



ADVANCING RESEARCH, IMPROVING EDUCATION

SOUTHEAST COMPREHENSIVE CENTER

Teaching Literacy in English to K-12 English Learners: Participant Handouts

Jazzin' It Up: A Medley of Notes for Creating a Culture That Supports English Language Learners

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ANTICIPATION GUIDE

Before Reading/Session Agree or Disagree	Statement	During/After Reading/Session	
		Agree or Disagree	Text Evidence
	1. English Language Learners (ELLs) are the fastest growing segment of the student population with the highest growth in grades 4–6.		
	2. Many ELLs have disabilities, which is why they are often overrepresented in special education.		
	3. There is strong evidence to support statewide English-only initiatives to improve the learning outcomes of ELLs.		
	4. Children learn a second language easily and quickly.		
	5. ELLs perform much better when placed according to language proficiency and not academic achievement.		
	6. Research recommends that teachers of ELLs schedule regular structured pair or peer-assisted learning tasks.		
	7. Formative early reading assessments in English are valid for ELLs.		
	8. Explicit and intensive vocabulary instruction helps ELLs understand what they read.		

THE BIG PICTURE

Teaching Literacy in English to K-5 English Learners

THE CASE FOR CHANGE

- English learners lag behind their native English-speaking peers in reading achievement.
- Without strong reading skills, English learners will not be able to reach challenging standards.
- Many English learners are not being taught to read in English until they are able to speak in English.

