LITERACY STRATEGIES AND CHOICE TO PROMOTE LANGUAGE GROWTH IN OLDER ENGLISH LEARNERS

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WHY READ?

Find your contraction partner and discuss what are the reasons we as humans read.
READ THE SHORT EXCERPT

Quiet Activity
WHAT ROLE DO TEACHERS HAVE IN TEACHING READING?

Talk with your shape partner again
BUILDING OFF THIS EXCERPT, HOW CAN GIVING STUDENTS VOICE AND CHOICE IN THEIR READING HELP DEVELOP BETTER READERS?
Talk Read Talk Write

1. Talk One
   1. Brief (5 minutes)
   2. Structured
   3. Open-ended
   4. Relevant
   5. Non-threatening

2. Read
   1. Reading with a purpose
   2. Individual
   3. Read entire selection

3. Talk Two
   1. Shared responsibility
   2. Supported
   3. Well-paced, but brief (10 minutes)
   4. Small groups
   5. Non-threatening to ask questions

4. Write
   1. Generation of own thoughts
   2. To argue or explain thoroughly
   3. Complete thoughts or sentences
Session Objectives

Learning Intention
- We are examining how we, as teachers, can guide older English learners to greater proficiency using the framework provided through *TESOL’s 6 Principals for Exemplary Teaching of English Learners*.
- We are examining different sources of literature so students can voice in their own reading choices.

Success Criteria
- We can orally discuss best practices to improve proficiency levels of older Els.
- We can list books students might want to read independently or in small group.
TESOL Best Practices

- Know Your Learner
- Create Conditions for Language Learning
- Design High-Quality Lessons for Language Development
- Adapt Lesson Delivery as Needed
- Monitor and Assess Student Language Development
- Engage and Collaborate within a Community of Practice
What aspects of an English learner go into “knowing” them?

KNOW YOUR LEARNER

TESOL Principal 1
Know your Learner

Personal
- Immigrant or born here
  - Self identified home country/lang
- Cultural background
- Life experiences
- Interests
- Access to resources

Data
- Individual Learning Plan
  - WIDA Access Scores
  - Goals
- TNReady
- Screener
- Home Language
  - Educational Experiences
  - Native Literacy level
STORY STITCH

Sharing Stories
CREATE CONDITIONS FOR LANGUAGE LEARNING

TESOL Principal 2
Your Learning Environment

- High, grade level expectations
  - The idea is to raise their learning, not lower what we expect from them
  - Avoid learned helplessness

- Learning partnership
  - Stereotype threat
  - Ally but warm demander
    - Earning that right
DESIGN HIGH-QUALITY LESSONS FOR LANGUAGE DEVELOPMENT
Clear Concise Language Learning Targets

- Content objective
  - Make sure it is measurable and aligned with the grade level goals.
  - The What of the lesson

- Language Objective
  - How are the students going to tell/show you they have learned?
  - The How of the objective

Learning Intention
- We are examining how we, as teachers, can guide older English learners to greater proficiency using the framework provided through TESOL’s 6 Principals for Exemplary Teaching of English Learners.
- We are studying different sources of literature so students can voice in their own reading choices.

Success Criteria
- We can orally discuss best practices to improve proficiency levels of older ELs.
- We can list books students might want to read independently or in small group.
Theme Based Units

- Gives students a reading text where they can “see” themselves
  - Dragonwings by Lawrence Yep – teach 8th grade standards using the novel
  - Literature
    - Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
    - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- To help build background, use paired text
  - In this case, one about Chinese Immigrants in California around the turn of the century
  - Informational Text
    - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
    - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences, in developing and refining a key concept
Scaffold the Language

- **Materials and Resources**
  - Organizers/Visuals
  - Glossaries/Dictionaries with Native language support
  - Read a synopsis in HL first
  - Word banks/writing frames

- **Instruction**
  - Preidentified and pretaught vocabulary
  - Reduce the linguistic mode
    - Modeling
    - Rephrasing
    - Repetition

- **Grouping**
  - Structured pair work
  - Small-group (structured or with teacher)
Read Aloud

- Connects students to books
- Helps students develop literacy skills
- Increases vocabulary
- Helps students connect books to their own lives
- Builds background for new concepts
- Stimulates the imagination
- Develops a sense of story structure
- Teaches students to listen
- Connects reading with pleasure
STRATEGIES FOR STUDENT VOICE

In Reading and Writing
The only way to choose the right book is to know your learner, be willing to find books outside the cannon, and read yourself.
Writing in Response to Literature

Use Literature
as a framework
for writing
Green Card Voices

Using the voices of immigrants both past and present to help students find their own voice.
ADAPT LESSON DELIVERY AS NEEDED
Adapting (Planning and in the moment)

- Based on WIDA Access and ILP
- Simplification
  - Find text at different levels
    - Can adapt if need be.
- Wait time
  - Signal Response
- Open ended questioning
MONITOR AND ASSESS STUDENT LANGUAGE DEVELOPMENT
Not Just Graded Assignments

- Are you listening?
  - Monitor Student Errors
  - Provide Ongoing effective feedback.

- Ways to help Improve Language Development
  - Intentional review of key vocabulary in context
  - Intentional review of content concepts

- Minimum Grading
ENGAGE AND COLLABORATE WITHIN A COMMUNITY OF PRACTICE
References

- *The 6 Principals for Exemplary Teaching of English Learners*
  - Published by TESOL Press
- *Talk Read Talk Write* by Nancy Motley
- *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- @ProjectLITComm
- #ELLChat_BKClub

- Follow me @CBTennyson on Twitter