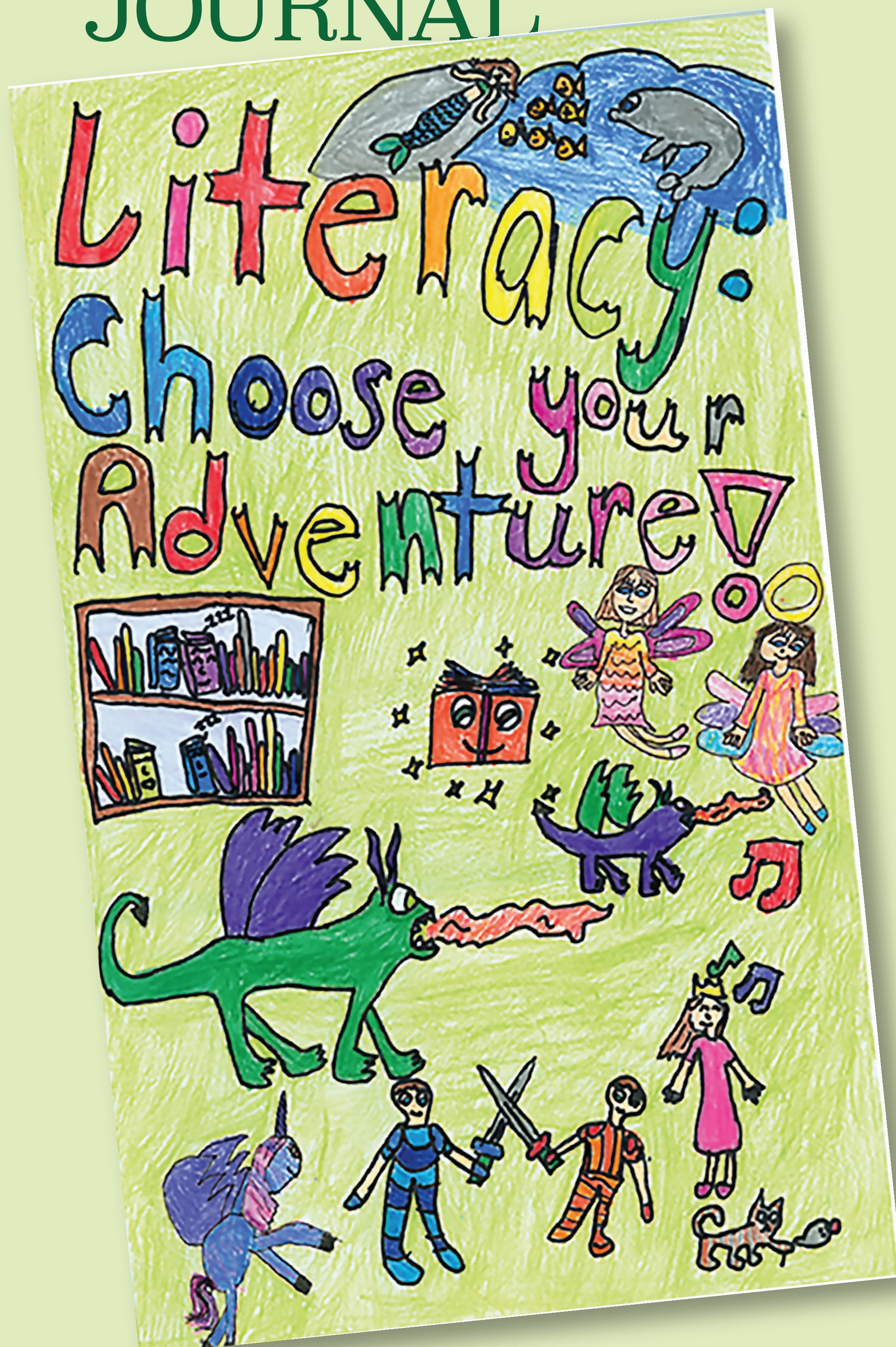
THE FLORIDA LITERACY JOURNAL



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Vol. 2, No. 1, Winter 2021

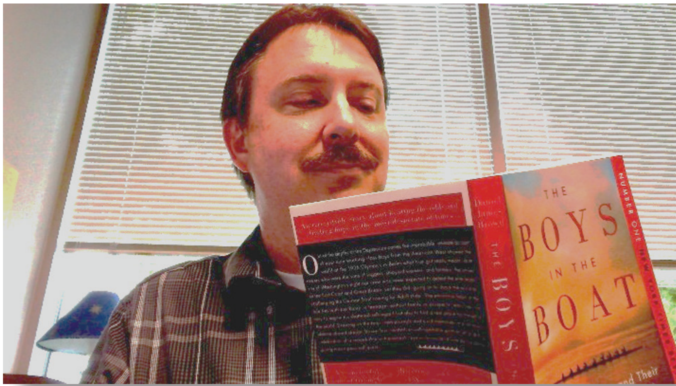
Message from FLA Chair, Kevin Smith

Dear Colleagues,

Welcome to 2021! May this year bring hope and good health to all!

I am pleased to introduce the first edition of the *Florida Literacy Journal* of the New Year! The journal is an important avenue for helping FLA fulfill its mission. That mission is to promote quality literacy instruction, clarify educational issues for decision makers, support research in literacy, and advocate life-long reading. We know that as you explore the articles in the journal you will find those that relate to each facet of the mission. We are extremely grateful to those who contributed to this edition and to our editors, Dr. Elsie L. Olan and Dr. Rebecca Powell who organized the issue into the valuable resource that it is for educators. As 2020-2021 president of FLA, I would like to personally invite you to renew your membership in our organization if you haven't yet done so for this year, or become more active if you are a member. You may sign up or renew at: http://flareads.org/membership/. Please feel free to email me at ksmith@fcrr.org if you are interested in serving on our board! We are always looking for dedicated educators to help us work towards our mission. In addition, we hope that you will participate in the activities of your local council if you have one in your area – you will definitely grow professionally and your participation will help others do the same. As 2020-2021 president of FLA, I would like to take this time to thank you for the work you do every day for your students. Whether you are a teacher (veteran or new), university professor, literacy or instructional coach, school or district administrator, parent, media specialist, school counselor, or pre-service teacher (or even another wonderful role!), we know that your work positively influences the lives of the students in our state. Thank you for dedicating yourself to serving students – you truly touch the future. As we look toward to that future, we know there will be successes and challenges along the way. As members of a vibrant professional organization, it is good to know that we can celebrate our successes with one another and we can face the challenges together as we work to provide the best education possible for our kids. Best wishes as you begin 2021. Enjoy this issue of the Florida Literacy Journal. We hope that you will learn something new and that the articles will cause you to reflect upon your practice as a literacy educator.

Have a wonderful year and thanks for all you do!



Sincerely,
Kevin Smith, 2020-2021 FLA President

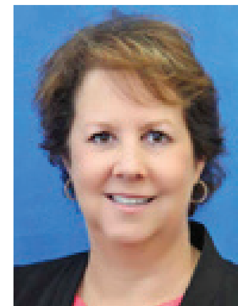
Message from FLJ Editors, Winter, 2021

As we continue to venture during these unprecedented times, we examine critical issues in this edition of the *Florida Literacy Journal*. Articles in this issue explore teaching and race, teaching in times of the COVID-19 pandemic, bilingual education, low technology options, and literacy across the curriculum. As we envision the future, it is time for us to share transformative classroom practices and for teachers to have a voice in educational research and decision-making. As you explore these articles, we hope that you will ponder how, if at all, these initiatives and trends influence, affect, or alter your classroom practices. As Editors of the *FLJ*, we take this opportunity to express our sincere gratitude to authors who have chosen *FLJ* to disseminate their research and practice. Further, we would like to thank Joyce Warner, our vice-chair and publications chair, reviewers, and other supporting staff for the success of this journal. We are more than happy to receive contributions for our next issue from teachers, doctoral candidates, teacher-educator researchers, advocates of teaching and learning, and scholars to ensure the consistency and the success of the *Florida Literacy Journal*.

Wishing health and safety to all.

Elsie Lindy Olan
(University of Central Florida)

Rebecca Lovering Powell
(Florida Southern College)



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The Power of Perseverance and Literacy: Inquiry During Unprecedented Times

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The Florida Literacy Journal is published for members of the Florida Literacy Association and all others concerned with reading. Because *The Florida Literacy Journal* serves as an open forum, its contents do not necessarily reflect or imply endorsement of the FLA, its officers, or its members.

Call for Manuscripts

The editors invite submissions of manuscripts for the *Florida Literacy Journal*, the refereed journal of the Florida Literacy Association. We invite submissions geared toward improving literacy instruction and innovation at all levels with a firm grounding in current theory and research. Suggested topics include literacy project descriptions, research or theoretical pieces with pedagogical implications, or issue-centered pieces addressing timely literacy topics of local, state or national interest. Preference is given to articles that most directly impact Florida learners. While theoretical and research articles are invited, please keep in mind that this is a journal primarily for FLA members, who are predominantly practicing teachers and literacy specialists. We encourage articles from PK-12 and adult-level practitioners, literacy researchers and doctoral students, as well as articles written by other experts in the field.

The *Florida Literacy Journal*'s audience is largely composed of PK-12 practitioners in the state of Florida. The *FLJ* editors are interested in exploring topics of interest to Florida educators and valuable in their daily literacy practices. We welcome submissions from researchers as well as PK-12 teachers. The thematic calls listed below are not intended to be exhaustive, but merely meant to be helpful to authors as they consider topics for publication. Please review the submission guidelines before submitting a manuscript.

Submission Guidelines are online at: http://flareads.org/wp-content/uploads/2020/04/FLJ-CallForSubmissions2020.pdf

APA 7th edition in the Call for Manuscript Guidelines:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Ongoing Annual Theme: Florida Standards in Action

FLJ has an ongoing interest in submissions related to the implementation of the Language Arts Florida Standards (LAFS) across K-12 classrooms. Manuscripts that highlight how individual teachers have adapted their instruction to integrate the arts, technology, and the content areas are of particular interest. We also have interest in articles that discuss how districts have addressed the challenges and lessons learned related to the implementation of BEST Standards and the Florida Standards Assessment.

Ongoing Call for Book Reviews

FLJ has an ongoing interest in reviews of professional texts related to teaching and the themed calls for 2021-22. Reviews should be between 750-1000 words and should offer an overview of the book, not a detailed synopsis or an in-depth essay. Examples of published book reviews can be found in previous editions of FLJ.

Publication Themes for 2021 will be announced on the website soon!

http://flareads.org/publications

Volume 2, Issue 2: May 2021
Submission deadline: March 31, 2021

Volume 2, Issue 3: August 2021
Submission deadline: June 1, 2021

Teaching During a Pandemic: What Should Literacy Instruction Look Like? Learning from the Past to Inform the Present and the Future

Jennie Ricketts-Duncan, Ph.D.
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Barry University, Miami Shores, Florida

At the beginning of the millennium the editors of the *Reading Research Quarterly (RRQ)* invited "members of the research community" to "publicly gaze into the crystal ball" and "envision" what literacy instruction will look like as we embark on a new era (Readence & Barone, 2000, p. 8). The cumulative result from this invitation was the January/ February/ March 2000 special themed *RRQ* issue entitled "Envisioning the Future of Literacy" and responses to the question "What Will Classrooms and Schools Look Like in the New Millennium?" In eliciting responses, the *RRQ* editors posited broad questions for teams of scholars, as well as "snippet feature" questions, whose responses present morsels of thought, less knotty than the longer replies of the teams (Readence & Barone, 2000, p. 9). Two of the questions in the "snippet feature" impacted and determined this current discussion for "Teaching During a Pandemic: What Should Literacy Instruction Look Like? Learning from the Past to Inform the Present and the Future."

One snippet presented by Labbo (2000) predicts that new digital genres would promote "transformed literacy learning and instruction" (Moje, Labbo, Baumann, & Gaskins, 2000. p. 130). Labbo argued that the "traditional conceptions of genre" will increase to include "digital discourses like emails, Websites, games, and simulations" (p.130). Furthermore, students will learn how to negotiate meanings by utilizing these digital tools to a make more "critical, analytical stance to mediate digitally communication forms" (p. 130).

The second snippet highlighted is Moje and colleagues' (2000), discussion on literacy instruction, which asked three questions: "Whom will we teach? Why will we teach? What, how, and where will we teach?" (Moje, Labbo, Baumann, & Gaskins, 2000, p. 128-129). In discussing the "what" will we teach," Moje and colleagues suggest that in the new millennium, schools will need to teach new literacies, where multiple representation forms (print, digital, visual, oral) will provide students with alternatives to make and communicate their understanding of information. By teaching print literacies and new literacies that draw from multiple modalities, as noted above and below, including visual and auditory modes, the students' understandings and applications of these different forms of discourses achieve particular purposes in a variety of social and cultural settings. Moje and colleagues go on to note that "Students of the future will possess different skills and ways of knowing the world, most of which will be shaped by their access to information technologies" (Moje, Labbo, Baumann, & Gaskins, 2000. p. 128). Identifying those skills, Moje and colleagues maintain that teachers must "teach different kinds of literacy skills such as the specialized information gathering and navigating skills required for surfing and searching electronic learning technologies…. skills necessary for accessing, synthesizing, and using…information" (Moje, Labbo, Baumann, & Gaskins, 2000. p. 129). Finally, Moje and colleagues acknowledge and/or predict the issues of equal access to digital devices, influential media devices and information and involvement of parents and community in student learning.

We offer the above thoughts as reflection upon our current times, coping with the coronavirus 2019 (COVID-19), as schools were catapulted into a virtual mode for teaching and learning in March 2020, whether they were prepared or not. To what extent were students able to use both print and digital text to complete virtual classroom assignments successfully during the pandemic's nationwide school closing and subsequent normalizing of online learning? How has the COVID-19 pandemic altered the onward instructional path? This surprising, intense pandemic affects every aspect of our physical, social and economic lives and by extension, the schools. As the pandemic waned and resurged across the country, the question is what will be the outcome of its impact.

