

DOING MORE TO ADVANCE LANGUAGE AND LITERACY ACQUISITION IN ADOLESCENT NEWCOMERS USING EVIDENCE-BASED PRACTICES

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Researchers on adolescent newcomers in the United States generally agree that culturally sustaining instruction emphasizing the acceleration of the oral and written language needed for school—in both the home language and English—addresses the instructional needs of these students (García et al., 2017; Lesaux et al., 2016). We believe that in order to achieve equitable outcomes with their peers, a culturally responsive approach that draws on students' strengths and experiences must also include explicit instruction in the language required for school, graduation, and future success. We draw on culturally sustaining frameworks and emphasize a linguistic approach to the instructional strategies in our MORE pedagogical model, based on empirical evidence from language and reading acquisition. We offer teachers explicit guidelines for instruction of oral and written English that build on students' already existing linguistic repertoires and world knowledge.

Keywords: evidence-based practices, newcomers, secondary school, SIFE

Adolescent newcomers in U.S. public schools comprise a diverse group of students linguistically, culturally, and academically. On the one hand, serving their needs requires sound pedagogy, just as for any other student. On the other hand, they are in a uniquely challenging situation, because they are faced with having to master complex academic content in a new language (Short & Fitzsimmons, 2007) within a limited period of time before graduation from high school—a double load of expectations.

In the current culture of U.S. schools, written English is privileged as the language of power; high-stakes testing, in turn, is used as evidence for having achieved full access to that power. Consequently, those students with fluent levels of reading and writing in English have opportunities others may not, such as high levels of academic content knowledge, a high school diploma, admission to college, and better employment opportunities. This emphasis on written language, however, overlooks the extralinguistic and broader world knowledge adolescent newcomers bring to the classroom and could use as a bridge to learning, resulting in their inequitable access to academic achievement.

When compared to other groups of multilingual learners (MLLs), adolescent newcomers are at increased risk of failing content area classes and dropping out of school (Suárez-Orozco et al., 2010; Yip, 2013). In fact, the longer they are in the country, the more their academic trajectories diminish as a result of the demands of the English language proficiency needed to learn new content (Valdéz et al., 2017), and factors like school and family characteristics (Suárez-Orozco et al., 2010). In New York and other states, adolescent newcomers are identified as a subpopulation of MLLs termed Students with Interrupted/Inconsistent Formal Education (SIFE). New York State defines them as (a) having arrived in the

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United States in the last 12 months, and (b) testing at least two years below their peers in reading and/or math in the home language.

Teachers typically encounter SIFE in the ninth and tenth grades, leaving little time before graduation. While the most recent numbers indicate there are approximately 5,000 SIFE in New York City (New York City Department of Education, 2019), we believe the numbers are far greater throughout the city and state. Many adolescent newcomers are not formally classified as SIFE due to lack of knowledge around how to screen them, fear of not being able to provide services, and an inability to track students during recent in-person school closures resulting from the COVID-19 pandemic. New York State has the lowest graduation rate of MLLs in the country (U.S. Department of Education, 2020). Of the Class of 2019 cohort, only 39% of MLLs have graduated; while 27% have dropped out, and 31% are still enrolled (New York State Graduation Rate Data, 2019).

In this paper, we briefly review some frameworks designed for MLLs, and particularly adolescent newcomers, that envision student success by sustaining home cultures and drawing on their world knowledge and life skills. We then introduce four core instructional, evidence-based principles that make up the framework. These practices are grounded in empirical studies showing positive outcomes for students' language and reading development. Finally, we illustrate these principles by adapting an English Language Arts (ELA) lesson from EngageNY, the state's curriculum resource that teachers can implement in their classrooms.

Theoretical Foundations for MORE

In response to the issue of educational equity for newcomers, researchers and educators have designed pedagogical practices, curricula, and specific strategies. However, student outcomes have not steadily progressed over the last two decades, so we are looking critically at the benefits of these programs, what they have contributed to the field, and what still needs to be done to accelerate language and literacy acquisition. In our review, we consider three broad areas: culturally sustaining pedagogies, sheltered and content-based language instruction, and literacy-focused frameworks.

