CALSolutions
PreK-12 ELL Education

What's Different About Teaching Reading to Students Learning English?

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CAL Presenter
Annie Laurie Duguay
aduguay@cal.org

CAL CENTER FOR APPLIED LINGUISTICS

Session Goal

- To introduce a professional development program and services that prepare teachers to help K-8 English learners read successfully in school.

- This Training of Trainers professional development program will be delivered spring or summer of 2014.

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Agenda

- Components
- Purpose and Goals
- Overview of What's Different
- Activity Samples and Program Features
  - What Makes Reading Hard
  - Beginning Reading
  - Connections to CCSS
  - Putting the Components of Reading Together
  - Other Instructional Factors to Consider for ELs
- Wrap-Up

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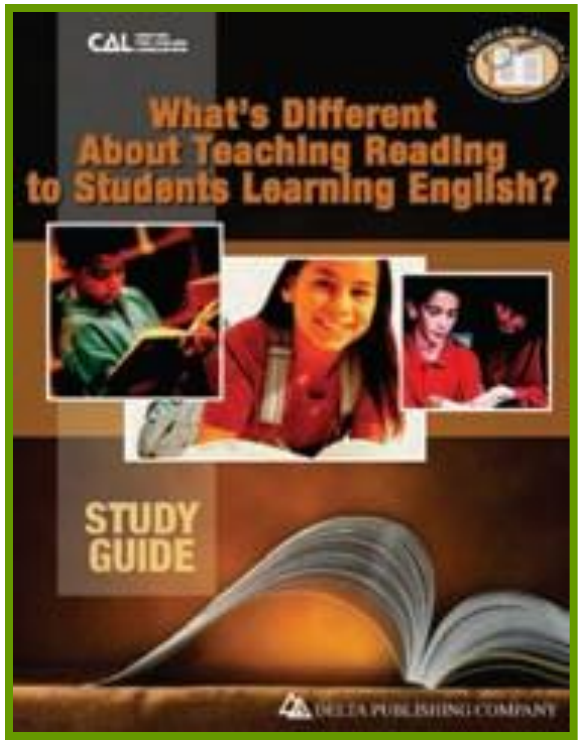
What's Different Components

- Study Guide (278 pages)
- Training Manual (711 pages)
  - Presenter's notes
  - CD of PowerPoint slides
  - *Why Reading is Hard* (DVD)



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Purposes and Goals of the Program

- Develop an understanding of how learning to read in English differs for native English speakers and English learners.
- Understand five components of reading that are the foundation of successful reading programs.
- Identify effective strategies and techniques to improve reading instruction for native English speakers and English learners in elementary and middle school classrooms.

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Target Audience, K-8

- General education and content-area teachers
- ESL/ELL teachers and specialists
- Reading teachers and specialists
- Teacher educators
- Administrators and education specialists

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What's Different About Teaching Reading to Students Learning English?

Research Base:

National Reading Panel (NRP) (2000)

- Core elements of literacy for L1 students identified.

National Literacy Panel (August & Shanahan, 2006)

- L2 needs are compatible with NRP components.
- Differences in instructional implications for L2 learners include emphasis on **oral language and vocabulary development**.

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Organization of the Program

- Chapter 1 The Nature of Reading
- Chapter 2 Comprehension
- Chapter 3 Vocabulary Development
- Chapter 4 Beginning Reading
- Chapter 5 Reading Fluency
- Chapter 6 Content Area Reading and Study Skills
- Chapter 7 Putting It All Together

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WHAT MAKES READING HARD?

Reading for English Learners

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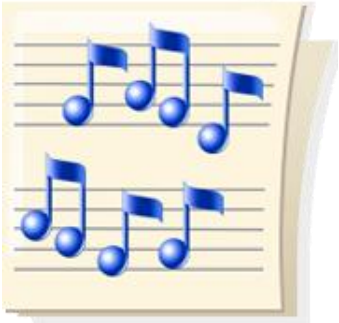
What Makes Reading Hard?

- You will each get a notecard.
- Write one thing that you think makes reading hard for English learners.
- We will “Pass the Notecard” to learn all of your ideas.
- Form a circle or standing group.
- I will play some music and then we will pass around the notecards like “hot potato”.
- When the music stops, make sure everyone has a card.
- I will call on a person to read the idea on the card they have in front of them.
- Continue until the music stops again.



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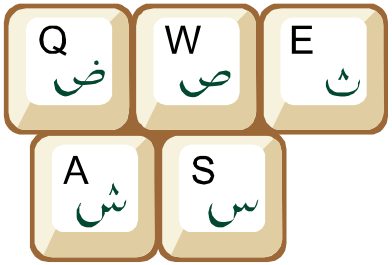
What Makes Reading Hard: Video

Reading Words

- We will watch a segment of a video entitled, “Why Reading is Hard?”