From the spring of one school year, into beginning of another (2019-2020 to 2020-2021), schools have experienced months of experimentation with multiple forms of virtual and in-person instruction. Teachers and students have had the opportunity to experience moving from a state of questionable preparation to a new normal, which assumes varied learning opportunities. This new normal is likely to continue and grow sundry formats of virtual teaching that includes hybrid, blended learning, or fully online. With this in mind, this article offers thoughts toward continued reflection on the progress made towards the use of technology to enhance literacy instruction.

Hybrid or Blended Model

A hybrid or blended online teaching/learning format describes a combination of "face-to-face (F2F) instruction with computer-mediated instruction," the bridge between "fully F2F and fully online learning environments" (O'Byrne & Pytash, 2015, p.137-138). Similarly, Fisher and Frey (2013) agreed that blended learning has its roots in the traditional integration of technology with face-to-face classroom instruction. However, they warned that, "true blended learning is not simply applying more technological tools to supplement brick-and-mortar learning environments. Rather, the intent is to blend classroom and digital environments, understanding that each offers its own advantages. These digital environments include both online learning and mobile technologies" (p. 2). Thus, the blended model builds on the traditional F2F model and the integration of digital applications to offer a true hybrid format that assumes the technological strengths of twenty-first century students.

Irrespective of how teachers perceive the hybrid format of blended learning, O'Byrne and Pytash, concur that the hybrid is the most popular approach used in the United States because it provides the opportunity to "manipulate time, space and place [in the effort] to improve teaching and learning" (p. 138) experiences for students through synchronous and asynchronous sessions. Synchronous are real-time sessions which mimic the elements F2F conversations or discussions using digital texts and tools (e.g., texts, videos, audio, or chats) (p.138). Asynchronous sessions utilize similar digital tools; however, presentations are not in real-time. The students explore teaching resources through videos, discussion boards, chats, blogs, other reading, and writing simulations.

Literacy and Technology

Kissel, Wood, Stover, and Heintschel (2013) indicate that the role of speaking and listening have been broadened due to the increased use of new technologies. These scholars cite research that highlights the value of students' engagement in online discussions. These values include students' ability to process the text, to construct knowledge as they work to solve problems, analyze text critically, explore varied perspectives and extend their depth of learning. The collaborative act of working with others to co-construct knowledge enhances the depth and breadth of their understanding even for the youngest learners. In this sense, the International Literacy Association (ILA) calls for increased awareness of the broadened definition for literacy. The expanded ILA definition states that, "literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context." This implies that literacy has a broad application to a wide range of disciplines that require specific written and oral language skills to communicate in all aspects of human interactions, thus the pluralized form of literacies (e.g., school literacy, workplace literacy, science literacy) (retrieved from https://www.literacyworldwide.org/get-resources/literacy-glossary).

Technology has definitely changed the way we do things. The use of digital print has increased tremendously since the beginning of the twenty-first century strengthening the concept of new literacies. These new literacies require enhanced use of comprehension skills and strategies when researching and using the online reading resources available through Internet and other communication technologies. Students must now move beyond "reading" for the sake of reading, to more skillful navigation of Web-based resources to locate information, to critically evaluate, and synthesize and communicate the information meaningfully within social contexts. In discussing reading on the Internet and the link between literacy and technology, Schmar-Dobler (2003) alluded to the importance of students' ability to read and write in the print and digital world in order to solve problems and communicate their understanding. Therefore, any acceptance of the broadened definition for literacy or new literacies requires that teachers know how to use technology as a teaching tool in order to promote students' expanded literacy learning.

Teachers' Online Support

The literature reveals that some students may appear technologically aware in using various technological apps, but they may not know how to utilize the tools for academic-related learning such as locating and synthesizing the voluminous amount of Web-based information (Dwyer, 2016). Dwyer further stated that although some "students are skillful at sharing their stories online and using some of the social media platforms" (p. 383), others have "few strategies to locate information online and seldom evaluate the reliability of the information they find. Many students lacked persistence and resilience to avoid the disorientation experienced by readers in an online environment" (p. 383). Therefore, teachers should not think that their students know how to complete literacy-related assignments using these multiple forms of digital tools and resources to communicate their understanding. Dwyer contends that reading online is more challenging because it requires students to have the knowledge and skills to *explore* by navigating and reading the resources on the Web, as suggested in Moje and colleagues' snippet. Once students have explored these resources, they have to *build* their responses by creating and writing for the Web, and then *connect*

with others by participating and collaborating on the Web. Teacher online presence (Moje, Labbo, Baumann, & Gaskins, 2000) is critical to ensure that the students get the assistance necessary to overcome some of these challenges.

Teacher online presence means that the teacher is available to be with the online students for a longer duration of time through mutual agreement. It means establishing a structured online schedule with consistent office hours, outside of the instructional time, so students will know when and where to log on to gain assistance. During these consultation times, the students will ask the teacher questions or seek clarification on assignments. By having this teacher online presence, the students simply do not need to wait for an email reply, or a teacher conference appointment. Teachers will also be able to manage their work time. Pope (2020) reminds teachers that the "one important common denominator is that students *need* to feel a connection with their teachers and their classmates to succeed" so students will be better able to retain a commitment to their classwork, while teachers foster a class community (p.1). Such positive learning environments will increase the students' emotional well-being, especially during this period of a pandemic.

Technological Learning Disparities

Generally, navigating through online literacy materials is no easy feat. Serafini (2020) reminds teachers that visual images and multimodal texts bombard our lives daily. Therefore, students need teacher support to help them interpret visual images and multimodal features for constructing meaning. Especially for novice readers, "text inclusion design features and visual images in addition to written language, present challenges when these students work within and across multiple sign systems to construct meaning" (p. 3). How teachers assist their students to critically evaluate and comprehend these visual and multimodal features to gain understanding and then to communicate based on assigned tasks, will determine the teachers' own competence in using technology to enhance literacy learning of all students. It is understandable that the Covid-19 pandemic may have caught many teachers and school systems off-guard mainly because, technologically, they were unprepared for the volume of technological needs, such as equipment, accessibility and content. Additionally, the myth that our students are "digital natives" presupposes the assumption that students are technology astute and do not need instruction for online learning. McTigue and Uppstad in 2019 contend, "It is misguided for teachers to assume that students know more than they do regarding technology for learning" (p. 456). They assert that, "experience and education are more important" (McTigue & Uppstad, 2019, p. 456). Therefore, teachers should not just assume but provide the needed scaffolding to help them succeed.

Hicks (2011) pointed to some benefits of using technology to enhance instruction. These benefits are two-fold for the teachers and the students. For instance, the teachers might utilize technology during instruction for more active engagement wherein students experience rich learning experiences as they explore the Worldwide Web resources. When used appropriately, technology reduces the teachers' workload and provides more efficient daily class activities. On the other hand, twenty first century students may benefit as multitaskers, although debatable (Bull, 2014; Walsh, 2011; Weinschenk, 2012), as they connect and collaborate across the globe. Additionally, technology appeals specifically to those who are visual learners.

Interestingly, some teachers are still resistant to utilizing new technology in their instructional practices. Therefore, is imperative that continuous teacher training occurs as new teaching apps appear and platforms change over time. For instance, during the sudden shift to distance learning, all students, teachers, and administrators, had access to various teaching platforms. In our experience, the use of the Canvas platform, a learning management system (LMS) is common for course management, such as grading, purposes and online instruction. Due to lack of training and preparation for using technology in the classroom, the shift to fully online instruction in March 2020 created confusion for schools. From our encounters with colleagues, the Canvas platform was new to them and many became frustrated preparing their courses to be ready for the shift. Moreover, Canvas failed or showed system errors many times, adding to frustration for instructors and students alike. Initially, because of the quick transition from F2F to online learning, some students fell into myths about online learning, such as the course will be easy and of low quality.

Moving Forward

As we move forward to the new norm of learning, we can focus on creative ways to teach and motivate students. Reading instruction, at all levels, needs to be explicit and meet the needs of all students. During the pandemic students shared their feelings about distance learning. Many students preferred face-to-face classroom instruction to distance learning. Some felt as though they had to fend for themselves when working online. If they had questions, instructors were unavailable; students could not find online textbooks, and they could not compete assignments on their own. The students thought that it was too much work, even though they could work at their own pace, not having to rush through their assignments. While there was evidence of

successes, for distance learning to become better moving forward, there are some ideas worthy of consideration. We propose these considerations below, bearing in mind the limitations we have within the scope of this article. Therefore, we present these suggestions as teasers to encourage our colleagues to begin their own exploration of integrating technology into their instruction.

Rethinking Curriculum

Distance learning needs to be a part of the curriculum where there is a willingness among teachers to explore how they integrate digital tools and Web resources into literacy and content area instruction. The literature on the link between literacy and technology instruction has skyrocketed since the 2000 RRQ editors' challenge and the 2020 COVID-19 pandemic event. Now teachers can find a multitude of practical and effective ways to incorporate technological applications and internet resources into their practice. For instance, Leu's (2002) work on internet workshop (Lue & Lue, 2000) provides an excellent description of how teachers might find time during their classroom schedule to integrate internet resources into their curriculum. Using a gradual release of responsibility model, Yang (2003) used digital tools to scaffold a group of fourth-sixth graders during a Writing Workshop activity. Recently, Mitchell and Hessler (2019) explored a way for middle school students to learn story elements as they engaged in a "*movie makers*" project. The students used various "apps, Websites, and related equipment to bring their stories to life using 'iMovie'" (p.18). These are among just some of the best practices available for teachers to explore and utilize for increased integration of technology into literacy instruction.

We suggest that students could benefit from pre-recorded lessons. Having pre-recorded rigorous lessons will aid in engaging students and providing a clear understanding of the assignments. The pre-recorded lessons are among the asynchronous resources available to students (Dwyer, 2016). This will enable the students to access lessons multiple times for clarifications or instructional purposes. To make these pre-recorded lessons more meaningful, will require that students log on to the computer during synchronous instructional time to hear the teacher's explanations and note where the resources are for future use. During the synchronous session, the teacher can review any additional Web-based materials and explain exactly what the students need to research. Recorded synchronous sessions may be helpful so that students, who are unavailable to attend during the invited sessions, can view the recording for clarifying assignments and more. Teachers can also create individual conferences providing one-on-one assistance. This will minimize some of the challenges that struggling readers might encounter during online reading and learning sessions (Dwyer, 2016).

Engagement From a Literacy Context

In order to be successful throughout distance learning, student engagement is both required and imperative. According to Alexander (2018), "engagement in the context of literacy is understood as students' intentional involvement in processes and experiences that are facilitative to their development as readers and writers" (p. 734). Based on this meta study, Alexander concludes that engagement is the "positive force in reading and writing development that is marked by students' willing participation in processes, activities or experiences that promote literacy learning" (p. 734). For engagement to be a positive force, it needs involved readers and writers who have developed and accepted the responsibility for "significant academic, motivational, emotional and social advantages in their own literacy development" (p. 735). Therefore, how teachers plan their instruction and the way they scaffold instruction encourage student motivation and participation to explore learning experiences.

The above elucidations on student engagement, calls for conscious selections of the learning activities that will promote student participation while online. These activities must enable the students to become active thinkers as they interact with their peers online, whether they are reading to locate, evaluate, and synthesize information for a research paper or discussing a topic and drawing conclusions for written or oral presentations. Our literature review unearthed several best practices that we consider as engaging online literacy projects. Those highlighted here, illustrate some ideas that can be adapted. Ring (2020) created a unit on writing that asked students to write for an outside audience, rather than for their teacher. These writing activities provided the students with opportunities to work through the writing process stages from beginning to publication, as well as virtual to Website and writing competitions. The "iMovie" research of Mitchel and Hesslor (2019) enabled students to learn story elements using various digital apps. Ness's (2016) three-step process called "Record, Listen, Reflect," using iPads, gave students the opportunity to listen and comment on their own oral reading in order to improve their fluency. Hutchinson (2018) explored virtual reality (VR) apps that provide immersive, sensory-laden experiences during science and literacy instruction, where students felt like they were physically in the studied environment.

Conclusion

Looking back at Readence and Barone's (2000) challenge to "gaze into the crystal ball" and speculate

as to what literacy instruction will look like as we launch into the twenty first century, it is easy to view their responses as prescient (Readence & Barone, 2000, p. 8). Our review of the available literature, both theoretical and practical, offers a continuum of the requirements, processes and challenges of online learning. In addition, the 2000 anticipated changes in student learning by Moje and colleagues suggest that digital offerings will transform "literacy learning and instruction" and students need to take a "critical, analytical stance" to navigate digital forms. Moje and colleagues' view skills for "information gathering …for surfing and searching electronic learning technologies…. necessary for accessing, synthesizing, and using… information" is evident, particularly as seen in the work that follows their speculations. (Moje, Labbo, Baumann, and Gaskins, 2000, p.129-130). Highlighted in the work of Kissel, Pope, Serafini and others, they stress the importance that teachers understand these pedagogical and skill set changes for working with digital interactions, as it is a mutual challenge for both teachers and students.

With schools thrown into lockdown mode in March 2020, due to the COVID-2019 pandemic, F2F learning was replaced instantly by online learning. Ready or not, we learned the reality of digital learning. We experienced the concerns and challenges facing both students and teachers, as well as, school districts and systems. Moreover, the conundrum of reliable online access, often highlighted in the popular press, continues to be a top challenge (Algar, Marsh, & Feis, 2020). This is the new normal in the student/teacher, teaching/learning paradigm. As the 2020-2021 school year begins, we have adopted and adapted to new normal approaches to schooling. We see all its variations from full F2F socially distanced instruction in schools, to two days F2F socially distanced in school and two days online at home, to continue online at home. So, as we continue to think beyond, we remind teachers that this technological world is our present and our future. Therefore, we need to be willing and ready to transform our teaching in accordance with these changes.