Culturally Sustaining Pedagogies

Paris and Alim (2017) describe culturally sustaining pedagogy as a way to perpetuate and foster linguistic, literate, and cultural pluralism within schools. It goes beyond what many researchers have termed "culturally responsive" or "culturally relevant" teaching, because the goal is to sustain, rather than simply respond to or be relevant to, home languages and cultures. García et al. (2017) focus their culturally sustaining pedagogy around multilingual practices and describe the translanguaging classroom as ". . . a framework for educating bilingual students that informs everything from the way we view students and their dynamic bilingual performances and cultural practices to the way we plan instruction and assessment" (p. 50). This instructional model allows students to make meaning using any resource they have in any language they can access, which values the languages and cultural practices of their families and communities. Within this framework, the classroom is set up with a multilingual ecology and lessons are prepared through the translanguaging lens, which includes multiple language targets and multilingual materials and is designed for meaningful peer collaboration.

Other culturally responsive pedagogies specifically designed for adolescent newcomers who have interrupted or inconsistent formal education include the Mutually Adaptive Learning Paradigm, or MALP (Decapua & Marshall, 2010) and Bridges to Academic Success (Bridges) (Graduate Center, City University of New York, n.d.). In each of these frameworks, the emphasis is on meeting students where they are by bringing the context of learning into immediate relevance, and then transitioning students to more abstract ways of thinking. The learners work collaboratively on thematic, project-based units to allow a shared understanding of learning. Both MALP and Bridges argue for supporting learning through oral-based activities before written text is introduced or produced.

Bridges, unlike MALP, is an interdisciplinary year-long curriculum with five subject areas: English Language Arts, Math, Science, Social Studies, and a stand-alone English as a New Language unit for students who are new to print or have emergent school-based literacy skills. Bridges is meant to be implemented as an additional year of sheltered instruction prior to ninth grade for the stand-alone newcomer cohort. Its instructional principles focus on methods that engage students in visual learning to foster critical analysis, close reading and retelling, and foundational literacy. Foundational literacy skills are critical to emerging readers, because they include explicit teaching of print concepts, the alphabetic principle, phonological awareness, word recognition, and reading fluency.

Sheltered and Content-Based Language Instruction

Two approaches to content-based language instruction are the Cognitive Academic Language Learning Approach (CALLA), which emerged as a cognitive approach to language development (Chamot & O'Malley, 1996), and the Sheltered Instruction Observation Protocol (SIOP), an instructional approach to integrate both content and academic language. In both of these approaches, the content or subject matter is the pedagogical focus for learning. Explicit language teaching aimed primarily at fostering strategic competence is used to promote language learning within the context of the subject matter. The SIOP model has a detailed eight-component instructional model, which emphasizes making connections to past learning; building background; and implementing learning strategies, interaction, and review and assessment. In both CALLA and SIOP, cognitive and metacognitive learning strategies (such as previewing, monitoring work, making inferences, evaluating, and summarizing) are emphasized within the lesson.

Literacy-Focused Instruction

Lesaux et al. (2016) point out that students need what they term “advanced literacy” skills in order to access social and economic opportunities, and that these societal demands have become more complex over time. They advocate for putting the needs of MLLs at the core of all daily instruction to promote “advanced literacies for all” (p. 5); in other words, content and language must be integrated so that students can communicate orally and in writing in diverse ways and with diverse audiences. Through this plan, students can master foundational skills such as handwriting, decoding, and spelling, but also have the opportunity to practice higher level skills such as synthesizing information from multiple texts, creating supporting arguments for academic debate, and critically interpret content.

Lacunae in Existing Approaches

Despite a heightened awareness around who the learners are and what they need, as well as a push to implement these findings into policy-based classroom instruction and design, adolescent newcomers continue to have the largest outcome gaps. The translanguaging framework differentiates general linguistic skills—which can be performed in any language (for example, identifying character traits, or comparing and contrasting)—from language-specific performances (e.g., using distinct grammatical structures in one language during an oral presentation). However, explicit teaching of those linguistic structures as a set of discrete skills is not a goal of the framework (García et al., 2017).

In order to use the Bridges curriculum, schools must buy in to the program and complete a course of professional development. Because the curriculum is designed for a cohort of stand-alone newcomer classes, schools must maintain enough qualifying population to make it feasible to sustain from year to year (Bridges, n.d.). Content-based instruction relies on integration of language and content, yet there is little consideration of how to teach foundational reading skills to adolescents in a proficiency-diverse classroom. While advanced literacies is a guide for schools to rethink and perhaps move their focus on access to diverse literacies, it does not offer specific ways to adapt existing curricula.

