




8/6/13

4



Keystones to Opportunity
Navigating Content for English Language Learners
 Pennsylvania's Vision for Sustainable
 Growth in Reading Achievement






Michell B.
Ressler

Upon completion of the module, participants will be able to:

- Apply **culturally responsive** literacy practices
- Compare/contrast **first and second language processes**
- Create **appropriate scaffolds** to instruction and assessment based on students' **English language proficiency levels**
- Compare /contrast **first and second language literacy development**
- Develop an ELL literacy action plan

Keystones to Opportunity 2






Participant Outcomes

By the end of the module, participants will develop an action plan with specific English language learners in mind addressing the following:

- **What did you learn about literacy development/instruction for English Language Learners?**
 - Culturally-Responsive Practices
 - First and Second Language Processes
 - English Language Proficiency Levels
 - Scaffolds to Instruction
 - Compare and Contrast First and Second Language Literacy
- **What are you going to do differently?**

Keystones to Opportunity 3

Essential Question (EQ): What are the best pathways to maximize ELLs' ability to navigate content?

1. Provide **culturally-responsive teaching and learning**
2. Understand **first and second language processes** as it relates to literacy development
3. Have **high but realistic expectations** for ELLs
4. Understand that **scaffolds to instruction for ELLs** will be effective for all students
5. Understand that the **building blocks of reading may need to be supported differently** for ELLs



Keystones to Opportunity 4



Ice Cream Analogies Four Corner Discussion

Of the following Ben & Jerry's ice cream flavors, which one best describes your current knowledge of literacy practices for English Language Learners and why?

- Mud Pie
- Smores
- Jamaican Me Crazy
- Berried Treasure



Keystones to Opportunity 5



Four Principles of Literacy Development

Principle 1: Increase comprehension

Principle 2: Increase student-to-student interaction

Principle 3: Increase higher order thinking and the use of learning strategies

Principle 4: Make connections to student's background knowledge.

from: What's Different About Teaching Reading to Students Learning English. CAL 2007, p. 24



Keystones to Opportunity 6




2: Think, Pair, Share..

Sage on the stage
is
facilitator

11/19/2012

H.E.A.T



H - Higher order thinking
E - Engaged learning
A - Authentic connections
T - Technology use


Keystones to Opportunity 7

* block example:

don't be so
straightforward


let kids explore
& explain to learn

Comme chaque matin, la reine attend des visiteurs importants.
«Maman», dit sa petite princesse, «je voudrais...»
«Je n'ai pas le temps, ma chérie. Demande à ta gouvernante.»
«Mais Maman, je voudrais juste quelques bisous...»
«J'ai trop de travail, ma chérie. Prends mon avion et essaie de trouver la reine des bisous.»



oui

The Process of Reading

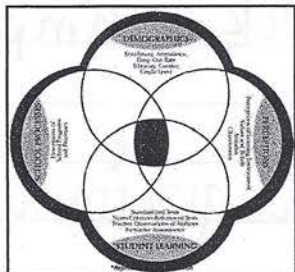


A complex process that involves precise knowledge and several processing strategies:

- knowledge of the world and its people, places, events and activities
- knowledge of how language(s) work
- the aforementioned knowledge base interacts with the text through language processing and thinking strategies

Keystones to Opportunity 9

Bernhardt's Multiple Measures and English Language Learners

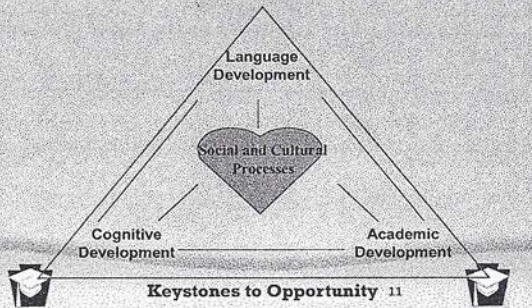


10

Demographics
 Perceptions
 Student Learning
 School Processes

Literacy Consideration for English Language Learners (ELLs)

The Prism Model (Collier, 1995)




functional
 vs.
 extensive or
 expressive
 language...