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Six Literacy Strategies for Making the Most of Your Social Studies Textbook

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Abstract
History and social studies textbooks hold privileged places in the classroom, but unfortunately, these textbooks are rarely "friendly" to student readers due to assumptions of prior knowledge, complex language, and misleading text features. This article presents six practical strategies, drawn from functional language and historical literacy research, for teachers who want to better utilize their textbooks to support students' historical literacy development. The authors drew from classroom experiences and research perspectives to develop these strategies which are intended for repeated and recursive use.

Keywords: social studies textbook, history textbook, textbook strategies, historical literacy, historical thinking

History and social studies textbooks hold privileged places in the classroom, but unfortunately, these textbooks are rarely friendly to student readers. However, understanding how historical knowledge is structured in print and multimedia is an essential skill to think like a historian (Wineburg, 2001; 2016). As educators committed to teaching historical literacy, we wonder how we can overcome the significant challenges textbooks pose to student readers. How can we, as social studies educators, help our students develop historical literacy despite, and even through, social studies textbooks? In response to this concern, this article outlines several strategies that educators can use to familiarize students with some of the more challenging features of social studies textbooks so that students can begin to engage in historical literacy practices. Drawing from functional language and historical disciplinary literacy research, we have framed these strategies as a way of zooming in closely to the text and pulling back for a bird's eye view of history as a discipline. These strategies will be of interest teachers who want to better utilize their textbooks to support students' historical literacy development.

The Challenges of History and Social Studies Textbooks

Nokes (2013) found that most history and social studies teachers use their assigned textbook to structure their classes, yet those same teachers frequently do not use the text itself for instruction, opting instead to teach through lecture and watch documentaries. This is likely because history and social studies textbooks are by and large incredibly challenging for students to comprehend. In fact, the issue is so pervasive that decades of research has attempted to pinpoint what makes history and social studies textbooks so challenging (e.g., Beck & Dole, 1992; Beck & McKeown, 1994; Beck et al., 1989; Beck et al., 1995; Leinhardt et al., 1994; McKeown et al., 1992). This research teaches us that history and social studies textbooks incorrectly assume background knowledge that students do not have, provide inadequate explanations of events or concepts, and lack general coherence.

While some attempts have been made to design history textbooks that are more considerate of their audience, an analysis by Berkeley et al. (2014) found that, although textbooks had more structured headings and questions distributed through the chapter, the majority of new history textbooks still contain unclear text structures and difficult Lexile levels.

What is Historical Literacy?

Recent scholarship on secondary literacy calls for a shift from teaching generic literacy strategies to teaching discipline-specific literacy practices (e.g., Moje, 2008; Shanahan & Shanahan, 2008). Understanding and using specific features that populate a discourse are key to successfully making meaning in a disciplinary field (Moje, 2008). History in particular is a text-heavy discipline that is extremely dependent on written language. Experts communicate historical understanding through language, and the norms of historical thinking are present in the way that language is used in historical writing. In order to successfully communicate within the discipline, students need to develop historical literacy.

Historically literate practices rely on the ability to make sense of historical texts, evaluate those texts

according to historical norms, and create successful historical texts—all of which requires the ability to parse historical language features. In order to understand history, students need to understand how historians construct historical narratives and arguments. Some of the historical literacy skills Nokes (2013) emphasizes are the ability to gather and weigh evidence from multiple sources, make informed decisions based on the evidence gathered, solve problems using historical accounts, and persuasively defend interpretations of the past.

The Strategies

To scaffold students through the challenges posed by history and social studies textbooks, we propose strategies from two bodies of research: functional linguistics and disciplinary literacy. The first three strategies, including textbook scavenger hunt, headings-structured note-taking, analyzing unclear text structures, are orienting and meaning-making strategies that specifically highlight the language of textbooks and provide students ways to engage with these texts more critically. The last three strategies, including rewriting ineffective questions, summarizing the chapter, and corroborating textbook content, are historical literacy strategies that help students move beyond the textbook to engage with the disciplinary practices that characterize history. These strategies should be implemented recursively as-needed, and many of these strategies work symbiotically. These activities are repeatable, highly flexible, and designed to shift students' attention to evidence-based argumentation and where the information in the textbooks comes from.

Textbook Scavenger Hunt

In order to take full advantage of textbook resources, students need to familiarize themselves with the resources offered. To do this, teachers can design a scavenger hunt that takes advantage of textual features. Teachers should browse the textbook for useful text features, such as glossaries, maps, pre- and post-chapter section, and indexes. Then, by designing questions and presenting students with a team challenge, teachers can challenge students to use their textbook as a resource. If students are presented with the opportunity to explore the text in a fun and engaging way, students begin to see textbooks as places that contain information and can be useful, rather than solely chapters to read and questions to answer.

Structural questions, such as "How many units are in the textbook?" can help students familiarize themselves with the text layout, and should be accompanied by specific questions that ask students to use the text features: for example, questions like "What is the capital of _____" for atlases, "What year was ____ written?" for primary sources, and "How many pages does ____ appear on" for indexes can introduce students to efficient navigation of their textbook during future instruction.

Headings-Structured Note-Taking and Reading

Berkeley et al. (2014) found that section headings in history textbooks clearly identified a section's content 95% of the time (see Figure 1 for an example). Subsequently, history and social studies teachers can count on section headings to accurately describe the large takeaways from that section of text. A common pre-reading strategy is to have students skim a chapter's section headings so that they can begin to anticipate what the chapter will cover. We also recommend structuring questions and note-taking during reading around these constant and trustworthy headings. If students learn to section information around a consistent text feature such as chapter and section headings, then they will be able to seek specific information throughout chapters more easily and connect their notes to textbook content.

Figure 1. Page 240 from Civics Today (2009)

Role of the Courts

Federal courts, such as the Supreme Court, make up the third branch of the U.S. government. Courts use the law to settle civil disputes and to decide the guilt or innocence of people accused of crimes.

D Whether a civil dispute is between two private parties (people, companies, or organizations), between a private party and the government, or between the United States and a state or local government, both sides come before a court. Each side presents its position. The court then applies the law to the facts that have been presented and makes a decision in favor of one or the other. The courts also hold criminal trials in which witnesses present evidence and a jury or a judge delivers a verdict.

Equal Treatment

C The United States Supreme Court is at the top of the federal court system. If you visit the Court, you will see the words "Equal Justice Under Law" on the face of its marble building. Our legal system is based on this important ideal. The goal of the legal system is to treat every person the same. Under the Constitution, every person accused of breaking the law has the right to have a public trial and a lawyer. If an accused person cannot afford a lawyer, the court will appoint and pay for one. Each person is presumed innocent until proven guilty and has the right to ask for a review of his or her case if, in that person's view, the courts have made a mistake.

The ideal of equal justice is difficult to achieve. Judges and juries are not free from personal prejudices or the prejudices of their communities. Poor people do not have the money to spend on the best available legal help, unlike wealthy citizens and large companies. Nonetheless, American courts try to uphold the ideal of equal justice.

Reading Check **Describing** Under the Constitution, what rights does every accused person have?

Federal Courts

Main Idea **The Constitution gives the federal courts the authority to hear and decide certain types of cases.**

Civics & You Do you know anyone who has had to go to court or has served on a jury? Read to learn about what kinds of cases are heard in federal courts.

From 1781 to 1789, when the United States was governed by the Articles of Confederation, there was no national court system. Each state had its own laws and its own courts. There was no way to guarantee that people would receive equal justice in all the states.

To deal with this problem, the writers of the Constitution provided for a federal judiciary. Article III of the Constitution established a national Supreme Court. It also gave Congress the power to establish lower federal courts.

Over the years, Congress has created two kinds of lower courts. In 1789 it passed the Judiciary Act, which established federal district courts and circuit courts of appeals. Much later, in 1891, Congress created a system of federal appeals courts and the **circuits** or districts they serve. Thus, the federal court system has three levels—the district courts at the lower level, the appeals courts in the middle, and the Supreme Court at the top.

R Our federal court system exists alongside 50 separate state court systems. Each state has its own laws and courts. The state courts get their powers from state constitutions and laws. You will read more about state courts in Chapter 12.

Federal Court Jurisdiction

Article III of the Constitution gives federal courts **jurisdiction**—the authority to hear and decide a case—only in cases that involve one of the following:

240 Chapter 8

Analyzing Unclear Text Structures

Berkeley et al. (2014) found that 22.57% of text structures in the examined history textbooks were unclear, and signal words were unlinked to text structures 43% of the time. These complications contribute to the remarkably high Lexile level of most textbooks. In response, we promote frequent comprehension checks and recursive, slower reading for important textbook passages. Gritter et al. (2013) argue that the most successful history teachers focus on linguistic choices in history texts, even if they do not recognize that that is what they are doing. Teachers should scaffold students through examining history writers' choices regarding transitions, text structure, and sentence structure. Table 1 offers a model annotation of a history text (adapted from Fang, 2016).

Table 1. Analysis of an Excerpt

The location and operation of the camps were based on calculations of accessibility and cost-effectiveness – the hallmarks of modern business and administrative practice. The killing was done coolly and systematically under the supervision of bureaucrats. (from Berenbaum, 2006, p. 103)

Annotation Key:	
	Expanded noun groups
	Nominalizations
	Clausal realizations

Analysis of these linguistic choices are important for both surface comprehension and deep analysis of author choice. The former because nominalization, while valuable for organizing information and developing argument, makes for dense, abstract, and nebulous reading. The latter because nominal shifts in history texts frequently involve the disappearance of actors or agents (in this case, Nazis) that perpetrated or contributed to events (Fang, 2016).

Additionally, comprehension check questions for particularly complex sections of text or asking students to rewrite information in their own words gives students the opportunity to recursively read passages and examine how history is designed in text. Because history is written through evidence-based argument (Nokes, 2013), closely examining how historians structure historical writing can provide evidence into how historians think, as well as increasing students' awareness of discipline-specific vocabulary.

Finally, teachers should pay explicit attention to signal words, and address when signal words are used properly or improperly. Because historians use signal words to demonstrate relationships between actors or events, students should be made explicitly aware of their appropriate or inappropriate use. For additional practical strategies, we suggest Mary Schleppegrell's practical strategies for addressing common linguistic features in historical writing (e.g., Schleppegrell et al., 2004; Schleppegrell & de Olivira, 2006; Schleppegrell et al., 2006; Schleppegrell et al., 2008).

Re-Writing Ineffective Questions

Although history and social studies teachers try to impress the importance of relationships, large ideas, and cultural movements upon students, few textbook questions reflect that focus on larger patterns. Berkeley et al. (2014) examined the text features of history textbooks after twenty years of proposed improvements and identified that 70% of current-day history textbook questions are "detail questions," far outweighing main idea questions or evaluation or corroboration questions. However, many of these detail questions are not labeled as such in the textbooks, and instead classified as 'recall,' 'evaluate,' or 'assess' skills.

History teachers should critically examine the questions at the end of the text for relevance to historical literacy skills such as corroboration, contextualization, and sourcing . We promote asking historically-framed higher order thinking questions which ask students to synthesize information over multiple chapters, evaluate the causes and effects of historical events, or develop empathy for historical actors. While detail questions can aid students in basic comprehension, detail-oriented textbook questions alone will not help students develop the higher order thinking skills needed to be critical thinkers. Yet teachers have the capacity to challenge their students with broader, deeper, and more complex questions. In Table 2, we provide rewritten exemplar questions from a 7th grade Civics textbook, particularly emphasizing the historical literacy skills of contextualization and corroboration (Nokes, 2013).

Table 2. Re-Written Questions

"Detail-Oriented" Question	Question Critique	Re-Written Question	Historical Skills Extension
Identify: In 1980 what change took place within the Department of Health, Education, and Welfare?	This question asks students to recall a one-sentence detail. This question would be moreeffective if it corroborated the detail with more insight about the motivation behind the creation of the department.	Why do you think that the Department of Health, Education, and Welfare created a separate department for education in the 1980s?	Teachers can support students through corroborating this information, potentially with articles like NPR's "A History of the Department of Education" (Martin, 2018).
Explain: What limits has the Supreme Court placed on gerrymandering?	Although this question points out an important element of the chapter, the section of the chapter that explains gerrymandering is very lexically dense (pp. 140). A multiple-part question that breaks down the concept would promote students to recursively read. Additionally, adding an extension question that asks students to corroborate the information on gerrymandering with current court rulings on gerrymandering, students will be exposed to the legal contradictions inherent in American government.	A. Define "gerrymandering" in your own words. B. What tenant of the constitution does gerrymandering violate? C. Why is gerrymandering so difficult to prove? D. If gerrymandering violates one of the constitutional tenets, does gerrymandering still exist?	Teachers can support students through corroborating this information, potentially with articles like PBS's NewsHour on Gerrymandering (Frazee & Santhanam, 2019).
Evaluate: Which ideal of American democracy do you think is most important? Explain.	This question asks for student opinion but selecting the "most important" ideal of a nation negates the takeaway that all of these philosophical ideals were foundational for American Government. Additionally, this question negates the reality that all of these principles were differently interpreted at their conception. By providing questions that ask students to connect principles to larger ideals within its conceived time period and modern day, Civics students are pushed to contextualize information within larger historical narratives.	Choose one of the principles of American democracy. For this principle: A. Which ideal/ideals of American government (liberty, equality, or self-government) best fits with this principle? Explain your answer. B. Think about the challenges that the Constitutional authors were facing when they created the constitution. Based on the historical context, why do you think the founders emphasized the principle you selected?	Teachers can support students in contextualizing this information by considering what threats the Founders considered during the initial drafting of The Declaration of Independence, The Constitution, Amendments, etc. This could be a jigsaw activity with particular principles or particular founding documents.
Predict: What might happen if there were no Second Amendment?	Although this question taps into current events by asking students to consider a hot political topic, s tudents should constantly be referring back to the larger topic of the chapter: Protecting Individual Liberties. Additionally, the Second Amendment section of text lacks a clear text structure and does not bring student attention back to the main idea. Rewriting this question to emphasize contextualization pushes students to use historical reasoning as opposed to whataboutism.	A. Re-read the text of the Second Amendment. Explain what the founding fathers meant in your own words. B. Why did the founding fathers include an amendment in the Bill of Rights regarding the individual right to keep and bear arms, and to form a militia? C. As more sophisticated weapons and technology are developed, should this amendment be preserved, amended, or abolished? Explain your answer.	Students can practice contextualization and sourcing with this multiple part question. The first sub-question requires students to examine and translate the text of the original amendment, thus creating their own analysis. The second sub-question requires students to contextualize the amendment within the historical context that generated it. And finally, the third question pushes students to consider historical argumentation through the contextualization lens of modernization and advanced warfare, as well as through the chapter's lens of individual liberties.