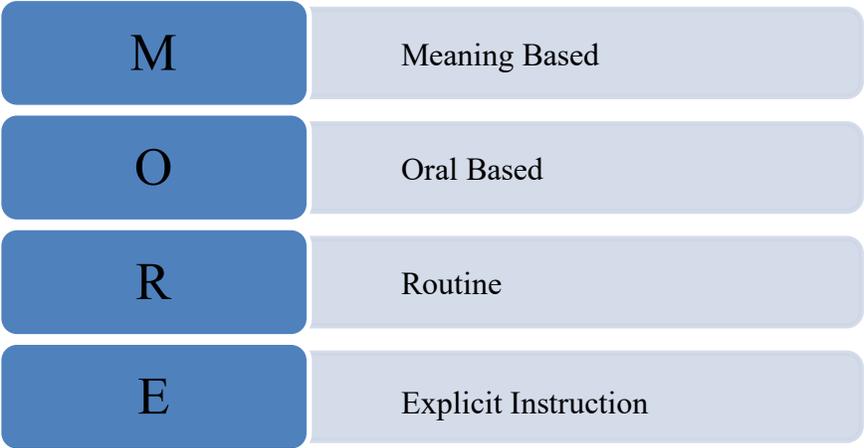
We recognize that students require a culturally sustaining classroom that includes full access to and development of their range of linguistic abilities. All aspects of our proposed framework include these

tenets that build on students’ strengths. What is still missing in the current approaches to teaching adolescent newcomers is a more detailed, explicit framework for language and literacy instruction that teachers can use immediately. Adolescent newcomers need more—specifically, explicit instruction in foundational literacy—and teachers correspondingly need more explicit guidance in how to teach language and literacy. In the following, we present our own framework—MORE—for implementing effective strategies with adolescent newcomers.

The MORE Framework

MORE is an acronym that stands for four evidence-based principles positioned in an instructional framework that advances students’ oral and written language proficiency, and supports their expanding world knowledge (see Figure 1).

Figure 1
The MORE Framework



We demonstrate each principle with examples from an English Language Arts tenth-grade lesson from EngageNY (EngageNY, n.d.), which is based on interpretation and analysis of segments from a five-paragraph excerpt from “Letter from a Birmingham Jail” by Martin Luther King Jr. (1963). In Appendix A, we explain how to adapt the lesson using the MORE framework to make it accessible for adolescent newcomers.

Meaning-Based and Multimodal Instruction

The first principle of our MORE framework, meaning-based and multimodal instruction, aims to create a space for adolescent newcomer students to contribute their already existing funds of knowledge and skills to build new learning. Meaning-based refers to language comprehension, in both English and the home language(s)—we use the plural to recognize that students might speak multiple languages at home—as well as schema building for comprehension of new materials. This comprehension denotes the ability to fluently (i.e., quickly and accurately) process oral language, including identifying sounds as words and their meanings, placing vocabulary in a pragmatic context, and processing the prosody (stress and intonation) and morphosyntax (grammar) of sentences to understand a message. Because adolescents have robust oral proficiency in their home language(s) in addition to their emerging English language skills, it is imperative that instruction recognize and incorporate their entire linguistic repertoire, often implemented through translanguaging to full participation in meaning-making (García et al., 2017; Valdés et al., 2017).

Meaning-based instruction includes culturally sustaining instruction that places value on and uses students' world knowledge and life experiences as building blocks for constructing meaning around content. Adolescent newcomers arrive with rich life experiences, and many have gone through difficult and sometimes traumatic circumstances in their home countries, such as working from a young age to support their families; being responsible for siblings or elders; living through and/or fleeing violence; economic hardships; and linguistic, cultural, and religious persecution. As a result, adolescent newcomers may be particularly suited to identifying with the complex content of the secondary curriculum, including historical events in social studies, complicated processes in science, as well as mature themes in English literacy. By placing meaning-making at the core of instruction, and using students' backgrounds and knowledge as a foundation, new learning can be accelerated.

