Workshop 2
Supporting the English Language Learner

In this session, you will investigate and apply research-based principles of effective early literacy instruction for English Language Learners.

Learning Goals

At the end of this session, you will better understand:

- factors that influence second-language literacy learning

- characteristics of effective literacy instruction for English Language Learners

- challenges and opportunities for teaching reading to English Language Learners

- how to develop an effective literacy lesson for English Language Learners

Factors Related to This Session

- Proficiency in native language

- Proficiency in English language

- Literacy proficiency in native language

- Cultural traditions and attitudes toward literacy

- Socioeconomic status

- Support for native language and bilingualism

Materials Needed for This Session

Participants: Classroom trade book or literature book, the Supporting the English Language Learner Chart you completed for homework (see Session Preparation), and your Handbook for Effective Literacy Practices.

Facilitator: Copies for each participant of English Language Learner Lecture Posters (pages 55-59).

What is heartening for me is that none of the practices that best support English Language Learners are brand new or ... only support those children. It seems that with just a little extra thought, the very same practices that we use commonly could be put in place in a more systematic way to support English Language Learners. —Robin Peterson

Before You Watch

Video Summary

In the video for this session, Dr. Mileidis Gort presents research-based principles that support English Language Learners' literacy and language development. She describes the characteristics of beginning and intermediate second-language learners, then presents instructional practices that best meet their needs. Workshop participants then watch classroom excerpts illustrating teaching practices that support English Language Learners in their beginning literacy development. They later develop a lesson plan to promote understanding and appreciation of selected texts.

Session Preparation

To prepare for the workshop session, you will tap your prior knowledge, read two articles on effective reading instruction for English Language Learners, and review important terms.

1. What do you already know?
Copy and complete the Supporting the English Language Learner Chart (page 54).

Assignment: Save your Supporting the English Language Learner Chart to revise at the end of the session.

2. Read these articles:
Peregoy, S. F., and O. F. Boyle. "Reading and Literature Instruction for English Language Learners." *Reading, Writing, and Learning in ESL: A Resource Book for K–12 Teachers*, 267-288. New York, N.Y.: Allyn and Bacon, 2001.

Graves, M. F., and J. Fitzgerald. "Scaffolding Reading Experiences for Multilingual Classrooms." In Garcia, G. G., ed. *English Learners: Reaching the Highest Level of English Literacy*, 96–124. Newark, Del.: International Reading Association, 2003.

These readings are available as downloadable PDF files on the *Teaching Reading K–2 Workshop* Web site. Go to www.learner.org/channel/workshop/readingk2/.

> **FACILITATOR'S NOTE:** Be sure that everyone has access to these readings.
> You may want to have a few copies available for those without Internet access.

3. Review these important terms:
Review the following definitions found in the Glossary in the Appendix: background knowledge, bilingual, English Language Learners, funds of knowledge, mainstream group, native language, oral language, and Scaffolded Reading Experience (SRE).

4. Revise your chart:
Return to your Supporting the English Language Learner Chart. Add any new thoughts, ideas, or questions based on the readings and review of important terms.

Watch the Video

Lecture

Throughout the session, questions are posed to guide you through the topic. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

In this section, you will watch Dr. Gort's lecture on reading instruction for English Language Learners in grades K–2.

As you watch the lecture, use the English Language Learner Lecture Posters to note important information.
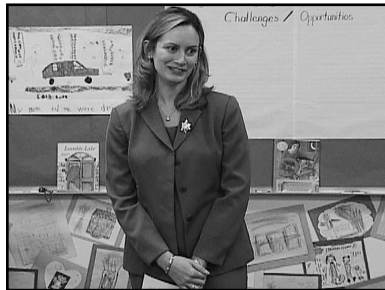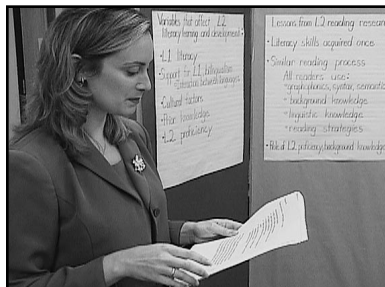

Video Segment: Dr. Gort's Lecture (approximate times: 3:00–12:55): Find this segment approximately 3 minutes after the beginning of the video. Watch for about 10 minutes. Use the video image at left to locate where to begin viewing.

In this video segment, Dr. Gort presents and discusses research-based principles on second-language literacy development. The lecture focuses on variables that affect learning to read and write in a second language, research on second-language learning, and characteristics of beginning and intermediate second-language learners as they learn to read in English.

