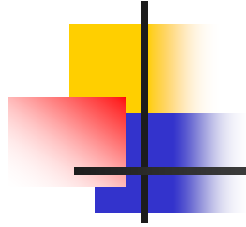


The most fundamental responsibility of schools is teaching students to read.



*Co-teaching: Bringing the
Monolingual and ELL Students
Together in a Successful Content
Reading Classroom*

Presenters:

Hector Caceres

Carol Gimondo



Session Objectives

- Teachers will be able to implement explicit vocabulary instruction by using research based-strategies (Standard 1A).
- Teachers will be able to apply appropriate *reading strategies* in their content area classrooms (Standards B&C).

State Goals for Reading & Literature



ESL Gurus/Theorists:

1. **Jim Cummins**
 - A. BICS & CALP
 - B. Iceberg Metaphor
2. **Stephen Krashen**
 - A. Five Theories
 - B. Free Voluntary Reading
3. **Norm Chomsky**
4. **Wayne Thomas & Virginia Collier**



Jim Cummins

- **BICS** (Basic Interpersonal Communicative Skills) BICS refers to the basic communicative fluency achieved by all native speakers of a language. It is cognitively undemanding and contextual and is better understood as the language used by students in informal settings, say, on a playground or cafe. Research suggest that it typically takes language learners 1-3 years to develop BICS.
- **CALP** (Cognitive Academic Language Proficiency/Academic Language Proficiency) CALP refers to the ability to manipulate language using abstractions in a sophisticated manner. CALP is used while performing in an academic setting. CALP is the ability to think in and use a language as a tool for learning. Research suggest that K-12 students need 5 to 7 years to acquire CALP in the second language if the learner has native language literacy. Learners who do not have strong native language literacy often need 7-10 years.



JIM CUMMINS' ICEBERG METAPHOR

Conversational Language
(1-3)

L1

L2

Academic Language
(3-5)

Common Underlying
Proficiency

Two Broad Levels of Language Proficiency

CONVERSATIONAL LANGUAGE—language proficiency in everyday communication acquired naturally without formal schooling; peer-appropriate conversation.

ACADEMIC LANGUAGE—language proficiency in academic situation, emerges and becomes distinctive with formal schooling; classroom-appropriate language.



Stephen Krashen

- **Acquisition-Learning Hypothesis**

Acquisition occurs subconsciously, similar to the process that children undergo when learning their native language. It requires *meaningful* interaction in the target language, during which the acquirer is focused on meaning rather than form. Learning a language, on the other hand, is a conscious process, much like what one experiences in school where rules, grammar, and correction are part of the process. According to Krashen, **formal learning is less effective than acquisition.**

- **Input Hypothesis**

We acquire language *only* when we receive **comprehensible input**. This hypothesis claims that we move from i , previously acquired linguistic competence, to $i+1$, extra-linguistic knowledge, by understanding input that contains $i+1$. Extra-linguistic knowledge includes our knowledge of the world and of the situation--that is, the context. The $+1$ represents new knowledge or language structures that we should be ready to acquire. It must be stressed however, that **just any input is not sufficient, the input received must be comprehensible.**



Stephen Krashen (Cont'd)

- Monitor Theory
- Affective Filter
- Natural Order Hypothesis



Research

There are **five** essential components of reading instruction:

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

(National Reading Panel, 2000).



Research

- ELL students need more work in oral language development, vocabulary, and text comprehension than native English speakers.
- First language literacy can be used to facilitate literacy development in English.

(Honing, Diamong, & Gutlohn, 2008)



Research

- Well developed oral proficiency in English is associated with well developed reading comprehension skills and writing skills in English.

(National Literacy Panel on Language Minority Children & Youth, 2006)

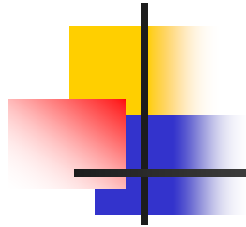


The “Five Big Ideas of Reading”

Phonological Awareness: Find out which phonemes doesn't exist in L1 and help the ELL students discriminate the sound.

Alphabetic Principle: The symbols or characters of one language may look the same, but represent different sounds (i.e., the “i” in Spanish is not equal in sound to the “i” in English).

Fluency: Provide opportunities to hear a more expert reader model fluent, and expressive reading.



Vocabulary: Explicit academic vocabulary instruction.