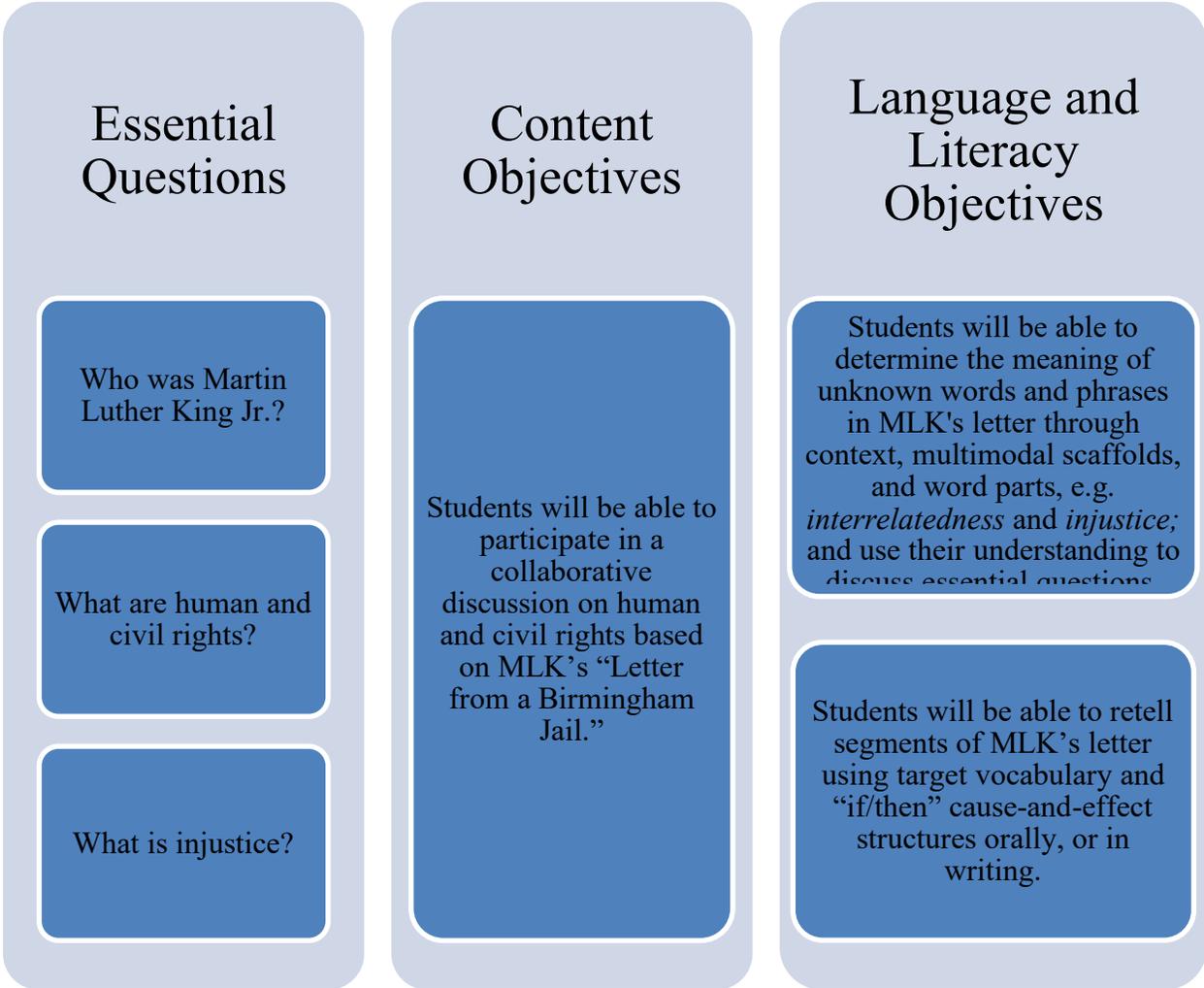
Privileging complex written texts as the primary mode of learning creates tremendous barriers to success for adolescent newcomers, however. To overcome this, we must implement multimodal ways of learning, such as presenting and giving students the opportunity to acquire content-area concepts through (a) oral/aural modes (e.g., oral responses, classroom discussion, videos, podcasts, and recordings); (b) visual models (e.g., images, videos, classroom-created posters, collages and works of art, maps, and graphs); (c) tactile/kinesthetic modes (e.g., examining physical objects, classroom experiments, acting, and movement), and (d) text modes (reading and writing). For example, examining cells under a microscope in science and then drawing their observations helps students engage with the concept of cells as part of a living organism, without necessarily needing to know the vocabulary words for "cell" and its different parts.

