Newcomers: Creating Authentic & Contextual Learning Experiences

CABE 2019

Michelle K. Fitzgerald, EL Specialist
English Learner Services Department, Compton USD
Hello!

Michelle K. Fitzgerald

mfitzgerald@compton.k12.ca.us
Our Goals

- Define Authentic & Contextual learning
- Experience Authentic & Contextual learning through “The Story of My Name” activity
- Relate the 2012 CA ELD standards to the “The Story of My Name” activity
Oscar’s Story
Oscar’s Story
Authentic & Contextual Learning

SELF-IDENTITY: WHO AM I?

CULTURAL IDENTITY: WHAT IS MY CULTURE?

SUMMER NEWCOMER PROGRAM

NATIONAL IDENTITY: WHAT IS MY “AMERICAN DREAM”?

COMMUNITY IDENTITY: WHAT MAKES MY COMMUNITY UNIQUE?
Authentic & Contextual Learning
What is an authentic learning experience?

Authentic

- Connected to personal and content-based schema
- Emotive and cognitive
What is a contextual learning experience?

Contextual

- Language learning is built from the authentic experience
- Teachers differentiate based on student needs
Learning & The Brain

- Autonomy
- Relevance
- Engagement

Authentic

Contextual

(Jensen, 2005)
Learning & The Brain

- Selective Filtering
- Emotive versus Cognitive
- Vary the learning experience

Authentic

Contextual

(Tileston 2010)
What distinguishes the authentic and contextual learning experience?

Authentic

Contextual
Rate This Experience

Authenticity

Contextual Relevance

Directions: Read each sentence and choose the correct verb in parenthesis.

Example A: John (is, are) going to the mall after school today.
Answer- is

1. The players (are, is) going to the pizza restaurant after today’s game.
2. Jane (were, was) going to go with the team but she had chores to do.
Rate this Experience

Authentic

- Connected to p_____l and c_____e-based schema
- Students’ output guide the learning experience

Directions: Read each sentence and choose the correct verb in parenthesis.

Example A- John (is, are) going to the mall after school today.
Answer- is

1. The players (are, is) going to the pizza restaurant after today’s game.
2. Jane (were, was) going to go with the team but she had chores to do.
Rate This Experience

Contextual

- Learning is built from the authentic experience
- Teachers differentiate based on students’ needs

Directions: Read each sentence and choose the correct verb in parenthesis.

Example A: John (is, are) going to the mall after school today.
Answer: is

1. The players (are, is) going to the pizza restaurant after today’s game.
2. Jane (were, was) going to go with the team but she had chores to do.
How do we transform the language learning experience?

**Authentic**
- Connected to personal and content-based schema
- Students’ output guide the learning experience

**Contextual**
- Language learning is built from the authentic experience
- Teachers differentiate based on students’ needs
The Story of My Name: An Authentic & Contextual Learning Experience
The Story of My Name

In English, my name, Michelle, means “Who is like God”. In Irish, my last name, Fitzgerald, means “the son of Gerald”. My name is a vibrant color. It is the complete story of a fragmented lineage. It is the bloodline of Callie and Emma. It is the music of all of my names: Michelle, Micaela, Fitzy, and Ms. Fragiano, as my young students once called me.

My Aunt Donna gave me name. She chose my name because my mother proposed the name Serena Lynn, which my Aunt Donna insisted was a “mean girl’s name”. When I was born, my name was chosen. The most important idea about my name is that it marks a momentous consensus between two sisters.
The Story of My Name

In English, my name means God’s spear. In Spanish, it means lanza de Dios. My name is an amazing color. It is a Servant of God. It is having no fear of anything. My dad gave me my name. He chose my name because of his brother and his best friend. When I was born, my name was already chosen. The most important idea about my name is that it represents growing up on the right path.
In English, my name means hope. In Spanish, it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

Excerpt, The House on Mango Street (Cisneros,
The Story of My Name

Activity 1.6
Home Connection: The Story of My Name

Who chose my name?  Why did they choose my name?