An accompanying lecture transcript is also available as a downloadable PDF file on the *Teaching Reading K–2 Workshop* Web site. Go to www.learner.org/channel/workshop/readingk2/.

After watching the lecture, review your notes and consider these questions:

- What are the important concepts to understand about bilingual students?

- Dr. Gort emphasizes that English Language Learners comprise a heterogeneous group who come from different countries, cultures, and socioeconomic backgrounds. How does this influence the way you plan and implement instruction in reading and writing?

- What information do teachers need to know about their English Language Learners to provide successful literacy instruction?

- How might your literacy instruction differ for beginning and intermediate second-language readers?

Optional Viewing (approximate times: 13:00–16:00): Find this segment approximately 13 minutes after the beginning of the video. Watch for about 3 minutes. Use the video image at left to locate where to begin viewing.

You may want to watch the workshop participants discuss their challenges and opportunities.

Watch the Video, cont'd.

Classroom Excerpts

In this section, you will relate Dr. Gort's lecture and the readings to teaching practices in classroom excerpts.
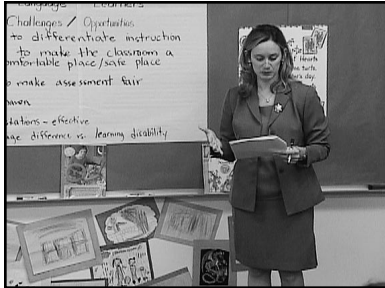
Video Segment: ELL Classroom Excerpts (approximate times: 16:05–29:54): Find this segment approximately 16 minutes and 5 seconds after the beginning of the video. Watch for about 14 minutes. Use the video image at left to locate where to begin viewing.

Now you will observe teachers working with English Language Learners in three classrooms—two kindergartens and one second-grade. You will see teachers providing instructional support to students in a small, guided reading group, a whole-class lesson, and a one-to-one interaction.

After viewing the classroom excerpts, consider these questions:

- What principles from Dr. Gort's lecture did you see in these literacy lessons?
- How did the teachers acknowledge and support the students' native languages and cultures in these classrooms?
- What are the benefits of each type of grouping (small, homogeneous group, whole-class, or individual) for the English Language Learners in each of these literacy lessons?
- What ideas from the readings could support literacy development in these lessons?

Discussion

In this section, you will watch the workshop participants discuss the classroom excerpts.
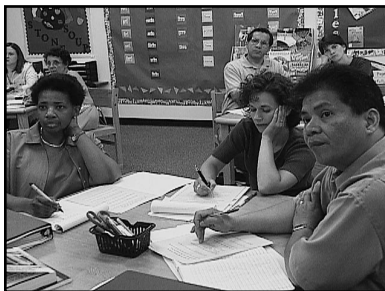
Video Segment: Discussion (approximate times: 30:00–40:43): Find this segment approximately 30 minutes after the beginning of the video. Watch for about 11 minutes. Use the video image at left to locate where to begin viewing.

Following the classroom excerpts, the workshop participants discuss the lessons. Compare your ideas with theirs.

After watching the workshop participants' discussion, consider these questions:

- How do the ideas generated in the workshop participants' discussion compare with yours?
- Several workshop participants discuss how the needs of English Language Learners are similar to those of emergent or beginning readers. Do you agree?
- How are the needs of English-speaking beginning readers similar to those of English Language Learners? How are they different?
- Which strategies in the classroom excerpts were useful for all children learning to read? Which strategies or teaching practices were beneficial to the specific needs of English Language Learners?
- The workshop participants discussed the explicit instruction apparent in the classroom excerpts. Why is explicit instruction critical for English Language Learners?

Examine the Topic

Examine Cueing Strategies

In this section, you will explore an activity to better understand reading as an English Language Learner.

Reading is a complex activity that involves interactions between the reader and the text. A reader's prior knowledge and experiences play a significant role in effective reading and comprehension of text. The more we know about a topic, situation, or event before we read, the better our comprehension will be during and after reading. Readers use their "schema" in conjunction with the text features to construct meaning. These text features include three cueing systems: graphophonic, syntactic, and semantic. Reading may be difficult for English Language Learners because they need to develop the skills and knowledge in one or more of these areas of the reading process.

The activity Examine Cueing Strategies allows you to understand the strategies readers use to comprehend text, and the difficulties English Language Learners face when reading English.

> **Try It Online!** Examine Cueing Strategies can be explored as an Interactive Activity. Go to the *Teaching Reading K–2 Workshop* Web site at www.learner.org/channel/workshops/readingk2/.

Examine Cueing Strategies

Read this passage. Fill in the blanks so the sentences make sense; then compare your answers with the completed passage.

