

2019 Long Island Teachers' Institute

November 22nd, 2019

Melville Marriott

*Amplifying Language Instruction for ELLs:
Advanced Literacies for Critical Conversations*

Sharing Our Stories: Critical Conversations for ELLs

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And what exactly are “advanced” literacy skills?





RIDE SAFE



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FROM ANYONE WHO
OFFERS. RIDING IN AN
UNAUTHORIZED VEHICLE
IS BOTH DANGEROUS AND
SIGNIFICANTLY MORE
EXPENSIVE THAN USING A
TAXI OR FOR-HIRE VEHICLE.**

If you have questions, please see
a uniformed Customer Service
Representative or visit our
Welcome Center.

DEPARTURES				
CITY	AIRLINE / FLIGHT	GATE	TIME	REMARKS
Albany	jetBlue 88	G1	1:28P	Departed 1:21P
Asheville	allegiant 1702	C7	2:08P	On Time
Atlanta	DELTA 1514	D8	1:58P	Now 2:05P
Atlanta	DELTA 2494	D8	3:12P	Now 3:22P
Atlanta	Southwest 3838	A3	3:50P	On Time
Atlanta	DELTA 542	D8	5:00P	On Time
Atlanta City	jetBlue 282	F6	3:20P	On Time
Austin	jetBlue 0511	F10	5:15P	On Time
Austin	Southwest 32	A1	5:45P	On Time
Austin	Southwest 2558	B4	5:45P	On Time
Baltimore	Southwest 3767	A2	1:15P	Departed 1:20P
Baltimore	Southwest 2944	B4	4:00P	On Time
Baltimore	Southwest 5599	A4	5:25P	On Time
Bogota, Colombia	Avianca 37	G3	3:15P	On Time
Boston	Southwest 3767	A2	1:15P	Departed 1:20P
Boston	jetBlue 570	F1	2:04P	On Time
Boston	DELTA 2969	D1	2:56P	On Time

Saturday November 2, 2019 1:47 PM

DEPARTURES				
CITY	AIRLINE / FLIGHT	GATE	TIME	REMARKS
Chicago	DELTA 1769	D9	3:35P	On Time
Montreal-Trudeau	air canada 1605	D3	4:00P	On Time
Asheville	jetBlue 181	F9	1:35P	Departed
Asheville	Southwest 2751	B5	4:15P	On Time
Nassau, Bahamas	jetBlue 1993	E4	1:48P	Departed 1:39P
Nassau, Bahamas	Southwest 1829	B7	2:05P	On Time
Nassau, Bahamas	Southwest 206	C7	4:40P	On Time
Nassau, Bahamas	jetBlue 2393	E10	5:09P	On Time
New Orleans	Southwest 3045	B4	2:30P	On Time

Excuse me, what color is my train?



Definition NYSED

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.



Advanced literacies refers to the ability to use reading to gain access to the world of knowledge, to synthesize information from different sources, to evaluate arguments, and to learn totally new subjects.

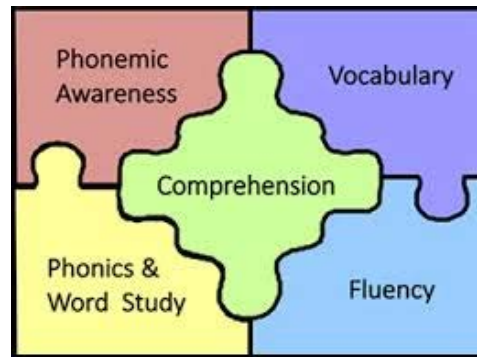


These higher-level skills are now essential to earn a decent living in the knowledge-based globalized labor market; and to participate in a democracy facing complex problems.

Which dimension do our schools focus on most?
Which dimension do you focus on most? Why?

Think about these questions. Share.

1. word-based literacy skills



1. Knowledge-based competencies



How can you address both dimensions of literacy by using students themselves as the main content area?



