> **Resources:**
> Adichie, Chimamanda Ngozi. 2012. "Chinua Achebe At 82: 'We Remember Differently.'"
> (http://saharareporters.com/2012/11/24/chinua-achebe-82-%E2%80%9Cwe-remember-differently%E2%80%9D-chimamanda-ngozi-adichie)
> Brown University's Tribute to Chinua Achebe (https://www.youtube.com/watch?v=DJ9qj8YUJRY)
> Ode Ogede. 2007. *Achebe's Things Fall Apart: A Reader's Guide*. New York: Bloomsbury Academic.
> Literary Criticism about Chinua Achebe's Work (http://www.literaryhistory.com/20thC/Achebe.htm)
> TeachingHistory.org (http://teachinghistory.org/teaching-materials)

Designated ELD Vignette

The vignette above illustrates good teaching for all students, with particular attention to the language learning needs of ELs. In addition to good first teaching, ELs benefit from intentional and purposeful designated ELD instruction that builds into and from content instruction. The vignette below illustrates an example of how designated ELD can build from and into the types of lessons outlined in the ELA vignette. The vignette below illustrates how teachers can show their students how to deconstruct, or unpack, the language resources in complex texts in order to understand the meanings in the sentences and how the language writers choose shapes these meanings.

Vignette 7.2: Designated ELD Instruction in Grade Ten
Analyzing Texts from World History

Background:

Mr. Branson teaches the University and Career Prep classes at his comprehensive high school. These classes are designed for students who need a boost in their disciplinary literacy development. His tenth grade classes include EL students who have been in U.S. schools for four or more years and are still at the late Emerging or early Bridging level of English language proficiency. Other students in the classes are former ELs and native English speakers who are underprepared for rigorous high school coursework and who have limited access to academic uses of English in their home environments. The school administration, teachers, and parents have agreed to extend the school day for these students so that they will benefit from the University and Career Prep class but will not be prevented from participating in a well-rounded curriculum, including important college readiness and elective classes, such as the arts.

Mr. Branson feels that one of the most important things he can do is to foster a positive relationship with each of his students. He gets to know his students well and lets them know that he genuinely cares about their academic and personal success in various ways. For example, he attends sports, theater, and music events his students are involved in, often outside of the school day. In the classroom, he holds his students to high expectations by insisting upon the completion of assignments that are of the highest quality he knows they can achieve. His goal is to set all of his students up for academic and socio-emotional success, and he thinks carefully about their content understandings, literacy abilities, talents, and interests and designs learning tasks that will stretch them to higher levels. Along with the very high standards he establishes for student work, he provides high levels of support, differentiated by student needs. This includes giving students repeated opportunities to improve their assignments without docking points for continuously striving for better work. Mr. Branson views this as an opportunity to teach students about persistence when facing challenges and how trying different approaches if the first ones don't work is a normal part of learning. He also makes sure that he does not assign tasks for which students are not sufficiently prepared.

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

Mr. Branson feels that it is important to model the ways in which professionals or scholars interact when conflict arises. He does not feel obligated to issue harsh consequences for behavioral infractions that do not physically or emotionally harm others, such as defiance. Whenever possible, he uses a *counseling approach* to recognize negative behavior and address it as an opportunity to grow. When a student is having a hard time, he gives them time to *cool off* and reconsider their behavior. He invites the student to apologize for inappropriate behavior, invites them back into learning, and gives options when discussing possible negative consequences for undesirable behavior. For example, he might invite a student back to a learning task by saying, "I would like for you to participate in our discussion because it helps us to have as many ideas as possible. I hope you choose to do this. If you choose not to, you will not be earning points for contributions." In addition, he doesn't *hold over* disciplinary consequences from day to day, unless there is genuinely a very persistent problem. For minor issues, he believes that students should begin each day with a clean slate, and he's found this to be especially helpful for teenagers because of emotional fluctuations. He also believes that his students need to see him modeling the ability to be resilient and *move on.* Mr. Branson has found that this positive approach to discipline has resulted in a school environment that fosters learning and respect and results in much greater student success than when he used traditional methods for discipline.

As the instructional leader of the classroom, Mr. Branson thinks positively about the behavioral and academic potential of each of his students. Inside and outside of the classroom, he speaks respectfully about his students and their families, which has influenced how his colleagues approach these students in their classrooms, as evidenced by conversations he's had with them in collaboration meetings and more casual settings. When speaking with parents about their teens, he makes a point to emphasize the positive contributions the students make to his classroom, and he also discusses improvement in terms of the academic and social goals the students have chosen to work on (e.g., "ask more questions in class," "revise my writing more carefully before submitting it").

