

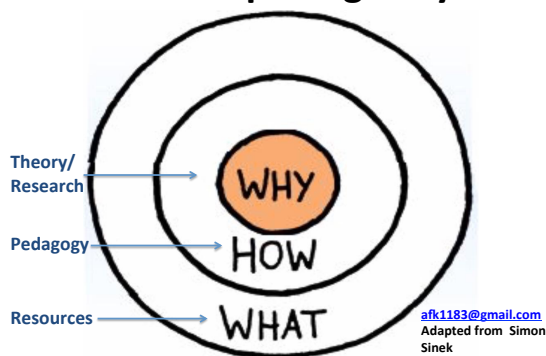
## ***Effective Strategies for Supporting ELLs in Reading Recovery, in Small Group Intervention and in the Classroom***

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21<sup>st</sup> Century Standards Require a Variety of Approaches/Resources to Support All Learners to Meet Grade Level Expectations



### **The Compelling Why**



### **Small Groups: The Compelling Why**

Scaffold all students to stretch by working through complex text. Using shorter texts or chunked segments of longer complex text in groups helps teachers of all students, particularly English Learners:

- to focus and target instruction,
- to provide practice with informational texts students will be reading on Internet sites and other media,
- to expose students to examples of texts that will look very much like what they will have on the new assessments, and
- to teach for transfer by personalizing and differentiating learning in small groups and intervention programs.

### **Balancing Text and Task**

We need to understand the nature of text complexity, and how to analyze texts; then we must balance the text with the task so the students are always working at the edge of their competencies.

Klein, A. (November, 2017). *Scaffolding Students to Meet Grade Level Expectations – Balancing Text and Task*. ASCD.

### **The discussion around complex text. . .**

When the books get hard, the usual responses have been to move kids to easier books, to stop using textbooks, or to read the texts to the students; none of which will make kids better readers or learners.

To succeed, we will need to. . . strive **to identify what makes a book hard and then to provide the scaffolding and motivation** that would sustain students' efforts to learn from such challenging texts.

Tim Shanahan, *Reading Today*, August/September, 2011

**Big Question:**

What does it mean for teachers to scaffold students to use grade level materials in small groups across all content areas?

**Big Idea:**

All students need time to work with partners and in small groups across the school day.

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**Use Short Chunks of Text to focus and target instruction**

21<sup>st</sup> Century expectations for students across the grades to use grade level texts to:

- Compare and contrast the most important points presented by two texts on the same topic, and
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**WHY?...to focus and target instruction**

It is often easier to find what is **alike** than what is **different** across texts. Adjust instruction with English Learners to look for commonalities first. This supports language learning as well as literacy development at all ages.

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**WHY?...to provide practice with informational text students will be reading on Internet sites and other media**

Let's add one more text for *close* rereading... Which *literacy* strategies will you use?

- Looking for cognates?
- Thinking about the context?
- Using related background knowledge?
- Examining text structure?
- Using comparison, or contrast, or both?
- Phoning a friend???

This focused learning at all grades is about **Close Reading** including writing and speaking about what has been read and reread.

What we are doing at all grades and including all ELs is an aspect of linguistic theory called *Contrastive Analysis*. In these examples, we have been comparing and contrasting sentence structure and vocabulary. Here is one more quote with a similar pattern...

"When I say to a parent,  
'**read to a child**',  
I don't want it to  
sound like medicine.  
I want it to sound like  
**chocolate**."  
- Mem Fox

Imagination  
SOUP



Climbing the Staircase of Complexity Consider both...

**Text Complexity  
AND  
Task Complexity**

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**WHY?...to expose students to examples of texts that will look very much like what they will have on the new assessments.**

Short texts with

- complex text at grade level
- informational text features
- vocabulary in context
- content area reading
- media and text variety

**TEXT 1**

## Crops that Feed the World

Every sixty seconds, humans eat 11.5 million pounds (5.2 million kg) of food. This number continually rises because Earth's population is growing rapidly. Since 1960, the number of humans on the world has increased from 4 billion to over 7 billion.



**the food supply:** corn, rice, wheat, soybeans, and potatoes. Corn and rice are typically the most popular crops worldwide based on weight and number of plants. However, wheat takes up more land space than any other crop.

According to the text and the sidebar, why are different crops grown in different regions of the world?

**Civilized Farmers**

Humans didn't always grow their food. They started out as hunter-gatherers, hunting animals for meat and gathering wild edible plants. Around 10,000 years ago, humans changed their lifestyle. Instead of roving the wilderness searching for food, they set up permanent settlements, growing food instead of a reliable food supply and more here than there. The human population grew rapidly, language and the arts flourished.