2 Anchor Briefs

4 Hallmark Briefs: Instructional Practices for Advanced Literacies

2 Spotlight Briefs

**Brief 1:
Advanced Literacies for Academic Success**

**Brief 2:
What Goes into Reading Comprehension?**

**Hallmark 1:
Engaging Texts**

**Hallmark 2:
Rich Discussion**

**Hallmark 3:
Frequent Writing**

**Hallmark 4:
Academic Vocabulary and Language**

**Spotlight 1:
Language Production Projects**

**Spotlight 2:
Units of Study**

4 Hallmark Briefs: Instructional Practices for Advanced Literacies

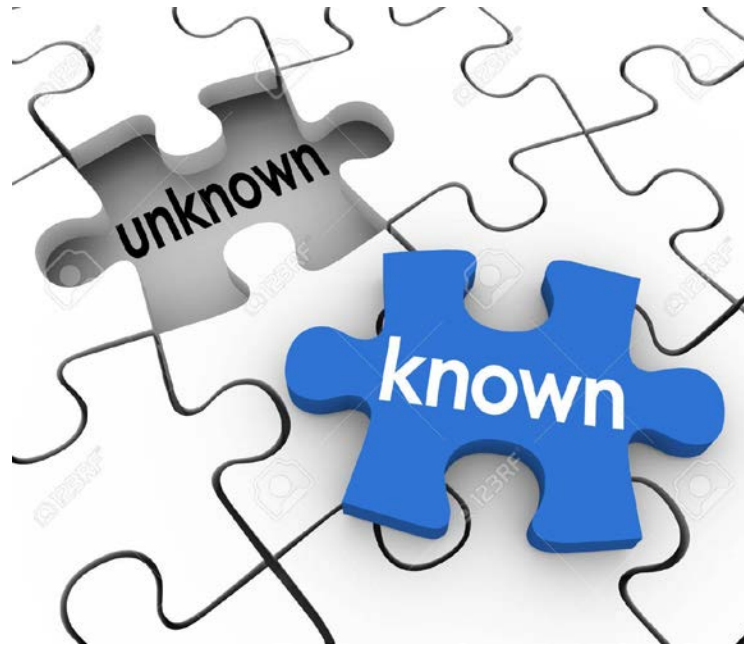
**Hallmark 1:
Engaging
Texts**

**Hallmark 2:
Rich
Discussion**

**Hallmark 3:
Frequent
Writing**

**Hallmark 4:
Academic
Vocabulary
and
Language**

Old adage:
Start with the known, move to the
unknown.



So, what do our students know best?

Themselves!

Their personal journeys!

Their families/loved ones!



Student Talk = the variety of ways students share their ideas within a classroom



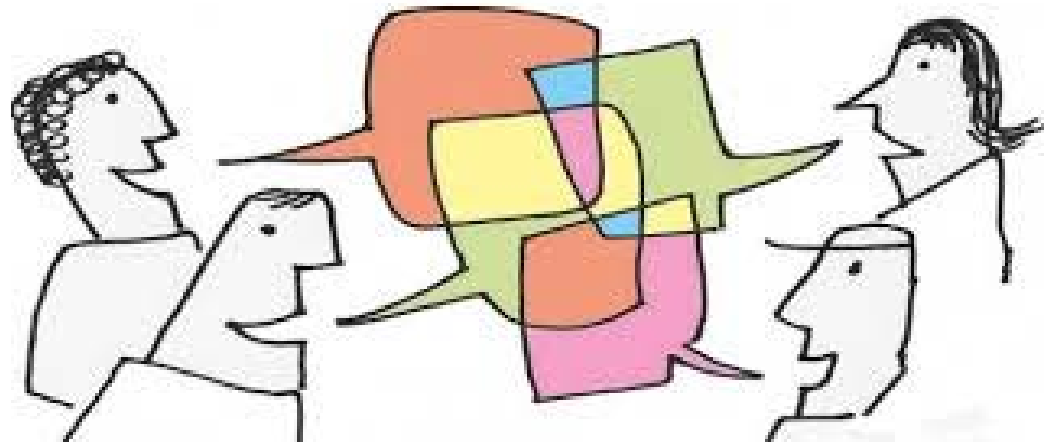
Research clearly shows that student talk has both academic and social benefits.