Lesson Context:

In his tenth grade University and Career Prep class, Mr. Branson uses many approaches to ensure his students develop not only the skills to succeed in their rigorous high school coursework, but also the disposition and confidence to do so. At the beginning of the year, the students worked on a project to investigate their prior school learning experiences and to reflect on possible reasons for which they felt underprepared for the challenges of high school coursework. Another project the students engaged in was to read sections from the novel *Bless Me, Ultima*, by Rodolfo Anaya, which is about a young man who is on a journey to learn about his past and family history and determine his destiny. The class used the book to inform a family history project where the students interviewed members of their own families and used this information, along with their analysis of the novel, to write an essay and create an original media project. Mr. Branson has found that this project, and others like it, gives his students an opportunity to think more deeply about their pasts, identify the strong connections they have to their families and communities, and think more critically about their futures.

Through multi-year professional learning provided by his school district, Mr. Branson and his colleagues have been learning about the language of texts in different disciplines so that they can make particular linguistic features transparent for their students and support them to use the features in their speaking and writing. In this professional learning, he's worked with his colleagues to analyze history, science, literature, and other texts students read in their various courses. He regularly collaborates with Ms. Cruz, the tenth grade world history teacher, to analyze the world history textbook and other primary and secondary sources used in her classes in order to support their students to accelerate their literacy development in the service of content learning. Mr. Branson and Ms. Cruz have discovered some patterns in the academic language used in history texts that they would like for their students to be aware of when they are reading and, ultimately, be able to use when they are writing. These patterns include uses of abstraction, how agency is represented, and different ways of showing causal relationships. The teachers agree that Mr. Branson will teach their students about these grammatical patterns explicitly, using texts from their history class, and that Ms. Cruz will reinforce students' understandings and observe how they are *taking up* the linguistic resources in her class.

When approaching texts with sentences that are densely packed with meaning, such as the texts students are asked to read in their history and science courses, at the beginning of the year, Mr. Branson

teaches his students how to identify the verbs and verb groups in sentences and how this helps to *anchor* their reading to the processes that are happening in the sentences. He uses the metalinguistic term *process* (represented by verbs and verb phrases) to indicate *what is happening* in sentences because he's found that this is a meaningful way of discussing language. He still uses traditional grammar terms (e.g., verb, noun, adjective), but the new terms he introduces to students add a layer of meaning that seems to support their understanding.

Mr. Branson discusses how *processes* could be *action* or *doing* processes, such as *extract* or *transport*. This way of thinking of verbs (as actions) is familiar to students.

Mr. Branson: However, processes can also be *sensing*, such as the words *feel* or *think*. They can also be *relating*, such as *are* or *have*, which are words that make relationships between things. For example, when I say, "Mr. Branson is a teacher," the word *is* isn't really *doing* anything. It's just relating *Mr. Branson* with *a teacher*. Processes can also be *saying* in order to report on people's speech, like when we use the words *said* or *exclaimed* to report on how people said something.

Mr. Branson guides his students in identifying the processes in clauses and in determining what type or process they are. Some processes are merely in *existence*, such as when the terms *there is* or *there are* are used, and are called *existing* processes. Using a document camera, Mr. Branson models how he finds the processes, which he circles, and thinks aloud as he determines which kind of process it is. After a short time, the students are able to conduct this type of analysis in pairs, using a template for recording the processes they find.

Processes (verbs and verb groups)				
Process Type:	*Doing* *(action)*	*Sensing* *(thinking/ feeling)*	*Relating* *(being/having)*	*Saying*	*Existing*
What it's doing:	Telling about events and actions	Telling about the *inner world* of people	Creating relationships, definitions, descriptions	Constructing dialogue or reporting on what people say	Telling that things exist
Examples:	destroyed extract negotiated	thought imagined believed	is had became	said exclaimed suggested	(There) is (There) are

In analyzing texts this way, Mr. Branson has observed that his students are able to talk *about* the language in the texts, which has helped them to understand the textual meanings better. Now that the students have some experience analyzing complex texts and using metalanguage to talk about the language of the texts, he plans to show them a way to delve deeper into the language for the purpose of *unpacking* the meanings densely packed into these types of texts. The learning target and related standards are provided below:

Learning Target: Students will explore how the language in a history text makes meaning, focusing on analysis of *processes, participants*, and *time connectors*.