The original lesson from EngageNY assesses Common Core ELA standards, including RI 9-10.3: "Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them." The central text of the lesson is the five paragraphs taken from Martin Luther King Jr.'s (1963) "Letter from a Birmingham Jail." The original lesson does not state explicit objectives; it only references the standard that the lesson assesses and a few other standards that are covered. Oftentimes teachers interpret the skills within the standard as being the content objective; in other words, the skills have become the content objective and thus are what are being assessed, not the standards. (This is demonstrated in Appendix A.)

According to the American Teacher Panel, an overwhelming majority of ELA teachers in both secondary and elementary schools nationwide (72% vs. 75%, respectively) reported that their instructional approach is to "focus on reading skills first and then organize teaching around them, so that students will apply these skills to any text" (Opfer et al., 2016, p. 61). With school curricula and standardized state tests designed around such specific skills as determining the main idea and details, however, teachers are forced to do the obligatory teach to the test (Menken, 2006), which results in loss of both meaning *and* content.

In the MORE adaptation, the lesson is rewritten with content objectives focused on the meaning and context of the letter rather than simply the analysis of events (see Figure 2). In order to develop language and literacy objectives that support this standard, we referenced the NY State Bilingual Common Core Progressions (EngageNY, n.d.), a set of guidelines aligned to each standard and grade that specifies for teachers the linguistic demands of the individual standards and how to scaffold for them. For Standard RI.9-10.3, the progressions specify cause-and-effect connotations as one of the linguistic functions that students need to develop to meet the standard. The caution here is that although the progressions provide some guidance that can be helpful for teachers, they may not offer enough specificity around linguistic structures of functional language.

Figure 2
Essential Questions and Objectives



Furthermore, adolescent newcomers need to connect readings to content or domain knowledge for reading comprehension (Guthrie et al., 2004; Vaughn et al., 2017). This involves centering instruction under a "comprehension canopy" (Vaughn et al., 2017), or essential questions. In the MORE framework, we adapt the lesson by adding essential questions and constructing both content *and* language/literacy objectives to ensure students acquire the language they need to interpret the content. This develops learners' linguistic skills as well as schema for discussion and comprehension.

Oral-Based Instruction

In line with the idea of multimodal instruction, our second principle, oral-based instruction, stresses the importance of teaching content orally before tackling written text. Oral language is a significant predictor of reading comprehension for both mono- and multilingual speakers of English and other alphabetic languages (Melby-Lervåg & Lervåg, 2014). Children's phonemic and phonological awareness has been shown to be a significant predictor of future word identification and reading comprehension (Muter et al, 2004).

Adolescent newcomers have a high level of oral skills in their home language(s), which contributes to their development of literacy (August & Shanahan, 2006). For effective instruction, we want to show students that their home languages are important to learning, and as such, activate these skills as a link to reading in both English and ideally their home language(s) as well. The MORE framework assumes that our students are not best served by building content knowledge only in English; complex concepts and vocabulary should be learned using students' entire linguistic repertoire. With MORE, we incorporate translanguaging and multimodal practices such as home language(s) discussion and reading groups, multilingual word walls, picture glossaries, cognate charts, use of multilingual texts, and collaborative writing using translation and cross-syntactic awareness (García et al., 2017).

To demonstrate this using our adapted lesson, "Letter from a Birmingham Jail," we choose engaging visual images (e.g., multimodal texts) representing the essential questions, then introduce key vocabulary with translations as examples of oral-based translanguaging practices. For example, students are shown images of Black Lives Matter rallies, then are asked to compare them with images of marches led by Martin Luther King Jr. to discuss what they see, evaluate what they think, and ask each other further questions, responding in any language they feel comfortable using. The goal is for students to define injustice and interrelatedness in the civil rights era, and extend that understanding to their current lives. Through oral activities, students activate what they already know about injustice in their background knowledge, identify specific vocabulary, and build deep contextual knowledge before they attempt to read the text. Thus, entering or emergent English speakers are able to participate and gain content knowledge, because emphasis is on comprehension and world knowledge rather than solely on the text-focused skills found in the Common Core State Standards. The MORE framework extends both the SIOP and translanguaging frameworks with explicit guidance for the teacher around choosing essential vocabulary and concepts to build comprehension and oral language from the lesson's Common Core objective and the text.