Reading Comprehension: Oral language proficiency, word recognition skills, fluency, vocabulary, interest, and the ability to use comprehension strategies.

(Klingner, Hoover, & Baca; 2008)



Three Main Barriers to Content Area Reading

1. Content-specific vocabulary (CALP)
2. Prior knowledge about the content matter
3. Understanding of text features and organization of the text.



El Principio de Equivalencia

Para conseguir la equivalencia esencial de *inercia* y *gravitación* no es necesario que el comportamiento mecánico de dos o más masas debiera ser explicado por el mero efecto de la inercia por la misma opción de *coordenadas*. Después de todo, nadie niega, por ejemplo, que la *teoría de la relatividad* justifica la naturaleza del movimiento uniforme, aunque esto no pueda transformar todos los cuerpos sin *aceleración* juntos a un estado de reposo por la misma opción de coordenadas.

Albert Einstein



The Equivalence Principle

To achieve the essential equivalence of *inertia* and *gravitation* it is not necessary that the mechanical behavior of two or more masses must be explainable by the mere effect of inertia by the *same* choice of *coordinates*. After all, nobody denies, for example, that the theory of *special relativity* does justice to the nature of uniform motion, even though it cannot transform all *acceleration*-free bodies together to a state of rest by one and the same choice of coordinates.

Albert Einstein



Think About it ...

- What are some of the strategies that you are currently using to teach vocabulary with your students?



Effective Instruction

- ELLs benefit from explicit instruction in the four linguistic modalities:
 - Listening
 - Speaking
 - Reading
 - Writing

...across the curriculum and regardless of student proficiency level.



Vocabulary Instruction

- **Explicit** – direct instruction of meaning along with word-learning strategies
- **Systematic** – teaching words in a logical order of difficulty and relevance
- **Extensive** – incorporating vocabulary across the curriculum
- **Intensive** – teaching multiple meanings of words, how words relate to other words, about words in multiple contexts



Multiple Meanings of Words

Light

The box is very light.

Please turn on the light.

The tie is light blue.

She has a light touch

The mood was light.

She is very light on her feet.

Light a fire for warmth.



Which Words to Teach?

As a way to begin thinking about which words to teach, consider that words in language have different levels of utility. In this regard, researchers have found the notion of tiers.



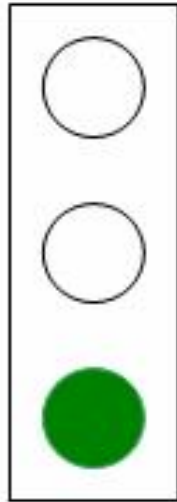
Which Words Should We Teach?

- **Tier 1** – basic words (bed, up, boy, run)
- **Tier 2** – words that occur frequently in language; central to comprehension; understood by most mature language users (balcony, coordinate, splendid)
- **Tier 3** – low frequency “specialized” words that are often limited to content areas; should be taught only as they arise (confederation, peninsula, orbit)

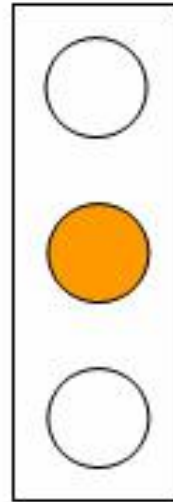


Identify Priority Vocabulary

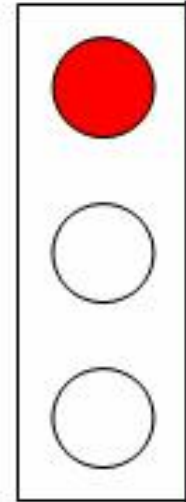
Tier 1



Tier 2



Tier 3





Steps for Explicit Instruction

- 1) Provide a description of the term.
- 2) Ask students to restate the description.
- 3) Ask students to construct a picture of the term.
- 4) Periodically engage in review activities
- 5) Periodically engage students in extended discussions.
- 6) Allow students to play with the new term.