CA ELD Standards (Bridging): ELD.PI.9-10.6b – Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials; ELD.PI.9-10.8 – Explain how a writer's or speaker's choice of a variety of different types of phrasing or produces nuances and different effects on the audience; ELD.PII.2b – Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences; ELD.PII.9-10.3 – Use a variety of verbs in different tenses, aspects,

and mood appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view; ELD.PII.9-10.4 – Expand noun phrases in a variety of ways to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.

CA CCSS for ELA/Literacy: *RL.9-10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; L.9-10.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*

Related California History-Social Science Standards:
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines: 2. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Lesson Excerpts:

In today's lesson, Mr. Branson will guide students to analyze an excerpt from a complex text that the students read in Ms. Cruz's world history class. When he analyzed the text, an essay on new imperialism in Africa, he concluded that it would present particular challenges for his students due to the abstractions, technical language, and long noun phrases, as well as other linguistic features. Rather than avoid the complexities of the text by providing a simplified version or merely reading the text for students, Mr. Branson feels that his students are capable of dealing with the challenges, as long as he provides appropriate levels of scaffolding and plenty of time for discussion. An excerpt from the text, which Mr. Branson will guide his students to analyze, is provided below:

"The Tentacles of Empire:
The New Imperialism and New Nationalism in Asia, Africa, and the Americas"
by Candice Goucher, Charles LeGuin, Linda Walton

The Economic Advantages (p. 3)

In some important ways the era of colonial rule was fundamentally different from what had preceded it. Before colonial rule Africans were independent, if not always equal, trading partners. After colonial rule, this African economy became a European-dominated economy. Under post–Berlin Conference colonial rule, African political economies controlled by colonial powers—such as Great Britain, France, or Germany—were rapidly establishing Western-based capitalism that would inevitably reduce the power and economic opportunity of the African participants. While production remained largely in Africa hands, Europeans controlled colonial credit and trade tariffs. Few Africans prospered during this era; colonial controls hampered the development of free enterprise, and European governments offset the high costs of extracting raw materials and transporting them to European-based manufacturing centers by providing price supports.

Mr. Branson provides each student with a copy of the excerpt. He briefly previews the meaning of the excerpt and reminds students that they'd already read the essay from which the excerpt was extracted in their world history class. He asks them to read the text silently while he reads it aloud. After, he asks the students how easy the text was to understand on a scale of 0-5 (0 being completely confusing and 5 being completely understandable), and most of the students rate it as a 1 or 2. He explains that they will be learning a technique for reading their complex texts more analytically and that this technique will add to their repertoire of *close reading* strategies. To model the approach, he uses

something familiar and which he knows his students will find interesting: a recent photograph of singer Shakira and soccer player Piqué. He asks the students to tell him what they see.

Jesse: Piqué's squeezing Shakira tight, and she's laughing.

Sandra: And they're holding hands. They're so cute together!

Mr. Branson: (Laughing.) Okay, let's use that. "Piqué's squeezing Shakira tightly, and she's laughing, and they're holding hands. They're so cute together." Obviously, everyone understands these sentences, so we don't really need to analyze them to unpack their meanings. But sometimes, the sentences you come across in your textbooks or other readings are going to be challenging to figure out. That's because the person who wrote those texts is masterful at putting language together in really compact and intricate ways to make particular meanings. We're going to be analyzing some of the sentences in the text I read a moment ago, but first I want to show you how we'll do the analysis with easier sentences. We're going to *chunk* the sentences into meaningful parts.

Mr. Branson writes the sentences the students suggested on the document reader (without the contractions so that the verbs are easier to see):

Piqué is squeezing Shakira tightly, and she is laughing, and they are holding hands.

They are so cute together.

Then, he shows them a chart with some explanations of the metalanguage they will use as they chunk the sentences. He reminds the students that they have already used the term *process* when they identified and categorized different types of verbs and verb groups, and he explains the new terms, *participants* and *circumstances* using the chart.

