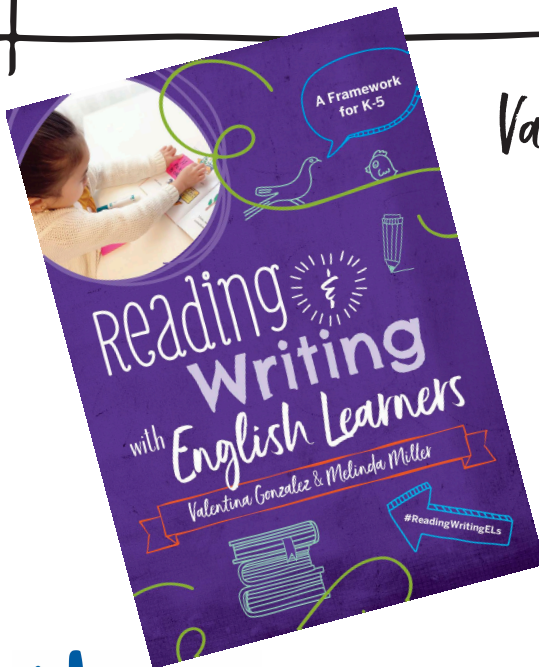


Reading & Writing with English Learners

a framework for K-5



Valentina Gonzalez
& Melinda Miller



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HOW TO USE THIS STUDY GUIDE

Welcome!

Thank you for reading *Reading & Writing with English Learners*. We recognize your commitment to the progress, growth, and success of English learners as readers and writers. We value the work you do, and we are happy to partner with you as leaders and advocates for English learners on your campus, in your district, and state-wide. *Reading & Writing with English Learners* is designed to enhance reading and writing instruction for English learners. Through this guide, we hope to help empower teachers with the tools they need to better serve English learners every day in language arts classrooms.

This guide is organized by chapters to assist you as you plan for study groups. It could be used with a campus of educators, a small group of teachers, or individually to reflect on reading the book alone. You can embed the discussion questions and professional learning activities into an online platform or meet face-to-face with educators. The guide includes a Reading & Writing with ELs Alphabet Challenge, which can be used either during or after the book study.

Steps for using the guide face-to-face for a traditional book study:

1. Provide participants a given time to read a chapter on their own.
2. Gather as a group to discuss the chapter using the guiding questions provided in this study guide. Feel free to adapt the questions to meet the needs of your campus, students, and staff. As a leader, encourage participants to speak freely and elaborate using their thoughts and opinions. The initial meeting will be key to fostering a safe, risk-free environment.
3. Ask participants to try out the professional learning activity in the study guide and then read the next chapter. During the following week(s), participants try out the activity and prepare to reconvene for reflection.

When meeting to discuss and reflect, you may adapt the sessions as needed for your participants. Some will need more time. Others will need variations

on the questions. Accommodating the needs of the participants will help them be successful.

Steps for using the guide virtually for an online book study:

1. Provide participants time to read a chapter on their own.
2. Upload the guiding questions to an online platform such as Canvas or Blackboard. Feel free to adapt the questions to meet the needs of your campus, students, and staff. As a leader, encourage participants to speak freely and elaborate using their thoughts and opinions. The initial meeting will be key to fostering a safe, risk-free environment.
3. Provide participants with a date by which to submit their responses to the guiding questions. To maximize interaction between participants online, ask that participants read and reply to a minimum of two colleagues' comments.
4. Assign the professional learning activity from the study guide and the next chapter to participants. During the following week(s), participants try out the activity and prepare to reply to the next guiding questions online.

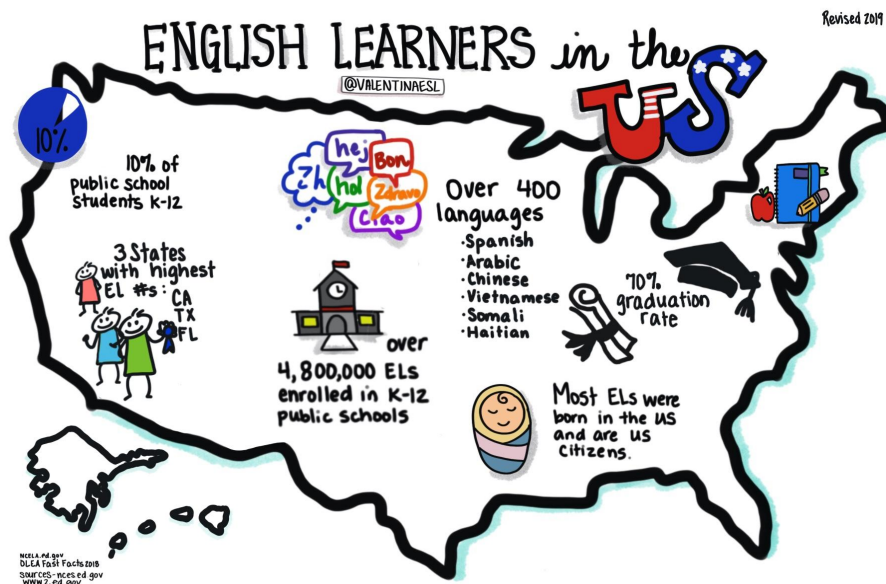
When discussing and reflecting online, you may adapt the sessions as needed for your participants. Some will need more time. Others will need variations on the questions. Accommodating the needs of the participants will help them be successful. Online book studies are quite different from face-to-face. It helps sometimes to offer a face-to-face gathering every now and then for those participants who feel they need that type of connection. Some campuses utilize a “hybrid” type of book study that is a mixture of online and face-to-face.