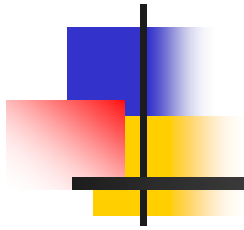


Using Context Clues

When you come across an unfamiliar word in your reading:

- 1. Look for words or phrases that may be clues, or hints, to the word's meaning.**
- 2. First, look for clues in the sentence that contains. Then, if you need to, look for clues in the sentences that come before or after.**
- 3. Using the context clues, try to determine the meaning of the unfamiliar word.**
- 4. Try out meaning in the original sentence, to check whether or not it makes sense.**

Tier 3: Example of Vocabulary Instruction



gravity



Teaching Gravity

Visual / Spatial

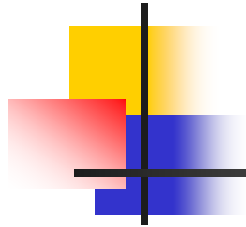
Show a clip video

www.nasa.gov

Search: The Constant Pull of
Gravity

Logical / Mathematical

$$F_g = \frac{G \times m_1 \times m_2}{r \times r}$$



Bodily/Kinesthetic

Show a non-linguistic
representation

Verbal/Linguistic

Marzano's vocabulary steps
1 & 2

Musical

Gravity Song by J. Fixman



You Try It

Instructions:

1. Choose one academic word or concept you will teach next week.
2. Using Gardner's multiple intelligences design at least three ways you will teach the word or concept (keep in mind your auditory, visual, & kinesthetic learners).



Sample of Tier 3 Words

American Revolution: taxes, boycott, loyalist, patriot.

Cells & Heredity: DNA, RNA, mutation, clone, evolution, gene.

Geometry: rectangle system coordinate, complementary, supplementary, corresponding parts.

Language Art (word study): stereotype, fluency, hyperbole.



Recognize Text Structure

The ability to identify and take advantage of text structure can contribute to students' comprehension.

1. *Narrative Text:* Focuses on story grammar, which include characters, settings, themes, plots, and conflict resolutions.

2. *Expository Text:*

Problem-solution

Description

Cause-and effect relationships

Enumeration or categorizing

Sequencing

Comparison



Recognize Special Text Feature

Special organizational features:

1. Table of contents
2. Glossary
3. Index
4. Headings and subheadings
5. Photos and Illustration
6. Captions
7. Charts, diagrams, & graphs
8. Information boxes
9. Bold & italicized text



Teaching Students About Expository Text

1. Identify the text structure
2. Identify & use special text features
3. Recognize and make use of words that signal a particular type of text structure.



Signal Words

Cause & Effect

What are the cause & effects of this event?

consequently

as a result of

therefore

because

due to

since, for

so

Multiple causes map

Sequencing

What happened?

first, second

earlier

now

then

next

during

after

finally

Timeline/Flow Chart

Comparison

What are the similar & different qualities of ...?

on the other hand

although

however

like

still

yet

but

as

Venn Diagram



Signal Words

Description

characteristics

for instance

to illustrate

including

such as

is like

Problem-Solution

problem is

dilemma is

puzzle is solved

question/answer

so that

if / then



Before Reading Strategies

Activating Prior Knowledge:

- Content knowledge and personal experience that a reader brings to class
- General Strategies: Brainstorm, KWL, questioning techniques, discussion, anticipation guide, vocabulary
- **Anticipation Guide**: It forecasts the major ideas and challenges or supports students' preconceived ideas
- **THIEVES Strategy**



Anticipation Guide: Lives of Stars

Direction: Respond to each statement twice: once before reading the selection and again after reading it.

- Write A if you agree with the statement
- Write D if you disagree with the statement

Before	Statement	After
	<ol style="list-style-type: none">1. Stars last forever.2. How long a star lives depends on its mass.3. After a star runs out fuel, it becomes a white dwarf, a black hole.4. A black hole is an object with gravity but light can escape5. Our sun eventually will become a white dwarf.	



THIEVES

- **Title** – Read the title of the chapter and predict what the chapter is about.
- **Headings** – Look at all headings and the table of contents. Turn them into questions that the text will probably answer.
- **Introduction** – Read the introduction and any questions or summaries at the beginning. Predict the main idea.
- **Everything I Know About It** – Think of everything I have seen, read, or done that may relate to this text.
- **Visuals** – Look at pictures, graphs, diagrams, or maps, and read their captions. Notice lists with letters or numbers that point out important information. Read all the notes in the margins and notice bold or italicized words.
- **End-of-Chapter Material** – Read end-of-chapter material, such as summaries or questions that I will try to answer by reading.
- **So What?** – Why did the author write this? Why am I reading this? Knowing the purpose helps me comprehend.



You Try It

Instruction:

- Create an anticipation guide for a session you will teach next week.