Using Metalanguage to Analyze Texts			
Metalinguistic term:	**Question to ask:**	**How it's represented:**	**Examples:**
Process	*What's happening*?	*Verbs and verb groups* (doing, saying, relating, sensing, existing) – Tells the action, how things are related, how people say things or what they're thinking	• *negotiate* • *think* • *explain* • *write*
Participant	*Who* or *what* is involved in the process?	*Nouns and noun groups* – The actors and objects that take part in the action or other process (the *things*) (Sometimes can be *adjective groups* when it's a description after a relating verb)	• *Mr. Branson* • *the textbook* • *a large and noisy bug*
Circumstance	*Where, when, how*, or *in what ways* is the process happening?	*Adverbs and adverb groups, prepositional phrases* – Provide details about the action or other process (Sometimes can be a *noun group* when it's adding detail)	• *suddenly* • *in the room* • *one summer day*

Mr. Branson shows the students a graphic organizer for chunking sentences, using these metalinguistic terms. He models how to chunk the first clause of the first sentence (*Piqué is squeezing Shakira tightly*). First, he finds and circles the *process* (*is squeezing*), which is something familiar to the students. Next, he underlines the *participants* (*Piqué* – the *doer* of the action and *Shakira* – the *receiver* of the action) noting that they are nouns. Finally, he draws a box around the *circumstance* (tightly) and explains that the adverb provides detail about *how* Piqué is squeezing Shakira. After he's marked up the clause, he transfers the chunks to a graphic organizer he's prepared. He guides the students to repeat

the sentence chunking procedure with him by prompting them to tell him which words represent the *processes, participants, and circumstances* in each clause. The graphic organizer they complete together is provided below:

Sentence Chunking 1. Circle the processes - 2. Underline the participants - 3. Box the circumstances 4. Transfer the chunks to the table				
Circumstance, Connecting words	**Participant** (who or what?)	**Process** (what's happening?)	**Participant** (who or what?)	**Circumstance** (where, when, how?)
	Piqué	is squeezing	Shakira	tightly,
and	she	is laughing,		
and	they	are holding	hands.	
	They	are	so cute	together.

Now that the students have an idea about the sentence chunking procedure and have used the new metalanguage, Mr. Branson shows them how they can do the same thing with more complex texts, explaining that chunking challenging sentences into meaningful parts will help them to understand them better and that chunking whole sections of texts will help them to see some of the *language patterns* in the texts. He goes back to the excerpt on imperialism in Africa, and he asks the students to independently find and circle the processes (verbs), since they are already experienced at doing this. Next, he follows the sentence chunking procedure for the first several clauses, modeling how he identifies the meaningful chunks and inviting the students to tell him what they are, as well. Through much discussion, where the students ask questions explain their reasoning, the class analyzes the first few clauses together. Next, Mr. Branson asks the students to work together in triads to chunk the remaining sentences while he circulates around the room to observe and provide *just-in-time* scaffolding. Following the small group analyses, the class reconvenes to compare notes. This provides Mr. Branson with an opportunity to clarify confusions and reinforce the *chunking* concepts. Part of the graphic organizer the students complete is provided below:

Sentence Chunking 1. Circle the processes - 2. Underline the participants - 3. Box the circumstances 4. Transfer the chunks to the table				
Circumstance, Connecting words	**Participant** (who or what?)	**Process** (what's happening?)	**Participant** (who or what?)	**Circumstance** (where, when, how?)
In some important ways	the era of colonial rule	was	fundamentally different	from what had preceded it.
Before colonial rule	Africans	were	independent, if not always equal, trading partners.	
After colonial rule	this African economy	became	a European-dominated economy.	
Under post-Berlin Conference	African political economies *controlled by*	were rapidly establishing	Western-based capitalism *that would inevitably*	

colonial rule,	*colonial powers-such as Great Britain, France, or Germany*			*reduce the power and economic opportunity of the African participants.*	
While	production	remained			largely in African hands,
	Europeans	controlled	colonial credit and trade tariffs.		
	Few Africans	prospered			during this era;
	colonial controls	hampered	the development of free enterprise;		

Solange notes that chunking the sentences and showing them on the graphic organizer makes the meanings *pop*.

Solange: You can see things clearer. You can tell what's happening, and who's doing it, and how or when or where they're doing it.

Miguel: Yeah, it's more clear. It makes you see when things are happening, like "before colonial rule" and "after colonial rule." But some of it is still confusing. Some of the participants are really long.

Mr. Branson: Can you say more about that?

Miguel: Like that one: "Western-based capitalism *that would inevitably reduce the power and economic opportunity of the African participants.*" I think it's about capitalism, I mean Western-based capitalism, whatever that means, but I don't get the rest. Or that other participant: "*African political economies controlled by colonial powers-such as Great Britain, France, or Germany.*" What does that mean?

Mr. Branson: Let's take a look at that first participant you noticed. You're absolutely right that it's mainly about capitalism, or Western-based capitalism. Let's stop for a moment to think about what "Western-based capitalism" means.