Once upon a time, long ago and far away, there lived a gentle queen. It was the deepest and darkest ☐ winters, and every day the gentle queen would spend h ☐ afternoons sitting with her needlework at the only window in the ☐ . The castle window itself was framed in blackest ebony, ☐ anyone passing below could gaze upon the beautiful queen, ☐ as a picture, as she quietly worked at her ☐ . One day, as she sat sewing, she pricked her finger ☐ her needle, and three rich, red drops of blood ☐ upon the glistening snow below. At the sight of the red blood upon the ☐ snow, the gentle queen whispered: "Oh, how I wish ☐ a baby daughter with hair as black as ebony, ☐ as red as blood and skin as white as snow." And so it came ☐ pass that the queen gave birth to such a child, whom she called Snow White.

Supporting the English Language Learner

By providing reading material on content familiar to your students and by building background prior to reading a text, you can offset reading comprehension difficulties stemming from limited English language proficiency.

Examine the strategies that help readers comprehend the passage.

Once upon a time, long ago and far away, there lived a gentle queen. It was the deepest and darkest of winters, and every day the gentle queen would spend her afternoons sitting with her needlework at the only window in the sunlight . The castle window itself was framed in blackest ebony, and anyone passing below could gaze upon the beautiful queen, pretty as a picture, as she quietly worked at her embroidery . One day, as she sat sewing, she pricked her finger with her needle, and three rich, red drops of blood fell upon the glistening snow below. At the sight of the red blood upon the white snow, the gentle queen whispered: "Oh, how I wish for a baby daughter with hair as black as ebony, lips as red as blood and skin as white as snow." And so it came to pass that the queen gave birth to such a child, whom she called Snow White.

Formulaic Expressions

English language proficiency leads to more experience with formulaic expressions in the language. These may be unfamiliar and thus difficult to predict for the English Language Learner.

"Once upon a time"
A powerful factor in reading comprehension is the reader's prior knowledge of the topic of the passage or text. In this case the formulaic opening "Once upon a time" suggests that this is a fairy tale that follows a particular narrative structure. This background knowledge facilitates comprehension by helping you predict where the story is leading.

Syntactic Cues

Syntactic cues refer to the grammar and syntax of the language—how words work together.

As you read you need to predict words that fit grammatically. Using your implicit linguistic knowledge of English syntax, you were able to predict and confirm specific words to put in the blanks

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Once upon a time, long ago and far away, there lived a gentle queen. It was the deepest and darkest `of` winters, and every day the gentle queen would spend her afternoons sitting with her needlework at the only window in the sunlight . The castle window itself was framed in blackest ebony, and anyone passing below could gaze upon the beautiful queen, pretty as a picture, as she quietly worked at her embroidery . One day, as she sat sewing, she pricked her finger `with` her needle, and three rich, red drops of blood fell upon the glistening snow below. At the sight of the red blood upon the white snow, the gentle queen whispered: "Oh, how I wish `for` a baby daughter with hair as black as ebony, lips as red as blood and skin as white as snow." And so it came to pass that the queen gave birth to such a child, whom she called Snow White.

Examine the strategies that help readers comprehend the passage.

Graphophonic Cues

Graphophonic cues refer to the sound/symbol correspondences in words. The "h" at the beginning of the word acts as a clue for the reader.

Syntactic Cues

Syntactic cues refer to the grammar and syntax of the language—how words work together.

As you read you need to predict words that fit grammatically. Using your implicit linguistic knowledge of English syntax, you were able to predict and confirm specific words to put in the blanks

Once upon a time, long ago and far away, there lived a gentle queen. It was the deepest and darkest of winters, and every day the gentle queen would spend her afternoons sitting with her needlework at the only window in the sunlight . The castle window itself was framed in blackest ebony, and anyone passing below could gaze upon the beautiful queen, pretty as a picture, as she quietly worked at her embroidery . One day, as she sat sewing, she pricked her finger with her needle, and three rich, red drops of blood fell upon the glistening snow below. At the sight of the red blood upon the white snow, the gentle queen whispered: "Oh, how I wish for a baby daughter with hair as black as ebony, lips as red as blood and skin as white as snow." And so it came to pass that the queen gave birth to such a child, whom she called Snow White.

Examine the strategies that help readers comprehend the passage.

Vocabulary

Language proficiency and background knowledge of the topic build a wider vocabulary resource.