  (Catherine Snow and Lily Wong-Filmore)

- Follow along in your handouts as you learn to read in Arabic.



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Discussion Questions

Reflections on learning to read in Arabic

Turn and talk with a partner.

1. Some readers feel so frustrated, they just give up, why do you think this happens?
2. Readers read to get meaning; what meaning did you get? Why?
3. Good readers use pictures. How useful was the picture? Why?
4. What could Dr. Snow have done to make learning to read in Arabic easier? What are the implications for your classroom instruction?

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BEGINNING READING

What's Different about Beginning Reading for English Learners?

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Chapter 4: Beginning Reading

Some English learners may

- **Speak languages that do not have the visual, phonological, or syntactic matches of spoken and written English (Bernhardt, 2003);**
- **Be literate in their native language but know very little oral English (Bernhardt, 2003);**
- **Not be literate in their native language, so English is the language in which they develop literacy (Bernhardt, 2003)**
- **Need to develop a phonological concept for English words (Bernhardt, 2003)**

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Chapter 4: Beginning Reading

Some English learners may

- **Develop early reading skills in many of the same ways as native English speakers (Ramirez, 2000);**
- **Be able to use what they know about the phonological features of their native language to develop phonemic awareness in English (Durgunoglu, Nagy, & Hancin-Bhatt, 1991);**
- **Need to learn the alphabetic writing system of English because the writing system of their native language is different from that of English (Walqui, 2000); and**
- **Benefit from instruction in phonemic awareness and phonics that teaches English speech sounds alone and letter–sound associations (Adams, Foorman, Lundberg, & Beeler, 1998; Oudeans, 2004, cited in August & Shanahan, 2006).**

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Young Readers' –Five Stages of Literacy Development

- Awareness and exploration
- Experimenting with reading and writing
- Early reading and writing
- Transitional reading and writing
- Conventional reading and writing

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Beginning Reading

“Bouncing Ball” Activity

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Phonological Awareness Activity

1. **Words beginning with /t/**
2. Words ending with /s/, not /z/
3. **One-syllable words**
4. Two-syllable words
5. **Three-syllable words**

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Activity Debrief

- What was this activity like?
- What was easy? What was hard?
- What would this activity have been like in a second language?
- How could you adapt this activity for your classroom?

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CONNECTIONS TO CCSS

Considerations for Younger and Older English Learners

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Common Core: Foundational Reading Skills

Foundational Skill Areas, K-5

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

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Making Adjustments for English Learners

- What does this mean for K-1 ELL students learning to read in English?
- What does this mean for older students, *who are literate in the L1*, learning to read in English?
- What does this means for older students, *not literate in L1*, who are learning to read in English?
- What does this mean for K-1 students learning to read in Spanish if their L1 is English?
- What this does this mean for Long-Term English Learners ?

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Beginning Reading: Older ELLs

Older ELLs not literate in L1 who are learning to read in English need opportunities to

- Develop oral language.
- Engage with context-rich text through teacher read-alouds
- Acquire sight-word vocabulary with controlled/simple texts, read repeatedly.
- Practice (and be successful) using decoding skills, taught systematically, with controlled texts.
- Focus on meaning, using text features, pictures, etc.
- Practice becoming fluent readers with independent-level reading materials, read repeatedly.
- Have the choice of reading high-interest, not necessarily high-literature reading material.

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Beginning Reading: Older ELLs

- Older students have advanced cognitive abilities and may be able to apply strategies consciously.
- Some older students will master the skills at a quicker pace than young children.
- Emphasis needs to be on meaning first.
- Teachers can combine phonemic awareness with phonics very early on.
- Teachers need to refresh their knowledge of beginning reading skills in English.
- Teachers should learn about the features of their students' first languages.
- Build on the first language whenever possible.

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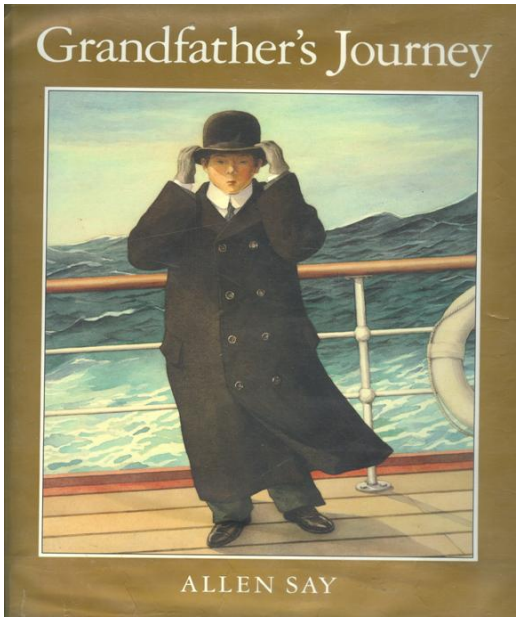
Beginning Reading: Texts for Older ELLs