At the center of teaching and learning...

... is a relationship!





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**Culturally Responsive Practices
and ELLs**

*fits all
students*




**EQ: What are the best pathways to
maximize ELLs' ability to navigate
content?**

**1. Provide culturally-responsive
teaching and learning**




Keystones to Opportunity 14




**" Cultural responsiveness is the ability to
learn from and relate respectfully with
people of your own culture as well as
those from other cultures."**

from 7

NCCREST (2008), MODULE 2: CULTURALLY RESPONSIVE PEDAGOGY
AND PRACTICE Academy 2: Culturally Responsive Classrooms, p.17




Keystones to Opportunity 15



Specific Activities for Culturally Responsive Instruction – **What do these mean in practice?**

1. Acknowledge students' differences and commonalities	5. Assess students' ability and achievement validly
2. Validate students' cultural identity in classroom practices	6. Foster a positive interrelationship among the school community
3. Educate students about the diversity of the world	7. Motivate students to become active participants in their learning
4. Promote equity and mutual respect	

From Module 2: Culturally Responsive Pedagogy and Practice, Academy 1: Understanding Cultural Responsiveness, www.nccsl.org, Participants' Handouts, p. 27



 **Keystones to Opportunity** 16 


- 1- pix from home, label in both languages
- 2- invite families in... (today, etc.)
- 3- books about cultures, etc.
- 4- listen; don't judge / take off shoes
- 5- give praise / share w/ family
- 6- library / book mobile / services
- 7- inclusion (comm. w/ family)

Specific Activities for Culturally Responsive Instruction – **How many of these activities will you observe in the video clip?**



1. Acknowledge students' differences and commonalities	5. Assess students' ability and achievement validly
2. Validate students' cultural identity in classroom practices	6. Foster a positive interrelationship among the school community
3. Educate students about the diversity of the world	7. Motivate students to become active participants in their learning
4. Promote equity and mutual respect	

From Module 2: Culturally Responsive Pedagogy and Practice, Academy 1: Understanding Cultural Responsiveness, www.nccsl.org, Participants' Handouts, p. 27


 **Keystones to Opportunity** 17 

Previewing Guide 

- The group will be divided in two.
- Using the graphic organizer,
 - As we view the clip, Group 1 will focus their attention on **teacher practices** and identify practices from the teacher point of view that are culturally responsive.
 - As we view the clip, Group 2 will focus their attention on **learner practices** and identify practices from the learner point of view that are culturally responsive.

 **Keystones to Opportunity** 18 

Culturally Responsive Practices
[www.youtube.com/watch?v= uOncGZWxDc](http://www.youtube.com/watch?v=uOncGZWxDc)



Kratz Elementary School's Genevieve Erker demonstrates culturally responsive teaching and learning.

19

Parent Engagement

"My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system." (Secretary of Education, Arne Duncan, May 3, 2010).

I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!" (Family Literacy Parent, Milflin County, 2011)


Keystones to Opportunity 20

transaet.com

colorincolorado.org


The Importance of Cultural Relevance

Just a reminder...





All students perform better when the materials used for instruction are culturally relevant.


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 **Chunk and Chew**



Using the graphic organizer provided, participants will stop and reflect on what has been learned after every section of the module and respond only to the question:

What did you learn about literacy development/instruction for English Language Learners and **culturally-responsive practices**?

 **Keystones to Opportunity** 22 





First/Second Language Processes and ELLs

EQ: What are the best pathways to maximize ELLs' ability to navigate content?

1. Provide culturally-responsive teaching and learning
2. Understand first and second language processes as it relates to literacy development

 **Keystones to Opportunity** 24 

Factors Affecting Second Language Acquisition (English) 4

- You will be assigned a factor affecting second language acquisition.
- In your group, discuss how this factor affects second language acquisition.
- List your ideas on chart paper, post it on a wall and be prepared to report back to the whole group.

