<p>posted, and students can choose to send in a copy to the local newspaper)</p>
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When the students engage in the newscast script-writing, Mr. Franklin provides the guidelines that each script must meet. Each script must

- Include a brief overview of the freedoms established by the First Amendment
- Provide a summary of the case
- Explain the main points made in the Court's majority opinion
- Explain the main points made in the Court's dissenting opinion
- Include interviews with key people involved in the case (such as the students involved, parents, school staff, attorneys, but not the Supreme Court justices since they have little or no direct contact with the press)

At the end of the two-week unit, Mr. Franklin facilitates a whole group, jointly constructed text: a letter to the principal persuading him to *refine* his approach to limiting students' First Amendment free speech rights. The excerpt below includes evidence from an article the students found during their internet search:

We learned that, according to legal scholar Nathan M. Roberts, "administrators when confronted with a student speech issue should now categorize the speech into one of the following four categories: (1) constitutes a substantial disruption; (2) is offensive; (3) is school sponsored or carries the imprimatur of the school; or (4) could be reasonably interpreted as advocating for illegal drug use. Once the speech is categorized, administrators must analyze it under the appropriate standard to determine if it is permissible student expression." We agree with this suggestion, and we invite you to include it in our school's policy.

After the students jointly construct the letter to the principal, Mr. Franklin asks them to write their own letter to either the school or city newspaper. He shows them two recent examples of letters to the editor, written by teenagers, in the local newspaper, and he briefly discusses with the students what the purpose of the letters are, how many words the letters have, and the tone of the letters. He encourages them to use these letters as a model for their own. The students will have an opportunity to edit their letters with peers, and Mr. Franklin offers to provide further editing support, if they choose to submit the letters to a newspaper.

**Next Steps:**

Mr. Franklin, Ms. Austin, and Mrs. García meet to reflect on the unit and to review the individual letters students wrote. They look for patterns in understandings and misunderstandings so that they can clarify in the appropriate classes. For example, Mr. Franklin will address misunderstandings having to do with the readings on the court cases, and Ms. Austin will clarify understandings about the First Amendment and the role of the Supreme Court. Mrs. García works with both teachers to address literacy challenges the students exhibit in their letters (e.g., cohesion, sentence structure, vocabulary), and she will also continue to address argument writing with a focus on language during designated ELD.

The teachers have noticed that their students have started noticing many current events related to free speech. For example, one student brought in a newspaper article about a person who was a legal resident in the U.S. had been deported to their home country because they spoke to the press. The students ask to delve more deeply into the topic, and the teachers decide to extend the unit for another week. After surveying the classes, the teachers develop guidelines for a multimedia project (using Prezi or iMovie, for example) that students will develop in collaborative groups in order to demonstrate their

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understandings from the unit and to connect them with current events and their own experiences.

**Sources:**

National Constitution Center. n.d. "Free to Be You." <http://constitutioncenter.org/learn/educational-resources/lesson-plans/free-to-be-you>

Roberts, J.D., Ph.D., Nathan M. 2008. "'Bong Hits 4 Jesus': Have Students' First Amendment Rights to Free Speech Been Changed after *Morse v. Frederick*?" *Journal of Educational Controversy* 3 (1). <http://www.wce.wvu.edu/Resources/CEP/eJournal/v003n001/a014.shtml>

Hirvela, Alan. 2013. "Preparing English Language Learners for Argumentative Writing." In Luciana C de Oliveira and Tony Silva (Eds.) *L2 Writing in Secondary Classrooms*. Routledge: New York.