(Bourdarge & Rehark, 2009; Boyd, 2015; Michaels, O'Connor, & Resnick, 2007; Smart & Marshall, 2012)

Student talk improves comprehension, critical thinking and overall achievement.

(Piazza, et al., 2015)

For the majority of language learners, listening skills develop first. Speaking skills follow as students begin to formulate their ideas in the target language. Reading usually follows, if students understand the sound/symbol correspondence. And finally, writing skills emerge as the last skill. Writing requires huge amounts of processing of language to produce a message.



How much talking do your students do, really?

...and, just what is student talk anyway?

Student talk refers to the variety of ways students share ideas within a classroom. This includes verbal discourse about academic and non-academic material, T to student, student-to-T, or student-to-student.

Vygotsky's (1978) theory reminds us that social learning is critical, so student talk is essential.

What are the classes in which your ELLs speak the most?

Are we sure that we know why?

How are your ELLs participating in rich discussion in their classes?



SupportEd's Tips

in Response to Educators' Questions

Encourage ELs' Participation



- **Pair** students intentionally. Group ELs with shared home languages together so students can **discuss in the home language before** transitioning to English.
- **Assign** specific group roles to ensure that every group

Create Activities for SLIFE



- **Practice** conversation with **familiar topics** first.
- **Introduce** scaffolded gap activities to **necessitate sharing** with one another.
- **Use** sentence stems and graphic organizers to

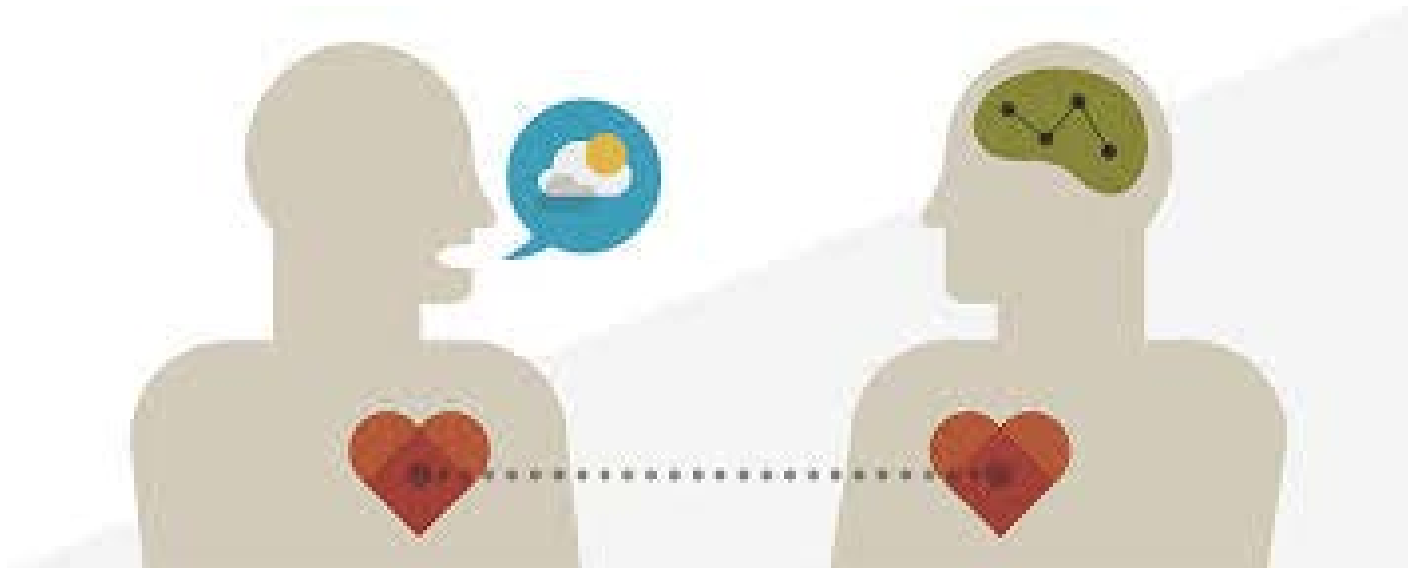
Counter Colleagues' Concerns



- **Emphasize** that academic discussions don't have to **take a long time**.
- **Invite** colleagues into your classroom and demonstrate what **strong academic discussions** with ELs look like.
- **Share** video clips that

Storyify Content

Our brains are wired to pay attention to stories. Oral histories or storytelling is a rich tradition in many cultures. If students can create a story of new information we give them in any given lesson, they are more likely to remember the content.