Keystones to Opportunity 25

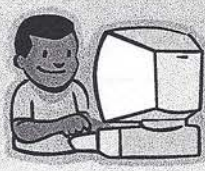
Myths and Misconceptions About Second Language Acquisition
Which Side Are You On?

1. We invite you to take a position on some statements!
2. In your opinion are the following statements, myths (false) or realities (true)?

26

Debunking Myths and Misconceptions About Second Language Acquisition

Myth or Reality?
The younger the child the more skilled in acquiring English



27

M or R
y
+
h

Reality

① M
② R

③ R - both
④ M

Younger vs. Older Children

Younger Children <ul style="list-style-type: none">• Lower language demands• Usually more risk-takers• No accent• Not literate in native language	Older Children <ul style="list-style-type: none">• Greater language demands• Self-esteem issues• Have common underlying proficiency.• Have learning strategies from which to draw.• Literate in native language.
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Keystones to Opportunity 28

Common Underlying Proficiency and Older Learners

CUMMINS' ICEBERG MODEL OF LANGUAGE INTERDEPENDENCE

Surface Features of L1

Surface Features of L2

COMMON UNDERLYING PROFICIENCY

29

Debunking Myths and Misconceptions About Second Language Acquisition

Myth or Reality?

English Language Learners know more language than they can demonstrate.

Keystones to Opportunity 30

Simultaneous vs. Sequential Bilingualism

- Simultaneous Bilingualism
- Development of Sequential Bilingualism
 1. Home language use
 2. The Silent Period
 3. Going public
 4. Productive language use



Keystones to Opportunity 31

CAN DO Descriptors for the Levels of English Language Proficiency

Activity: Each column represents characteristics of English language learners at a given level of English proficiency. However, they are not in the correct order of Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, and Level 5 Bridging. The task consists in arranging the columns in the appropriate order. Please read the description provided for each column (or level) and label them accordingly. The characteristics within each column are target skills. For the given level of English language proficiency, English language learners can...

Language Domain	Level	Level	Level	Level	Level
Listening	<ul style="list-style-type: none"> Locate, select, and/or distinguish key oral directions Follow multi-step oral directions Carry out or understand oral directions using pictures, gestures 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow one-step oral directions Match information from oral directions to objects, illustrations 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct inferences based on oral direction Make connections from oral directions to oral discourse 	<ul style="list-style-type: none"> Point to object pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Compare and contrast features, understandings from oral information Analyze and apply oral information Identify cause and effect from oral discourse
	<ul style="list-style-type: none"> Recognize pictures, words, phrases Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Locate and classify information Search facts and explicitly stated messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Conduct research to gain information from multiple sources Draw conclusions from explicit and implicit text 	<ul style="list-style-type: none"> Match icons and symbols to words, phrases, or environmental print Identify concepts about print and oral features 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify event families, figures of speech
	<ul style="list-style-type: none"> Formulate hypotheses, main predictions Observe phenomena, incidents Describe scenes or events 	<ul style="list-style-type: none"> Ask self-questions Describe pictures, events, objects, people Describe facts 	<ul style="list-style-type: none"> Engage in dialogues Explain phenomena, give responses, and justify responses Express and defend points of view 	<ul style="list-style-type: none"> Name objects, people, pictures Answer straightforward questions 	<ul style="list-style-type: none"> Discuss topics, events, concepts Give responses, oral reports Offer creative solutions to issues, problems
	<ul style="list-style-type: none"> Produce simple expressive or narrative oral Compare and contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Make lists Produce greetings, phrases, short sentences, notes Give information requested from oral or written messages 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and purposes Author multiple forms of writing 	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to oral directions Produce notes, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit or revise writing Create original ideas or detailed responses


Keystones to Opportunity 32

Debunking Myths and Misconceptions About Second Language Acquisition

Myth or Reality?