Once upon a time, long ago and far away, there lived a gentle queen. It was the deepest and darkest of winters, and every day the gentle queen would spend her afternoons sitting with her needlework at the only window in the sunlight . The castle window itself was framed in blackest ebony, and anyone passing below could gaze upon the beautiful queen, pretty as a picture, as she quietly worked at her embroidery . One day, as she sat sewing, she pricked her finger with her needle, and three rich, red drops of blood fell upon the glistening snow below. At the sight of the red blood upon the white snow, the gentle queen whispered: "Oh, how I wish for a baby daughter with hair as black as ebony, lips as red as blood and skin as white as snow." And so it came to pass that the queen gave birth to such a child, whom she called Snow White.

Examine the strategies that help readers comprehend the passage.

Once upon a time, long ago and far away, there lived a gentle queen. It was the deepest and darkest of winters, and every day the gentle queen would spend her afternoons sitting with her needlework at the only window in the sunlight . The castle window itself was framed in blackest ebony, and anyone passing below could gaze upon the beautiful queen, pretty as a picture, as she quietly worked at her embroidery . One day, as she sat sewing, she pricked her finger with her needle, and three rich, red drops of blood fell upon the glistening snow below. At the sight of the red blood upon the white snow, the gentle queen whispered: "Oh, how I wish for a baby daughter with hair as black as ebony, lips as red as blood and skin as white as snow." And so it came to pass that the queen gave birth to such a child, whom she called Snow White.

Semantic Cues

Semantic cues relate to word meanings.

As you read you need to predict words that make sense within the sentences. Your internalized knowledge of semantics of English enables you to predict and confirm specific words to put in the blanks.

sunlight = the words "darkest of winters" followed by the word "afternoon" hint that the missing word refers to light.

white = the color of snow; "blood" was also described using a color, "red".

lips = references to other parts of the body, "hair" and "skin" and their corresponding colors.

Examine the Topic, cont'd.

After completing the activity, consider these questions:

· What strategies did you use to make sense of the passage?

· What text clues were most helpful to you?

· What vocabulary and background knowledge did you need to know to complete the passage?

Assignment: Submit your written response to the questions.

Extend Your Knowledge

In this section, you will expand your understanding of how to support English Language Learners by comparing the ideas from the workshop video with passages from various publications. Read and respond to the ideas presented as they relate to your own teaching practices.

Most researchers agree that English Language Learners benefit from the same quality reading instruction that all beginning readers receive. However, they also acknowledge that teachers must consider the different abilities in language proficiency and the diverse background knowledge that English Language Learners bring to the task of reading. How might instruction for English Language Learners differ from instruction for all students with regard to type and intensity of instruction?

Read these two passages to refine your understanding of the instructional strategies that promote reading proficiency in English Language Learners.

> After I give a talk or workshop, one of the comments I often hear goes something like this:

>> Kathy, you've made a lot of points about effective literacy instruction for children of diverse backgrounds. But I think that everything you've said is just plain good teaching that would help all children.

> This same thought may have entered your mind as you read this chapter. I do agree with this sentiment. I think it is fair to say that all the instructional practices described in this chapter would also be effective in many classrooms with mainstream students. The point I would like to emphasize is that these practices may be *critical* to the literacy development of children of diverse backgrounds, who often need more school support for learning to read and write in conventional ways than children of mainstream backgrounds. In fact, it may be the tendency of schools to provide children of diverse backgrounds with less rich, less complex forms of instruction that contributes to the literacy achievement gap…. There is often a tendency in schools with many children of diverse backgrounds to overemphasize basic skills rather than higher-level thinking with text (Darling-Hammond, 1995). Furthermore, children of diverse backgrounds generally attend schools in less affluent districts, which may not have the funds to provide teachers with professional development centered on newer forms of instruction. We must be vigilant, then, in seeing that children of diverse backgrounds receive opportunities both for systematic skill instruction and for high-level thinking with text. —Au, Kathryn. "Literacy Instruction for Young Children of Diverse Backgrounds." In Strickland, D. S., and L. M. Morrow, eds. *Beginning Reading and Writing*, 42. New York, N.Y.: Teachers College Press, 2000.

Now read the following passage on how teachers differentiate instruction to address the needs of English Language Learners.

> There are many ways to facilitate reading instruction for English Language Learners. Begin with the premise that language and literacy skills are learned through socially interactive settings that allow children to play with language and take risks. Focus on comprehension and meaning, even when teaching phonics and decoding strategies. Help students decode words that they already know, or teach them the meanings of words as they learn to sound them out. Classroom instruction that draws on oral and written skills from the student's home language provides a bridge to English language proficiency.

Examine the Topic, cont'd.

Researchers recommend that teachers *show* their students how to transfer reading knowledge and strategies from the home language to English. You might also model similarities in reading in the two languages. For example, students need to know that they can transfer concepts about print, phonological awareness, and comprehension strategies (such as making inferences, or asking questions as they read) from one language to the other. Students also need to know that they can use comprehension repair strategies from one language—such as reading, reading ahead, or using context—to resolve a comprehension problem in the other. Several researchers have recommended that teachers explicitly teach Spanish-speaking English Language Learners how to use cognates to figure out new English vocabulary.