Note: Questions sourced from Civics Today (2009)

Summarizing a Chapter or Section

Section and chapter summaries are crucial in history textbooks because they help students monitor their understanding of key information, and scaffold students in making connections as they navigate the text. Unfortunately, Berkeley et. al (2014) found end-of-chapter summaries are 50% less frequent in modern history textbooks than twenty years prior, and the few summaries present rarely connect information to its surrounding content. We recommend that teachers ask students to summarize chapter content and make connections to surrounding content; this assignment could even replace one of the aforementioned ineffective questions.

Summarizing the chapter should include contextualization within the historical, social, and/or political context of the time. Often, social studies textbooks include ideological statements in their summaries that can be overly broad. Within summaries, students can consider whose perspectives are reinforced within the chapter, identify whose relevant voices are missing, and frame decisions and events within their historical context.

Corroborating and Sourcing Content

Although textbooks in history classrooms are invaluable resources for students and teachers alike, the information in textbooks is not always a complete picture of the historical narrative. Nokes (2013) identified that many history teachers were asking students to consume the knowledge without engaging in the "healthy skepticism" that historians have when approaching a new source (p. 134). Often, textbooks reference primary sources without indicating how much of the textual information is historical analysis and how much is documented in the historical record. Nokes (2013) and Wineburg (2001) both emphasize skepticism and information corroboration when assessing historical sources, and Nokes recommends extending this skepticism and corroboration to class textbooks.

We promote scaffolding students in both corroborating information in their textbooks and sourcing particular assertions in textbooks to challenge the broad stereotypes that textbooks sometimes employ. To help students corroborate textbook contents, consider bringing trade books, primary resources, or excerpts from historical scholarship into the classroom, particularly texts that include voices and perspectives not highlighted in the text. Using outside sources that confirm, challenge, or expand upon assertions in the text can help students see that history is an evidence-driven argument (for more activities in this vein, see Wineburg et al., 2012).

Corroborating textbook content with outside sources is a flexible and adaptable way to ensure that students are comprehending the material covered in a chapter, as well as reinforcing historical thinking. Using primary sources in concert with brief secondary sources on a particular chapter topic, students can work to corroborate multiple accounts of events, identify alternate perspectives, and/or determine what information their textbook lacks. Additionally, teachers can preview textbooks for broad generalizations made about groups of people, such as marginalized populations or political groups, and draw students' attention to those moments through corroborative or non-corroborative primary or secondary texts on the same subject. When a teacher gives students the space and tools to engage in a critical conversation with a text, then students can develop a historian's healthy skepticism and develop their historical literacy.

Conclusion

History is extremely dependent on written language communicated by experts. These experts rely on specific discursive practices for making meaning and assume significant background knowledge of their reader, which presents various challenges to students engaging with history and social studies textbooks. Though by no means an anathema, we have identified these pragmatic strategies for teachers who want to better utilize their textbooks to support students' historical literacy development. Drawing from our own classroom experiences and expertise, we have found these strategies can significantly improve students'—and teachers'!—relationships with the history textbook.

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Designing a School – University Partnership Service Learning Program to Empower Emerging Bilinguals

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Abstract

The purpose of this article is to present educators and researchers with a service-learning program model based on a thorough literature review that not only supports emerging bilinguals' linguistic development by planning around their needs but also fosters their own valuing and appreciation of their linguistic assets. The article presents the three main principles followed in the program design and explains how it addresses the needs of the served population These three principles are (1) leveraging emerging bilinguals' linguistic practices, (2) valuing and teaching emerging bilinguals to value their linguistic practices, and (3) applying a service-learning approach as a form of fostering collaboration between experts in different languages.

Keywords: emerging bilinguals, service-learning, language ideologies, translanguaging, bilingual development

Introduction

Emerging bilinguals in the U.S. educational system have often been placed in programs that are inadequate for their particular linguistic needs (Delpit, 2006; Valdés, 2001). At the same time, they also may not receive support for developing their heritage language literacy skills, a predictor of academic success in this population (Cummins, 2000). Moreover, these students are frequently exposed to the systematic devaluing of their languages, which may leave them vulnerable to academic failure (Valenzuela, 1999; Weisman, 2001). Therefore, it is crucial to find teaching models through which emerging bilinguals can develop their academic language skills without being encouraged to detach themselves from the language and culture which they bring with them. Educators must find new pedagogies through which these students' linguistics practices may be leveraged in their education. The central objective of this article is to present a model developed through a service learning program called *Learn from the Experts*, a partnership between a university and a high school in South Texas that is intended to foster collaboration between Spanish and English learners. The article presents the three main principles of the program and explains how these principles address the needs of the served population. These three principles are (1) leveraging emerging bilinguals' linguistic practices, (2) valuing and teaching emerging bilinguals to value their linguistic practices, and (3) applying a service-learning approach as a form of fostering collaboration between experts in different languages.

The Program

In the fall semester of 2018, the service-learning (SL) program *Learn from the Experts* was implemented as a partnership between a Hispanic-Serving university in South Texas and a public high school in the same community. The main goal of the program was to promote proficiency in academic Spanish and English through collaborative learning processes between college students learning Spanish and high school students learning English. Leveraging students' linguistic practices as a way to scaffold learning was one of the main practices in the program. Students were constantly led to communicate using whatever linguistic practices with which they were comfortable while they expanded their linguistic repertoire. Appreciation for the minoritized language was also a crucial goal of the program. Thus, the collaboration between the Spanish and English learners also had as an objective to show the Spanish speakers in the program that university students in the community need and are interested in learning a language in which the high school students are the experts.

In this program, high school English learners met one-on-one once a week for ten weeks with introductory level Spanish students from the university to help each other with their needs in learning English and Spanish. The meetings lasted one hour and a half, with one hour and 15 minutes for language instruction and activities and 15 minutes for reflection activities about their participation in the project. Spanish majors also participated in the designing and teaching of some of the lessons, as well as monitoring the interactions among the members of each group to guarantee smooth communications and collaborations. The meetings happened at the high school library, where students sat in four-seat tables in groups composed of two English learners and two Spanish learners. Arrangements were made depending on the number of students enrolled in the program and present in each meeting. While all Spanish learners were introductory level, the group of English learners was heterogeneous in their English speaking and writing and Spanish writing proficiency,

as displayed in a pre-assessment conducted with each student individually. The monitors had instructions to closely observe the groups in which the English learners were beginners.

This project was beneficial in different aspects for all students involved: (a) high school Spanish-speaking learners of English who received instruction on academic language were tutored by an English-proficient college student and understood the value of knowing Spanish in the U.S.; (b) college learners of Spanish were tutored by Spanish-proficient high school students; and (c) Spanish Majors acquired hands-on experience by helping prepare teaching materials and by monitoring the students' groups. The program was an extra credit opportunity for the university and high school students in the project, who received extra credit towards the Spanish classes in which they were enrolled. The Spanish instructors at the university advertised the program in their classes and explained that enrollment and participation were voluntary and that they could earn up to 15% of the course grade from participating in the program. The teachers at the high school identified the English learners they believed could benefit from the program and the *Learn from the Experts* program coordinator had a one-on-one meeting with each of them to explain how the program worked, ask if they wanted to participate and, in positive case, assess their speaking skills with a short interview and their writing skills in a paragraph about their first day at the school. In the first semester the program took place, there were 12 students from the high school, 10 introductory level Spanish learners from the university, and eight Spanish majors serving as monitors. During the second semester, there were 14 students from the high school, 11 introductory level Spanish learners from the university, and nine Spanish majors serving as monitors.

The emerging bilinguals learning English were a group of late arrivals to the U.S. from different Spanish-speaking countries. The program was built to support their bilingual development by recognizing the linguistic assets they brought with them and to help them understand the value of the linguistic assets they had to offer to the program. It also considered the translanguaging nature of their linguistic practices, since, besides speaking Spanish from birth, these students live in a city where 36.9% of the population speak a language other than English at home (U.S. Census, 2018). Additionally, these students are exposed to English at school. The school enforces an English-only policy in the classrooms, as reported by the students in the program. The students tried to enforce this policy with each other on different occasions at the beginning of the program but quickly abandoned this practice due to the nature of the lessons and materials used in the program.

The lessons did not focus on socially constructed language separation. English learners were never asked to use a specific language to carry on a task and were encouraged to ask questions using whatever resources they had. However, because their partners from the university were introductory level Spanish learners, this situation constrained language use. As a result, they were forced to use their English skills. In other cases, when communication could not develop in English, the experts in Spanish needed to negotiate with the Spanish learners making use of linguistic features and practices associated with Spanish as well as non-linguistic resources. The following is an example of dialogue that the coordinator witnessed in every meeting.

English learner: *(reading from a text) "teenagers easily adapt to different situations." What is teenager (sic)?*

Spanish learner: *Teenager… hum… Oh! How old are you?*

English learner: *I'm 15.*

Spanish learner: *(pointing at the English learner) You are a teenager. (pointing at herself) I'm 23. (writes 23 on a notebook) I'm not a teenager. I'm an adult.*

English learner: *Oh. Adolescente.*

Another example of how lessons followed the principle of leveraging students' linguistic repertoire without separating languages was the lesson "Bilingual Interview." Once students were sitting with their assigned groups, the instructor informed the students that they were going to produce a bilingual interview similar to those found in some magazines. The instructor showed them some examples taken from airline magazines and asked them to describe the structure of the text they were seeing. They mentioned that the same information was presented in two languages, side by side, and that all of the interviews shown were composed with a general introduction about the interviewee, questions, answers, and images with captions illustrating some aspect of the life of the interviewee. The instructor for this meeting, the program coordinator, asked the questions in English. As they described the text structure, they spoke in English, but the English learners also used Spanish words to communicate some ideas. The instructor wrote the keywords on the board in the language they occurred. As students asked for translations of the keywords, the instructor wrote the translation below the keyword on the board. What determined if the instructor wrote the word in Spanish or in English first is not the language with which the words were associated, but the order in which students mentioned them. The goal of this type of practice is to avoid the idea that there is a hierarchy among the languages and that one of them is more important than the other one.

In all activities, each member of the group had a responsibility and depended on the others to complete their tasks. As students worked on this project, they needed to discuss and plan what they wanted to write using linguistic practices associated with both Spanish and English. While the college students wrote the "Spanish" portion, they needed the high school students' help with their linguistic knowledge. Since the experts in this situation were the high school students, this interaction may have demonstrated to all involved the value of language practices associated with Spanish, raising a sense of value in the high school students.

Because the emerging bilinguals learning English in this program were very heterogeneous and their skills, interests, and needs varied drastically and changed considerably with time, the pre-assessment they did before starting the program was considered just a starting point for the lesson planning. These students were closely monitored by the program coordinator, who would observe their performances during the meetings, talk to them about their interests, and talk to the university students to gather information about the high school students with whom they worked. The coordinator kept a file with notes about what she learned from these interactions concerning the high school students' linguistic development and interests. In the second semester the program took place, several of the university students had mentioned to the coordinator that the high school students were insecure about their linguistic practices. Several of the college students also reported that the high school students were victims of linguistic prejudice in various situations but primarily when they tried to communicate in English at school. Other students made fun of them because their linguistic practices revealed they were not exposed to English from an early age.

The coordinator proposed that the Spanish majors come up with ideas of how to address this issue, to which they responded with different ideas of activities, and decided to design a lesson based on the short story "Es que duele…" from the book *Y no se lo tragó la tierra* by Tomás Rivera. Two of the students were in charge of reducing the length of the short story by omitting parts that were not as relevant for the discussion they wanted to guide, and the others were in charge of developing questions they believed would guide a discussion about language use and prejudice. After students sent their questions to the coordinator, she organized a lesson in which the groups needed to read the adapted short story with the help of each other (since it is a bilingual short story) and then participate in a guided discussion. The discussion was guided with questions such as, "Is the problem that the main character is facing one that students from schools in our community face?", and "Who decides who has an accent or which language is appropriate in each situation?". The students concluded that accents and language conventions are arbitrary. They also observed that considering a group's linguistic practice as superior or inferior to others raises questions about social justice, since speakers do associate linguistic practice with factors such as intelligence and dependability. As the student discussed the short story, the instructor for the meeting, a Spanish major from the university, wrote the keywords and expressions students mentioned on the board. The students were then given informative flyers from different programs whose objective was to inform the population and solve or prevent a problem. For example, one of the flyers informed the reader about workers' rights. Another one of the flyers brought information about LGBTQ rights. The instructor asked students to describe the structure of the texts they saw. They mentioned that all of the flyers brought concise information about what the problem was and suggestions of what victims could do. The instructor then asked students to design a bilingual flyer raising awareness of language prejudice.