Teachers should encourage students and their parents to speak their primary language at home.

This Is Your Brain...on Language
by *Speaking in Tongues*
<http://vimeo.com/15695133>





Keystones to Opportunity 33

video



**Debunking Myths and Misconceptions
About Second Language Acquisition**


Myth or Reality?
Once English Language Learners can speak English, they are ready to undertake the academic tasks of the content classroom.

 **Keystones to Opportunity** 34 

Second Language Proficiency (Cummins)



<p>Social Language</p> <ul style="list-style-type: none"> • Informal • Cognitively simple • Concrete • 3,000 words or less • Develops early (1-3 years) • Examples: <ul style="list-style-type: none"> – Talking among friends – Social Networks – Writing informal letters 	<p>Academic Language</p> <ul style="list-style-type: none"> • Formal • Cognitively complex • Abstract • 100,000 words in long complex sentences • Will take a much longer time (5-7 years) • Examples: <ul style="list-style-type: none"> – Participating in class discussions – Reading a textbook – Writing essays – Navigating the Internet for a research paper
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 **Keystones to Opportunity** 35 


Chunk and Chew 

Using the graphic organizer provided, participants will stop and reflect on what has been learned after every section of the module and respond only to the question:



What did you learn about literacy development/instruction for English Language Learners and **first and second language processes**


 **Keystones to Opportunity** 36 

Lunch Break! ☺





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English Language Proficiency
Levels



EQ: What are the best pathways to maximize ELLs' ability to navigate content?

1. Provide culturally-responsive teaching and learning
2. Understand first and second language processes as it relates to literacy development
- 3. Have high but realistic expectations for ELLs based on their English language proficiency levels**

Keystones to Opportunity 39



Standards Aligned System

SAS Standards Aligned System

Keystones to Opportunity 40

PA Common Core

The Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), with participation of the overwhelming majority of states, set a goal to create standards that are "research and evidence-based, aligned with college and work expectations, include rigorous content and skills and are internationally benchmarked." As Pennsylvania follows the development of the K-12 Common Core Standards and determines the alignment of Common Core Standards to PA Standards, <http://www.pdesas.org/Standard/CommonCore> will provide educators with information and updates on the progress of that work.


Keystones to Opportunity 41

ESL Resources for Teachers on SAS

- ELL Overlays
<http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>
- Voluntary Model Curriculum: Unit and Lesson Plans
<http://www.pdesas.org/module/content/search/vmc.aspx>
- English Language Proficiency Standards
<http://www.pdesas.org/Standard/Views#0|0|0|1181>

Keystones to Opportunity 42

Pennsylvania's English Language Proficiency Standards

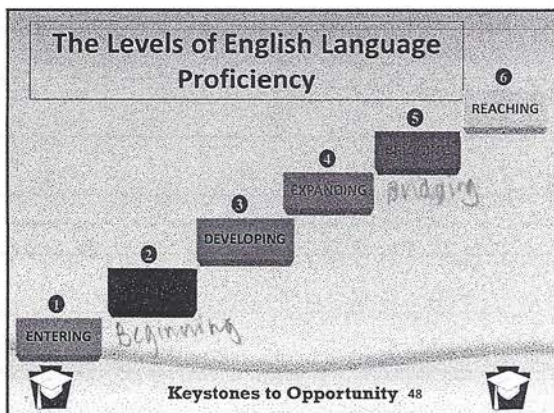


Keystones to Opportunity 46

5 English Language Proficiency Standards

Standard	Abbreviation
English Language Proficiency Standard 1 English language learners communicate for Social and Instructional purposes within the school setting.	Social and Instructional Language
English Language Proficiency Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	The Language of Language Arts
English Language Proficiency Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	The Language of Mathematics
English Language Proficiency Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	The Language of Science
English Language Proficiency Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	The Language of Social Studies