Review and Routine-Based Instruction

Review and routine-based instruction, the third principle of MORE, creates consistent instructional and organizational routines. It allows learners to gain automaticity and fluency with previously acquired skills and school procedures, thereby reducing their cognitive load, which allows for focus on the lesson content. This is critical to lowering students' affective filter, preventing disengagement, and caring for students' socio-emotional well-being—all fostering opportunities for success. Research shows that adolescent newcomers have a greater cognitive learning load than other students, because in addition to learning predominantly in a new language, they are unfamiliar with the sociocultural norms of formal schooling (Bridges, n.d.; Short & Fitzsimmons, 2007). Consistent review of previous materials and learning objectives, background knowledge, and established routines such as warm-ups, using picture dictionaries or personal vocabulary diaries, and annotating texts are essential to avoid overloading working memory; such multifaceted and regular review has been shown to aid in reading comprehension in a new language (Shin et al., 2019). Effective instruction explicitly and routinely prompts learners to identify what they already know about a topic, what they have recently learned about it, and to integrate the information to form a deeper understanding. Walqui and Bunch (2020) refer to this as "amplifying," where a topic is introduced in broad terms and continually expanded on throughout a unit.

In our MORE lesson "Letter from a Birmingham Jail," students begin with a warm-up in which they are prompted to look at a map of the United States and discuss in groups such questions as: What was the civil rights movement? Who was Martin Luther King Jr.? Where were civil rights protests taking place? These questions prompt students to link with previous learning and establish the context in which they will learn about the letter. This warm-up is an extension of a previous point in the unit, in which students contributed to the conversation on civil rights by sharing their own experiences or events from their places of origin, connecting the struggle of Black Americans to attain their own understanding and

constructing a definition of what it means to be equal in a society. Students are familiar with this routine and understand that the purpose of the task is to connect previous comprehension to new learning. In addition, they are able to quickly organize into groups with minimal instruction from the teacher because the same types of grouping and collaborative activities have been established from the start of the school year.

Explicit Instruction

For the fourth and final principle of the MORE framework, explicit instruction, we discuss the impact it has on content, language, and literacy development. Of all the components of our framework, we view this one as perhaps the most vital because of the empirical evidence showing substantial advancements in learning that occur as a result. We believe the primary contribution of MORE is to provide teachers with the guidelines, instructions, and specific examples they need to adapt existing lessons to achieve this goal. While our framework builds on the theory that students' languages and cultures must be sustained, MORE specifically targets the development of linguistic skills in English and the home language(s).

Explicit instruction involves modeling a learning objective for students, giving specific examples, providing a guided practice, and finally, seeing if students are able to achieve the objective independently. In terms of advancing linguistic skills, teachers need to focus on prosody and sound-symbol structures (expression and intonation, phonemic awareness and decoding), word structures (morphology), sentence structures (syntactic awareness in writing and reading comprehension), and orthographic structures (handwriting, punctuation, and other writing conventions). In addition, explicit instruction for multilinguals includes modeling how to make cross-linguistic connections in vocabulary and language structures.

In terms of these linguistic skills, emerging readers progress through various stages of increased speed and accuracy in decoding skills, which is necessary for comprehension (Ehri, 2002). Many adolescent newcomers struggle with reading comprehension because they have not been taught how to decode graphemes in English (Lesaux et al., 2010). While decoding is important, morphological awareness for adolescent newcomers, including explicit teaching to recognize cognates, has been shown to be even more valuable because of its significant effect on vocabulary growth and syntactic awareness (Curinga, 2014; Goodwin et al., 2013; Kieffer & Lesaux, 2007). Furthermore, syntactic awareness has been shown to significantly contribute to reading comprehension in multilingual learners (Simpson et al., 2020).

In order for teachers to begin creating linguistic objectives for their students, the first step is to focus on the content objective, and then determine what English vocabulary and sentence structures students need to meet that objective. To demonstrate explicit teaching in our sample lesson, we select a critical excerpt—as opposed to the entire text—and dive deep into vocabulary and sentence structure. This is a culturally sustaining approach because we are lessening students' cognitive load by reducing the amount of text students need to read and allowing them the time and attention to critically analyze a prominent segment of the text.