- Language Experience Approach
- Picture books with mature themes
- Easy/Leveled readers (non-fiction) with lots of pictures
- Graphic novels and comics
- Magazines
- Bilingual books and poems
- Young adult short stories/novels linked to students' experiences or heritage cultures



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PUTTING IT ALL TOGETHER

Keeping in Mind the Purpose of Reading

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What is required for skilled reading?

- Proficient reading requires skill in **both decoding and comprehension**…. Literacy–reading ability–can be found only in the presence of both decoding and comprehension.

- Both are necessary; **neither alone is sufficient**. (Gough, et al., 1996)

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What is required for skilled reading?

- We comprehend by actively constructing meaning in our minds as we **draw on the oral or written text** and from **our own background knowledge**.

- Meaning occurs when these two sources of input interweave and make sense. (Kintsch & van Dijk, 1978)

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What's Different About Teaching Reading to Students Learning English?

Reading components are relevant for ELs:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension Strategies

BUT . . .

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What's Different About Teaching Reading to Students Learning English?

Teaching Reading: Focus for ELs

- Comprehensibility - Oral Language Development
- Vocabulary Development
- Beginning Reading (Phonological Awareness, Alphabet Recognition, Concepts of Print, Phonics)
- Reading Fluency
- Comprehension Strategies

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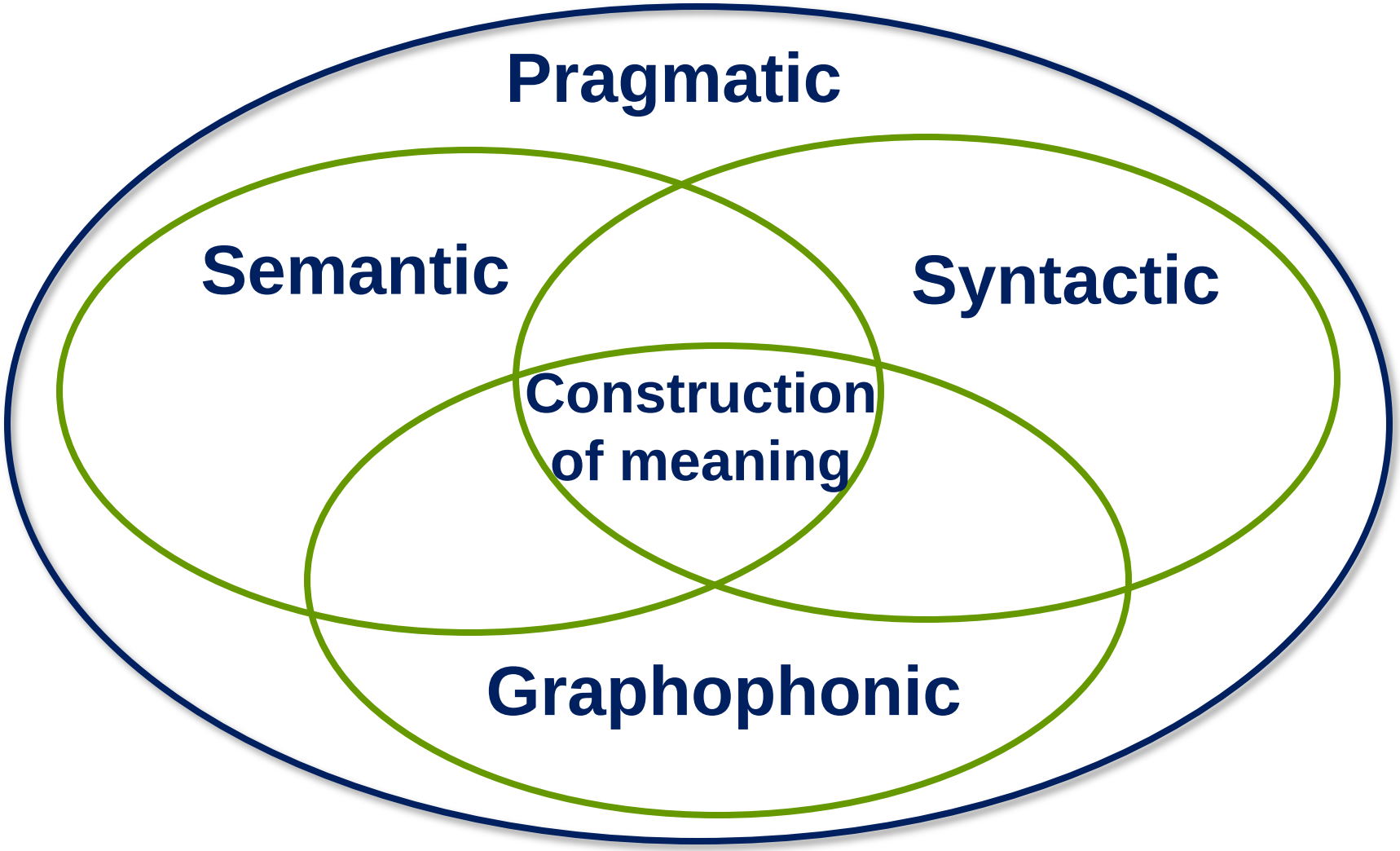
The Nature of Reading - The Four Reading Cueing Systems



