

CAL's Webinar III
*What's Different About Teaching Reading to Students Learning English:
Vocabulary Instruction*
April 26, 2017

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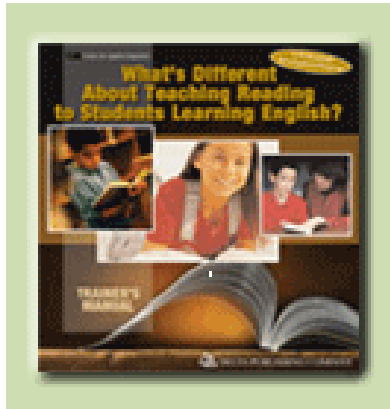
Overall Goal: To identify the components of literacy and effective techniques for teaching reading to students learning English.

Content Objectives: By the end of the webinar, participants will be able to:

- Identify what makes reading hard for English learners.
- Distinguish between phonological and phonemic awareness.
- Determine instructional scaffolds for teaching phonological and phonemic awareness.

Language Objectives: By the end of the webinar, participants will be able to

- Write predictions of what makes text challenging for English learners.
- Define phonological and phonemic awareness.
- Take notes on activities to teach phonological and phonemic awareness to English learners.



Guiding Questions

What's Different about Teaching Literacy to Students Learning English?

1. What's the Same? What's Different?

- A. **What's the same** about teaching literacy to English proficient students and students learning English?
- B. Based on the information in each chapter, **what's different** about teaching literacy to students learning English?

2. Application

- A. How will you **apply** the information in each chapter when working with students in your classroom?
- B. What information will you **share** with your teaching colleagues? How?
- C. What **connections** can you make to SIOP, Ohio Learning Standards, English language proficiency standards, or other initiatives?

3. Strategies for Students

- A. What literacy strategies were presented in this chapter?
- B. Why are they useful for English learners?
- C. How could you modify these strategies for English learners at different proficiency levels or for different texts?

Agenda

April 26, 2017

- Objectives
- Warm-Up: Anticipation Guide
- Video: Reading Text
- Demonstration: Beginning Reading Skills
- Phonemic and Phonological Awareness
- Next Steps
- Wrap-up

<ul style="list-style-type: none">• Guiding Questions
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| <ul style="list-style-type: none">• What's Different about teaching reading to students learning English? What's the same?• Applications?• Strategies for Students? |
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Next Webinar: TBD

Choosing Words as Candidates for Instruction

Grade level: _____ Proficiency level(s) of students: _____

Tier	Words	Polysemy	Cognate status	Phrasal	Idiomatic	Denotation /connotation	Collocation	Latin/Greek Affix	Impt to Teach?
Tier 1 Words									
Tier 2 Words									
Tier 3 Words									

**Learning Words Inside and Out: Vocabulary Instruction That Boosts
Achievement in All Subject Areas¹**

Topic	Questions to Ask
Representation	<ul style="list-style-type: none"> • Is the word representative of a family of words that students should know? • Is the concept represented by the word critical to understanding the text? • Is the word a label for an idea that students need to know? • Does the word represent an idea that is essential for understanding another concept?
Repeatability	<ul style="list-style-type: none"> • Is the word used again in this text? If so, does the word occur often enough to be redundant? • Will the word be used again during the school year?
Transportability	<ul style="list-style-type: none"> • Will the word be used in group discussions? • Will the word be used in writing tasks? • Will the word be used in other content or subject areas?
Contextual Analysis	<ul style="list-style-type: none"> • Can students use context clues to determine the correct or intended meaning of the word without instruction?
Structural Analysis	<ul style="list-style-type: none"> • Can students use structural analysis to determine the correct or intended meaning of the word without instruction?
Cognitive Load	<ul style="list-style-type: none"> • Have I identified too many words for students to successfully integrate?

Figure 2.2 *Considerations for selecting vocabulary words*

¹ Frey, N., and Fisher, D. (2009). *Learning Words Inside and Out: Vocabulary Instruction That Boosts Achievement in All Subject Areas Grades 1-6*. Portsmouth, N.H.: Heinemann

SIOP Guidelines to Achieve Comprehensible Input

Directions: Use this form as a self-assessment. Check strategies that you use in your lessons and star * strategies that you *would like* to include more often.