After selecting an excerpt, we analyze the text for critical vocabulary, and create essential questions for students to explore orally during the multimodal warm-up (see Figure 3). Then, we introduce the vocabulary, tie it into the new learning, and model for students how to break down words by their word parts—i.e., what those parts mean and how to sound out certain graphemes. Students practice saying the words and making cross-linguistic connections, as well as connecting the new concept to what they already know. Next, we begin reading aloud and helping students parse key sentences in the text, focusing on the subject and verb and on additional phrases or dependent clauses using Wh-question words. The class paraphrases their understanding of the text in both English and the home language(s), and students practice reading aloud again for fluency.

Figure 3

Sample Text for Explicit Teaching from "Letter from a Birmingham Jail"

Moreover, I am **cognizant** of the **interrelatedness** of all communities and states. I cannot **sit idly by** in Atlanta and not be concerned about what happens in Birmingham. **Injustice anywhere is a threat to justice everywhere.** We are caught in an **inescapable network of mutuality**, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we **afford** to live with the narrow, **provincial "outside agitator"** idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

Note: This is taken from the Grade 10: Module 2: Unit 1: Lesson 2 of the EngageNY website resource. Highlights used for emphasis in the original and retained for this article..

One way to promote growth and automaticity in decoding and strengthen vocabulary is to establish consistent vocabulary instructional routines. In MORE, we model breaking apart words into prefixes, base words or roots, and suffixes, and make explicit the sounds of important graphemes like vowel teams or syllable types. For example, in the word "interrelatedness" we divide the word into its prefix inter, the base word relate, and the suffixes -ed and -ness, and focus on the meanings of inter and relate. We explain that the letter a in relate takes a long sound /eɪ/ because it is part of a silent e syllable, and that -ness is a suffix that makes a word a noun—in this case, an idea. Students add the word to their bilingual glossaries or interactive classroom word wall, look up home language translations, and discuss how the words and meanings are similar (*interrelación* in Spanish, for example) or different between their languages and English.

One of the standards for the sample lesson centers on cause-and-effect functional language. For our adolescent population, we select a syntactic structure, for example "if . . . then," to demonstrate this relationship after we have worked on comprehension of the text. We then model a sentence, such as "If there is injustice in Birmingham, then I cannot sit idly by" and discuss the significance of that sentence in the context of MLK's words and the images that were used during the multimodal warm-up. The class collaborates to devise a few more sentences, with the teacher guiding students to use the "if . . . then" structure. Finally, the students work independently, with partners, or in small groups to create other "if, then" sentences either orally or in writing, in both English and their home language(s). By the end of this lesson, students have learned about MLK's letter, connected it to the larger concept of human rights, studied critical vocabulary, made cross-linguistic connections, practiced reading accurately and fluently, and used the "I . . . then" sentence structure to discuss the significance of MLK's actions on the civil rights movement.

Conclusion

We urge that more is needed to plan for and meet the needs of adolescent newcomers at school—specifically with regard to accelerating linguistic skills to access content knowledge—thus supporting graduation. Nationwide, it has been shown that not only is there a persistent stagnancy in reading levels for MLLs, but also an actual decline since the implementation of the Common Core standards (National

Association of Educational Progress, 2019). Moreover, the COVID-19 pandemic of 2020 and the transition to remote learning in many schools make an immediate call to action even more urgent.

The consequences of not doing this are nothing less than a generation of youth with inequitable access to the many beneficial opportunities in life that academic achievement affords. These students simply do not have time to spare; they have anywhere from 1 to 6 years to learn a new language and develop fluent reading and writing skills to absorb content at grade level. Frameworks that ask states to create new policies and draft specialized curricula, mandate schools to implement new programs and organize teacher professional development, and force teachers to spend the little time they have to complete training are insufficient, macro-level solutions that take too long to realize.

Ideally, we want comprehensive change; states should have sound policy, and schools should have relevant, meaningful programming and quality curricula. It is important as well that every teacher should understand the basic components of language and how to break apart linguistic structures on the multiple levels of phonetics, morphology, and syntax, as well as have the know-how to effectively scaffold instruction for students. Teachers with improved and continuing training in language and literacy would be able to adapt existing curricula to meet the needs of their learners, without needing their state or their school's administration to act first.