**Resources**

Lesson plans and units for engaging students in debatable issues, along with videos of the lessons in action, can be found at the [Word Generation](#) Web site. Primary and secondary source documents and other teaching materials can be found at the following:

- National Constitution Center (<http://constitutioncenter.org/learn/educational-resources>)
- Landmark Cases of the U.S. Supreme Court (<http://www.streetlaw.org/en/landmark/home>)
- American Bar Association Division for Public Education ([http://www.americanbar.org/groups/public\\_education.html](http://www.americanbar.org/groups/public_education.html))
- Constitutional Rights Foundation (<http://www.crf-usa.org/>)
- Center for Civic Education (<http://www.civiced.org/>)
- First Amendment Freedom Forum (<http://www.freedomforum.org/templates/document.asp?documentID=4494+>)
- Student Press Law Center (<http://www.splc.org/knowyourrights/legalresearch.asp?id=4>)
- Legal Information Institute, Cornell University Law School (<http://www.law.cornell.edu/supremecourt/text/484/260>)
- FindLaw for Legal Professionals (<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&navby=case&vol=393&invol=503>)

***Designated ELD Vignette***

Vignette 6.5 illustrates good teaching for all students with particular attention to the learning needs of English learners. In addition to good first teaching, English learners benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction and focuses on their particular language learning needs. Vignette 6.6 illustrates how designated ELD can build from and into the types of lessons outlined in the first vignette. It also illustrates how teachers can support their ELs to engage in debates providing a bridge to successful argument writing.

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**Vignette 6.6 Designated ELD Instruction in Eighth Grade  
Using Persuasive Language to Debate**

**Background:**

Mrs. García teaches designated ELD to sixteen eighth graders in her school who are at the late Emerging and early Expanding levels of English language proficiency (ELP). Mrs. García also meets with a select group of *long term English learners* (EL students who have been in U.S. schools for more than six years) during seventh period for a disciplinary literacy class. This class includes involvement by community mentors, positive role models who have committed to building strong relationships with these students through high school graduation with the explicit goal of supporting their mentees to make deliberate decisions that will allow them to attend college and/or pursue the career of their choice. All EL students have a *zero period* where they take an elective, thereby extending their school day, which ensures that ELs receive targeted language instruction but do not miss out on any content classes and electives, such as art and music.

**Lesson Context:**

Mrs. García collaborates with the eighth grade English teachers and content teachers at the school to ensure that the designated ELD instruction students receive is directly aligned with the expectations their teachers have for their students' language use. During their planning, the teachers agree that, due to the fact that they integrate ELD in their content instruction, their ELs at the late Emerging and early Expanding levels of ELP, who have been in U.S. schools for two to three years, will be able to fully participate in most of the tasks. However, they anticipate that there are some tasks that these students will need additional support with, due to their particular language learning needs.

The eighth graders are learning about students' First Amendment rights and will be engaging in a variety of literacy tasks to develop and convey their understandings of the topic (see Vignette #1 above). One of the tasks students will engage in is a debate about the big question:

**Should students be allowed to express any message or point of view while at school?**

When they plan together, the eighth grade team determines that their EL students at the late Emerging and early Expanding levels of ELP would benefit from additional support in engaging in the literacy tasks for the First Amendment unit. In preparation for the series of lessons she'll teach, Mrs. García has gathered several short articles about debatable topics. The students will read the articles, discuss them, learn about the language in the articles, learn about language that is useful for debating, and apply their knowledge of the content and language to engage in several debates. Mrs. García's ultimate goal is for her students to be able to engage in the debates and persuasive writing tasks in Mr. Franklin's English class, as well as other content areas. The learning target and focus standards in Mrs. García's lesson plans for this series of lessons are provided below:

**Learning Target:** Students will read about debates, practice engaging in debates, and discuss language powerful for debates.