Miguel's question provides an opening for Mr. Branson to guide his students to explore the meaning of this noun group in a focused way. Through the discussion, Mr. Branson guide the students to clarify that *capitalism* is an economic system in which trade, industry, and production are controlled by private owners with the goal of making profits in a market that is determined by supply and demand (where the value of goods are determined in a *free price* system). By looking back in the text, the students note that "Western-based" must have something to do with the colonial powers (Great Britain, France, or Germany).

Mr. Branson: We've clarified a bit more what "Western-based capitalism" is. Let's take a look at the rest of this participant: "*that would inevitably reduce the power and economic opportunity of the African participants.*" This is part of the participant because it's part of the noun group. It's a clause, which means that there's a verb in there, that's *embedded* into the noun group. In other words, it's part of the *thing* that's the participant. What it's doing is telling us more detail about Western-based capitalism.

Jesse: So, the capitalism that the colonial countries were doing, that was going to reduce the "power and economic opportunity" of the African people? They were making that economic system, that type of capitalism, so that the African people would have less power?

The ensuing conversation, using the chunked text, enables Mr. Branson to support his students to delve even more deeply into the meanings. Ahead of time, he planned to ask students to explore the following questions:

- What does it mean to be a "European-dominated economy"?
- Why did the author use the word "inevitably"?
- Looking closely at the following sentence: "European governments offset the high costs of extracting raw materials and transporting them to European-based manufacturing centers by providing price supports," what was the role of "European governments" in this process?
- Why were "price supports" important in this context?

He also prompts the students to think carefully about the processes used in the excerpt—*remained, controlled, prospered, hampered, offset*—and to discuss how these processes shape the text and convey particular meanings. At the end of class, Mr. Branson explains why the students might want to engage in this type of language analysis.

Mr. Branson: The point is not to just underline verbs or put words in boxes or to be able to identify what's the verb or what's the process, etcetera. The point is to use your analysis, that chunking tool, to get at the meanings in these texts that are really densely packed with a lot of information and that are challenging to read. It's also a great way for you to see how writers make deliberate choices about how they use language to achieve particular purposes. You can use those ideas in your own writing.

Mr. Branson explains that the class will be using this technique from time to time to explore how the language in different complex texts works and that the texts he'll be choosing are critical for their content understandings in their other courses. He encourages them to experiment with using the technique when they encounter challenging texts in their other classes, if they feel that would be useful.

Next Steps:

When Mr. Branson meets with Ms. Cruz and his other colleagues, he shares the sentence chunking task he guided his students to learn. Ms. Cruz is very interested in learning more about the task, and Mr. Branson offers to visit her class one day the following week to model how to do it.

Special thanks to Thea Fabian and Luciana de Oliveira for their support in developing this vignette

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Resources:

The Functional Grammar for Teachers website (http://stories4learning.com/moodle/course/view.php?id=15) provides additional information for language analysis.

TeachingHistory.org (http://teachinghistory.org/teaching-materials/english-language-learners/25588) has many useful resources for teaching materials for teaching ELs.
California History-Social Science Project (http://chssp.ucdavis.edu/) has many useful resources for teaching history and the language of history, including the History Blueprint Units (http://chssp.ucdavis.edu/programs/common-core/programs/historyblueprint), and The Source quarterly magazine (http://chssp.ucdavis.edu/source-magazine).

Conclusion

The information and ideas in this grade-level section are provided to guide teachers in their instructional planning. Recognizing California's richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners**, **students with disabilities**, **ELs at different English language proficiency levels**, **Standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or another of the themes presented in this chapter (meaning making, effective expression, language development, content knowledge, and foundational skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every student because each student comes to teachers with unique needs, histories, and circumstances. Teachers must know their students well through appropriate assessment practices and other methods in order to design effective instruction for them. They need to adapt and refine instruction as appropriate for individual learners. For example, a teacher might anticipate before a lesson is taught—or observe during a lesson—that a student or a group of students will need some additional or more intensive instruction in a particular area. Based on this evaluation of student needs, the teacher might provide individual or small group instruction or adapt the main lesson in particular ways. Information about meeting the needs of diverse learners, scaffolding, and modifying or adapting instruction is provided in Chapters 2 and 9. Importantly, students will not receive the excellent education called for in this framework without genuine collaborations among those responsible for educating California' children and youth. (See Figure 7.21).

Ninth and tenth grade students are well on their way to their futures. The next two years consolidate students' learnings from elementary and middle school and these