Just as teachers need to point out similarities in reading in the two languages, they also need to point out the differences. Researchers have speculated that it may be useful to teach English Language Learners about differences in language structure, vocabulary, and grammar. You may also need to monitor differences in content knowledge and text organization, which can affect comprehension and recall. For example, English Language Learners may encounter difficulties in reading unfamiliar English text because of limited knowledge of word meanings and of English-specific narrative or expository structures.

Here are some instructional practices for teaching English Language Learners:

Activity time. English Language Learners benefit from hands-on experiences that introduce them to new materials, concepts, and vocabulary. As you work with them, provide a running commentary as the activity unfolds. ("I'm going to put these peanuts in the blender to make peanut butter." Since your words are directly connected to concrete objects, the children can learn vocabulary and syntax at the same time. By repeating key words (such as "peanuts") in context, children learn to associate the name with the object. In addition to providing good models, these activities can also be excellent opportunities for students to practice their own vocabulary and oral language skills. It is important that students have such opportunities to use language for a variety of purposes.

Book reading. No other activity is quite as important as reading to children. However, book reading can be challenging with second-language learners. Try following these guidelines:

- Keep the book reading session short. Be sure to give a clear preview before reading.

- Consider giving small-group readings. Children often feel more comfortable asking questions and responding carefully in a small group.

- Consider the genre. Predictable books are particularly useful for English Language Learners. Repetition of words and phrases provides children with opportunities to actively participate in the story through chiming and oral cloze procedures.

- Choose books with illustrations that clearly match the print.

- Read books more than once. Children get more information about a story each time they hear it.

Build connections between home and school. Include parents in classroom activities. You can invite them to visit the classroom just to observe, or to help out in a variety of ways. You might also invite them to share a favorite activity with the class. Ask them to use their home language to describe the activity, so that native English speakers may experience what it feels like to be a second-language learner. Bringing a home language into the classroom affirms the language and culture of the children who speak that language. Sometimes just the very presence of these visitors increases children's comfort and confidence. Ask parents and family members to read to their children in the home language. This practice illustrates the value of the home language and provides parents with an opportunity to foster important reading and literacy skills that can later be transferred to English reading.

Examine the Topic, cont'd.

Bilingual tutors. Bilingual tutors can sometimes help bridge the gap between home and school. Children may feel especially comfortable with someone who can speak their native language, whether it is a fellow student, classroom aide, or relative. Family members have the added advantage of familiarity with the child's history, which may enable them to facilitate the transfer of concepts from the native tongue into English.

Children benefit from strong connections between languages. Bilingual tutors are able to scaffold student participation in ongoing classroom activities and help children understand challenging materials. Researchers have reported that English Language Learners who used their home language to help each other participate in all-English classrooms performed higher on academic measures in English than those who did not use their home language.

Environmental print. Put up posters, bulletin boards, and other materials with parallel text in English and the children's home language. These materials will help orient children to the classroom, and aid them in moving back and forth between languages. In the process, children will enhance their vocabulary in both languages.

Keep students engaged. Provide English Language Learners with opportunities to read books in their home language and culturally relevant books. This helps to increase engagement. Engagement can also be promoted by allowing students to choose activities and reading materials, by providing challenging and interesting activities, by establishing connections between reading and out-of-school experiences, and by nurturing students' developing sense of themselves as readers and authors.

—Rueda, R., and G. E. Garcia. "How Do I Teach Reading to English Language Learners?" In CIERA, ed. *Teaching Every Child To Read: Frequently Asked Questions*, 1–6. Ann Arbor, Mich.: Center for the Improvement of Early Reading Achievement, 2002.

After reading the passages, consider these questions:

• What do teachers need to know when planning instruction for English Language Learners?

• How did the workshop participants in the video address these ideas about teaching English Language Learners?

• Which teaching strategies would you plan to address the strengths and needs of English Language Learners?

Assignment: Submit your written response to the questions.

Wrap Up

Reflect on Your Learning

In this section, you will review and complete your notes on supporting English Language Learners.

Review the notes you have taken during this session. Return to the Supporting the English Language Learner Chart you completed in Session Preparation. Add any new ideas and insights about the strengths and needs of English Language Learners. Then add any new ideas for instructional challenges and opportunities. In a paragraph, respond to the following questions:

·   Which ideas presented in this session will enhance your teaching of English Language Learners?

·   What changes will you make in your literacy instruction?