**CA ELD Standards (Expanding):** ELD.P1.8.3 – *Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but...) and open responses; ELD.PI.8.4 – Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience; ELD.P1.8.5 – Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support; ELD.PI.8.11 – a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support; b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would); ELD.PI.8.12a – Use a growing set of academic words...; ELD.PI.8.1 – Apply understanding of the organizational features of different text types... (debate here is seen as a text type; application of other Part II standards, as well).*

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### Lesson Excerpts

Mrs. García begins by explaining that for the next couple of weeks, they're going to be reading about topics that are *debatable*, that is, people typically have strong opinions about the topic and good reasons to support these opinions. Often, they will write arguments to express their opinions and try to persuade others to do something or at least to think about the topic in different ways. They may also engage in a debate, which can be informal or formal. She tells them that they're going to learn how to engage in more formal debates, which they'll be doing a lot of in their content classes. She gives them a brief explanation of what *justify* means in English and provides cognates for the word (where they exist) in students' primary languages (e.g., *justificar* in Spanish) and translations in students' primary languages for those that don't have cognates for the word (e.g., palawang-sala in Filipino).

She tells them an example of when she's debated with others in everyday life, and then she asks them if they've ever debated an issue with anyone and how they did it. She gives them a few moments to think about this, jot down their ideas, and then share with a partner. She also provides them with sentence frames to support them to use the words *debate* and *justify* in their short conversation (I debated about \_\_\_\_\_ with \_\_\_\_\_. My opinion was \_\_\_\_\_, and I justified it by saying \_\_\_\_\_.)

Mrs. García: Okay, so you can see that in real life, you're engaging in debate, trying to persuade other people of your point of view, all the time. So you already know something about debate. Now we're going to discuss how we debate in an academic environment, like school, and we're going to learn how to debate like scholars.

Mrs. García poses the question that is the topic of lessons for the week, and she also writes it on the white board:

Should students be able to debate issues in school?

She clarifies the meaning of the question and then asks the students to think it for a moment and rate the degree to which they agree with the statement on a continuum (completely agree, agree, don't have an opinion, disagree, completely disagree) and to jot down a few ideas to explain why. Then, she asks them to discuss their responses at their table groups. She reminds them to refer to the Scholarly Discourse Ideas chart in the classroom as they engage in their conversations. All of the eighth grade classes have been using and adding to the chart since the beginning of the school year, and Mrs. García notices that her EL students frequently refer to it to find ways to engage in their collaborative conversations.

<p><i>To ask for clarification:</i></p> <p>Can you say more about ____?</p> <p>What do you mean by ____?</p> <p>Can you show me evidence in the text that ____?</p>	<p><i>To affirm or agree:</i></p> <p>That's an excellent point because ____.</p> <p>What you said about ____ resonated with me because ____.</p>
<p><i>To build or add on:</i></p> <p>I'd like to add on to what you said.</p> <p>Also, ____.</p> <p>Another thing I noticed was that ____.</p>	<p><i>To disagree respectfully:</i></p> <p>I agree with you, but ____.</p> <p>You make a good point, but have you considered ____.</p> <p>I can see your point. However, ____.</p>

After she debriefs the small group conversations with the whole group, she previews the text students will read. The short article contains some content that may be unfamiliar to students (e.g., civil



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rights movement, boycott), so she explains the ideas. The text also contains many general academic words, and she previews the meaning of some of them. (She will teach eight of the words/terms more intensively over the next two weeks: justify, protest, avoid, bias, perspective, controversy, defined by, issue. She also asks the other eighth grade teachers to use the words as much as they can so that students experience them in different contexts.)

The process she uses to facilitate students' reading of the short text is as follows.

- Teacher reads the text aloud as students follow along in their texts
- Students discuss the big ideas in the text in pairs and then debrief with teacher
- Students partner read the text
  - each partner reads a section
  - the other partner uses a *careful reading tips* bookmark to clarify understandings of the section
  - the two briefly discuss their ideas, write questions and notes in the margins, and highlight or circle terms that are unclear
  - swap roles and read the next chunk until the whole text has been read
  - discuss questions at the end of the text and go back to clarify terms and understandings
- Teacher debriefs with the whole group

The text and the Careful Reading Tips Bookmark follow.

**Should School Be a Place for Debate?**

(wordgeneration.org)

In room 207, Mr. Smith is teaching his students about the civil rights movement. He asks the students questions such as, "Who were the freedom riders?" or "What year was the Montgomery bus boycott?" It is easy for students to find the answers in their textbooks. Mr. Smith tells the students whether they are right or wrong. On Friday, they will have a quiz about these facts.

