Developing literacy programs for English language learners

Today’s focus: Independent Reading

Roser Salavert, Ed.D,
NYC RBE-RN, Fordham University
The CCLS are *not* the curriculum, *but* the competencies pre-K to grade 12th students need to acquire to pursue college and careers successfully. The CCLS apply to *all* students.

The curriculum that your school has adopted to teach the skills and competencies of the CCLS is the same for all students. However, the *how* we teach, is not.

The Common Core Language Arts Standards (pp.32-41 & 64-72, CCLS) provide teachers with knowledge and strategies about language that foster English academic language development.

“College and career ready students to be proficient in reading complex text independently…” […]

“Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge”.

Roser Salavert, Ed. D.  NYC RBE-RN - Fordham University
OBJECTIVE:

To engage in a deeper analysis of the systems and structures that support the literacy programs for ELLs in your school,

and spark some actionable steps to ensure that literacy programs -such as independent reading, go beyond EFFORT and make a positive and measurable IMPACT on student learning.
All teachers are Teachers of English Language Learners

TRUE or FALSE?
ALL TEACHERS ARE TEACHERS OF ENGLISH LANGUAGE LEARNERS.

TRUE

The New York State Blueprint for English Language Learners (ELLs) Success
What *next* steps will I take to ensure that literacy programs go beyond EFFORT and make a positive and measurable IMPACT on student learning?

Roser Salavert, Ed. D. NYC RBE-RN - Fordham University
Developing Literacy Programs for English Language Learners

Dr. Roser Salavert, NYC RBE-RN, Fordham University

Purpose: To engage in a deeper analysis of the systemic and structural support for literacy programs for ELLs in your school and spark some actionable steps to ensure that literacy programs—such as independent reading—go beyond effort and make a positive and measurable impact on student learning.

My Cases - New Ideas

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<th>My Cases - New Ideas</th>
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My Notes:

1. How well do ELL students understand the value of independent reading?
2. How do teachers in my school consistently encourage ELL students to read independently?
3. What are the systemic and structural supports for independent reading for ELLs in my school?

My Summary - As Assistant Principal, what actions will I take to enhance the Literacy Programs for ELLs?

Assistant Principals’ 10th Educational Conference - Developing Literacy Programs for ELL Students - Roser Salavert, Ed.D. Fordham University
1. How do I choose the right book?
   Am I making progress? How do I know?
   Set Goals & Making Reading Choices

2. What are the tools that can help me read?
   Apply Reading Strategies

3. What did I learn? Be Accountable
“Today I read Don the but by the end of the school year, I want to read “

1. How do I choose the right book? Am I making progress How do I know? Set Goals

My Learning Goals/ Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Class</th>
<th>Date</th>
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</table>

How did I do on the State tests last spring?

NYSLAT: Listening & Speaking
- Beginner
- Intermediate
- Advanced
- Proficient

NYSLAT: Reading & Writing
- Beginner
- Intermediate
- Advanced
- Proficient

English Language Arts
- Level 1
- Level 2
- Level 3
- Level 4

Mathematics
- Level 1
- Level 2
- Level 3
- Level 4

My Goal for this year is to perform at the ____ in the NYSLAT and at Level ____ in ELA and Mathematics.

MY PLAN: To reach my goals, I will:
- Practice my strengths
- Improve the skills
- Develop Good Study Habits

By December: I will demonstrate
By January: I will demonstrate
By February: I will demonstrate
By March: I will demonstrate
By April: I will demonstrate

(____) Student Signature

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### Choosing a Book

**Strategies:**
- Modeling
- The five-finger rule
- The “Goldilocks”
- *other*

### My Reading Strategies

- Eyes on Task
- Underline
- Sticky notes
- Visualize
- Zoom In/ out
- *other*
Foster good habits and routines to build students’ self-esteem, and responsibility for their own learning.

Encourage students to pause, reflect and write about their daily reading is one of the best strategies to practice their academic language while creating notes for their own study.

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1. In what language should ELL students read, How do I know? 
   Proficiency Data & Goals

2. How do I organize the classroom? 
   Structures, Libraries, Time

3. How do I build stamina? 
   Social interaction & Accountability

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What is one of the most frequent obstacles for ELL students taking the NYSESLAT?

A. The READING component.
B. The READING & WRITING component
C. The SPEAKING & LISTENING component
D. LISTENING component
E. The WRITING component
NYSESLAT Sampler: Speaking items

How do you know who read the most books?
Look at how many books Carlos read.
Look at how many books Sara read.
What do you notice?

Books Read

<table>
<thead>
<tr>
<th>Books Read</th>
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<tbody>
<tr>
<td>Carlos</td>
</tr>
<tr>
<td>Sara</td>
</tr>
<tr>
<td>Ana</td>
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</tbody>
</table>

What does this map show?
Based on the map, explain how to get from the train station to the roller coaster.
### How to use the NYSESLAT data towards AMAO 1 & AMAO 2 targets? How to use ELA data towards AMAO 3 target?

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<td>1</td>
<td>2 (2.69)</td>
<td>P</td>
<td>A</td>
<td>100</td>
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Learning & the ELL student

Growth in Content Knowledge

Growth in Habits of Thinking

Learning in the Diagonal

Instructional Core


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“English Language Learners can tackle a short but challenging text if we know how to use close readings. [...] Once ELL students appear comfortable with the meaning and key vocabulary, the language structures of particular sections of the same text can be used to further students’ development of the English language.”

NYC RBE-RN @Fordham University newsletter, Fall 2014, p.13–14
1. How often can teachers collaborate? **Structures & Systems**

2. How do we build teachers’ knowledge? **Professional Development**

3. What are our resources? Are they used effectively? **Books & Incentives**
Review class schedules - Literacy block and time for daily independent reading.

Ensure teachers have a well-assorted library in English and the students’ first language.

Establish systems for regular teacher meetings with set protocols.

Visit classroom with a focus on Student Language Behaviors.

Offer professional opportunities within the school and outside to build teachers’ knowledge and expertise.
# Classroom Visits:
Observing how ELL students use Academic Language

<table>
<thead>
<tr>
<th>CLASSROOM ENVIRONMENT</th>
<th>DOK Level 1: RECALL</th>
<th>DOK Level 2: SKILLS &amp; CONCEPTS - Application &amp; Literal meanings</th>
<th>DOK Level 3: STRATEGIC THINKING</th>
<th>DOK Level 4: EXTENDED THINKING</th>
</tr>
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<tbody>
<tr>
<td>Mostly silent</td>
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<td>As asked to follow specific steps</td>
<td>Understand, &amp; express lesson objectives.</td>
<td>Builds &amp; extends on Level 3.</td>
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<tr>
<td>One-word Qs</td>
<td></td>
<td>Literal Qs.</td>
<td>Effective scaffolds to help meet objectives.</td>
<td>Classroom structures foster students’ responsibility as learners.</td>
</tr>
<tr>
<td>Level 1 Tasks, e.g. label, match, color.</td>
<td></td>
<td>Expectations usually below grade level, even when they use the four language modalities.</td>
<td>Use the four language modalities.</td>
<td></td>
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<tr>
<td>Write simple sentences or follow prompts.</td>
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