·   How will they support all students' learning and promote a classroom community that respects and values all cultures?

Assignment: Submit your written reflection.

Put It Into Practice

Choose Activities

In this section, you will apply what you have learned to your own teaching. The four activities are designed to assist you in developing resources for supporting English Language Learners in your classroom. Choose one or more from the list below to practice in your classroom.

Activity 1: Designing a Lesson
Watch the workshop participants develop grade-specific lesson plans centered around multicultural literature.

Activity 2: Develop a Lesson Plan
Design a lesson plan to support English Language Learners using the principles explored in this session.

Activity 3: Catalog Classroom Literature
Compile titles from your classroom literature to support English Language Learners.

Activity 4: Create a Handbook
Collect literary resources for each workshop session in a Handbook for Effective Literacy Practices.

Put It Into Practice, cont'd.

1. Designing a Lesson

In this activity, you will watch workshop participants in grade-level groups design a lesson plan that makes a text accessible to English Language Learners. Watch the video segment and answer the questions that follow.
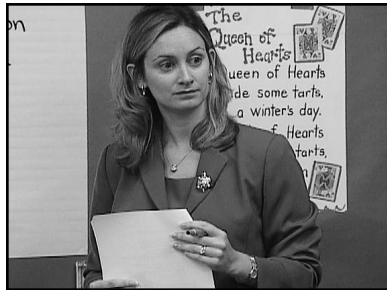
Video Segment: Lesson Plan Design (approximate times: 40:50–53:04): Find this segment approximately 40 minutes and 50 seconds after the beginning of the video. Watch for about 12 1/2 minutes. Use the video image at left to locate where to begin viewing.

Dr. Gort gives each group a multicultural literature book that features different ethnic groups and languages in addition to English. Once the lessons are completed, the workshop participants share them with the whole group.

As you watch this segment, note the instructional practices used to motivate and build understanding before, during, and after reading experiences.

FACILITATOR'S NOTE: Show this clip before the end of the session, or loan out the tape for participants to watch.

After watching the segment, consider these questions:

•   How do the lessons for kindergarten, first grade, and second grade reflect the principles presented in the lecture and in the readings?

•   How are the lessons for each grade similar? How are they different?

•   What did the teachers have to consider when planning the lessons?

•   How did they make the books accessible to English Language Learners?

•   How could the lessons be used with English Language Learners of varying literacy abilities?

•   What might you add or change to the instructional practices in these lessons?

2. Develop a Lesson Plan

In this activity, you will design a lesson using a multicultural book that represents the culture of one or more of your English Language Learners.

•   Copy the Lesson Plan Template (page 60) as an outline for your lesson plan.

•   Review "Scaffolding Reading Experiences" by Graves and Fitzgerald. Refer to the chart on page 102 for specific examples of prereading, during reading, and postreading activities.

Two Phases of Effective Literacy Planning

Planning Phase factors:

•   The Students

•   The Reading Selection

•   The Purpose(s) of the Reading

Put It Into Practice, cont'd.

Implementation Phase factors:

- Prereading Activities

- During Reading Activities

- Postreading Activities

—Graves, M. F., and J. Fitzgerald. "Scaffolding Reading Experiences for Multilingual Classrooms. "

- Teachers can use existing teaching strategies to support English Language Learners. Identify a strategy you might use with English Language Learners. How would it support the learner? What enhancements would be required to address their specific needs?

- Structure your lesson around a multicultural book. Consider your students, the difficulty of the text, and the purpose for teaching the book. Include instruction for the three reading activities.

When planning for your English Language Learners, consider their:

- reading proficiency in their first language

- reading proficiency in English

- proficiency in listening, speaking, and writing in English

- background knowledge and experiences with the text and topic (What do they need to know?)

Multicultural Literature

Multicultural literature is "literature that represents any distinct cultural group through accurate portrayal and rich detail."

Criteria for Selecting Multicultural Children's Literature

- Cultural Accuracy (historical and present culture)

- Rich in Cultural Details (to enhance understanding)

- Authentic Dialogue and Relationships

- In-depth Treatment of Cultural Issues

- Inclusions of Members of a "Minority" Group for a Purpose

    —Yokota, J. "Issues in Selecting Multicultural Children's Literature." In Opitz, M., ed. *Literacy Instruction for Culturally Linguistically Diverse Students*. Newark, Del.: International Reading Association, 1998.

When selecting a text, consider:

- books that represent the culture(s) of your students authentically

- themes that support the culture

- supporting features such as pictures, labels, repeated word patterns, and phrases

- clear and simple story structure

- appropriate reading level

- inclusion of more than one language

Put It Into Practice, cont'd.