top over-arching on pdesas.org



Proficiency Levels

Language Performance Definitions for the Levels of English Language Proficiency

		Across the curriculum...				
		Level 1 Entering	Level 2 Developing	Level 3 Developing	Level 4 Expanding	Level 5 Striding
R E C E P T I V E	at the given level of English language proficiency, English language learners in Pennsylvania, can process and understand					
		Pictorial or graphic representation of the language of the content areas with minimal comprehension.	General language related to the content areas.	General and some specific language of the content areas.	Specific and some technical language of the content areas.	The technical language of the content areas.
P R O D U C T I V E	at the given level of English language proficiency, English language learners in Pennsylvania, can use and produce.					
		Non-verbal communication, single words or short phrases which may be demonstrated by repeating and copying words and phrases, or use of first language.	Common phrases or short sentences and some general academic language in oral and written communication with errors that may impede meaning.	Familiar oral and written language of expanded sentence length, short paragraphs, and academic language with occasional errors.	Oral and written academic and technical language of varying complexity in context with minimal errors.	Oral or written academic and technical language of varying complexity approaching that of English proficient peers with minimal errors.

Figure 1: Linguistic characteristics at levels of language proficiency

Keystones to Opportunity

Four Language Domains


Receptive

• Listening

• Speaking

• Reading

• Writing



Productive

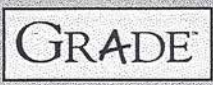
Keystones to Opportunity 50

Five Grade Clusters

- 1 • PreK -K
- 2 • Grades 1-2
- 3 • Grades 3-5
- 4 • Grades 6-8
- 5 • Grades 9-12

Keystones to Opportunity 51


GRADE




GRADE™

G – Group
R – Reading
A – Assessment
D – Diagnostic
E – Evaluation

- All grantees must administer GRADE to all students in target schools/programs.
- GRADE is to be administered 3 times a year




Keystones to Opportunity 55




DIBELS Next


D – Dynamic
I – Indicators
B – Basic
E – Early
L – Literacy
S – Skills



- All grantees who target K-5 must administer the DIBELS Next to Kindergarten, 1st grade, 2nd grade, and 3rd grade students in targeted schools/programs.
- DIBELS Next must be administered 3 times a year




Keystones to Opportunity 56




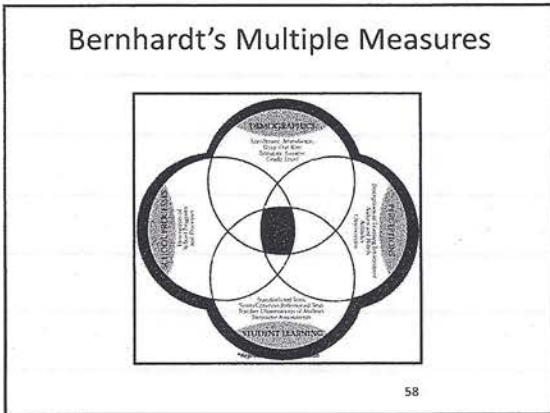
ITERS-R/ECERS-R

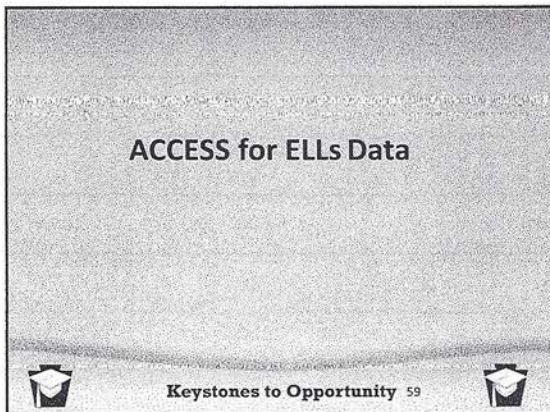
<p>ITERS-R</p> <p>I – Infant T – Toddler E – Environment R – Rating S – Scale</p> <ul style="list-style-type: none"> • Grantees who target birth to age 3 must administer the ITERS-R • ITERS-R must be administered a <i>minimum</i> of 2 times a year 	<p>ECERS-R</p> <p>E – Early C – Childhood E – Environment R – Rating S – Scale</p> <ul style="list-style-type: none"> • Grantees who target preschool students must administer the ECERS-R • ECERS-R must be administered a <i>minimum</i> of 2 times a year
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Keystones to Opportunity 57