What does my name mean?

Activity 1.5
Home Connection: Sentence Frame Paragraph (The Story of My Name)

In English, my name means ____________________________

In Spanish, it means ____________________________ My name is a

______________ color. It is the ________________ It is the

______________

My __________________ gave me my name. ___________ chose my name because

______________ When I was

born, my name was/was not chosen. The most important idea about my name is

__________________________

Adapted from The Achebe on Along Street by Sandra Coaness
Building Language Learning
Contextual Language Learning

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

- Emerging

3. Using verbs and verb phrases
Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.

4. Using nouns and noun phrases
Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.

5. Modifying to add details
Expand sentences with simple adverbs (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.

In English, my name means God’s spear. In Spanish, it means lanza de Dios. My name is an amazing color. It is a Servant of God. It is having no fear of anything. My dad gave me my name. He chose my name because of his brother and his best friend. When I was born, my name was already chosen. The most important idea about my name is that it represents growing up on the right path."

1. Considering the student sample, which standards are addressed in this writing activity?

- Emerging

2. Using verbs and verb phrases
Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.

3. Using nouns and noun phrases
Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.

4. Modifying to add details
Expand sentences with simple adverbs (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.

5. Shifting in text details
Ensure coherence with simple adverbs (e.g., adverbs, adverb phrases, prepositional phrases) to create sentences (e.g., this, those, others, there) about familiar activities or processes.

*Student example in verbatim*
In English, my name means God’s spear. In Spanish, it means lanza de Dios. My name is an amazing color. It is a Servant of God. It is having no fear of anything. My dad gave me my name. He chose my name because of his brother and his best friend. When I was born, my name was already chosen. The most important idea about my name is that it represents growing up on the right path.
In English, my name means God’s spear. In Spanish, it means lanza de Dios. My name is an amazing color. It is a Servant of God. It is having no fear of anything. My dad gave me my name. He chose my name because of his brother and his best friend. When I was born, my name was already chosen. The most important idea about my name is that it represents growing up on the right path.
In English, my name means God’s spear. In Spanish, it means lanza de Dios. My name is an amazing color. It is a Servant of God. It is having no fear of anything. My dad gave me my name. He chose my name because of his brother and his best friend. When I was born, my name was already chosen. The most important idea about my name is that it represents growing up on the right path.
In English, my name means God's spear. In Spanish, it means lanza de Dios. My name is an amazing color. It is a Servant of God. It is having no fear of anything. My dad gave me my name. He chose my name because of his brother and his best friend. When I was born, my name was already chosen. The most important idea about my name is that it represents growing up on the right path.
Differentiation
Creating Authentic & Contextual Learning
Embrace the Paradigm Shift

Content ➔ Context ➔ Experience

Experience ➔ Context ➔ Content
Promote the paradigm shift

Experience → Context → Content

Authentic → Contextual
Promote the paradigm shift

Experience  Context  Content

Authentic  Contextual
# Sample Scope & Sequence

## 9th - 12th Grade Newcomer Summer Academy Weekly Themes

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Identity: Who am I?</td>
</tr>
<tr>
<td>2</td>
<td>Cultural Identity: What is my culture?</td>
</tr>
<tr>
<td>3</td>
<td>Community Identity: What makes my city unique?</td>
</tr>
<tr>
<td>4</td>
<td>National Identity: What is My “American Dream”?</td>
</tr>
<tr>
<td>5</td>
<td>Global Identity: How can I make a difference in the world?</td>
</tr>
</tbody>
</table>

**July 23rd** | **OPEN HOUSE**
Every person needs a place that is furnished with hope. - Maya Angelou
Michelle K. Fitzgerald
mfitzgerald@compton.k12.ca.us

Special thanks to Superintendent Dr. Darin Brawley and the English Learner Services Department team, under the direction of Dr. Jennifer Graziano! ...It takes a village!