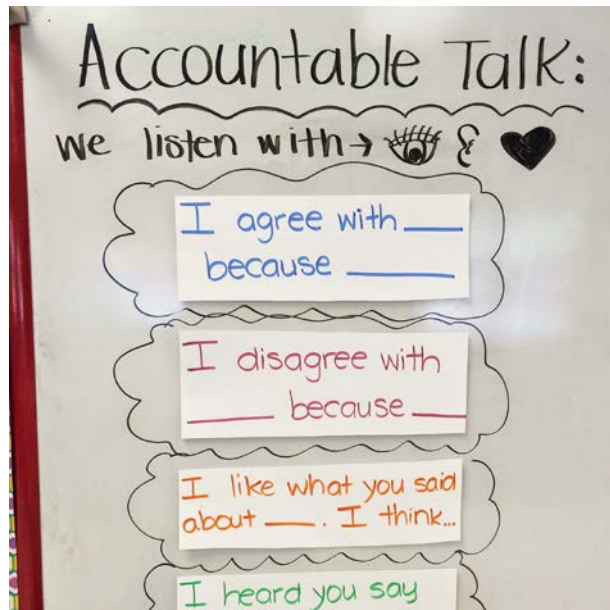
Facts bring us to knowledge, but stories lead to wisdom.



- Rachel N. Remen, *Kitchen Table Wisdom: Stories That Heal*

Accountable Talk

- Talk that is meaningful, respectful and mutually beneficial to both speaker and listener
- Teaches students to listen and question one another systemically
- Helps students to learn, reflect on their knowledge and communicate their knowledge and understanding
- Stimulates higher-order thinking



Accountable Talk



- Can you tell me more?
- Can you give me another example so I can understand?



- This reminds me of _____ because _____.
- I believe this is true because.....



- Why do you think that?
- Could it also be that.....?



- Can you give me an example from the text?
- Where can I find that in the text?



- I agree with ___ because _____.
- I would like to add _____.



- I disagree with ___ because _____.
- I respect your opinion but _____.

A picture is worth a thousand words.



Visual Literacy

Children read pictures long before they master language.

Visual literacy is the ability to interpret, negotiate and make meaning from information presented in the form of an image.

Visual literacy is about language, communication and interaction. Visual media is a linguistic tool with which we communicate, exchange ideas and navigate our complex world.*

Every picture can prompt a story...

Visual Literacy Questions:

1. What do you see in this picture?
(vocabulary & observation skills)

1. What do you think is going on in this picture?
(vocabulary & conditional language skills)

1. What do you see that makes you say that?
(vocabulary & evidential reasoning skills)



How can these videos spark discussion?

<https://www.youtube.com/watch?v=IKxqy9SJ-0I>

I Learn America

<https://www.youtube.com/watch?v=qbW4gytQCiE>

Ticket Without a Seat

<https://www.youtube.com/watch?v=d3wrBqf1bR8>

Before you ask students to share a personal narrative....do so yourself!

- Experience what it's like to tell a story before you ask students to do it
- Model the activity for your students, helping them experience the story-process first as supportive listeners before they are storytellers themselves
- Share your own life experiences with your students - within the boundaries of a practiced story structure
- Tell your students if you are nervous

Dialog Journals as story starters.....

Quick Shares no writing!

Think of a time you were really afraid.....

Think of a time you felt very proud of yourself....

Think of a time you were really embarrassed.....

Think of a time you were really surprised.....

Think of a time you were so very angry that you didn't know what to do.....