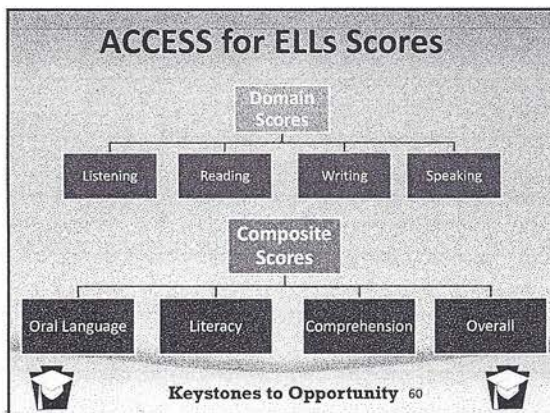






Assessing
Comprehension &
Communication in
English
State-to-
State

for ELL's



Teacher Report

WIDA CONSORTIUM ACCESS for ELLs English Language Proficiency Test Teacher Report

9

Demographic Information About the Student

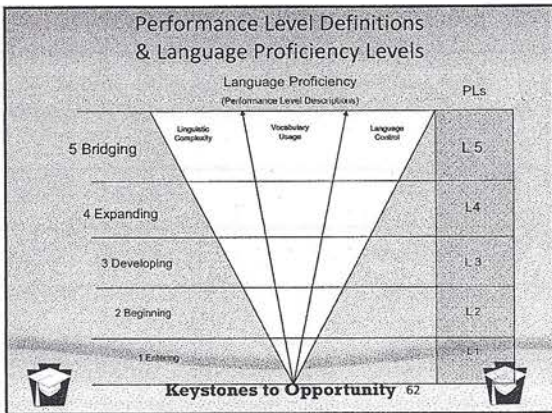
Student Scale Scores

Student's Composite Scores

61

World-class
instructional
Design +
Assessment

* states belong
to it... (ie. PA)




Development of Academic Language

1. is fundamental to academic success in all domains.
2. is the primary source of ELLs' difficulties with academic content.
3. can remain a challenge even after students achieve proficiency.
4. affects ELLs' performance on large-scale assessments.

Keystones to Opportunity 63

"I don't know what happened. I was too busy reading the words."



Keystones to Opportunity 64

CAN DO Descriptors for the Levels of English Language Proficiency, cont'd.

The characteristics within each box are target skills. For the given level of English language proficiency, English language learners can...