As illustrated, all lessons in the program followed the principles of leveraging emerging bilinguals' linguistic practices, teaching them to value their linguistic practices, and promoting collaboration between learners of and experts in a language. The practices rooted in the principles of the program offered support to the students' linguistic development, which is likely to advance their linguistic and academic achievement (Cummins, 2000). A critical aspect of our students in the program is that they had the opportunity to develop skills in the language they need to advance their formal education and also in their heritage language. They were also able to develop as bilingual speakers who can efficiently communicate in the different contexts in which they socialize. Through programs such as *Learn from the Experts*, emerging bilinguals receive support in their language learning at the same time that they understand that their linguistic knowledge is necessary for other students.

Conclusions and Pedagogical Implications

This article presented a model for a service-learning (SL) program that can be implemented in partnerships between universities and high schools to support emerging bilinguals' linguistic development and foster in them appreciation for their heritage language (HL).

Programs like *Learn from the Experts* may support schools in addressing emerging bilinguals' linguistic and academic needs, which should allow them to benefit more from their schooling experience. Because this model places emerging bilinguals as language experts and presents them with university students who want or

need to learn their language, it raises awareness about and appreciation for emerging bilinguals' linguistic practices. The university students who engage in this model of learning can also benefit since participation provides them with exposure to and tutoring in the language that they are learning. It also exposes them to a reality with which they may not be familiar and, thus, fosters civic responsibility in them.

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Strategies to Bolster Critical Thinking through Literacy

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While teachers acknowledge the critical role that thinking plays, they often need to know ways to facilitate student thought beyond memorization. It is essential that we understand that the development of thinking must be integrated within the curriculum. Most importantly, we must also recognize the need to teach students how to think. Teachers must consider the processes they want students to practice and develop, as well as how they will teach those thinking skills and processes.

Activating thinking in concert with literacy skills can lead to deeper thinking. Reading, writing, speaking, and listening are interconnected skills that are key to facilitating thinking. Teaching students to think requires reading comprehension, whether it be analyzing information, or identifying the gist of a paragraph's meaning, or studying images or data to summarize or show relationships. Thus, students must learn to read and manipulate information to bring meaning. In addition, students engage in speaking and listening when they communicate, collaborate, or engage in discussions about information, considering different points of view, asking questions, building on others' comments, and constructively disagreeing or agreeing. Frequently, students are expected to accurately express or synthesize their thoughts into writing which can culminate the process of thinking. Furthermore, guiding students to think through the lens of literacy helps them self-assess and reflect on individual strengths, showing that thinking can be taught and assessed.

With the rapid advances in technology, educators must equip students with strategies and skills to process the never-ending supply of information, to cope with unknown present and future issues, and to face any obstacles that arise. The techniques suggested in this text engage learners, foster understanding, support thinking, and promote interdependence and independence of thought. When teachers embed these strategies in their classrooms, they can develop a strong community of critical thinkers. These strategies are: implement thinking routines and facilitate student self-assessment and reflection.

Strategy 1 - Implement Thinking Routines

As noted by Project Zero (2010), thinking routines support the expansion of thinking strategies by leading students to develop their own skills and learning. Teachers can employ routines to guide even the younger students to construct meaningful knowledge from prior experiences. (NAEYC, 2009; Salmon, 2010). With thinking routines, students generally respond to a series of identified questions or steps that trigger curiosity, manage thought, and make connections, guiding all students to contribute ideas. Thinking routines support the development of students as self-directed learners and promote learning for deeper understanding.

Several thinking routines are shown in Table 1. Others can be found in *Making Thinking Visible* authored by Ritchhart, Church, and Morrison (2011), Perkins (2003), and in books by critical thinking author, [Author] (2013a, 2013b). These thinking patterns can be used repeatedly to help students form thoughts, reason, and reflect. Over time, these patterns become routine in the thinking process. As a result, a language for thinking will develop which will cultivate a classroom culture for thinking.

Table 1. Thinking Routines

Routine	Description
Routine for Introducing and Exploring Ideas	

See-Think-Wonder	Employ this routine when you want to create interest and teach how the power of careful observation can develop insight and form grounded interpretations. Emphasize the use of this routine when students view an image or object (e.g., painting, photo, video clip, text excerpt, chart, cartoon, artifact) preceding a lesson or unit of study.
	• What do you see?
	  • Direct students to silently and carefully observe (about 2-3 minutes) prior to engaging in talk.
	  • Ask students what they notice or see without any interpretation.
	• What do you think is going on?
	  • Have students interpret what they notice based on the close observation. Ask: What is going on?
	  • Prod for alternatives and additions, guiding students to support responses with reasons. Ask: What makes you say that?
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	• What does it make you wonder?
	  • Invite students to identify additional wonderings after carefully observing, thinking about, and synthesizing information. These may be questions initiated by the students that open up new areas of exploration and thinking.

Routines for Synthesizing and Organizing Ideas	
Generate-Sort-Connect-	Use this routine to invite students to work in groups and brainstorm different ideas about the same topic. • Students collectively generate ideas (on sticky notes).
Elaborate: Concept Maps	• Students display the sticky notes. • Students sort ideas into groups or categories by moving the sticky notes. Then they name each group or category. • Students make personal connections to the ideas within their own thinking. • Students elaborate how to use the ideas, justifying and explaining the application (e.g., class project, research).
The 4 C's	Use The 4 C's to synthesize and organize ideas. • Concepts: What are the big ideas? • Connections: How do the ideas connect to what you already know? • Challenges: What do you find challenging? • Changes: How have your actions and attitudes changed as a result?
I Used to Think…, Now I Think…	Use the routine prompt as an exit card to conclude an activity or lesson. • Students use a sticky note and respond to the prompt to reflect how their thinking has changed. • Place the sticky notes in a designated location.
Routine for Digging Deeper into Ideas	

Sentence, Phrase, Word	Use this routine to determine the importance of any text.
	• Students answer three questions:
	  • What is the sentence that is most important to you (e.g., in the story, in the reading selection, in the lyrics)?
	  • What is the phrase (or group of words) that is most important to you?
	  • What word is most important to you that tells what the text is really about?
	• Students share the sentences they chose.
	  • Students turn and talk to partners, sharing what they noticed about the sentences.
	  • Discuss as a whole group.
	• Students share phrases.
	  • Students turn and talk to partners, sharing what they noticed about the phrases.
	  • Discuss as a whole group.
	• Students share words they chose, with the facilitator/teacher recording each named word on a displayed chart. If a word is repeated, a check is placed by the word.
	• Teacher invites students to collaborate with partners or in small groups about what they notice about the words.
	• Teacher guides a whole-group discussion, leading students to conclude how the words work to determine what the story is about.

Based on Ritchhart, R., Church, M., & Morrison, K. (2011). *Making Thinking Visible*. San Francisco, CA: Jossey-Bass, pages 55, 56, 125, 140, 154, 207.

Strategy 2 - Facilitate Student Self-Assessment and Reflection

Learning about thinking must be a priority in a thinking classroom. How can students maximize the quality of their thinking if they are not given opportunities to routinely self-assess or examine their own thinking? How can students improve their thinking, or think critically for that matter, if they are not reflecting on their own thinking? Students must be provided opportunities to become effective critics of their own thinking (Paul & Elder, 2005).

Reflection is more complex than simply remembering. Reflection requires students to not only pull from their past knowledge, but also apply or transfer that knowledge to new situations. Encouraging students to be reflective is an essential part of helping them become metacognitive thinkers and learners.

In a thinking classroom, students must learn how to determine what is reasonable from what might be unreasonable. Typically, people see what they want to see or change it to fit their situations, which results in biased thoughts. "In short, we need standards for thought, standards that guide us to consistently excellent thinking—standards we can count on to keep our thinking on track, to help us mirror in our minds what is happening in reality, to reveal the truth in situations, to enable us to determine how best to live our lives" (Elder and Paul, 2008, p. 3). Table 2 represents nine intellectual standards that Elder and Paul (2008, p.12) note as being essential in human reasoning.

When students engage in cognitive processing (e.g., comparing, inferring, analyzing, reflecting, evaluating), the application of intellectual standards is often required. The cognitive processes that students use do not ensure skilled and reasonable thinking. To result in high-quality thinking, the intellectual standards should be applied during these cognitive processes. These standards help students develop excellence in thought. Teachers should model the application of the intellectual standards when appropriate and guide students to routinely use these intellectual standards to improve the quality of thinking rather than leaving it to chance.

Table 2. Quick Guide to Intellectual Standards

Standard	Questions
Clarity	• Could you elaborate further? • Could you give me an example? • Could you illustrate what you mean?
Accuracy	• How could we check on that? • How could we find out if that is true? • How could we verify or test that?
Precision	• Could you be more specific? • Could you give me more details? • Could you be more exact?
Relevance	• How does that relate to the problem? • How does that bear on the question? • How does that help us with the issue?
Depth	• What factors make this a difficult problem? • What are some of the complexities of this question? • What are some of the difficulties we need to deal with?
Breadth	• Do we need to look at this from another perspective? • Do we need to consider another point of view? • Do we need to look at this in other ways?
Logic	• Does all this make sense together? • Does your first paragraph fit in with your last? • Does what you say follow from the evidence?
Significance	• Is this the most important problem to consider? • Is this the central idea to focus on? • Which of these facts are most important?
Fairness	• Do I have any vested interest in this issue? • Am I sympathetically representing the viewpoints of others?

Elder, L. & Paul, R. (2008, p.12). *The thinker's guide to intellectual standards: The words that name them and the criteria that define them.* Dillon Beach, CA: Foundation for Critical Thinking Press.

Table 3 provides four techniques for students to use when striving to communicate with clarity. Critical thinkers must be clear when they express themselves and likewise, must become observant as others communicate. Students can use Clarity Techniques to assess their own oral or written expression. For example, after reading a text or viewing a media clip, students could use the techniques to determine if they were clear while communicating their thoughts or viewpoints. Students could also apply these techniques when the thoughts of others appear confusing or difficult to understand. Recalling previous conversations, students can reflect if they showed initiative by asking other classmates to improve communication (e.g., Restate your point; Give me an example; This is what I think you are saying ___. Am I correct?).

Table 3. Clarity Techniques

	Questions	Say/Write
State	• Do I state what I want to communicate? • Am I explicit and precise?	• I think ___. • I observed ___.
Elaborate	• Do I use other words to elaborate thoughts or major points?	• In other words, ___. • Let me use other words to restate my point.
Illustrate	• Do I give specific examples of what I mean? • Do I use personal experiences to make the connection?	• For example, ___. • I will give you an example.
Exemplify	• Do I use analogies, metaphors, pictures, or charts to illustrate key points?	• An analogy ___. • This visual shows ___.

Adapted from: Paul, R. & Elder, L. (2013). *Critical thinking in everyday life: 9 Strategies*. Retrieved from http://www.criticalthinking.org/pages/critical-thinking-in-everyday-life-9-strategies/512

Table 4. Reflective Questioning and Prompts

Decision-Making	• Do I use criteria to make decisions? If so, what criteria do I use? Where does the criteria originate? How do I apply the criteria? • If criteria are not used, how might I change my decision-making process next time? • Because I know my individual learning preference, what might I do when I find myself in a group situation that is not the way I learn or work best?
Problem-Solving	• When I think about the way I approach solving problems, what new insights can I identify? • How can I practice better thinking in my life?
Group Work	• When my group gets stuck, I react by ___. • How can being aware of my reaction help me/my group move forward? • Are there any emotional situations that arise when I work in groups? How do I respond? How can I improve?
Self-Monitoring	• How does thinking with others help me complete task(s)? • When I read, what goes on inside my head? How do I monitor my understanding of the text/ reading selection? Should I do something differently? • What metacognitive strategies do I use to manage/monitor my listening skills when I work in teams? When I work alone? • How do I know when I am thinking well or poorly?
Real-World Application	• What situations in school require positive interdependence? • What situations beyond school would require me to think interdependently? • Are there situations where it is essential that I be accurate and precise?
Personal Implications	• Are my peers trying to take advantage of me? • What is my biggest obstacle? • What do I know about how I think? Am I using the habits of mind and the intellectual standards? • How can I be more successful? • Do I need to focus my attention elsewhere? • What can I do to practice better thinking? What steps should I take? • What have I learned about myself? • Is my thinking of good or poor quality? What can I teach someone about quality thinking?

Table 4 depicts other questions and prompts that encourage students to consciously reflect on their thinking and learning experiences. Exploration of thinking can be captured through oral or written reflection. The following questions or prompts invite students to examine and take charge of their own thinking processes (e.g., decision-making, problem-solving, group dynamics).

Students may record their reflections by writing in a Thinking Journal, a Response Notebook, or a Dialogue Notebook.

- Thinking Journal – Students express their thoughts in Thinking Journals to promote deeper thinking about a topic or to clarify their thoughts.
- Dialogue Journal – Students exchange journals with other students to participate in interactive dialogues that promote engagement about an idea, a topic, or what is being learned. An interactive exchange may also take place between a student and the teacher.
- Response Notebook – Students use Response Notebooks to record their thoughts, reactions, or responses to issues, ideas, or content-specific topics.

Any of the three types can be content specific or related to learning across any subject area, such as a Math Thinking Journal, a Reading Response Notebook, or a Dialogue Journal about learning. If students engage in written reflections, teachers should devote time to visit with students in small groups or individual conferences about what they have recorded.