Comprehension Strategies

1. Monitoring Comprehension
2. *Predicting*
3. Connecting to the real world
4. *Knowing how words work.*
5. Constructing Mental Images
6. *Self-questioning*
7. *Summarizing*
8. Evaluating



Reciprocal Reading Strategy

- It develops comprehension monitoring abilities.
- Provides ELL students with peer social support in the use of oral language.
- Group of four participants share a common text taking turns in assuming the roles of teacher & students.
- Very effective for *field dependent learners*.
- Students engage in the following sequence:

Predicting

Questioning

Clarifying

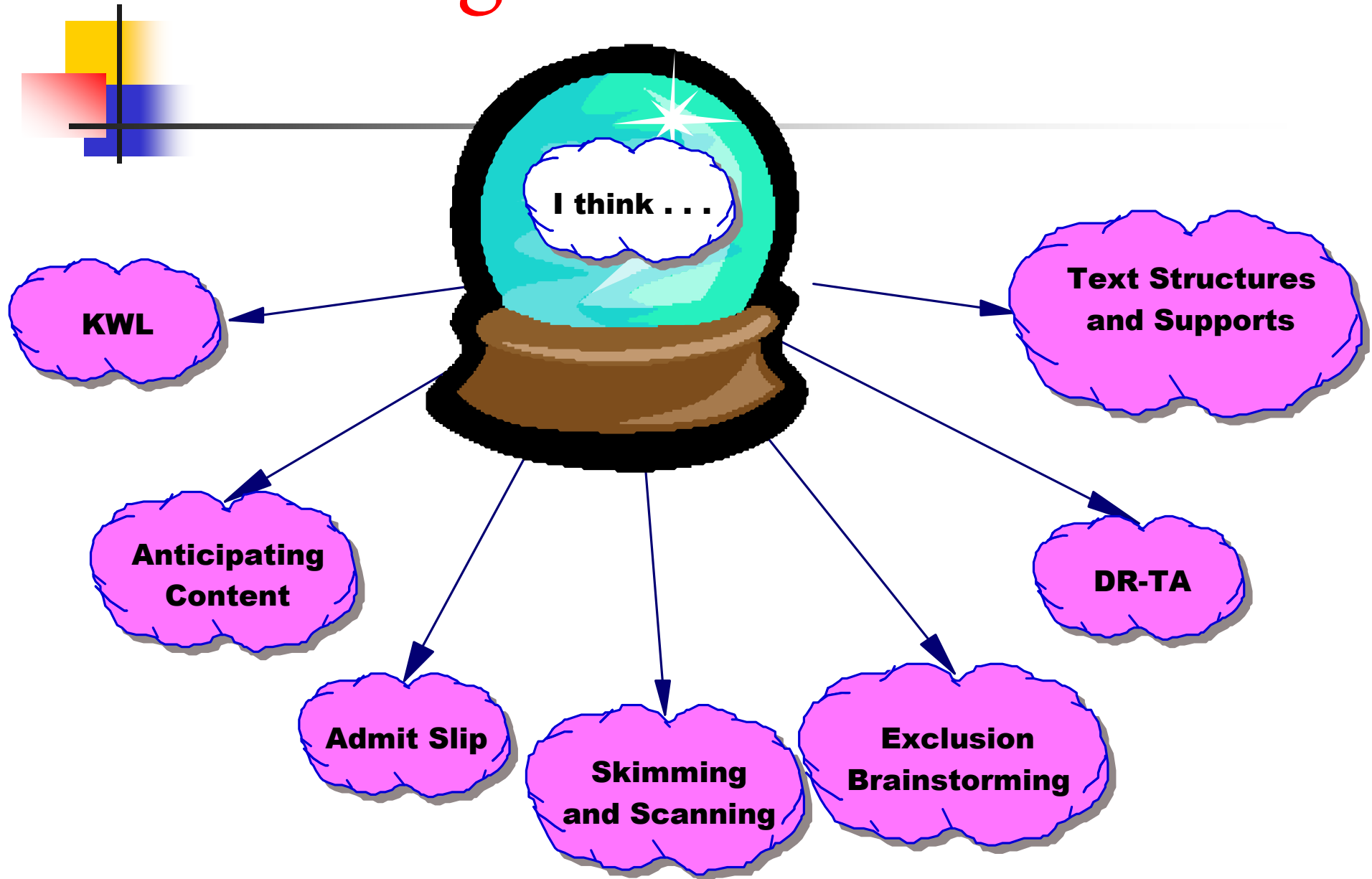
Summarizing



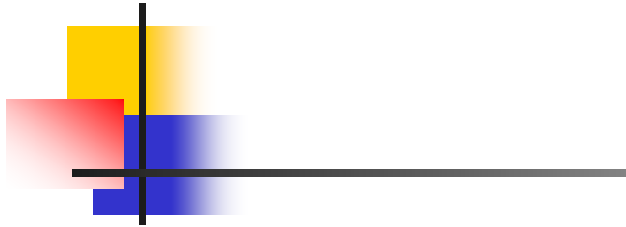
Research-Based Instructional Strategies

1. Vocabulary (*clarifying*)
2. Comparing, contrasting, classifying, analogies, & metaphors.
3. *Summarizing* & note-taking
4. Reinforcing effort and giving praise
5. Homework & practice
6. Nonlinguistic representations
7. Cooperative learning
8. Setting objectives & providing feedback
9. Generating and testing hypotheses (*predicting*)
10. Cues, *questions*, & advanced graphic organizers

Predicting



Questioning



QUESTIONING
What? Why?
When? Which?
Where? Who?
How?



ReQuest

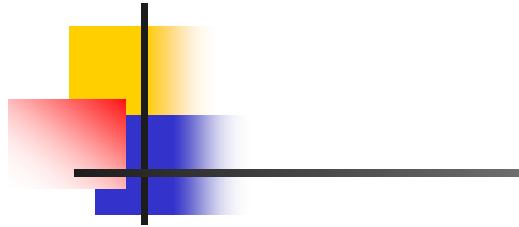


**Questions
Game**



QAR

Clarifying



CLARIFYING



Word Study



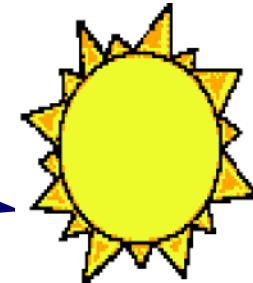
REAP



**Reading
Logs**

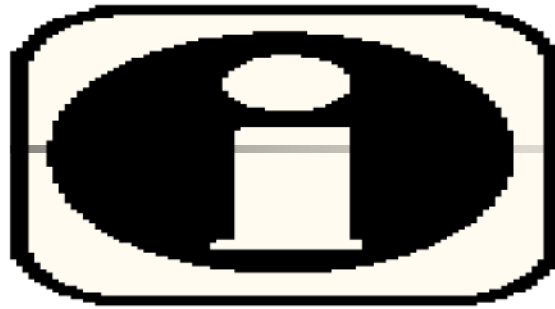


**Text
Highlighting**



**Learning
Logs**

Summarizing



Summarizing

State the main points . .

.

What are the most important facts/pieces of information?



GIST



Cornell
Note-
taking



REAP



After Reading Strategies-RAFT