Language Domain	Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Advanced	Level 5 Fluent
Listening	<ul style="list-style-type: none"> Identify isolated words and phrases. Follow one-step directions. Match one statement to a picture, object, or illustration. 	<ul style="list-style-type: none"> Identify isolated words and phrases. Follow one-step directions. Match information from one description to a picture, object, or illustration. 	<ul style="list-style-type: none"> Understand simple information from oral presentations. Follow primary oral directions. Compare two oral presentations on a common topic (e.g., picture, object). 	<ul style="list-style-type: none"> Understand and respond to oral presentations, including those with inflection. Analyze and apply the information. Identify oral and written forms and discourse. 	<ul style="list-style-type: none"> Understand oral and written information from oral presentations. Compare and contrast oral and written information. Make inferences from oral discourse.
Reading	<ul style="list-style-type: none"> Match words and phrases to words, pictures, or environmental print. Identify words in short print and the subject. 	<ul style="list-style-type: none"> Locate and identify words, phrases, and sentences in short print. Identify words and phrases in short print. Match words and phrases to pictures, objects. 	<ul style="list-style-type: none"> Recognize pictures, words, phrases, and sentences in short print. Use context clues to determine meaning of words. 	<ul style="list-style-type: none"> Recognize information in short print. Find details that support main ideas. Identify oral and written forms of speech. 	<ul style="list-style-type: none"> Understand oral and written information from multiple sources. Make inferences from explicit and implicit text.
Speaking	<ul style="list-style-type: none"> Repeat words, phrases, and simple sentences. Answer ELL questions. 	<ul style="list-style-type: none"> Ask simple questions. Describe pictures, words, objects, people, places, actions. 	<ul style="list-style-type: none"> Formulate simple oral presentations. Describe pictures, objects, people, places, actions. Repeat phrases in words. 	<ul style="list-style-type: none"> Describe pictures, words, objects, people, places, actions. Use oral presentations, oral and written responses. Offer simple solutions to simple problems. 	<ul style="list-style-type: none"> Engage in oral and written presentations. Explain phenomena, give examples, and justify responses. Express oral and written points of view.
Writing	<ul style="list-style-type: none"> Label objects, pictures, diagrams. Draw or respond to oral directions. Repeat words, phrases, and simple sentences. 	<ul style="list-style-type: none"> Make lists. Provide simple oral presentations, short oral and written responses. Draw information related to oral and written directions. 	<ul style="list-style-type: none"> Produce simple oral presentations and written responses. Compare oral and written information. Describe events, pictures, phrases, presentations. 	<ul style="list-style-type: none"> Recognize information from oral and written sources. Edit and revise writing. Create original ideas or detailed responses. 	<ul style="list-style-type: none"> Apply information to oral and written contexts. Respond to multiple genres and domains. Author multiple forms of writing.

Page 8

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Also available from WIDA by grade clusters at:
http://www.wida.us/standards/CAN_DOs/

Keystones to Opportunity 65

Profiles of English Language Learners, Part 2

Using the same group formation, each "expert" focuses on the same profile used previously but this time examines the Profiles Test Placement Scores as it relates to the **CAN DO Descriptors** to:

- identify the students' English language proficiency level in listening, speaking, reading and writing listed under "placement test scores";
- highlight on the **CAN DO Descriptors** provided, what will Moises, Juana, Hassan and Amitabh know and be able to do in listening, reading, speaking and writing as it relates to their literacy development.
- identify some scaffolds to instruction and assessment for each learner as it relates to literacy instruction.

Keystones to Opportunity 66

A Final Note About "Triangulating" Data

Importance of multiple data points that include formative assessment should *always* be used in making decisions about English-language learners. Data points should take into consideration both literacy and English language development.

Keystones to Opportunity 67

Chunk and Chew

Using the graphic organizer provided, participants will stop and reflect on what has been learned after every section of the module and respond only to the question:

What did you learn about literacy development/instruction for English Language Learners and English Language Proficiency?


Keystones to Opportunity 68

Pa Comprehensive Literacy Plan



Vision: All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.

Mission: The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students.

Keystones to Opportunity 69





Scaffolds to Instruction and ELLs


EQ: What are the best pathways to maximize ELLs' ability to navigate content?

1. Provide culturally-responsive teaching and learning
2. Understand first and second language processes as it relates to literacy development
3. Have high but realistic expectations for ELLs based on their English language proficiency level
4. Understand that scaffolds to instruction for ELLs will be effective for all students

Keystones to Opportunity 71






Language Acquisition Context and Cognitive Load





	Cognitively Undemanding	Cognitively Demanding
Context Embedded	I. (easiest)	III.
Context Reduced	II.	IV. (most difficult)



72

**Language Acquisition
Context and Cognitive Load**



- ___ 1. Teaching a text structure using a graphic organizer
- ___ 2. Reading a passage "cold" to measure fluency
- ___ 3. Taking notes from the white board
- ___ 4. Media-assisted lesson
- ___ 5. Circle time weather with no visual support
- ___ 6. Texting
- ___ 7. Solving a word math problem
- ___ 8. Writing a research report
- ___ 9. Video clip to introduce a lesson
- ___ 10. Finding the main idea and support details in a text