Graphic organizers are noted for also being valuable in regards to self-assessment. They serve as tools, assisting students and making thinking visible. Organizers can reveal gaps in the student's thinking or knowledge and what might still need to be learned. The content or lack of content in the graphic organizers might indicate where a student needs to include additional thoughts or further evidence to support a claim. When teachers ask students to share their organizers, students show their metacognitive development as they engage in explaining their thought processes (e.g., Why did I record this information?).

Rubrics can also be used by students for self-assessment purposes. With success criteria identified as well as descriptions of levels of performance, students can easily monitor and evaluate the progress or lack thereof made during activities. It is essential

that students be provided the rubrics prior to the activity if they are to use them for monitoring and evaluation purposes. Rubrics can be used during the activity to monitor the application of required skills and knowledge. Then, students rate themselves, evaluating how they might improve their thinking and performance.

Summary

Critical thinking skills should be encouraged, taught, and reinforced in all classrooms at every grade level. Teachers, themselves, may gain insight and demonstrate growth as skillful thinkers from the variety of strategies that can be transferred into planning, instruction, and assessment. The suggested strategies demonstrate that critical thinking is an active, purposeful, and organized cognitive process. All identified strategies and techniques can be used and adapted to facilitate critical thinking across all subject areas, developing students as skillful thinkers and independent learners.

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The Importance of Word Knowledge in Reading Comprehension

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Abstract

Students' vocabulary knowledge is a significant predictor of their reading comprehension. The publication of the Florida B.E.S.T. State Standards is raising the expectations for word learning through a combination of collaborative conversations, direct instruction, and reading and writing. However, selecting words to teach can be overwhelming. This article addresses the approaches in the why and how of selecting words or phrases to teach successfully.

The Importance of Word Knowledge in Reading Comprehension

Words have always had immense power. They can be persuasive and devastating, to deceive, insult, manipulate, offend, humiliate, control or destroy. Or they can lend a more constructive and compelling influence to encourage, illuminate, educate, inform, entertain and motivate. The strength of words is their ability to evoke strong emotions and images; to make us see, hear, and feel the world around us. Words can hold us captive and spellbound. They have a lasting power for success or failure and individuals are often judged by their vocabulary. Reading words in a book can leave lasting impressions, or make us connect and identify, or even love or hate characters. The words authors use can give them a voice that may speak to us, or make us laugh, cry, and even inspire our thoughts and deeds.

A Quick Look at the History of Vocabulary Research

Now with a century of comprehensive research in reading comprehension, the importance of vocabulary has played a unique and pivotal role. Beginning with Thorndike's 1917 studies on reading comprehension, he found students had issues with their word knowledge and word relationships in sentences within the paragraph; with such deficient word knowledge, the student's reasoning and comprehension was poor and inadequate. Alderman's 1926 study cited the need for vocabulary building with drills for struggling readers, and Berry 1931, (as cited in Davis, 1968), noted how good readers have individual word knowledge to help them draw inferences. Davis' (1944) factor analysis study demonstrated the first strong positive relationship between word knowledge with reading comprehension. Still today knowledge of words and how they work is a strong predictor of reading comprehension (Anderson & Nagy, 1991; Baker et. al, 2003; Beck et. al, 2008). Additionally, the effect size of a vocabulary program is 0.67 which is excellent and leads to achievement gains (Fisher et. al, 2016).

Even though there is a large body of research supporting a strong positive relationship with vocabulary and reading comprehension, in 1950, Kottmeyer stated, "One of the vexing problems of teachers of reading continues to be that of discovering more rapid and effective means of extending children's knowledge of word meanings" (p. 9). Kottmeyer also stated the importance of the individual knowledge and experience a reader brings while reading, which also remains highly relevant today. When children enter school with low level vocabularies, they often retain undersized vocabularies compared to their peers who enter school with larger vocabularies. Thus, they are likely to struggle with comprehension (Cunningham & Stanovich, 1997; Stanovich, 1986). So, "the rich get richer, and the poor get poorer" (Stanovich, 1986). Therefore, it is imperative that classroom instruction in word learning is critical and intentionally planned rather than arbitrarily and indiscriminately taught (Biemiller, 2012; Fisher & Frey, 2014 & McKeown et. al, 2012).

Kottmeyer goes on to state two instructional activities, dictionary usage and structural analysis skills; understanding how to use a dictionary is useful, yet looking up and writing definitions is not (Nagy & Scott, 2013). Furthermore, dictionary usage is not a primary strategy for vocabulary instruction, yet structural analysis; recognizing and knowing prefixes, suffixes, roots, and word families, is an essential strategy for enhancing and gaining word knowledge.

In the end, Kottmeyer appeals for the need of a "cooperative attack" (p. 10) in which he calls for a systematic and long term plan for word learning, which is still very true for today (Hiebert et. al, 2005). Systematic and long term in the present means developing and promoting word consciousness (Graves, 2006), by understanding different levels of word knowledge (Nagy & Scott, 2013), choosing what words to teach (Beck & McKeown, 2002; Fisher & Frey, 2014), learning unknown word strategies (Graves, 2006), and providing meaningful speaking, listening and writing experiences (Fisher & Frey, 2014; Graves, 2006 & Lesaux, 2012 & Lesaux et. al, 2014).

For more than 70 years, or at least since Kottmeyer's article in 1950, vocabulary instruction still appears to be perplexing for many teachers due to the amount of instructional time devoted to word knowledge in schools, and is still somewhat limited, isolated, and not as intentional or systematic as it should be, or can be, in the classroom (Beck et. al, 2008; Beimiller, 2003; Blachowicz et. al, 2006; Fisher & Frey, 2014; Nagy & Scott, 2013). These limitations prevail, even with a long history and a large body of research demonstrating vocabulary teaching and learning is a key element for comprehension understanding and word knowledge growth. This may be due to inadequate vocabulary assessments in theory and practice (Pearson et. al, 2007) or the difficulty in deciding what words to teach (Graves et. al, 2013) or inconsistencies in reading research may lead teachers to not explicitly teach vocabulary at all (Shanahan, 2016).

Vocabulary and the Florida B.E.S.T. State Standards

The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, reading and writing. They ask students to determine word meanings, appreciate the nuances of words and steadily expand their range of words and phrases. Vocabulary is treated as its own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening. The great thing about the Florida B.E.S.T. vocabulary strand is that it is spiraled and in vertical learning progression. This helps teachers understand steps towards their students learning progress, and then identify areas for reteaching, an intervention and it helps set up student learning goals. The strand is centered around one standard - Finding Meaning with three benchmarks: Academic Vocabulary, Morphology, and Context and Connotation (FLDOE, 2020). Additionally, Appendix D: Vocabulary has resources such as a decision-making flow chart for choosing words for direct instruction and sample word lists such as Greek and Latin, affixes and base words for benchmarks. Vocabulary standards are also found indirectly in the History/Social, Mathematics, Dance, Visual Arts, World Languages, foundational skills, and indirectly in the New Generation Science Standards (NGSS, 2013).

Purposeful and Meaningful Vocabulary Instruction

To meet the demands of the Florida B.E.S.T. Vocabulary standards and develop students' depth and transfer of word knowledge to support them in reading comprehension teachers must have a framework for planning implicit and explicit vocabulary instruction. In planning for an instructional vocabulary framework, it is important for teachers and students to understand the complexity of words and the intricacy of word learning.

Nagy and Scott's (2013) Five Aspects of Word Knowledge helps to build depth in a vocabulary framework and an understanding of implicit and explicit word knowledge, as well as to plan instruction that facilitates vocabulary growth and for strong reading comprehension. They are: 1) incrementality, which means the degrees of a word and gradually learning them deeply over time, 2) multidimensionality, which is knowing the different aspects of words such as the different functions, parts of speech and pronunciation; knowing the nuances of words, 3) polysemy is understanding that words are flexible and may have more than one meaning, 4) interrelatedness is learning and knowing how words are connected in different contexts and associations, and 5) heterogeneity where meaning depends on words and their functions, structures, and that there is a range of applications for word use.

Additionally, a strong vocabulary framework should provide robust, meaningful and purposeful language experiences to access and practice words through reading, writing, speaking, and listening. These learning experiences must help students form connections between words, integrate meaning and context through questioning, and build word representations, which is especially important for English Learners (Graves et. al, 2013).

In creating these experiences in the classroom research shows that we should also teach individual words in a tiered approach (Beck et. al, 2002). According to Beck et. al, (2002) tier one words are basic words, redundant in everyday language such as, happy, good, and little. They generally require little instruction because of their high occurrence in conversational language and exposure at early ages. Tier three words are usually domain or topic specific such as troposphere, troubadour, and flautist, with lower occurrence in written text and oral language, and they are not highly transferable across multiple domains or topics. Tier two words are highly useful words and of high frequency, such as legislation, principle, and justification. They are found across several subject areas, and not easily learned independently or in context. Additionally, they have high impact for reading, writing and discussions. Consequently, tier two words are best suited for explicit instruction. Within these selection of tier two words teachers can build systematic learning experiences, which delve into their morphology, syntax and semantics.

Procedures for Word Selection

Choosing words to teach can be daunting and challenging. A procedure is needed for choosing what tier two words and academic vocabulary for effective instruction to enhance comprehension and build word knowledge. Fisher and Frey (2014) developed a decision-making model for choosing which vocabulary words to teach through explicit instruction to alleviate this formidable task. They created questions to consider concerning the qualities of words for transfer, The five qualities are: 1) Representative - is the word representative of a concept? 2) Repeatable – is there redundancy or frequency within the text or unit or across the school year? 3) Transportable - will words be transportable for listening, speaking reading and writing tasks? 4) Contextual analysis – are there context clues to determine the meaning? 5) Structural Analysis – is the student able to apply structural analysis to figure out the unknown word? If the word has a high occurrence and the reader has ample opportunities to figure out the word with contextual or structural analysis, then it most likely does not need explicit instruction (Fisher & Frey, 2014). As mentioned above, Appendix D in the Florida B.E.S.T. ELA standards has a decision-making flowchart similar to these questions.

If the word is essential for understanding the text, then enhancing word knowledge and further learning experiences, such as writing is good, but if there is no support in the text to discover the meaning, then that word should be taught directly (Fisher & Frey, 2014). And lastly, it is important to think of the students' cognitive load in acquiring new words. Too many words and other challenging content area concepts in the curriculum may lead to fatigue and less learning.

Teaching and modeling word learning strategies, such as how to use context clues, which is looking at words, phrases and sentences before and after the unknown word to infer meaning. Using context clues requires the readers to closely analyze specific parts of the text to negotiate meaning. In addition, teaching context clues helps discern the flexibility and complexity of words, such as connotation and shades of meanings. Morphological or structural analysis is looking at how words are formed. It requires knowledge of base words, roots, and affixes to determine meaning. When students begin to recognize patterns and analyze words on their own they become word conscious, expand their vocabulary and develop their reading comprehension (McKeown et. al, 2017). Another word learning strategy is how, why and the purpose of a dictionary and thesaurus. They are references and not ideal for vocabulary building, unless the reader has a These word learning strategies will support all students to develop a deep knowledge and transfer of words.

Teachers must plan systematic lessons that require students to become deeply involved in meaningful and purposeful listening, speaking, reading, and writing experiences. These encounters should support students in developing deep word knowledge that will enable students to strengthen reading comprehension (Oakhill et. al, 2013) and build their vocabularies so students can increase content knowledge (Lesaux, 2012). Students need frequent and regular exposure to words in dialoguing in many different types of contexts McKeown et. al, (2017). Language is complex, and writers like to play with language, so systematic word learning experiences built around morphology, syntax, and semantics can help clear the readers' misconceptions or ambiguity within a text (McKeown et. al, 2017).

Conclusion

Teachers have a responsibility to ensure that all students are developing strategies in the deep learning and transfer of new words, and in building their vocabularies by fostering word consciousness in a deliberate and systematic way. Increasing students' vocabulary supports their comprehension, oral language and written composition (Wasik & Iannoe-Campbell, 2012: Lesaux, 2012). One who has precise words to use in speaking and writing communicates effectively and understands more complex text. These readers, writers and speakers, begin to make connections in building their schema and conceptual knowledge (Lesaux, 2012). When students have knowledge about the way words work and how to use them, they become empowered.

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Offline Possibilities: Low-Tech and No-Tech Literacy Learning Anywhere

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The quick pivot to distance learning for Florida schools in March 2020 due to COVID-19 sent educators into survival mode for the remainder of the 2019-2020 school year. It is important to acknowledge the emotional waves that stem from a "crisis teaching" situation (Fisher, Frey, and Hattie, 2021, p. 1). While fluctuating pandemic statistics and worries around public health pervaded the continuous loop of news headlines, teachers were also dealing with the stress and sense of loss around the transition to teaching in an online environment for the remainder of the school year. Likewise, students encountered a wide range of emotions and experiences surrounding the unceremonious conclusion of in-person education. Some students enjoyed the freedom and flexibility of learning online. Others found they did not have the materials, technology, or support they needed.

The start of the 2020-2021 school year brings further uncertainties around the format of instructional delivery, in addition to ongoing concerns about health, safety, and wellbeing. Coming into a new and still uncertain school year may necessitate an even greater effort from teachers to encourage reading motivation and gain lost ground in developing reading skills. The need for educators to generate interesting and engaging content for students while maintaining considerable instructional flexibility presents added challenges for teachers, as they serve some students face to face and some students through distance learning. At some point, students who may have elected to go back to the classroom may be sent home once again for quarantine. Regardless of how these scenarios play out, teachers have a distinct need for engaging instructional activities that are attainable in a variety of settings.

An internet search or the perusal of education-related social media networks reveals a multitude of options for internet-based tools and applications for learning. Some paid subscription educational services have even waived their fees. While these online tools can take time and energy to wade through and weigh out, they are available and plentiful. Conversely, compilations of low-tech or no-tech literacy options are scant, leaving teachers to devise or adapt plans for students who may have limited technology resources available to them.

