



Activity #1: Topic Brief #2

Please use Science of Reading For English Language Learners Brief #2 to complete this activity

Step 1: Individual Review (5 minutes)

Initial Thoughts: For each quote (1-6), use the corresponding "Group Discussion Note catcher" section to privately record your initial thoughts on the following prompts:

- Identify the **deficit-based assumptions** in the quote.
- What might the **implications** be for MLs' literacy instruction and development?
- How might we **reframe** this through an asset-based lens to **leverage MLs' funds of knowledge**?

Step 2: Small Group Discussion (15 minutes)

Share and Discuss: As a group, discuss and share your collective responses for the three prompts. Focus on reaching a shared understanding of the most impactful deficit assumption and the most powerful asset-based reframing for each quote.

Step 3: Whole Group Share-Out (10 minutes)

Share Findings: A few tables will be randomly selected and asked to share their group's analysis and discussion points for their chosen quote(s).

ACTIVITY #1 Small Group Discussion and Guided Discourse Analysis



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

SCIENCE OF READING FOR ENGLISH LANGUAGE LEARNERS (ELLs)
BRIEF 2 OF 6



TEACHING READING IN
MULTILINGUAL CLASSROOMS:
MOVING BEYOND A
DEFICIT PERSPECTIVE

THE OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
BRIEF 2

<https://bit.ly/SoRMLsBrief2>



Activity #1 Handout for Participants

ACTIVITY #1 Small Group Discussion and Guided Discourse Analysis

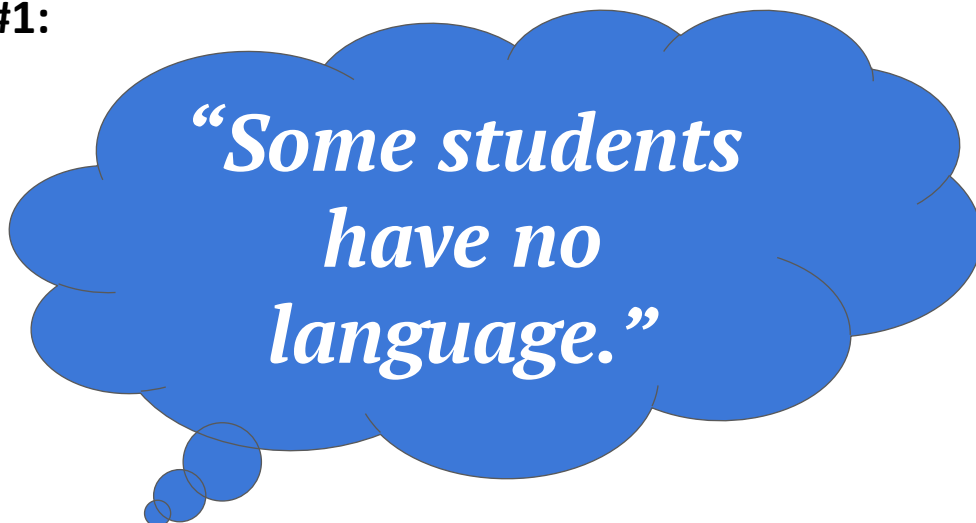
Teaching Reading in Multilingual Classrooms: Moving Beyond a Deficit Perspective

Directions:

- Read each quote. Respond to the **Discussion Prompts** within your group:
 - Identify the deficit-based assumptions in the quote.
 - What might the implications be for MLs' literacy instruction and development?
 - How might we reframe this through an asset-based lens to leverage MLs' funds of knowledge?