 **Keystones to Opportunity** 73 

 **Chunk and Chew** 



Using the graphic organizer provided, participants will stop and reflect on what has been learned after every section of the module and respond only to the question:

What did you learn about literacy development/instruction for English Language Learners and **scaffolds to instruction?**

 **Keystones to Opportunity** 74 






**First and Second Language
Literacy**

EQ: What are the best pathways to maximize ELLs' ability to navigate content?


1. Provide culturally-responsive teaching and learning
2. Understand first and second language processes as it relates to literacy development
3. Have high but realistic expectations for ELLs based on their English language proficiency level
4. Understand that effective research-based practices for ELLs will be effective for all students
- 5. Understand that the building blocks of reading may need to be supported differently for ELLs**



 **Keystones to Opportunity**  76


 12

Colorin Colorado Reading 101 for English Language Learners

Teaching reading IS rocket science.

 Louisa Moats



 **Keystones to Opportunity**  77



Jigsaw Activity  12a

In groups of 5 (numbered off), each group member reads one of the following sections and fills the appropriate section of the graphic organizer.

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension



In whole group, members take turn sharing out on their section until everyone in the group has completed their graphic organizer.


 **Keystones to Opportunity**  78

 **Chunk and Chew** 



Using the graphic organizer provided, participants will stop and reflect on what has been learned after every section of the module and respond only to the question:


What did you learn about literacy development/instruction for English Language Learners and **first/second language literacy**?

 **Keystones to Opportunity** 79 





ELL Literacy Action Plan

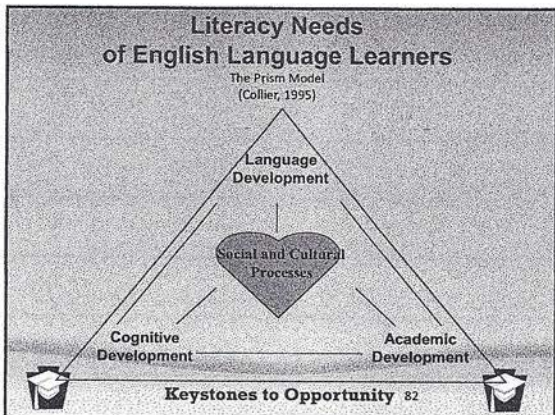
 

ELL Literacy Action Plan 

- using one student from the *Student Profiles* or a student from your school/program, and
- using the information you have been gathering throughout the day,
- determine what you would do differently for that student by completing the right-hand portion of the graphic organizer.

You may choose to do this in **pairs or as a table.**

 **Keystones to Opportunity** 81 




Important Websites

www.colorincolorado.org
www.ncele.gwu.edu
www.teachingtolerance.org

Larry Ferlazzo's edublog – provides daily a wealth of resources to support ELLs
www.nccrest.org, NCREST, Module 2: Culturally Responsive Pedagogy and Practice
<http://www.all4ed.org/files/DoubleWork.pdf> Short, Deborah (2007), **Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescents**, Carnegie Corporation of New York.
http://knowledgeloom.org/elemlit/ells_meetnds.jsp Meeting the Literacy Needs of English Language Learners, Online resource developed and maintained by The Education Alliance at Brown University.
Ballantyne, K.G., Sanderman, A. R. and McLaughlin, N. (November 2008) **Dual Language Learners in the Early Years: Getting Ready to Succeed in School**. National Clearinghouse for English Language Acquisition.

Keystones to Opportunity 83

3-2-1: 

Reflect on what you have learned today and write down:

- **Three** concepts that really interested you;
- **Two** concepts that are new to you;
- **One** concept for which you need clarification

Keystones to Opportunity