In determining the purpose, consider:

- what you want students to know and do

- how you want students to respond

- how you will group students for reading and response

Assignment: Submit your lesson plan.

3. Catalog Classroom Literature

In this activity, you will review the literature in your classroom to support English Language Learners.

Review the books in your classroom and determine which books support beginning reading. With each book:

- Identify the type of literature (e.g., predictable books, matched print and illustration books, multicultural books, multilingual books, folk takes, poetry, and non-fiction).

- Identify the book's reading format (e.g., whole-class reading, guided reading groups, read-aloud, paired reading, and individual/self-selected reading).

- Decide your purpose for teaching the book (e.g., thematic unit of study, extending background knowledge, and developing word knowledge).

- Evaluate how the book might support your English Language Learners and the instruction needed to do so.

- Record and compile the information.

You may also want to review bibliographies of multicultural literature or other book lists to add to your classroom library. Start with the session's Related Resources.

4. Create a Handbook

In this ongoing activity, you will collect literacy resources in a Handbook for Effective Literacy Practices (see page 6) to use in your classroom.

Today, you will create a section on how you support English Language Learners in their literacy development. Include resources you already use and plan to use in the future. Place them in the section for **Supporting the English Language Learner**. You may want to include:

- the lesson plan you developed in Activity 2, adding additional lesson plans as you teach them

- the catalog of literature you developed in Activity 3

- a list of quality, multicultural literature that supports your curriculum themes and the cultures of your students

- a list of topics to stimulate oral language using the Language Experience approach

Assignment: Submit a copy of your completed Handbook at the end of the workshop series. **Idea:** Do this activity with your colleagues to create the most comprehensive collection of resources and instructional plans.

Assignments

If you are taking this workshop for credit or professional development, submit the following assignments for session 2: Supporting the English Language Learner.

1. Session Preparation

Complete the Supporting the English Language Learner Chart.

2. Examine Cueing Strategies

Complete the activity, then respond to the questions that follow.

3. Extend Your Knowledge

Read the selected excerpts and respond to the questions that follow.

4. Reflect on Your Learning

Review and complete your notes. Write a final reflection on the session.

5. Develop a Lesson Plan

Design a lesson to support English Language Learners, centered on a book you have taught or plan to teach.

6. Create a Handbook

Submit a copy of your completed Handbook at the end of the workshop series.

For Next Session

Go to session 3: Before You Watch. Review the Video Summary and complete the Session Preparation activities.

Related Resources

Children's Books Used in the Video

DePaola, T. *The Legend of the Bluebonnet: An Old Tale of Texas*. New York, N.Y.: Putnam, 1983.

Dorros, A. *This Is My House*. New York, N.Y.: Scholastic, 1992.

Reiser, L. *Margaret and Margarita*. New York, N.Y.: William Morrow and Co., Inc., 1993.

Professional Resources

(Readings with asterisks provide bibliographies of multicultural literature or literature useful in supporting English Language Learners.)

Au, K. H. "Literacy Instruction for Young Children of Diverse Backgrounds." In Strickland, D. S., and L. M. Morrow, eds. *Beginning Reading and Writing*, 35–45. New York, N.Y.: Teachers College Press, 2000.

Au, K. *Literacy Instruction in Multicultural Settings*. New York, N.Y.: Holt, Rinehart and Winston, 1993.

Brisk, M. E., and M. M. Harrington. *Literacy and Bilingualism: A Handbook for ALL Teachers.* Mahwah, N.J.: Laurence Erlbaum Assoc., 2000.

Freeman, D. E., and Y. S. Freeman. "Checklist for Effective Reading Instruction." *Teaching Reading in Multilingual Classrooms*, 7–16. Portsmouth, N.H.: Heinemann, 2000.

Freeman, D. E., and Y. S. Freeman. *Between Worlds: Access to Second Language Acquisition*. Portsmouth, N.H.: Heinemann, 2001.

**Galda, L., and B. Cullinan. "Reading Aloud From Culturally Diverse Literature." In Strickland, D. S., and L. M. Morrow, eds. *Beginning Reading and Writing*. New York, N.Y.: Teachers College Press, 2000.

Garcia, G. E. "Bilingual Children's Reading." In Kamil, M. L., et al., eds. *Handbook of Reading Research*, 813–834. Mahwah, N.J.: Laurence Erlbaum Assoc., 2000.

Garcia, G. G. *English Learners: Reaching the Highest Level of English Literacy.* Newark, Del.: International Reading Association, 2003.

Garcia, G. C., and D. Beltran. "Revising the Blueprint: Building for the Academic Success of English Learners." In Garcia, G. G., ed. *English Learners: Reaching the Highest Level of English Literacy.* Newark, Del.: International Reading Association, 2003.