How can we meet the needs of our students who have minimal access to technology, with no or slow internet or insufficient devices to access their online learning? Outside of traditional school settings, some students may be working on cell phones or utilizing unreliable connections. Accounts of students with inadequate or no internet access, no device or a device that is shared among many siblings are plentiful in the news across Florida and much of the rest of the nation (e.g., Hatter, 2020; Marra, 2020; Morrow, 2020; Turco & Krause, 2020). In an article by The Associated Press (2019), an estimated 3 million students in the US had no internet at home. Students with limited or no connectivity were often offered paper packets of work to complete (Turco & Krause, 2020). These packets have their own set of issues, as many easy-to-access and ready-to-use reproducible resources can range from "busysheets to powersheets" (Gonzalez, 2018). Many busysheets are disconnected from meaningful learning, have little instructional value, and require a lot of sitting still.

Whether framed as hardships or opportunities, the circumstances around educating students during a pandemic has created a need for educators to build an agile, personalized, and ever-expanding toolkit of resources. In this article, we choose to frame this shift in learning in a positive light, focusing on creative, engaging, personalized, and culturally responsive (Gay, 2000) ways students can connect with literacy skills and build sustaining interest in multiple literacies. We provide low-tech and no-tech alternatives to worksheets, often through open-ended and culturally-situated approaches to learning. We provide concrete examples of learning opportunities for an audience of educators, with an accompanying reproducible handout designed to share with students and their families to provide engaging literacy activities that can be done with few or no material resources. We think of the audience of these activities as the students' family and others who may be in the inner-circle of their socially-distanced worlds and we are mindful of that language in the handout for families.

The literacy activities noted here are designed to flexibly engage learners of many ages and even potentially provide students of multiple ages in households with opportunities to support each other's learning. The main goals of the literacy experiences described in this article and provided in the reproducible handout are:

- To encourage student engagement with literacy in an authentic way,
- To generate and promote students' interest in learning, and
- To strengthen connections between literacy, family, culture, and community.

Read and Respond

One way to help advance students' literacy skills is to encourage a love of reading books. On a basic level, suggesting students create some special physical space for literacy is a good start to promoting interest in reading and responding to reading. Teachers might suggest students create a space that is as simple as a pillow on the floor in a quiet corner. Other possible suggestions for students might include sitting on a yoga ball or a bean bag chair to contribute to the feeling of reading and responding as a special time. Students can use a cloth canopy, bedsheet, or blanket to create a reader's nook. Encourage students to establish structures, routines, and habits that provide multiple and extended opportunities for them to enjoy reading in a way that speaks to their own interests, strengths, and needs.

In addition to reading and enjoying books, students can explore many ways to respond to what they read. Louise Rosenblatt (1995/1938) reminds us that young readers' involvement with literature increases sensitivity to imagery, style, and structure, which in turn increases students' understanding of the human implications of literature. In this exchange, "a reciprocal process emerges, in which growth in human understanding and literary sophistication sustain and nourish each other" (Rosenblatt, 1995/1938, p. 52). During the current strange season of life, it seems we could all benefit from deep and personal insights into the human condition and books offer diverse opportunities to develop that kind of thinking.

- **Read and Draw** - Drawing can improve reading, writing and thinking by helping students to "explore their surroundings, gather and process information" to understand the world around them (Horn & Giacobbe, 2007). After reading a highly imaginative story, students can illustrate what comes to mind or read an informational book and draw a diagram of a scientific process or steps in an experiment. Suggest students collect their drawings in a journal or portfolio that can be shared with their family.
- **Perform Your Own Read Aloud** - Encourage students to choose a poem, limerick, song, joke, or story to practice reading multiple times and then record to share with family or classmates. If no recording device is available, students can perform live for their family. Repeated readings boost fluency and confidence. Performing for an audience gives repeated readings a purpose.
- **News Flash!** - Getting students interested in informational texts and current events is an important part of developing knowledge and engaging in civic matters. Students can read informational texts and then create their own news story to share with family.
- **Move to a Story** - Encourage imagination and personal expression by bringing story to life through creative movement. Invite students to interpret a short story, poem or play through movement and dance. Students can work to convey various roles, actions, moods, and themes through their movements.
- **Make Reading an Adventure** - After reading a mystery story for inspiration, suggest students create their own Scavenger Hunt or Escape Room or write their own mystery to solve. Invite students to ask their family members to solve the mystery. This can be done indoors or outdoors, solo or with a group.
- **Silly Sentences** - Silly Sentences can provide a fun, entertaining activity to teach different forms of speech and appealing to all ages, alone or with a group. Write descriptive sentences, then substitute key words with blanks indicating each words' part of speech. Ask a family member to provide words matching the part of speech, and then read the silly results aloud.

With these suggested literacy responses, students can take advantage of a variety of text types. If technology is available to support it, your public or school library system may have a large and diverse catalog of ebooks and downloadable audiobooks for patrons. In addition to digital formats, suggest other varied text types for students: graphic novels, magazines, newspapers, or newsletters. Some readers may enjoy and benefit from multi-sensory reading materials like big books, tactile books, flannel board stories, or large print books available from your school or public library.

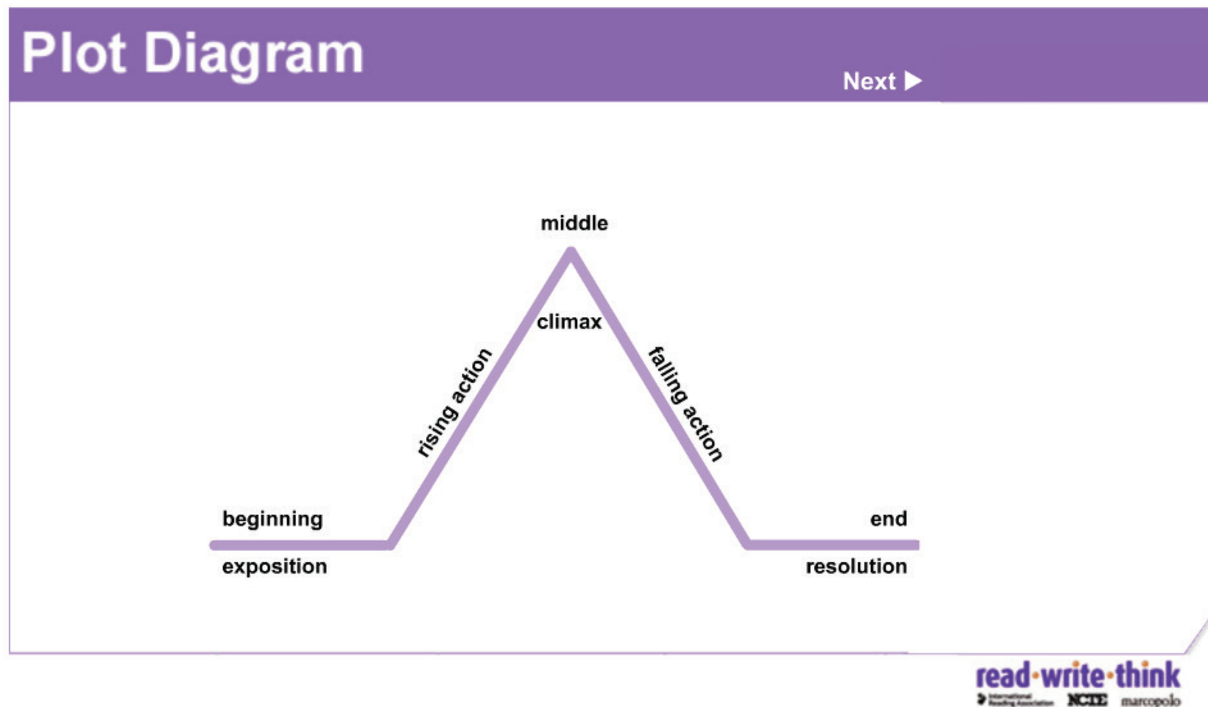
Listen and Tell

Connecting with Rosenblatt's (1995/1938) ideas of literature as a means for exploring the human experience, in this section we outline possible literacy learning activities that involve listening to the words and ideas of others and encouraging students to tell their own stories. As one of the oldest literary traditions, storytelling can provide an engaging and personal way to strengthen literacy development in children. We follow Dyson and Genishi's (1994) framing of the story as "organizing our experiences into tales of important happenings" (p. 2). Through stories, teachers can learn of students' culture, experiences,

and connections to friends and family. Sharing stories of professional authors as well as students as authors creates space for new connections that link those diverse stories (Dyson & Genishi, 1994).

Now, as always, "stories are means for individuals to project and present themselves, declare what is important and valuable, … make general facts more meaningful to specific personal lives, connect the self with others, … develop a healthy sense of self, and … build community" (Gay, 2000, p. 3). In our current socially-distanced world with civil and political turbulence, human connection and a sense of community have become of utmost importance for our students' overall well being. Storytelling offers children a particular opportunity to make sense of their observations and feelings in a way that situates their experiences within a community context.

- **Be the Storyteller:** Encourage students to look around their own homes, neighborhoods, and communities for a category of like things or ideas (e.g., animals, plants, vehicles, tools, books, characters, etc.) and tell a story about them. Utilizing a plot diagram is one way to get a story started and follow a predictable and logical flow. Readwritethink.org offers a clear and easy to understand plot diagram that can act as a blueprint for students to tell their own stories.



(Source: http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html)

- **Stories of the Past** - Gay (2000) reminds us in no uncertain terms that "culture counts" (p. 8). As we encourage students to get to know their own families and communities better, students can ask a family member to tell them a story about an adventure in their childhood or a heritage story from their culture. Then students will have those stories to tell in their own life of stories.
- **Wordless Picture Books** - Wordless picture books provide a visually stimulating way to guide students through a story, increasing their understanding of beginning, middle and end while sparking their imagination to fill in the words. Encourage students to write or tell their own story of a wordless picture book.
- **Family Recipes** - Talk about food as it pertains to different cultures around the world. Provide examples of cookbooks with multi-cultural recipes and share with students samples of how recipes are written. Have students apply what they have learned by writing and sharing a family favorite recipe. As an alternative, you could have students create their own recipe using their imagination.
- **Music's Stories** - Music can serve as a powerful cultural tool and as a way to learn and remember stories, memories and events (Vanderburg, 2020) while enriching the literacy learning experience. By adding music, rap or singing words to a story, it draws students in, increasing their "engagement, participation and enjoyment" of the story (Vanderburg, 2020). Younger students may enjoy celebrating stories through song, finger plays and puppet shows that develop early literacy skills and promote interaction. Older readers might enjoy creating a soundtrack to a book. Like a movie soundtrack, a book soundtrack can be compiled

or composed to reflect events, moods, and ideas from stories. As a bonus, students can create an "album cover" for their book soundtrack.

- **The Story Game** - Students can find a friend or family member willing to play along with the story game. To begin, one person says one sentence. The next person fills in the next sentence. This is a fun way to involve multiple people in storytelling across generations. These stories can become a fun family event of creative stories reflective of diverse thoughts, feelings, and experiences.
- Everyday Stories - Invite children to journal their thoughts, dreams, discoveries, and reflections of a story or their own personal experiences. Encourage them to draw and describe whatever comes to mind. Provide prompts or open-ended questions to get things started and encourage students to write every day.

Through storytelling, children can listen to tales of other people and learn to appreciate different cultures and connect them to their own experiences. For students who have struggled to understand how words relate to their lives, storytelling can help them make that connection. Storytelling improves both memory and the ability to use narrative language, which is necessary for developing literacy (Piri, 2015).

Create and Share

Beyond reading, responding, listening, and telling, integrating creative and active elements in literacy activities can enhance the content shared with a hands-on approach helping students "understand and engage in learning," setting them up to become engaged and informed citizens of our communities (Vanderburg, 2020). Now as much as ever, it is important for children to feel they are an important part of society with much to contribute to healthy and productive living. More specifically, we can tap into ideas around social and emotional learning (SEL), as a "process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (https://casel.org/what-is-sel/). SEL can occur quite naturally with literacy teaching and learning activities. Versaci (2001) reminds us that "a common goal, regardless of the level we teach is to help students read beyond the page in order to ask and answer deeper questions that the given work suggests about art, life and the intersection of the two" (2001). In this section we share a variety of ways in which children can create and share their own literacy contexts with the goals of building ties to family and community.

- **Map Making** - Maps can help students learn how to see things from different perspectives, giving them a better sense of the world beyond their home. With some background knowledge about maps including key terms and navigating concepts, students can create their own maps. Younger students can begin with locations closer to their home - their own bedroom, house or community. Older students can expand to make maps of their city, state, and country, or study historic maps which can shed light on how our geography and traditions have changed over the centuries.
- **Family Tree** - Building a family tree can be an exciting opportunity for children to learn about their family heritage. By providing a framework of questions, a diagram to chart out family members, and prompts to gather stories of past generations, this exercise can foster a sense of family/cultural pride, build literacy skills, and develop an understanding/appreciation of different cultures. In the classroom, whether virtual or in person, teachers can offer a Family Story Wall where children can contribute their stories, photos, and aspirations about and for their family. Family tree activities also offer an excellent opportunity for partnership with a local historian or genealogy librarian who can offer knowledge, insights, and activities to discover personal histories.
- **Write a Fable** - With so much going on in our world today, from problems of the pandemic to ongoing racial injustice, kids likely have made observations of their world that they want to share. Encourage them to write a fable. Fables are simple stories with an overt moral to the story. By starting with a moral to the story, students can choose the characters, identify characters' traits, shape the conflict, and write the story (MasterClass, 2019).
- **Comics** - Comics and cartoons can provide a visual approach to reading and writing as they are approachable combining words and images. A basic introduction to comics can help students understand how the storylines, the characters, the setting and plot work in a visual, comic format. Ask students to think about what happens in each frame and how the action is shown, and how the frames interact and inform each other. Invite students to create their own comic in print or digital. If technology is available, students can use the Comic Creator, a free online simulator to develop a comic. Aside from engagement, comics can help to develop much needed analytical and critical thinking skills.
- **Letter Writing** - Writing a letter can help students learn to compose written text and provide handwriting practice. Even with modern communication, like email and text, letter writing is an essential skill that will aid students throughout their life. Share different types of letters with

students along with a typical layout of a formal letter and have students compose a letter of their choice (thank you letter, asking for information or congratulations letter). Students could also write imaginary letters to people of historical significance or to one of their heroes.