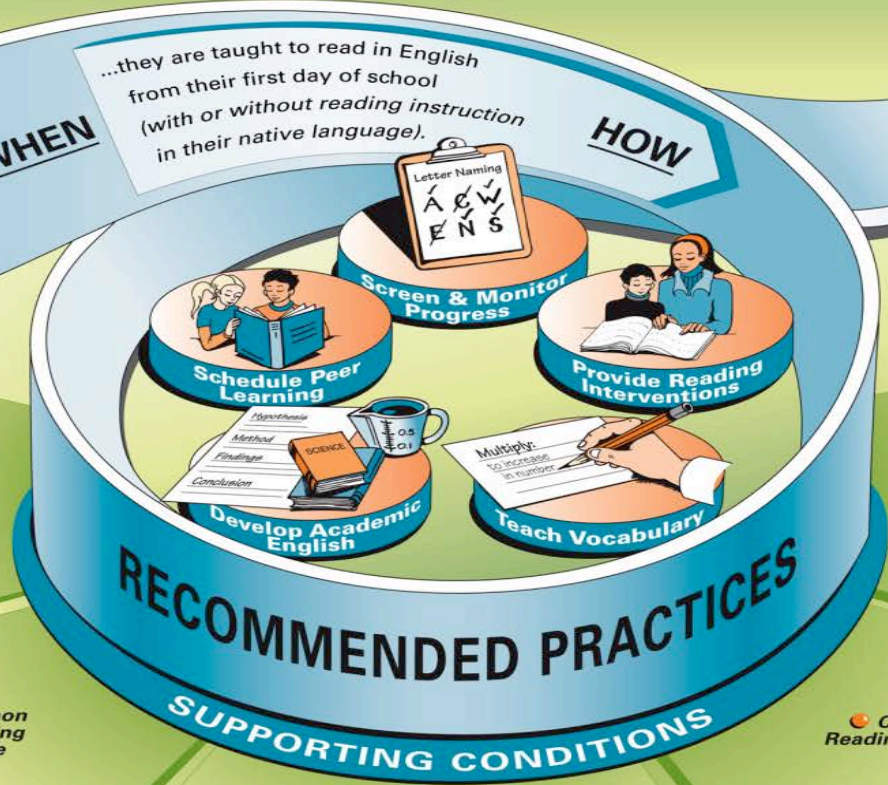
LITERACY

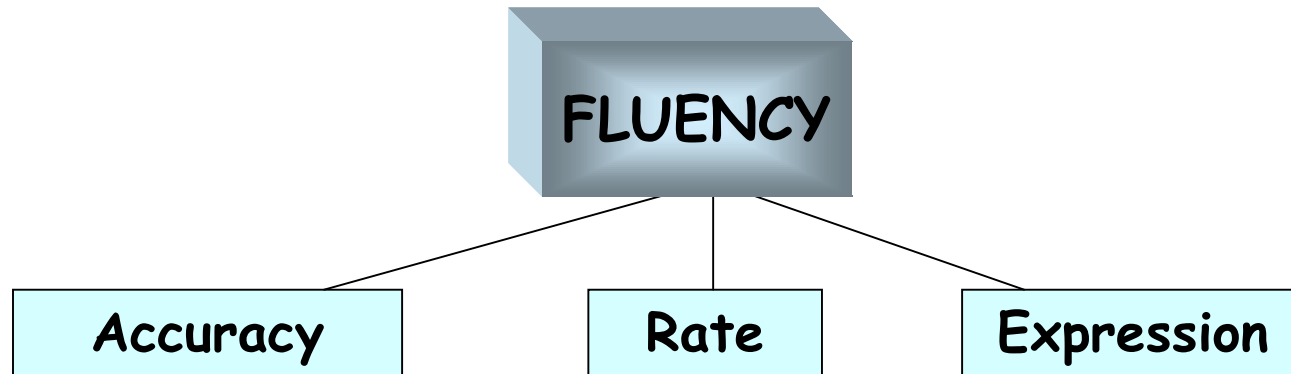
...they are taught to read in English from their first day of school (with or without reading instruction in their native language).

WHEN

HOW

English learners can learn to read in English at a rate comparable to native English speakers





MULTI-TASKING

Fast Processing

- Language systems
- Punctuation
- Voice qualities

Automaticity

Pacing

Phrasing or chunking

Confirming by continuous cross-checking for meaning



VOCABULARY DEVELOPMENT

Incidental or Implicit Instruction

- Oral language engagement
- Reading to, with, and by adults or peers
- Independent reading

Intentional or Explicit Instruction

- Active engagement in literacy-rich contexts
- Restructuring tasks: Procedures, processes, and materials
- Repeated/multiple exposures
- Instructional strategic practices

Types of Vocabulary

- Listening/Hearing
- Speaking
- Reading
- Writing
- Controlled
- Core/Technical

COMPREHENSION

Metacognitive, Non-linear, Multi-Strategy Process
 Reader-, Text-, Activity-, and Context-Specific
 Active Engagement with Text as a Means to
 Acquire Knowledge, Enhance Understanding, Construct Meaning

INSTRUCT AND PRACTICE
 WITH STRATEGIES

BEFORE

- Activate prior knowledge
- Pre-read
- Predict
- Connect
- Question
- Recognize text structure

DURING

- Connect
- Visualize
- Question
- Predict
- Monitor
- Infer
- Use fix-up strategies
- Reread
- Read selectively, fluently, and decode rapidly

AFTER

- Summarize
- Synthesize
- Question
- Interpret on different levels
- Connect
- Infer
- Verify
- Reread
- Determine what's important

Research-Based Recommendations for Effective ELL Instruction: Policymakers and Schools

- Delineate explicit expectations for ELLs
- Provide research-based professional development for teachers of ELLs
- Attend to processes and consequences of assessments of ELLs that recognize ELLs' heterogeneity
 - Avoid testing in English only
 - Use multiple assessments for varying purposes (e.g., content knowledge, literacy skills, language proficiency; diagnostic, formative, progress monitoring, summative, self-assessment, etc.)

(NCTE, 2008)

Research-Based Recommendations for Effective ELL Instruction: Teachers

- Present challenging curricular content
- Set high expectations
- Use technology effectively
- Recognize socio-cultural-linguistic factors
- Position native languages and home environments as resources
- Teach the basics of academic literacy in K-8
- Teach ELLs to simultaneously develop their skills with academic language and content in a variety of disciplines
- Recognize the differences between ELLs and under-prepared students (especially in higher education)

(NCTE, 2008)

Ten Things the Mainstream Teacher Can Do Today to Improve Instruction for ELL Students

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review it frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, do you understand? Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.

Ten Things the Mainstream Teacher Can Do Today to Improve Instruction for ELL Students (continued)

6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently, but also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.



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