Moll, L. *Funds of Knowledge: Learning From Language Minority Households*. ERIC Digest. ED367146, 1994.

North Central Regional Educational Laboratory. *Funds of Knowledge: A Look at Luis Moll's Research Into Hidden Family Resources*. CITYSCHOOLS, 1 (1), 19-21, 1994.

**Opitz, M. S. *Literacy Instruction for Culturally and Linguistically Diverse Students*. Newark, Del.: International Reading Association, 1998.

**Rasinski, T. V., and N. D. Padak. "Commentary: Selecting and Using Multicultural Literature." In Opitz, M., ed. *Literacy Instruction for Culturally and Linguistically Diverse Students.* Newark, Del.: International Reading Association, 1998.

Rueda, R., and G. E. Garcia. "How Do I Teach Reading to English Language Learners?" In CIERA, ed. *Teaching Every Child To Read: Frequently Asked Questions.* Ann Arbor, Mich.: Center for the Improvement of Early Reading Achievement, 2002.

**Yokota, J. "Issues in Selecting Multicultural Children's Literature." In Opitz, M., ed. *Literacy Instruction for Culturally and Linguistically Diverse Students.* Newark, Del.: International Reading Association, 1998.

Related Resources, cont'd.

Related Research

Brisk, Maria. *Bilingual Education: From Compensatory to Quality Schooling*. Mahwah, N.J.: Laurence Erlbaum Assoc., 1998.

Garcia, E. E. "Attributes of Effective Schools for Language Minority students." *Education and Urban Society,* 20 (1988): 387–398.

Goldenberg, C. "The Education of Language-Minority Students: Where Are We, and Where Do We Need To Go?" *Elementary School Journal* 96 (1996): 353–361.

Moll, L. "Turning to the World: Bilingual Schooling, Literacy, and the Cultural Mediation of Thinking." *National Reading Conference Yearbook* 47 (1998): 59–75.

Classroom Excerpts Used in the Video

Classrooms shown in the video session are from *Teaching Reading K–2: A Library of Classroom Practices*.

Building Oral Language with Cindy Wilson

Becoming Readers and Writers with Sheila Owen

Staying on Topic with Martha Duran-Contreras

Supporting the English Language Learner Chart

Instructions:
• Complete this chart by considering the strengths and needs of English Language Learners and the challenges teachers face in supporting them.
• Use this chart as you move through the workshop to add any new information, instructional practices, and/or questions.

	Before You Watch	Reflection
Strengths What are the strengths English Language Learners bring to the classroom? How do they contribute to a positive learning community?		
Needs What are specific needs of English Language Learners when learning to read and write? What difficulties do they demonstrate?		
Challenges and Opportunities What instructional challenges and opportunities do English Language Learners present to you as a teacher?		

Instructions:

As you watch Dr. Paratore's lecture, use the posters to note important information.

Session 2: English Language Learner Lecture Poster 1

Variables Affecting L2 Literacy Learning and Development	
L1 literacy	
Support for L1, bilingualism • Interaction between languages	
Cultural factors	
Prior knowledge	
L2 proficiency	

Instructions:

As you watch Dr. Paratore's lecture, use the posters to note important information.

Teaching Reading K–2 Workshop

Session 2: English Language Learner Lecture Poster 2

Lessons from L2 Reading Research		
Literacy skills acquired once		
Similar reading process All readers use: • graphophonics, syntax, semantics • background knowledge • linguistic knowledge • reading strategies		
Role of L2 proficiency, background knowledge		

Session 2: English Language Learner Lecture Poster 3

Characteristics: Beginning L2 Readers
English alphabet, spelling patterns
Sight vocabulary
Simple texts
Sentence-level
Written, oral language

Session 2: English Language Learner Lecture Poster 3

Characteristics: Beginning L2 Readers	
Purposes of reading, writing	
Literacy concepts (L1, L2)	
Authentic texts	
Background knowledge	

Instructions:

As you watch Dr. Paratore's lecture, use the posters to note important information.

Session 2: English Language Learner Lecture Poster 4

Characteristics: Intermediate L2 Readers	
Sight vocabulary	
Kinds of texts	
L2 proficiency	
Automaticity, fluency	
Unknown vocabulary	
Assistance, scaffolding	
Background knowledge	

Teaching Reading K–2 Workshop

Lesson Plan Template

Reading Selection: _____

Focal Strategy: _____

1. Introduction of the Strategy
2. Modeling the Process
3. Guided Practice
4. Independent Practice

Name: _____   **Grade:** _____