The fastest and most effective action must be taken at a micro level: helping teachers understand linguistic skills and integrate them explicitly into their curriculum. The MORE framework we present is meant to show teachers how to immediately adapt their lessons to meet the needs of adolescent newcomers with strategies that have been empirically proven to advance students. While there is much work to be done, a critical starting point is the teacher. If a teacher can be empowered to adapt daily lessons to emphasize students' existing funds of knowledge and center lessons on content and explicit oral language development, it will lead to the acceleration of linguistic skills in both English and the home language. Then, we can have an immediate and positive impact on students' lives.

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Appendix A: MORE Sample Adapted Lesson

MORE Sample Lesson Plan for Integrated Content, Language and Literacy Using Evidence-Based Practices

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| <p>Content area: English Language Arts</p> <p>Adapted lesson from EngageNY: Grade 10 English Language Arts: Module 2: Unit 1: Lesson 2</p> | <p>Unit: Essential Questions/Theme: Who was Martin Luther King Jr. (MLK)? What are human and civil rights? What is injustice?</p> |
| <p>Standards and Content Objective: RI.9–10.3: Analyze author’s sequence and connections of ideas or events to develop points RI.9–10.5: Analyze how particular linguistic structures develop and refine author’s ideas or claims Students will be able to participate in a collaborative discussion on human and civil rights based on Martin Luther King Jr.’s “Letter from a Birmingham Jail.”</p> | <p>Language and Literacy Objectives: Vocabulary: What words or phrases do my students need to know to be able to access this text? (Aim to introduce 3–5 new words or phrases.) Students will be able to determine the meaning of unknown words and phrases in MLK’s letter through context, multimodal scaffolds, and word parts (e.g., interrelatedness, mutuality, and injustice), and use their understanding to discuss essential questions. Grammar: What structures do my students need to be able to understand the text/use for writing? Students will be able to retell segments of MLK’s letter using “if/then” cause-and-effect structures orally or in writing.</p> |

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| <p>Warm-Up and Review (5–10 minutes)</p> |
| <p>Students look at a map of the civil rights “hotspots” where protests took place and discuss the Essential Questions, based on previous learning, in groups, in English, and/or their home language What was the civil rights movement? Who was Martin Luther King Jr.? Where were civil rights protests taking place?</p> |
| <p>Activating background knowledge, schema, and vocabulary (10–15 minutes)</p> |
| <p>Students look at images of civil rights protests from the 1960s and Black Lives Matter protests from 2020 or present day. Teacher introduces target vocabulary and models how to break vocabulary apart between prefix, root, and suffix and how to decode the words; students discuss and write down home language(s) equivalents; class discusses the words and make connections to the pictures. Target Vocabulary: cognizant, interrelatedness, justice/injustice, inescapable, mutuality, sit idly by What do you see? What do you think? What questions do you have? Which pictures show injustice, which pictures show how people are interrelated?</p> |

Teacher Modeling with Guided Practice (15–20 minutes)

Teacher reads text excerpt to students:

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

Teacher stops to discuss meanings of additional underlined words, while taking them apart morphologically—e.g., “The prefix in- means not or opposite,” “injustice is the opposite of justice,” and “the root cogn- in cognizant means to learn or to know; related words such as recognize, cognition, and cognitive have the same root.” Teacher makes cross-linguistic connections to cognate roots and suffixes, such as the Spanish cognates of justice/injustice are *justicia/injusticia* and cognition is *cognición*.

Teacher parses key sentences for students for comprehension with Wh-question words—e.g., “Who is cognizant?” Who does the “I” represent in the sentence? What is MLK cognizant or aware of? Students practice reading text aloud again for fluency, annotating for vocabulary, home language equivalents, or notes on meaning.

Teacher introduces the “if . . . then” construction with the sentence, “If there is injustice in Birmingham, then I cannot sit idly by.” Class discusses the meaning in the context of MLK’s thoughts, actions, and effects of his actions.

Students collaborate to develop their own sentences using “if . . . then”: For example, “If we are interrelated, then . . .”; “If there is injustice, then . . .” Teacher helps students express their thoughts orally while using this construction.

Independent Practice (10–15 minutes or as take-home assignment)

Students work in pairs or groups to come up with additional sentences in English and their home language(s), both orally and written using the “if . . . then” structure.

Review/Share-Out (2–3 minutes)

Class comes together to reflect and share out on how MLK’s actions caused specific effects in U.S. society, and how they relate to the greater picture of human and civil rights in today’s culture.