ACTIVITY #1 Small Group Discussion and Guided Discourse Analysis
*Teaching Reading in Multilingual Classrooms:
Moving Beyond a Deficit Perspective*

Quote #1:



Quote #1 Group Discussion Note catcher

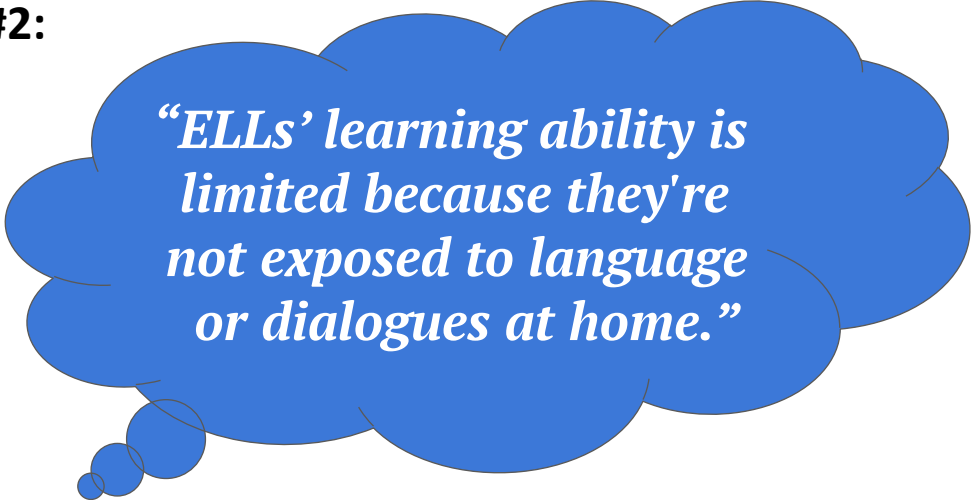
Identify the deficit-based assumptions in the quote.

What might the implications be for MLs' literacy instruction and development?

How might we reframe this through an asset-based lens to leverage MLs' funds of knowledge?

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Quote #2:



“ELLs’ learning ability is limited because they’re not exposed to language or dialogues at home.”

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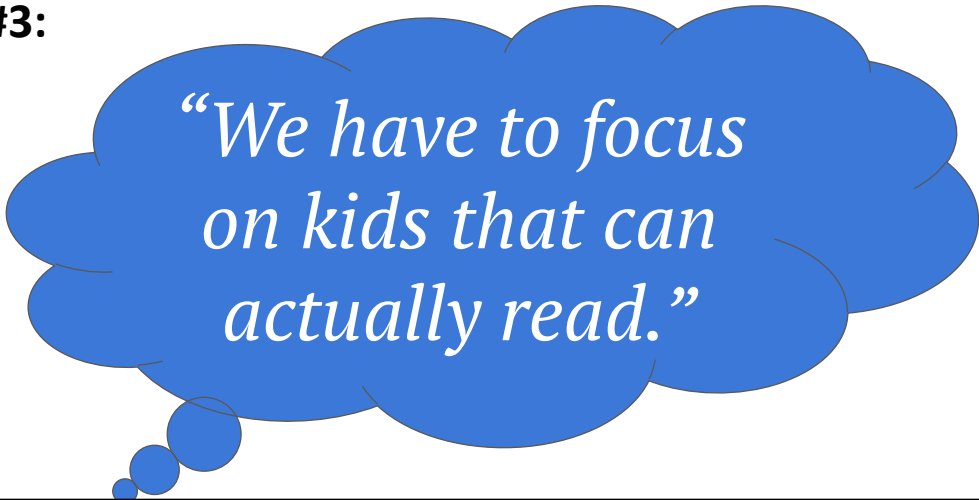
Quote #2 Group Discussion Note catcher

Identify the deficit-based assumptions in the quote.	
What might the implications be for MLs’ literacy instruction and development?	
How might we reframe this through an asset-based lens to leverage MLs’ funds of knowledge?	