According to National Geographic, different regions of the world focused on different crops. In the Middle East, wheat became a major crop. In Asia, they relied on rice. In Mexico, squash and corn became the most important crops. Humans aren't exactly sure why people started farming, but they agree that it's central to modern human civilization.



record, it is with you for LIFE. Hence the word

## PERMANENT.

**Bold, all caps, TRIPLE underlined. Not only that, everyone would know. My CHILDREN would know. And my children's children. And my children's children's children! What would they think of me?**



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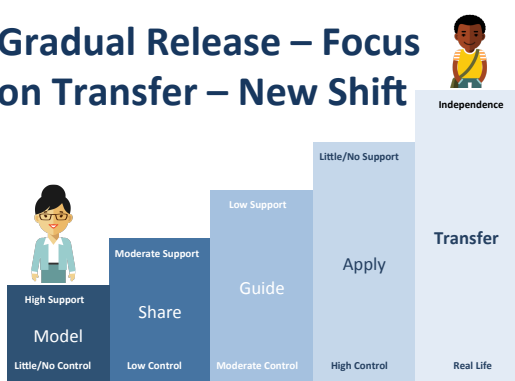
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**Why?... to teach for transfer by personalizing and differentiating learning in small groups and intervention programs.**

**For 21<sup>st</sup> Century Literacy Expectations, We Must Shift from **Mastery** to **Transfer**. This involves a different approach to text and a different type of lesson design.**



## Gradual Release – Focus on Transfer – New Shift



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## Teaching for Transfer in Small Groups

Classroom-based Interventions include:

- Familiar Routines within Lessons
- Daily Contact or in a Consistent Pattern
- Close Supervision/Observation of Tasks
- Short, Focused Lessons
- Learning Linked to Other Classroom Activities and Transfer Emphasized

Klein, A. (1992) *Scholastic Balanced Literacy*

One more quote, written in a different structure. Let's rewrite it into the same structure as the Einstein and Freire quotes and see if we can make it even more powerful.

If the purpose for learning is to score well on a test, we've lost sight of the real reason for learning.

- Jeannie Fulbright

## Rereading Shorter Texts for Close Reading

As shorter texts are reread, students match oral language to print, see familiar words over and over, and gain rhythm and confidence in their reading.

Helman, L., and Burns, K. (2008)

## Shifts in ELL Instruction

The common core is really going to require teachers to move from understanding language as form or function to understanding it as activity and giving students the supports they need to participate in academic activities using language.

and

Another big shift for teachers—especially those working with ELLs—will be letting students struggle with difficult texts. (Summarized in Ed Week)

See website: [ell.stanford.edu](http://ell.stanford.edu)

### Shifts in ELL Instruction in Small Groups

- Amplify the Instruction
- Scaffold Rigorous, Complex Text
- Making Meaning, How Language Works and Foundational Skills

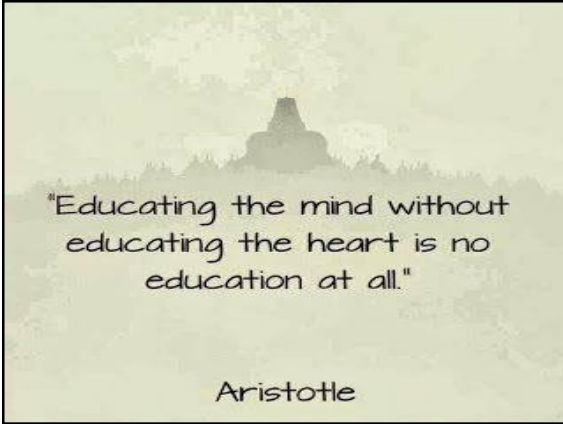
### Teaching to Meet Standards with English Learners

Instruction needs to **AMPLIFY** the text at grade level, not **SIMPLIFY** the text.

### Complex Texts – Look for Texts that are:

1. Shorter, not longer.
2. Connected to background knowledge the reader already has.
3. Familiar in settings or values.
4. Personally interesting to the reader.
5. Surprising, evoke curiosity, or present an interesting puzzle.
6. Frequently explain the technical terms it uses.
7. Filled with pictures, charts, visual features, and text features that add meaning.

Steve Zemelman, S., Daniels, H., and Hyde, A. (2016)



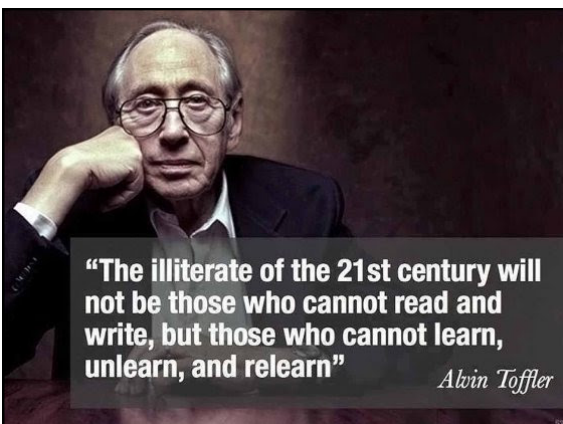
"Educating the mind without educating the heart is no education at all."

Aristotle

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**"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn"**

*Alvin Toffler*



Feel free to contact me!

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