LITERACY STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Tanya Hill, M. Ed., NBCT
ESL Teacher
Kate Bond Elementary
Shelby County Schools
Memphis, TN
AGENDA

• Introductions
• Objectives & Norms
• Icebreaker
• Misconceptions of the ESL Child
• Principles of Literacy Development for ELLs
Purpose of today’s session is to
- Clear up misconceptions about English Language Learners
- Understand the key principles of literacy instruction for English Language Learners

By the end of this session, participants will leave with instructional strategies and resources to use to support the literacy development of English Language Learners in their classrooms.
Keep positive

Respect the schedule

Have fun

Use the Parking Lot

Listen actively

Help one another

Minimize Distractions
ICE BREAKER!

2 TRUTHS AND 1 LIE
2 TRUTHS AND 1 LIE

1) I was named after an elephant.
2) My favorite TV show is "This Is Us".
3) I wrote for a boxing website.
2 TRUTHS AND 1 LIE

1) I was named after an elephant.
2) **My favorite TV show is “This Is Us”**.
3) I wrote for a boxing website.
MISCONCEPTIONS OF ENGLISH LANGUAGE LEARNERS
1) How long does it take for an English Language Learner to become fluent in English?

a) 6 month to a 1 year
b) 1-2 years
c) 4-5 years
d) 7-10 years
1) How long does it take for an English Language Learner to become fluent in English?
   a) 6 month to a 1 year
   b) 1-2 years
   c) 4-5 years
   d) 7-10 years
2) All ESL children learn English in the same way and at the same rate.
FALSE

- Research suggests that ESL students with little or no prior education and **who may be illiterate in their first language may take seven to ten years** to achieve grade level proficiency (Thomas & Collier, 2002).

- Achieving academic fluency is a long, gradual process that is strengthened with effective instructional strategies (Cummins, 1979; Peregoy & Boyle, 2005).
3) The ESL child who appears to speak English well is able to read and write at that same level.
FALSE

- This student is comfortable with **social language** but is not fully fluent in English. Oral language skills often precede reading and writing skills.
- This student speaks comfortably in English, but is not able to read and write at a similar level.
- Research suggests that it can take up to **five years** of English language instruction before an ESL student is able to read and write proficiently in English.
4) The ESL child who is silent in class does not fully understand English yet.
These children are in the “silent period”.
They may know the answers but lack the oral ability to produce their thoughts in English.
Typically listening comprehension precedes speaking, reading, and writing fluency (Krashen, 1983).
5) Good first teaching for native speakers is good teaching for ESL children.
FALSE

- District/state standards are geared towards native speaking children with no regard for linguistic diversity.
LEARNING IS TRI-FOLD

• ELLs are learning social language, academic language and content simultaneously.

• Native speakers are solely learning content.
6) Teachers should discourage students from speaking their native language as this will hinder their English language development.
FALSE

- There is no body of research to support this claim!
- Using their native language facilitates cognitive and academic growth
- Speaking their native language with others is important and should be encouraged
HOW DO WE MAKE LITERACY ACCESSIBLE FOR ENGLISH LANGUAGE LEARNERS?
Six Shifts in the Common Core Learning Standards

- Balance of Fiction and Nonfiction Text
- Increase in Text Complexity
- Building Knowledge in Disciplines
- Writing Using Text-Based Evidence
- Focus on Academic Vocabulary
SCAFFOLDING

- **Scaffolding** refers to a variety of instructional techniques used to *move students* progressively toward *stronger understanding* and, ultimately, *greater independence* in the learning process.
THE GRADUAL RELEASE OF RESPONSIBILITY

Teacher Responsibility

Guided

Collaborative

Independent

Student Responsibility

I do it.

We do it.

They do it (together).

You do it (independent of the teacher).
PRINCIPLES OF LITERACY INSTRUCTION

1) Link background knowledge and culture to learning
2) Focus on academic language, literacy and vocabulary
3) Increase comprehensible input and language output
4) Promote classroom interactions
5) Stimulate higher order thinking and the use of learning strategies

Courtesy of The Center for Applied Research
LINK BACKGROUND KNOWLEDGE AND CULTURE TO LEARNING
Explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge.
HOW TO BUILD BACKGROUND KNOWLEDGE

- Graphs, Photos and/or Illustrations
- Graphic Organizers like K-W-L Charts
- Picture Walks
- Shared Writing
- Team Names
- Two Truths and a Lie
- Maps
- Word/Picture Banks
- Videos!!!!
  - Watch it prior to showing it to your students
THE RAINFOREST

Mrs. Hill
3rd Grade ESL
WHERE IS THE RAINFOREST?
ACADEMIC LANGUAGE, LITERACY AND VOCABULARY
ACADEMIC LANGUAGE, LITERACY AND VOCABULARY

- Teach the **language and language skills** required for **content learning**.