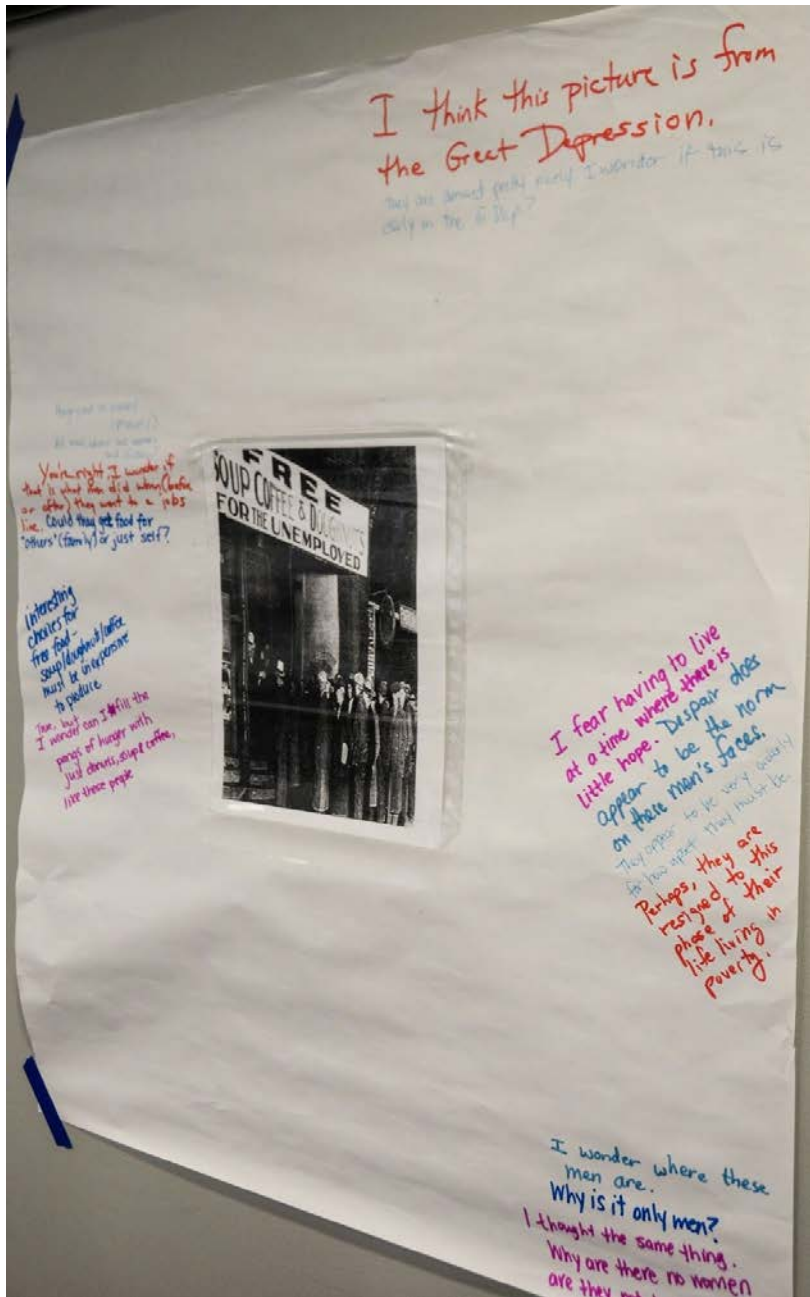
Write-Around

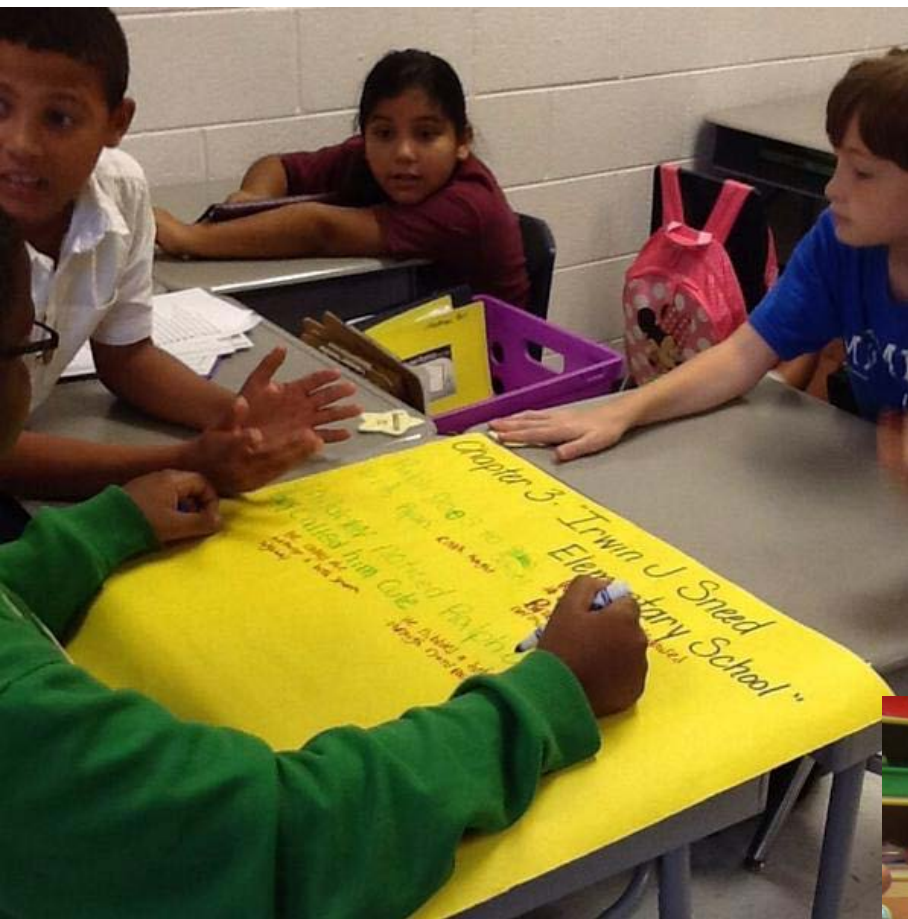
When students talk first before writing, they have more to write about. If students write informally in each content area, their learning, engagement, behavior will improve.

Write Around is a writing fluency and reflection activity where students take turns responding to an open-ended question or prompt in a small group setting. This activity is flexible and easily adaptable to ELLs of various proficiency levels. Students need only write one word, one sentence of reflection, hopefully related to the prompt!

Build students' writing skills around what they already know!







Just a word may be enough for Entering students.....

Older students can draw or write their own personal journey stories.



Wait Time

Remember: Increased wait time of at least 2.7 seconds can have huge effects on students*:

