

Language and Literacy for ELLs: Connecting Reading and Writing

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There's a reciprocal relationship between reading and writing development. Reading informs writing, and writing makes for better readers and spellers. Bear et al. 2007, p. 7, Words Their Way With English Learners

Best Practices in Educating ELLs: Educating English Language Learners: A Synthesis of Research Evidence; Fred Genesee, Kathryn Lindholm-Leary, Bill Saunders and Donna Christina, Cambridge University Press, 2006

Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth. Edited by Diane August and Timothy Shanahan, Lawrence Erlbaum Associates, 2006

Principles of Emergent Literacy Instruction

1. Literacy activities should be meaningful, interesting and interactive to engage and motivate students.
2. Literacy instruction should build on and expand ELLs' oral language skills in English and link to their background knowledge
3. Reading and writing skills should be taught directly and modeled for students--in a meaningful way.
4. The component skills of literacy should be taught systematically, but in an integrated and meaningful fashion. High frequency words can be taught as sight words.
5. Reading instruction should be connected with writing instruction so that each can build on the other.
6. Give students lots of opportunities to read and write.
7. Literacy Instruction must address all aspects of literacy--both reading and writing-- for social and academic purposes.
8. Literacy at school must connect to and build on literacy experiences in the home and community.

Chapter 2 GIST

Meaning-Centered Instruction

- Tap or build background knowledge ("funds of knowledge")
 - Use familiar themes; topics
- Teach small skills in a story or book frame
 - Show how English works (model/demonstrate)

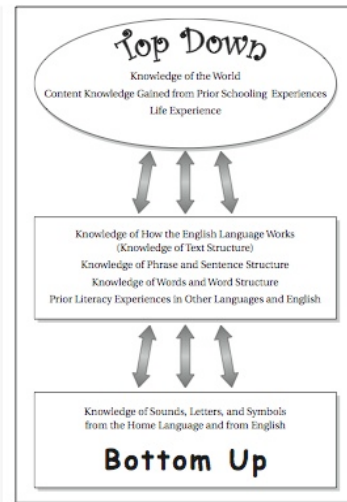


Figure 1.2 Top-Down/Bottom-Up

Use Thematic Instruction; Build Text Sets

- Provide Students with opportunities to learn the same high-frequency vocabulary across a number of books, words that they can use in their own early writing.
- Permit Students to develop schema associate with a particular theme and build networks of related concepts to talk and write about.
- Help students build confidence and fluency in reading; they have encountered these words and phrases before!
- Give them a chance to hear words with the same sounds so they can crate stable associations between sounds and symbols
- Develop comprehension skills so they can tackle new books

Frontloading and Layering In Skills Development

1. Frontloading: Build Oral Language and Background Knowledge
2. Enjoy the Book
3. Return for Guided Reading/Writing Instruction to teach skills and strategies

Component Literacy Skills

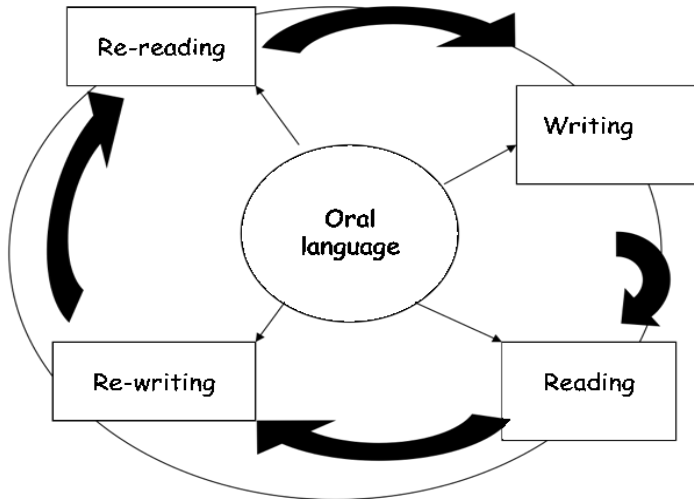
1. Getting Meaning Out of Texts (understanding that a book is about something meaningful—a story or a subject; using pictures and text features to make sense of texts)
2. Recognizing letters, words (and their parts) and phrases
3. Phonological awareness—breaking spoken words into their component sounds and blending sounds to make words
4. Forming letters (handwriting) and writing words and phrases
5. Receiving/communicating messages at the word level (initial decoding/encoding)

Build Language Skills in the Meaningful Context of a Story/Theme

Connect Reading With Writing/Use Thematic Units

Early Writing Activities

1. Language Experience Approach
2. Making Books



3. Digital Pictures and Text
4. Drawing As Early Writing and Drawing Combined with Text
5. Letters, Postcards, Posters
6. Scripts/Templates/Sentence Frames
7. Personal Stories/Memoir
8. Dialogue Journals

The 90-Minute Literacy Block

| | |
|---|-------------------|
| ORAL LANGUAGE DEVELOPMENT | 15 MINUTES |
| Wordless picture books Language experience activities TPR, chants, songs, poems | |
| READ ALOUD | 20 MINUTES |
| Teacher/Librarian Cross-age student Recorded book; DVD | |
| WORD WORK | 5 MINUTES |
| Word sorts Labeling pictures Teaching sight words | |

| | |
|--|-------------------|
| READING PRACTICE | 20 MINUTES |
| Guided reading Shared reading Partner reading Independent reading | |
| WRITING PRACTICE/WRITER'S WORKSHOP | 25 MINUTES |
| Guided writing Collaborative writing Partner writes | |
| CONNECTIONS TO HOME AND COMMUNITY | 5 MINUTES |
| Sharing activities Interviewing/ Collecting resources | |