- **Hands On Thinking** - For a tactile learning experience, encouraging creative exploration (Vanderburg, 2020) of the outdoors, offer students natural elements of sand, tree twigs, acorns, leaves and rocks to interpret what they learn. Invite students to draw a sight word or story book character in the sand by using a tree twig or tool (spatula, pencil or their finger). After a story, have students use clay, slime or kinetic sand to sculpt what comes to mind. Use clay to form imprints of letters, words, and concepts learned. Students can create a sculpture using rocks, pebbles, leaves or acorns. Activities can be modified to support students of any age or ability level.
- **Props & Puppetry** - Puppets and handmade props can help emphasize what's being learned by providing a multi-sensory learning experience allowing for students to take part in the story. Use puppets or make your own with a clean sock and design a puppet theater out of an old cardboard box. Students can invite their family members and act out a story or play.

By framing literacy activities in content related to the students' current grade level and learning goals, many of the ideas we share here can be adapted for a broad and diverse audience.

Concluding Thoughts: Seek Out and Use What Is Available in Your Community

The literacy activities noted here are designed to nurture students' relationships with books and ultimately increase interest in and engagement with reading and the world around them. In addition to these flexible and creative learning activities, public libraries often offer free learning resources, imagination kits, books, puzzles and audiobooks. Some public libraries offer wifi hotspots for free or at a nominal cost. It is important to be aware of these resources available in your community for yourself as you plan for whatever your school year may look like and also to seek out resources you can pass on to students and their families. As public service organizations, libraries are constantly developing innovative solutions to challenges their communities face. If access to print books is a concern, search your community for Little Free Libraries. Little Free Libraries work off of a "take a book, share a book" basis and are largely funded and managed by community members. You can locate registered Little Free Libraries in your local area using the map feature.

The work of educators has always been important and challenging. Teachers are meeting today's challenges by creating learning environments in multiple locations at multiple times, often with minimal resources. The ideas presented here and in the accompanying handout are provided with the intention of sharing literacy learning activities that will foster a lifelong love of literacy learning for your students and their families while building connections to community and culture.

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Reading and Writing in Science: Tools to Develop Disciplinary Literacy (2nd Ed.) (2019)

by Grant, M. C., Fisher, D., & Lapp, D.

Reviewed by Vassiliki ("Vicky") Zygouris-Coe & Rebeca Grysko

Disciplinary literacy instruction focuses on the unique ways knowledge is created in the disciplines, including the specialized ways experts in those disciplines read, write, and communicate (Rainey, 2016). This approach differs from content area literacy, which focuses on teaching general reading strategies to be used universally across subject areas (Mongillo, 2017). Disciplinary literacy has received substantial attention in recent years due to major policy documents such as the Common Core State Standards (CCSS) (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) and the Next Generation Science Standards (NGSS) (NGSS, Lead States, 2013), which call upon teachers to support students in developing advanced abilities to read, write, and communicate across the disciplines. Disciplinary literacy was even ranked as one of the top five hot literacy topics according to the International Literacy Association's 2017 *What's Hot in Literacy* report.

Since reading, writing, and listening are all essential to the work of professional scientists, it is critical that literacy practices be a central component of science instruction (Howes, Lim, & Campos, 2009). As promoted by the *Framework for K-12 Science Education* (National Research Council, 2012), disciplinary literacy instruction in science helps students acquire a deeper understanding of how knowledge is produced and how engineering solutions are developed, ultimately leading to more critical consumers of scientific information. In *Reading and Writing in Science: Tools to Develop Disciplinary Literacy* (2nd Ed.), Maria Grant, Douglas Fisher, and Diane Lapp, all former classroom teachers and current educational researchers, answer the call for advanced literacy instruction in science. The authors present ideas for developing students' reading, writing, listening, and speaking skills in science while also promoting critical thinking, inquiry, investigation, and problem solving abilities. Connections are made to the CCSS and NGSS throughout the book. As a former classroom teacher, educational researcher, and teacher-educator, I encourage colleagues to read this book and put the ideas presented in practice.

The first chapter, "Teaching Students to Think Like Scientists," illuminates global trends in science education in order to establish a need for improved science instruction. The international assessment data shows that several countries outperform U.S. students in science. Next, the authors explore the symbiotic relationship between the Framework for K-12 Science Education (National Research Council, 2012) and the CCSS (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). The authors provide an in-depth examination of the three dimensions of the NGSS, beginning with a look at the core disciplinary ideas, followed by a description of the science and engineering practices and crosscutting concepts. This close examination of the NGSS clearly illustrates the relationship between science and literacy.

The second chapter, "Knowing and Using Scientific Language to Communicate Like a Scientist," considers the role of language, speaking, and listening in science. The authors stress that "science is an integral part of life, and knowing how to think about it, talk about it, and write about it is empowering" (Grant, Fisher, & Lapp, 2015, p. 16). This section provides several ideas for teaching specialized vocabulary in science and engaging students in meaningful science-related discussions, including semantic feature analysis and word play activities.

Next, the authors help shift our attention to the role of reading in science and explore the intersection between the CCSS Reading Anchor Standards and the NGSS. For example, the Science and Engineering Practices of the NGSS highlight the importance of collecting evidence in gathering information and reporting results. While evidence can obviously be gathered through hands-on lab activities, it can also be collected through the close reading of complex science text. Similarly, the CCSS Reading Anchor Standards requires students to read closely, make inferences, and cite textual evidence to support conclusions drawn from the text. This exemplifies the strong relationship between the NGSS and CCSS. The authors also focus on text complexity as designated by the CCSS and describe several instructional routines, such as read-alouds, shared readings, wide reading, and close readings to engage students with text in science. Furthermore, reading about science can help students generate ideas and critically evaluate information about the scientific world.

In the fourth chapter, "Writing Like a Scientist," the authors focus on the role of writing in science and illuminate connections between the CCSS writing anchor standards and the NGSS. As emphasized in the standards, the chapter focuses on the ways in which

students can form arguments and provide evidence for their claims. Teachers will appreciate the variety of instructional routines described that extend far beyond formal laboratory write-ups to support students when writing in a science context.

In the final chapter, the authors conclude with the importance of using formative assessment data to guide science instruction for both individual students and the whole class. Assessment can range from informal assessments, such as listening in on students' discussions, to more formal assessments like performance tasks and constructed responses. Also stressed is the importance of collaboration among colleagues. Teachers can analyze student assessment data together to better plan effective instruction that meets the wide array of students' literacy and science needs.

Across all chapters, the authors pull from their own experiences to transport the reader into the classrooms of effective teachers by providing classroom scenarios that illuminate best practices for developing students' scientific literacy skills. A common theme throughout the book includes an emphasis on the synergy between the CCSS and NGSS. In every chapter, the authors highlight the intersection of reading, writing, listening, and speaking as foundations for creating and sharing teaching approaches rooted in science and engineering practices. Most importantly, the authors debunk the usual notion of "every teacher is a teacher of reading". Grant, Fisher, and Lapp (2015) recognize that science teachers are not reading teachers, but that effective science instruction extends far beyond just teaching content. Instead, they stress the importance of teaching the language of science by offering numerous opportunities for students to read, write, speak, and listen in order to facilitate scientific thinking.

Due to impressive growth in information-based technology, students must develop advanced literacy skills, including the ability to read and comprehend complex texts, present valid arguments, support claims with substantial evidence, and conduct synthesis and comparative evaluation of information. Unfortunately, the lack of quality science instruction in U.S. classrooms threatens to leave us with a population of science-illiterate individuals. In order to help students develop scientific literacy, teachers must provide opportunities for students to read, write, and communicate in science classrooms. The world of science is alive all around us, and our students deserve to not only understand that world, but also to contribute to it.

As highlighted by the authors, "boring science classes that lack spark that we've all seen do harm to our society, to all of us" (Grant, Fisher, & Lapp, 2016, p. xi). We must work together to develop a generation of individuals who can engage in science-based conversations and tackle critical science and environmental issues. The type of instruction highlighted in this book helps students become scientifically literate and informed citizens who can think, read, write, and communicate about science-based issues and solutions. This book speaks to science teachers of all grades, literacy coaches, reading specialists, and anyone else who is devoted to successfully supporting science literacy development. While there is still much to learn about disciplinary literacy in the context of science, this book offers a wealth of teaching approaches that engage students in purposeful science instruction and disciplinary literacy practices.

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Teaching English Language Learners: A Handbook for Elementary Teachers

by Ann Morgan

Maryland: Rowman & Littlefield, 2019

Reviewed by Courtney Lopas & Sherron Killingsworth Roberts

Ann Morgan does an exquisite job of providing everyday information about teaching English Language Learners (ELL) to the busy classroom teacher. Within 100 pages, she is able to open elementary teachers' eyes to better understand ELLs, illustrate classroom strategies that can be implemented immediately, and explain assessments for obtaining accurate data on their learning and progress in second language acquisition. After reading this book, veteran, beginning, and preservice teachers will be better equipped to utilize the most effective teaching strategies for fostering the learning of English Language Learners who are in their classrooms.

Within these powerful pages, readers may be surprised at the important, but often overlooked information ,and the special care that Morgan takes in acquainting teachers with common socio-emotional aspects of our English Language Learners, not only as students, but as children. For example, Morgan illustrates a vignette of a student who cared for his siblings and cousins at home, because his mom and aunt worked and slept odd hours. At school, he fell asleep in class and recess. Less sensitive or informed teachers may have thought he was lazy, but Morgan ensures that teachers understand this vital information as it brings focus to salient, nonacademic characteristics of ELLs. Of course, every ELL is different with some students native to the United States and others emigrating for different reasons from around the world. As a doctoral student focusing on English Language Learners and literacy, I discovered that within the first few chapters and with less than an hour of reading, I benefitted from many teaching strategies, experiences, and ah-ha moments that Ann Morgan gleaned throughout her 18 years of teaching. Through the resources provided in each of the ten chapters, teachers will find that what most consider daunting tasks, now are well within reach to help our ELLs adapt to a new environment in which they bring their culture and life experiences with them. In addition, readers will learn how to assess their ELLs in listening, speaking, reading, and writing to ensure accurate data is obtained. With this evaluative data, teachers will be better able to plan instruction based on students' language proficiency and determine if students' needs are bigger than just second language acquisition. Linked to these assessments of English Language Learners, readers will gain useful knowledge of strategies that can be immediately implemented into classrooms to better suit students both academically and culturally. Morgan even includes her own strategies developed for ELLs in her classroom, including "Dots Write" to organize writing ideas. One of the unique offerings of this book are the great online resources she provides that extend and enhance each chapter. Last, another beneficial and unique touch is found in Morgan's final chapter, entitled "What Teachers and Kids Say," which includes motivational advice from various elementary teachers and ELL students.

Throughout this concise, yet informative book, Ann Morgan embraces the vulnerabilities of every teacher by illustrating her missteps and flaws in teaching English Language Learners. These revelations helped me understand that I am not the only teacher to come up short in my instructional routines for these high needs students. With this realization, I became more comfortable on this journey of self-reflection and learning. Through reading and reflecting on Morgan's book, I revisited strategies learned years ago, but not actively incorporated into my teaching repertoire, such as utilizing active voice in order to keep the message simple for an ELL student. The new, unfamiliar literacy strategies, such as Six Word Memoirs, stimulated my thinking about implementation into my classroom for my ELLs and for all students. Since every chapter included a section on key takeaways, I found myself re-reading the main points and revisiting my ELL teaching practices. To add to the practicality of this book, Morgan's classroom vignettes support ways for readers to envision the information or strategy being suggested, as well as imagining how to modify or adapt for my own classroom. For me, the most useful information of all was provided in the chapter "Making the Puzzle Pieces Fit". Here, a broader outlook on English Language Learners in the classroom is taken and illustrates what teachers can do even before new ELLs walk through the door. Next, she invites teachers to explore avenues to enhance the classroom environment to smooth the way for students to adapt to the new culture. My favorite example is incorporating a book talk during lunch for ELL students to enhance background knowledge, literacy development, and offer a safe place to enjoy lunch and a book. Without Morgan's simple suggestions, classroom teachers might overlook important ways to support ELLs as they ensure that their accommodations are being followed during instructional time. Given the persuasive

perspectives and the effective instructional strategies that Morgan provided, I am in hopes that she will write another book to continue this positive momentum.

Because of this book's foundational and introductory nature, I think that university professors would love using this with preservice teachers. Also, beginning teachers will appreciate having this reference when faced with an unknown acronym for second language users or when advice is warranted on the cultural divide between home and school. Even veteran teachers opening the pages of this book can strengthen existing strategies for their classrooms.

Through this book, Ann Morgan created a valuable resource not only for educating ELLs, but also for the smooth transition of acclimating second language learners to their new environments. The easy organization, key takeaways, and efficacious strategies in this book are bound to give all teachers new and needed approaches to enhance their classrooms. Certainly, with Puerto Rico still recovering from Hurricane Maria, recent earthquakes, and with unstable countries like Venezuela threatening their citizens' safety, the United States is likely to become home to more and more second language users who need the support of a well-educated teacher of ELLs. This book could not have come at a more perfect time.

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