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The Four Cueing Systems

Graphophonic

- Letters and the sounds they represent

Example: Most Spanish consonants make the same sounds as English consonants,

but vowels are different:

- i similar to English long e (feel, Pete, feat)
- a similar to short o (pot, mom)
- e similar to long a (pay, mate)
- o similar to long o (note, coat)
- u similar to long u (chute, moon)

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The Four Cueing Systems

Syntactic

The way words and phrases are put together to make meaning

Example:

La Casa Blanca = The White House

(The House White)

Article-Noun-Adj. Article-Adj.-Noun

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The Four Cueing Systems

Semantic

- The meaning of words and phrases

Examples:

dog, Hund, qen, perro, chien

Examples:

boy boys Junge Jungen

(inflectional suffixes)

health healthy gesund Gesundheit

(derivational suffixes)

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The Four Cueing Systems

Pragmatic

- The social, cultural, and historical context of language in use

- Includes speech registers (style of language determined by social occasion, purpose, and audience)

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Word Splash: Four Cueing Systems

- Look at the following terms. One will disappear. Be prepared to identify which one disappears and tell us what it means…

Graphophonic

consonants

Pragmatic

Semantics

Cueing systems

Syntactic

vowels

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OTHER INSTRUCTIONAL FACTORS IN TEACHING ENGLISH LEARNERS TO READ

Principles of Effective Instruction for English Learners

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Principles of Effective Instruction for ELs

1. Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each student's identity, and to bridge to new learning.

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Principles of Effective Instruction for ELs

2. Use multiple sources of information (for example, a range of formative assessments) to learn about and observe student performance, using this knowledge iteratively to inform teaching.

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Principles of Effective Instruction for ELs

3. Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt students to use critical thinking skills and that relate to their lived experiences.

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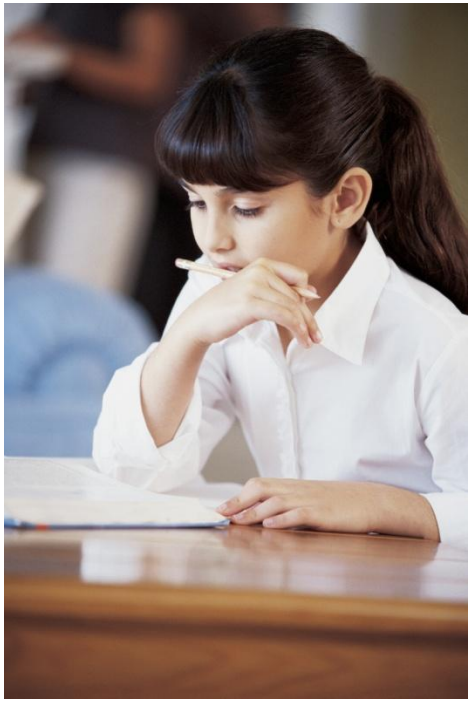
Principles of Effective Instruction for ELs

4. Plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction.



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Principles of Effective Instruction for ELs

5. Involve every student in academic-related interaction with other students at various proficiency levels and with proficient speakers and writers, including with the teacher.

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Principles of Effective Instruction for ELs

6. Scaffold instruction so that every student is able to participate in academically rigorous, grade-level content instruction while developing academic language and literacy.

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Principles of Effective Instruction for ELs

7. Engage and communicate with all stakeholders of student success, especially with students' families and communities.

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Debrief Activity

- On a sticky note, please write:
  - How you think this workshop might apply to your role or setting.
  - One thing you learned in today's overview.

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Thank you!

- A Training of Trainers will be held in spring or summer 2014.
- For further information:

Annie Duguay

aduguay@cal.org

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