Do	Say
Think about what the section means	I'm not completely clear about what this part is about, but I think it might mean...
	I think this section might mean __ because __.
Summarize what the section says	What I understand about this section so far is _____.
	The main ideas/events in this section are _____.

In room 209, Ms. Miles is also teaching about the civil rights movement. She asks her students, "Is peaceful protest the best way to make things change for the better?" The students have a **debate**. Some think Martin Luther King was right to tell **protesters** to **avoid** violence. Others believe that sometimes violence is necessary when people will not listen to reason. They ask Ms. Miles for the right answer, but she says there is no right answer.

Some people believe that kids in school should only learn about facts. These people think students should get information from their textbooks or teacher and memorize it. That way, some argue, everybody will learn the same things and they can all do well on tests.

Other people think **debates** can be hard because there are no right answers. Sometimes everybody learns different things from a **debate**. This makes it hard for

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teachers to give a test to find out what students have learned. **Debates** also take a lot of time. Teachers who have debates may not be able to cover as many topics in class. Then, students may not learn all of the facts in the textbook.

However, **debates** may help students understand why the facts they learn in school are important. We live in a democracy, where everyone needs to know how to form and **justify** opinions in order to make decisions. Students will not always have a teacher or a textbook to give the right answers, so young people need to learn to think for themselves. Each person has a unique **perspective defined by** his or her knowledge, experience, and attitudes. Even teachers and textbook authors have their own **perspectives**.

Through a classroom **debate**, students hear their classmates' opinions. Students **justify** their opinions with evidence from texts and based on their own experiences. Sometimes, hearing from classmates who disagree with them makes students learn about their own **biases** and understand a problem in a new way. Hearing classmates' **perspectives** during a debate can help students understand the complexity of many important **issues**. Whether it is better to have teachers teach from the text or to have students engage in **debates** is a continuing **controversy** in education.

What do you think? Should students learn only facts in school? Or should **debates** be an important part of their education?

After their partner reading, Mrs. García debriefs the reading with the students to clarify understandings and terms. To close the lesson, she asks them to write a paragraph in response to the questions at the end of the reading, and she asks them to read the text again for homework, using an English dictionary or bilingual dictionary to look up words they still don't understand.

The next day, Mrs. García asks the students to briefly share and discuss what they wrote in their table groups and then collects the students' writing. She'll analyze it using a framework she's developed based on the CA ELD Standards to determine language areas she needs to focus more intensively on (e.g., combining ideas in sentences, expanding and enriching ideas using adjectives or prepositional phrases).

Mrs. García: Now that you've had a chance to read and think about debates and whether or not debates should happen in school, we're going to actually debate that issue. In high schools in our district, there's a debate league where teams of students from each school debate controversial issues. In order to be on the debate team, you have to learn how to be a skillful debater. A skillful debater is someone who can justify more than one perspective. For example, a debater might start by arguing that students should study hip hop lyrics because it's really like poetry. Then, she can change positions and argue that students should not study the lyrics because they make people violent. The skillful debater has to put personal opinions and biases aside and debate the issues using good reasons and evidence to justify the position. The teams that win based are the ones that can justify each perspective. That's what you're going to be doing: learning how to be a skillful debater.

She splits the class into two groups, and she guides the class to facilitate guidelines for debates, based on their reading (she fills in what the students do not yet know about debates). Next, she randomly assigns each group a position:

- Debates do not belong in schools. They take too much time, and students need to learn so much material.
- Debates should be used in schools. Reading from textbooks and listening to lectures is boring for students so they do not learn the material. Debates would get students interested so they would learn more.