In **RAFT** the students integrate reading and writing by creating a final product that illustrates their depth of understanding

- **Role:** In developing the final product what role will the students need to take on?
- **Audience:** Who should the students consider as the audience for the product
- **Format:** What is the best product that will demonstrate the students' understanding of their interaction with the text?
- **Topic:** This is the *when*, *who*, or *what* that will be the focus of the final product



Sample

- ❖ **R**: The Sun
- ❖ **A**: New star
- ❖ **F**: Letter
- ❖ **T**: My Life Cycle



Dear New Star:

I was born in a huge cloud of gas known as a *nebula*. Part of the nebula shrank under the pull of *gravity*, so I became a *protostar*. Then my temperature increased so much that *nuclear fusion* took place in my core. The pressure from my core finally equalized the gravity pushing in, and I stopped contracting.

Now I'm living the part of my life called *main sequence*; therefore, I'm going through this hydrogen burning process that is killing me because when I will run out of fuel my core will shrink and my outer part will expand to become a *red giant*. Eventually my outer part will grow larger still and will drift out into space, forming a glowing cloud of gas called *planetary nebula*. My blue-white core that will be left behind will cool and become a *white dwarf*.

Best regards,
The Sun



You Try It

Instructions:

1. In groups of four you will read a selection applying the steps of reciprocal reading. Then the group will fill the reciprocal teaching recording sheet provided.
2. When you have your summary you will design a RAFT activity for that selection.