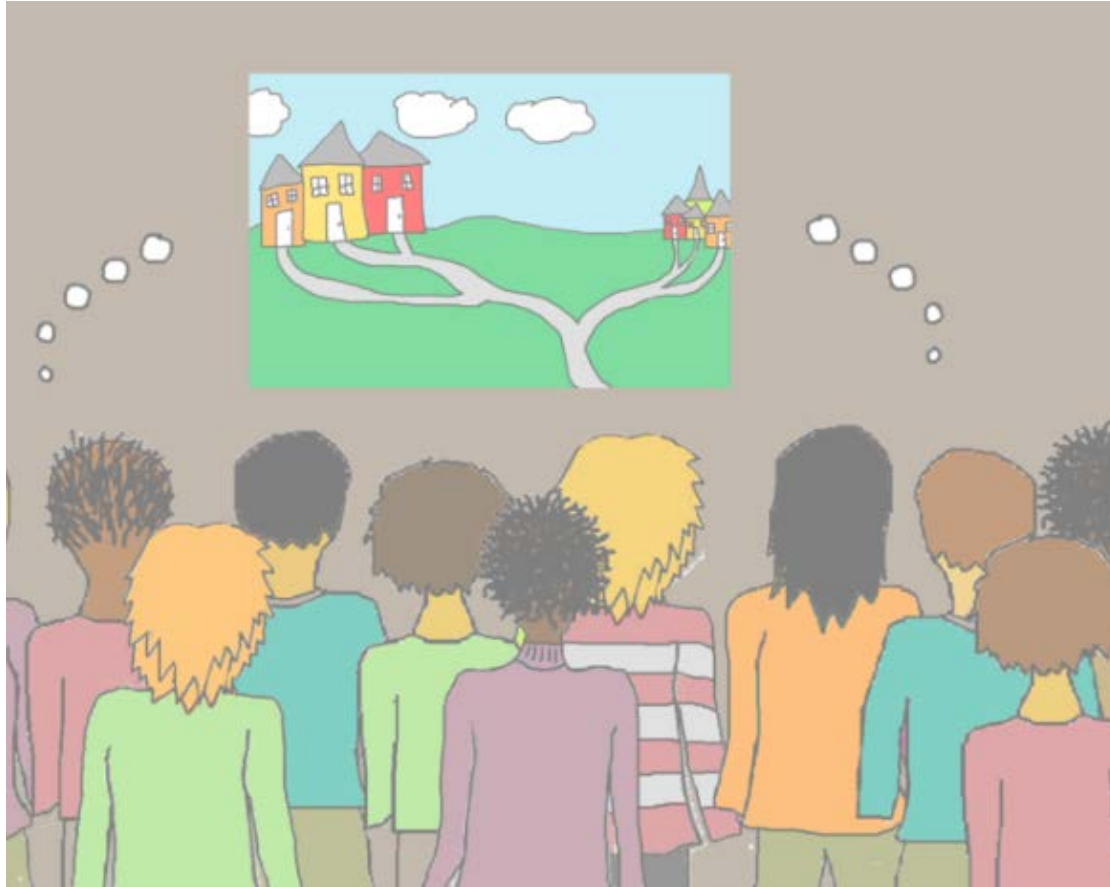
1. Length of student responses increase between 300% and 700%.
2. The incidence of speculative thinking increases.
3. The number of questions asked by students increases.
4. The variety of students participating voluntarily increases
5. Student confidence increases.

Types of wait time:

- After asking a question
- After calling on a particular student
- After a student gives a response

* Rowe, 1986

The Mind's Eye Strategy



https://www.youtube.com/watch?time_continue=226&v=RQPu3g8EgkU&feature=emb_logo

Listen when students talk to one another. If you eavesdrop, you will uncover their communication skills as well as their content learning.



Resources

H. S. Daniels & E. Daniels. *The Best-Kept Teaching Secret: How Written Conversations Engage Kids, Activate Learning, and Grow Fluent Writers*. Corwin Literacy. 2013.

Boyd, M. (2015). Relations between teacher questioning and student talk in one elementary ELL classroom. *Journal of Literacy Research*, 47(3), 370-404

Cazden, C.B. (2001). *Classroom discourse: The language of teaching and learning* (2nd ed.). Portsmouth, NH: Heinemann.

Gillies, R. M. (2014). *Developments in classroom based talk*. *International Journal of Educational Research*, 63, 63-68

Piazza, S.V., Rao, S., & Protacio, M.S. (2015). Converging recommendations for culturally responsive literacy practices: Students with learning disabilities, English language learners, and socioculturally diverse learners. *International Journal of Multicultural Education*, 17(3).

Esay, D. Listening is an act of love: A celebration of American life. Penguin. 2008.

<https://theMoth.org>

I suspect that the most basic and powerful way to connect with another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention. And especially if it's from the heart. When people are talking, there's no need to do anything but receive them. Just take them in. Listen to what they're saying. Care about it. Most times caring about it is even more important than understanding it.



- Rachel Naomi Remen, M.D. Kitchen Table Wisdom: Stories That Heal. 1996

GRACIAS DZIĘKI CẢM ƠN
СПАСИБО GRAZIE
TAK THANK YOU MERCI
DÊKUJI ありがとう ございました
謝謝 OBRIGADO TACK DANKE
HVALA TACK TEŞEKKÜRLER



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