- Explicitly **pre-teach** academic vocabulary before reading the text.
ACADEMIC VOCABULARY

Rank these words into three (3) categories:

Good   Photosynthesis   Draw   Fall
Equivalent   Hear   Apart   Habitat
Information   Polysemous   Like   Decide
**Tier 1 Words** — Basic everyday words used to communicate

- Good
- Like
- Draw *
- Fall *

**Tier 2 Words** — Information processing words; sophisticated or describing words such as adjectives and vivid verbs; polysemous (multiple meaning words), synonyms, homophones

- Hear
- Apart
- Decide
- Information

**Tier 3 Words** — Subject specific words that label content within the discipline

- Polysemous
- Equivalent
- Photosynthesis
- Habitat
WHY TEACH VOCABULARY?

• Children must know and understand **90-95%** of the words read to guarantee reading comprehension.

• Upon entering first grade:
  • linguistically “poor” first graders knew **5,000** words
  • linguistically “rich” first graders knew **20,000** words.
  • (Moats, 2001)
WORDS TO KNOW

- Rainforest: A tropical forest with heavy rain and tall trees
- Temperatures: How hot or cold something is
- Soil: The top part of the ground, dirt
- Destroyed: To ruin completely
- Adapt: To adjust to new surroundings

BONUS: Habitats—the natural place where animals live
RAINFOREST

• “The Amazon rainforest is the largest rainforest in the world.”

• Rainforest is a tropical forest, usually of tall, densely growing, broad-leaved evergreen trees in an area of high annual rainfall.

• Rainforest is a noun. A noun is a person, place or thing.

• In other words: A rainforest is a huge forest with lots of trees and rainfall.

• Your Turn: The rainforest is ________________.
READING STRATEGIES

• Shared Reading
  • Reading together

• Partner Reading
  • Reading in pairs

• Jigsaw Reading
  • Reading a chunk of text in groups

• Guided Reading
  • Teacher and students in a small group setting

• Close Reading
  • Whole group and small group

• Interactive Read-Aloud
  • Teacher models thinking
INCREASE COMPREHENSIBLE INPUT AND LANGUAGE OUTPUT
INC REASE COMPREHENSIBLE INPUT AND LANGUAGE OUTPUT

- Make meaning clear through visuals, demonstrations, and other means and give students multiple opportunities to produce language.

- Responding to text through speaking and writing to promote reading comprehension.
WAYS TO RESPOND TO TEXT

- Structured Note-Taking
- Word/Picture Banks
- Graphic Organizers
- Reader’s Theatre
- Teacher Read Aloud
- Teacher Discussions
- Picture Walks
- Exit Tickets
Large areas of their habitat are being destroyed.

Destroyed means to reduce (an object) to useless fragments or remains, as by rending, burning, or dissolving.

Destroyed is a verb. Synonyms for destroyed are demolish, ruin, and annihilate.

In other words: Destroyed means to damage something and you can never use it again.

Your Turn: The _____________ was destroyed.
EXIT TICKET

- Rainforest
- Temperatures
- Soil
- Destroyed
- Adapt

- Pick a word!

- Write a sentence using one of these words on your sticky note.
PROMOTE CLASSROOM INTERACTIONS
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- Engage students in using English to accomplish academic tasks.

- Checking for understanding through interacting with classmates.
PROMOTE CLASSROOM INTERACTIONS

- Four Corners
- I Have…Who Has…?
- Numbered Heads Together
- Round the Clock Learning
- Collaborative Writing
- Roving Charts
- Think-Pair-Share
- Think-Write-Pair-Share
- Sentence Frames
- Shared Writing
STIMULATE HIGHER ORDER THINKING
STIMULATE HIGHER ORDER THINKING AND THE USE OF LEARNING STRATEGIES

- Explicitly teach thinking skills and learning strategies to develop English language learners as effective, independent learners.

  - Summaries
  - Constructing questions
Bloom’s Taxonomy (Revised)

- **Remembering**
  - Can the student recall or remember the information?
  - define, duplicate, list, memorize, recall, repeat, state

- **Understanding**
  - Can the student explain ideas or concepts?
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

- **Applying**
  - Can the student use information in a new way?
  - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

- **Analyzing**
  - Can the student distinguish between different parts?
  - appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

- **Evaluating**
  - Can the student justify a stand or decision?
  - appraise, argue, defend, judge, select, support, value, evaluate

- **Creating**
  - Can the student create a new product or point of view?
  - assemble, construct, create, design, develop, formulate, write
BLOOM'S TAXONOMY WHEEL
## Sample Question Stems Based on Revised Bloom's Taxonomy