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Quote #3:

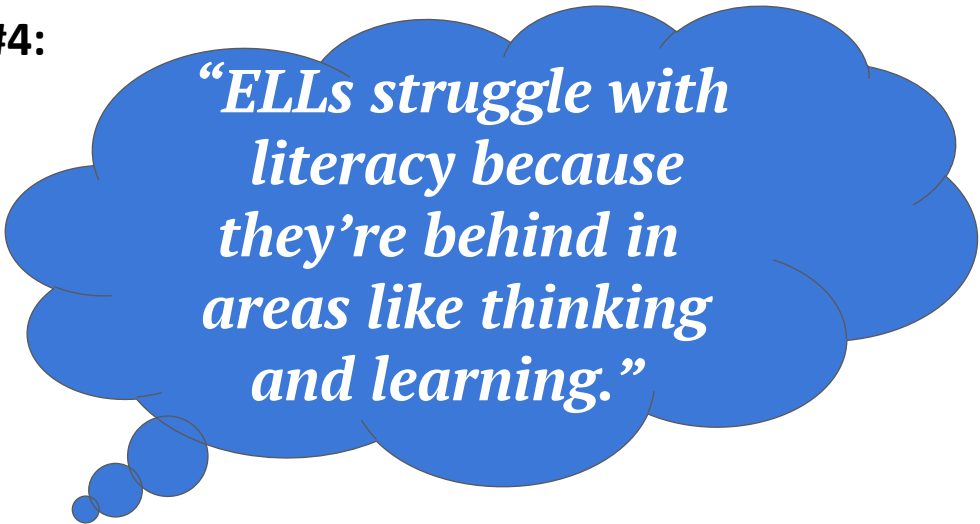


Quote #3 Group Discussion Note catcher

Identify the deficit-based assumptions in the quote.	
What might the implications be for MLs' literacy instruction and development?	
How might we reframe this through an asset-based lens to leverage MLs' funds of knowledge?	

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Quote #4:



Quote #4 Group Discussion Note catcher

Identify the deficit-based assumptions in the quote.	
What might the implications be for MLs’ literacy instruction and development?	
How might we reframe this through an asset-based lens to leverage MLs’ funds of knowledge?	

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Quote #5:

*“They had to take
native language arts,
and amongst ourselves
we called it native
language arts zero.”*

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Quote #5 Group Discussion Note catcher

Identify the deficit-based assumptions in the quote.

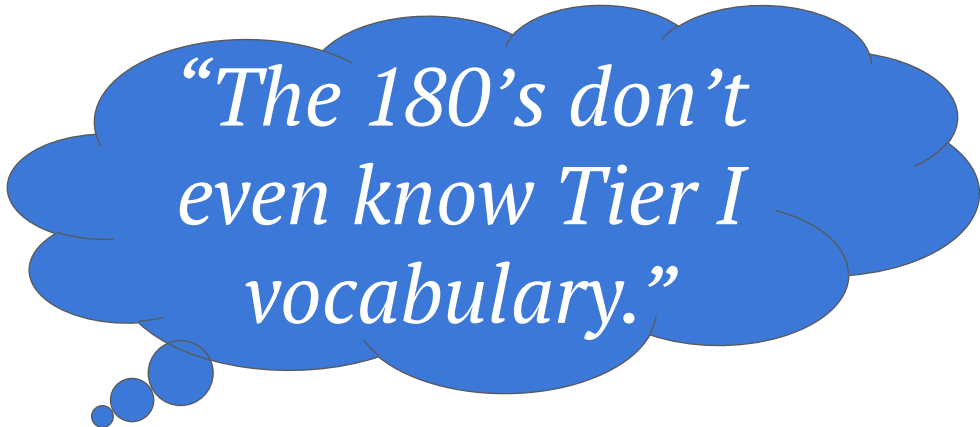
What might the implications be for MLs' literacy instruction and development?

How might we reframe this through an asset-based lens to leverage MLs' funds of knowledge?

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ACTIVITY #1 Small Group Discussion and Guided Discourse Analysis
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Quote #6:



Quote #6 Group Discussion Note catcher

Identify the deficit-based assumptions in the quote.	
What might the implications be for MLs' literacy instruction and development?	
How might we reframe this through an asset-based lens to leverage MLs' funds of knowledge?	