Teacher Speech and Behavior	
	Use expression and body language. <i>Gestures, facial expressions, and body language can provide context for the message.</i>
	Speak slowly and clearly. <i>Make it natural without overdoing it.</i>
	Use more pauses between phrases. <i>This allows students time to process what you have said.</i>
	Use shorter sentences with simpler syntax.
	Stress high frequency vocabulary.
	Repeat and review vocabulary. <i>As much as possible, use consistent vocabulary during instruction. To expand vocabulary, repeat a concept, using different words and then the same words, so the students hear it in different contexts.</i>
	Watch carefully for comprehension and be ready to repeat or restate to clarify meaning whenever necessary. <i>Use whatever means necessary to achieve comprehension – visuals, gestures, models, translation.</i>
	Be friendly and enthusiastic.
	Maintain a warm supportive affect. <i>This lowers student anxiety and encourages student participation.</i>
	Open discussion to different perspectives of a topic.
Instructional Strategies	
	Use visuals.
	Use graphic organizers. <i>These help students represent information and identify relationships.</i>
	Explain processes and tasks clearly and model activities for students. <i>Students need explicit guidance to make the transition to academic tasks.</i>
	Communicate about the subject area in oral, written, physical, or pictorial form.
	Tap the students as resources for information about the topic.
	Provide hands-on and performance-based activities.
	Promote critical thinking and study skill development.
	Incorporate cooperative learning activities. <i>Promote student interaction and seek peer tutors among classmates.</i>

What's Different: Chapter Four Overview

Predictors of Success in Literacy Acquisition and English Learners



















Predictors	Caveats
Letter Recognition	Not all languages have alphabetic writing systems. English does not have a 1-1 sound symbol relationship.
Oral Language Proficiency	Must be developed. Some English learners may understand spoken language before producing it.
Pronunciation	It is more important to discriminate sounds than to produce them. Some English learners may never develop native-like pronunciation.
Phonemic Awareness	The phonemes of languages may differ. English phonemes not in a student's L1 must be learned.
Concepts of Print	Not all languages are written with the same orientation as English, i.e., left to right, top to bottom.

Notes:

Beginning Reading Activity Ideas

<p>1. Phonemic Awareness SG pp. 141-145</p>	<p>3. Concepts of Print SG p. 148</p>
<p>2. Alphabet Recognition SG pp. 146-147</p>	<p>4. Phonics SG pp. 149-150</p>

Toolbox of Strategies and Activities

#	Activities and Approaches	Ideas and Modifications for my Workshops																								
1	<p>Extended Anticipation Guide</p> <p>Anticipation Guides act as an informal assessment and have 3 columns with statements or questions in the central column, then students identify their answers or thinking before the unit, lecture, or reading, and afterwards. These help teachers assess prior knowledge, provide students with explicit links from past learning and their backgrounds to new concepts, guide students through making their own links from past learning and their backgrounds to new concepts, focus student attention, encourage critical thinking, and promote discussion/interaction. In the extended version, there is a fourth column where participants write why they did or did not change their original answer.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Before Reading</th> <th style="width: 50%;">Statement</th> <th style="width: 25%;">After Reading</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> <td>1. A fungus doesn't make its own food.</td> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> </tr> <tr> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> <td>2. Most fungi can live on things that were once alive. </td> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> </tr> <tr> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> <td>3. Fungi must form spores to reproduce. </td> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> </tr> <tr> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> <td>4. Ringworm and athlete's foot are fungi. </td> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> </tr> <tr> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> <td>5. All mushrooms are safe for us to eat. </td> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> </tr> <tr> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> <td>6. Yeast is a form of fungus. </td> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> </tr> <tr> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> <td>7. Penicillin is made by a fungus. </td> <td><input type="checkbox"/> true <input type="checkbox"/> false</td> </tr> </tbody> </table>	Before Reading	Statement	After Reading	<input type="checkbox"/> true <input type="checkbox"/> false	1. A fungus doesn't make its own food.	<input type="checkbox"/> true <input type="checkbox"/> false	<input type="checkbox"/> true <input type="checkbox"/> false	2. Most fungi can live on things that were once alive. 	<input type="checkbox"/> true <input type="checkbox"/> false	<input type="checkbox"/> true <input type="checkbox"/> false	3. Fungi must form spores to reproduce. 	<input type="checkbox"/> true <input type="checkbox"/> false	<input type="checkbox"/> true <input type="checkbox"/> false	4. Ringworm and athlete's foot are fungi. 	<input type="checkbox"/> true <input type="checkbox"/> false	<input type="checkbox"/> true <input type="checkbox"/> false	5. All mushrooms are safe for us to eat. 	<input type="checkbox"/> true <input type="checkbox"/> false	<input type="checkbox"/> true <input type="checkbox"/> false	6. Yeast is a form of fungus. 	<input type="checkbox"/> true <input type="checkbox"/> false	<input type="checkbox"/> true <input type="checkbox"/> false	7. Penicillin is made by a fungus. 	<input type="checkbox"/> true <input type="checkbox"/> false	
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