The process she uses to engage students in the debates is the following:

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<b>Debate Process</b> (adapted from wordgeneration.org)
<ol style="list-style-type: none"><li>1. Half of the class discusses their positions while the other half observes and takes notes (fishbowl approach), using two guiding questions to critique the debate:<ul style="list-style-type: none"><li>• Are the debaters providing reasoning and evidence? Are important words from the reading used?</li></ul></li><li>2. The two groups of students switch roles so that the observers (now debaters) get a chance to discuss the issue. The observing group then critiques the debate.</li><li>3. Debrief with the whole group on their use of reasoning and evidence, argumentation, and precise words, as well as their use of scholarly discourse.</li></ol>
<p>Once the students become used to debating, Mrs. García will add two additional steps after step 2 (step 3 above becomes step 5):</p> <ol style="list-style-type: none"><li>3. The two groups switch roles again. This time, they try to apply counter arguments to the positions of the other students. The observing group then critiques the debate.</li><li>4. The two groups once again switch roles. This time, they try to apply counter arguments to the positions of the other students. The observing group then critiques the debate.</li></ol>

Part of the conversation that takes place during the debate is provided below:

- Dante: I have two things to say. First, I think debates should be used in school because they're more fun for the students.
- Phuong: That's an excellent point because it's a lot more fun to talk about things than to just read and write all the time. When you talk about things, you learn more, too.
- Celia: I have something to add. In the article, it says that when you debate, you get to hear what other people in your class think, so you get to learn from what they know. You get to hear their perspectives that you might not know.
- Dante: Another thing I noticed is that you don't just hear what they say. They have to justify what they think. So for example, in a debate, you really have to pay attention to what people are saying so you can agree or disagree. And you have to be able to say what you really think because you have to justify yourself. I mean, you have to justify your opinion.
- Roxana: Also, in some other classes, we just have to sit and listen and be quiet all the time. That's really boring, and sometimes I fall asleep. I think that's a good reason to have debates.

Once the students have practiced debating the issue using steps 1-3, they go back to the guidelines for debating and add to it and revise it so they can use it as a resource for the next debate they'll have.

### Next Steps

Mrs. García observed her students as they were debating and noticed that they were very engaged in the conversation—whether they were debating or observing—and that they were applying both their knowledge of the content and English. However, while the issue of debating in schools was a good foundation for discussing debate, she felt that the issue was not that controversial. She plans to provide more frequent opportunities for her students to debate about more controversial topics (e.g., Should English be the official language of the United States? How should schools prevent bullying?).

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At the end of the week, Mrs. García asks her students to write a response to the question, “Should students should be able to debate issues in school?” Using the framework for analyzing writing she developed based on the CA ELD Standards she compares this response to the one students wrote at the beginning of the week. In her analysis, finds that not only do most of the students have more to say about the topic, they are applying their knowledge of the language used in the text and debates to their writing. For example, all of the students use the words *justify*, *debate*, and *perspective*. In addition, in the second writing piece, most students write sentences that are more grammatically complex (e.g., complex sentence, use of prepositional phrases, long noun phrases) than their first writing sample.

Mrs. García meets with the eighth grade teaching team to share the students’ writing and her observations from their debates, and the team uses this information to shape and refine upcoming lessons and projects.

### Sources:

Lesson adapted from materials on the Word Generation (<http://wordgen.serpmedia.org/>) Web site:  
*Should Schools Be a Place for Debate?*  
*Should Doctors Be Allowed to Assist Seriously Ill Patients to Commit Suicide?*  
([http://wg.serpmedia.org/video\\_debate.html](http://wg.serpmedia.org/video_debate.html))  
*Should Secret Wire-Tapping Be Legal?*

Careful Reading Tips Bookmark adapted from QTEL, WestEd.

### Resources:

For many more ideas on how to engage middle school students in reading, writing, and discussing debatable issues, including lesson and unit plans and videos of the lessons in action, see the Word Generation project (<http://wg.serpmedia.org/>).

## **Chapter 7—Content and Pedagogy: Grades Nine Through Twelve**

### **Pages 89–92**

Teachers carefully examine their students' writing to determine the student's achievement of selected objectives, reflect on the effectiveness of their teaching, and inform subsequent instruction. They involve students in reviewing their work, and for EL students, teachers also use the CA ELD Standards to guide their analysis of student writing and to inform the type of feedback they provide to students.