<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>What does this mean?</td>
<td>Predict what would happen if ...</td>
</tr>
<tr>
<td>Where?</td>
<td>Which are the facts?</td>
<td>Choose the best statements that apply</td>
</tr>
<tr>
<td>Which one?</td>
<td>State in your own words.</td>
<td>Judge the effects of ...</td>
</tr>
<tr>
<td>What?</td>
<td>Is this the same as ...?</td>
<td>What would result ...?</td>
</tr>
<tr>
<td>How?</td>
<td>Give an example.</td>
<td>Tell what would happen if ...</td>
</tr>
<tr>
<td>Why?</td>
<td>Select the best definition.</td>
<td>Tell how, when, where, why.</td>
</tr>
<tr>
<td>How much?</td>
<td>Condense this paragraph.</td>
<td>Tell how much change there would be if ...</td>
</tr>
<tr>
<td>How many?</td>
<td>What would happen if ...</td>
<td>Identify the results of ...</td>
</tr>
<tr>
<td>When?</td>
<td>Explain why ...</td>
<td>Write in your own words ...</td>
</tr>
<tr>
<td>What does it mean?</td>
<td>What are they saying?</td>
<td>How would you explain ...</td>
</tr>
<tr>
<td>What happened after?</td>
<td>This represents ...</td>
<td>Write a brief outline ...</td>
</tr>
<tr>
<td>What is the best one?</td>
<td>What seems to be ...?</td>
<td>What do you think could have happened next?</td>
</tr>
<tr>
<td>Can you name all the ...?</td>
<td>Is it valid that ...?</td>
<td>Who do you think ...</td>
</tr>
<tr>
<td>Who spoke to?</td>
<td>What seems likely?</td>
<td>What was the main idea?</td>
</tr>
<tr>
<td>Which is true or false?</td>
<td>Show in a graph, table.</td>
<td>Clariy why ...</td>
</tr>
<tr>
<td>Which statements support ...?</td>
<td>Which statements support ...?</td>
<td>Illustrate the ...</td>
</tr>
<tr>
<td>What restrictions would you add?</td>
<td>What could have happened next?</td>
<td>Does everyone act in the way that ... does?</td>
</tr>
<tr>
<td>Outline</td>
<td>Can you clarify ...?</td>
<td>Draw a story map</td>
</tr>
<tr>
<td>What happened next?</td>
<td>Can you illustrate ...?</td>
<td>Explain why a character acted in the way that he did.</td>
</tr>
<tr>
<td>Can you state the ...?</td>
<td>Does everyone think in the way that he does?</td>
<td>Do you know of another instance where ...?</td>
</tr>
<tr>
<td>From the information given, can you develop a set of instructions about ...?</td>
<td>From the information given, can you develop a set of instructions about ...?</td>
<td></td>
</tr>
</tbody>
</table>

## Analyze
- What is the function of ...?
- What's fact? Opinion?
- What assumptions ...?
- What statement is relevant?
- What motive is there?
- What conclusion?
- What do the author believe?
- What do the author assume?
- State the point of view of ...
- What ideas apply?
- What ideas justify the conclusion?
- What is the relationship between ...
- The least essential statements are ...
- What's the main idea? Theme?
- What literary form is used?
- What persuasive technique is used?
- Determine the point of view, bias, values, or intent underlying presented material.
- Which events could not have happened?
- If ... happened, what might the ending have been?
- How is it similar to ...?
- What do you see from other possible outcomes?
- Why did changes occur?
- Can you explain what must have happened when ...
- What were some of the motives behind ...
- What was the turning point?
- What are some of the problems of ...
- Can you distinguish between ...

## Evaluate
- What fallacies, inconsistencies, inconsistencies appear?
- Which is more important, moral, better, logical, valid, appropriate?
- Find the errors.
- Is there a better solution to ...
- Judge the value of ...
- What do you think about ...?
- Can you defend your position about ...
- Do you think ... is a good or bad thing?
- How would you have handled ...
- What changes to ... would you recommend?
- Do you believe ...
- How would you feel if ...
- How effective are ...
- What are the consequences of ...
- What influence will ... have on our lives?
- What are the pros and cons of ...
- Why is ... of value?
- What are the alternatives?
- Who will gain and who will lose?

## Create
- Can you design a ... to ...
- Can you see a possible solution to ...
- If you had access to all resources, how would you deal with ...
- Why don't you devise your own way to ...
- What would happen if ...
- How many ways can you ...
- Can you create new and unusual uses for ...
- Can you develop a proposal which would ...
- How would you test ...
- Propose an alternative. How else would you ...
- State a rule.

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WCPSS AG Program 2009

Toolbox for Planning Rigorous Instruction
Section 5: Thinking
Bloom - 16
INSTRUCTIONAL RESOURCES

- readinga-z.com/comprehension/close-reading-packs
- Readworks.org
- K12reader.com
- Achievethecore.org/academicwordfinder
- Teacherspayteachers.com/CloseReads
Tanya Hill

Email: hilltk@scsk12.org

Twitter: @TeachLikeALady

THANK YOU
KEEP CALM AND TEACH ON