Academic Language and Literacy For ELLs (Chapter 4)

Ragan (2005) argues that three areas of language cause students particular difficulties in handling content texts:

1. vocabulary (words with subject-specific meanings, multi-word phrases, technical terms),
2. grammatical structures (particular tenses, sentences with multiple embedded clauses) and
3. cohesive devices (linking clauses; conjunctions)

Guided Reading/Writing to Promote Academic Literacy

- Explicitly show students strategies they can use to support their reading and writing
- Teach pre-reading and pre-writing strategies
 - Setting a purpose for reading
 - Brainstorming what you know about a topic
 - During Reading Strategies
- Use of text features (bolding, captions, scanning visuals)
- Rereading when reading or writing
- Using and editing checklist to guide revision efforts

Strategies to Teach

1. Set a Purpose for Reading or Writing
2. Activate Background Knowledge
3. Selective Attention—Noticing Only what is Important
4. Self-Monitoring as Read/Write
5. Taking Notes
6. Summarizing
7. Questioning
8. Using Resources
9. Encouraging Oneself to Sustain Task Engagement

Use Partner Reads/Writes

Graphic Organizer as Mediator between Reading and Writing

Match the graphic organizer to the text structure

Use Learning Logs/Content Learning Journals

A Model Unit on Hurricanes: Strategies

1. Text Talk-Back Notes
2. Collaborative Research Groups
3. I-Charts + WebQuests
4. Guided Writing/Modeled Writing: 6 Traits
5. Simple Writing Tasks: Contests; Public Service Posters
6. News Articles (Time for Kids)
7. Academic Writing: Procedural Genre: Writing Explanations

Text Set:

Ambert, A. (1997). *Why the Wild Winds Blow/Por qué soplan los vientos salvajes?* Rigby

Green, J. (2005). *National Geographic Theme Sets: Extreme Weather. Droughts (Fry Level 3.5), Floods (4.2), Tornadoes (5.5), Hurricanes (6.5)*

Lauber, P. (1996). *Hurricanes: Earth's Mightiest Storms*. Scholastic.

London, J. & Sorensen, H. (1998). *Hurricane!* Harper Collins

Mercier, D.M. (2006). *Yesterday we had a hurricane/Ayer tuvimos un huracán*. Bumble Bee Publishing

Wallner, A. (2000). *Sergio and the Hurricane*. Henry Holt

| Beginner | Intermediate and Advanced |
|---|---|
| <p><i>Personal:</i></p> <ul style="list-style-type: none">• Recount• Simple narrative• Reader response• Short memoir <p><i>Factual:</i></p> <ul style="list-style-type: none">• Procedure• Directions• Retelling (i.e., of historic events)• Summary (basic facts as a single report) <p><i>Analytic:</i></p> <ul style="list-style-type: none">• Simple explanations• Comparisons | <p><i>Personal:</i></p> <ul style="list-style-type: none">• More extensive narratives• Reflective essays <p><i>Factual:</i></p> <ul style="list-style-type: none">• Complex procedures• Detailed research reports <p><i>Analytic:</i></p> <ul style="list-style-type: none">• Account• Explanation• Exposition• Persuasive essay |

Reference Books:

Bear, D.R., Helman, L, Templeton, S., Invernizzi, M. and Johnston, F. (2007). *Words their way with English Learners: Word study for phonics, vocabulary and spelling instruction*. Upper Saddle River, NJ: Pearson, Merrill/Prentice Hall.

Cloud, N., Genesee, F. and Hamayan, E. (2009). *Literacy instruction for English Language Learners: A teacher's guide to research-based practices*. Portsmouth, NH: Heinemann

Fry, E. (2004). *Dr. Fry's 1000 Instant Words*. Huntington Beach, CA: Teacher Created Materials.

Graves, M.F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press (IRA & NCTE).

Schleppegrell, M. (2004). *The Language of Schooling: A Functional Linguistics Perspective*. Mahwah, NJ: Laurence Erlbaum/Routledge.

Websites Mentioned:

Draw a Story: Stepping from Pictures into Writing" readwritethink.org/lessons/vickiblackwell.com/makingbooks/index.htm
makingbooks.com/freeprojects.shtml

Hurricane Unit Websites:

<http://www.springfieldlibrary.org/reading/katrina.html>
<http://chsweb.lr.k12.nj.us/ewightman/disaster.htm>
<http://www.fema.gov/kids/hurr.htm>
<http://www.fema.gov/kids/hurr.htm>
<http://www.ns.ec.gc.ca/weather/hurricane/kids.html>

6 + 1 Traits (NWREL):

<http://educationnorthwest.org/traits>

Colorin Colorado + Links on Thematic Instruction

http://www.colorincolorado.org/educators/questions/teaching_instruction#13172

Scroll down to: **Question:** How do I implement thematic instruction?'

Click on Links Provided

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