### ***Discussing***

Students display increasing levels of independence in their discussions in grades nine and ten. The dialogic discussion model presented in the overview of the span in this chapter features the teacher in a pivotal role—asking questions and modeling for students ways to build from students' responses. In the following examples of a Socratic seminar, the teacher takes a less prominent role. Bridging from the classroom discussions in which teachers guided students to make connections, now the students take on those roles themselves.

Figure 7.18. Preparing an Effective Socratic Seminar

**Choosing a text:** Socratic seminars work best with authentic texts that invite authentic inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.

**Preparing the students:** While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar. Because seminars ask students to keep focusing back on the text, you may distribute sticky notes for students to use to annotate the text as they read.

**Preparing the questions:** Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie Israel recommends starting and ending with questions that relate more directly to students' lives so the entire conversation is rooted in the context of their real experiences.

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**Establishing student expectations:** Because student inquiry and thinking are central to the philosophy of Socratic seminars, it is an authentic move to include students integrally in the establishment of norms for the seminar. Begin by asking students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

**Establishing your role:** Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures (e.g. “Maybe this is a good time to turn our attention back the text?” “Do we feel ready to explore a different aspect of the text?”). Resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers’ interpretations or offer alternative views.

**Assessing effectiveness:** Socratic seminars require assessment that respects the central nature of student-centered inquiry to their success. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than “getting it right” at any particular point.

Filkins/ReadWriteThink (2013)

The following snapshot provides an example of a history lesson in grade ten that uses Socratic seminar.

**Snapshot 7.2 Socratic Seminar in Tenth Grade History**

In Mrs. Arrowsmith’s sophomore history class, students have been examining India’s independence movement. In preparation for the day’s discussion, the students have already 1) reviewed the English Bill of Rights of 1689, 2) read an excerpt from Gandhi’s book, *Hind Swaraj* (Indian Home Rule) and F. D. Lugard’s “The Rise of Our East African Empire,” which details British colonial goals in Africa in 1893, in order to better understand the nature of British rule and why Gandhi’s argument would gain such popular support. Finally, students 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 the texts to pose to the class and served as a facilitator:

- What is the nature of civil disobedience?
- How do the viewpoints of the various authors compare/contrast?

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- How might these authors have responded to the political/social strife in the Middle East in 2010-2013?
- When, if ever, is violence appropriate? Why or why not?

As students share, they are reminded to keep discussions based on what they read and to cite 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.

**Strategy Variation:** Clusters of students might have read different texts based on interest, readiness level, or text difficulty, or students might have been divided into groups of 8-10 and asked to discuss just one question while others monitored/reflected on discussion content.

**CA CCSS for ELA/Literacy:** SL.9-10.1, 2, 4; RST.9-10.1, 2, 6

**Related History/Social Science Standards:** 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.

### ***Presenting***

In grades nine and ten students make presentations in which they offer supporting evidence clearly, concisely, and logically. In the following snapshot, students demonstrate this by engaging in a mock trial of Macbeth. The following snapshot is placed in this section of the chapter because it illustrates oral presentation; however, many other themes (and sub-themes) are addressed, including meaning making and writing within effective expression.

#### **Snapshot 7.3 ELA and Civic Learning: Using Mock Trials to Construct Arguments**

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 and to build links between her students and 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 citing specific textual evidence when writing or speaking to support their conclusions drawn from the text. She has her students prepare written arguments and present their ideas in a debate forum, and she uses a range of literature for such activities.

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. Before reading the play, the students are assigned to be part of the prosecution or defense team and construct their argument of his guilt or innocence. As the students read, they list

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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 1

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 1, 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. Then, they 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 then guides her students through the process of the trial so that they must present their cases orally. Finally, her students must choose a side to defend in a formal argumentative essay.

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