INTRODUCTION & IMPLEMENTING A BALANCED APPROACH TO LITERACY

Before meeting, have participants read the “Introduction” and Chapter 1 on pages 5-25.

Guiding Questions & Professional Learning Activities

- English learners are not a monolithic group of students. Think about the English learners in your classroom. What do you know about them?
 - Make a list of the English learners you serve. Name ten things about each of them. Try going beyond the permanent record folder. What are their strengths and passions? What are their hobbies and strengths? Can you name specific information about these students that will help you build a plan for their academic success?
 - What are you noticing about your students that you hadn't before?



- What is a typical reading or writing lesson like in your classroom, on your campus, or in your district? Is there a common language around reading and writing within your campus/district?
 - Jot down 3-5 of the reading & writing routines.

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
- Our core beliefs underpin all that we do. They are anchors for our instruction. On page 11, Valentina and Melinda share their core beliefs about teaching reading and writing to English learners.
 - Take a moment to reflect on your own beliefs about teaching reading and writing to English learners.
 - As a group or individually, come up with 3-5 beliefs that anchor your instruction for reading and writing with ELs. Keep these at the forefront of lesson planning.

Our Core Beliefs About Teaching Reading & Writing to English Learners

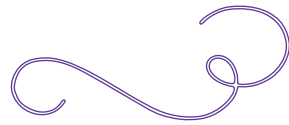
English learners benefit from multiple opportunities to read, write, listen, and speak with their peers throughout the day.
Literacy in any language holds value and can be leveraged to support learning English.
The use of a student's primary language is valuable in the classroom.
All children should see themselves in the literature and on the walls of the classroom.
Student choice in reading and writing is essential.
Students need plenty of time for reading and writing practice.
The use of culturally inclusive texts is necessary to create a welcoming classroom environment.*

*For a list of books to get you started, see page 128.

- Complete these thoughts and share them as a group:

I used to think balanced literacy meant...but now I think...

One idea that stood out to me from page ____ is...



Reading & Writing with English Learners Knowing My ELs

Student's Name & Pronunciation	Home/Primary Language	Home Life	Passions & Interests	Dislikes or Struggles	Reading	Writing	Listening	Speaking	Additional Notes
Example Nena (Nee-nah)	Serbian (but limited proficiency)	Lives with mother and 2 younger siblings	Drawing & writing poetry also loves cats	Dislikes speaking in front of the whole class or being called out.	Has a different book every day-not sure if she's finishing them or connecting with them	Writes poetry mostly about nature	Seems to follow directions the first time given	Speaks in short, simple sentences. Only speaks when asked. Also speaks Serbian.	<ul style="list-style-type: none"> Has a small group of close friends Does not seem to follow trends

Reading & Writing with English Learners

CORE Beliefs About Teaching Reading & Writing to English Learners

My/Our core beliefs about teaching reading & writing to English learners are...

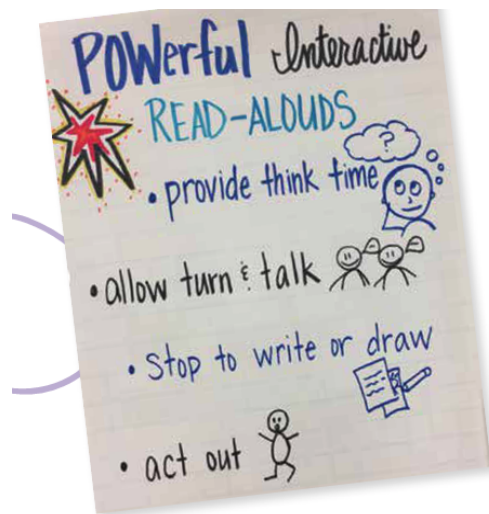


MINI-LESSON & READ-ALOUD

Before meeting, have participants read Chapters 2 and 3, “Mini-Lesson” and “Read-Aloud,” on pages 26-49.

Guiding Questions & Professional Learning Activities

- The mini-lesson and read-aloud can both be implemented either with a whole class or in small groups. Either way, the teacher is explicitly providing “deliberate” instruction. How do you decide what your mini-lesson will center around? How do you select a book or text for the read-aloud?
- Take a look at an upcoming mini-lesson and consider English learners in your classroom. What accommodations can you add or do you have in place to support students? How will you know that English learners understand the mini-lesson and are able to apply the learning?
- It can be a challenge to keep a mini-lesson *mini*. Time yourself over a two week span and work towards keeping the lesson tight: direct, explicit, and routine.
- Think about the text you are currently reading aloud to the class. What engagement opportunities are provided to students during the read-aloud? Are there any that you can add to enhance learners’ comprehension of the text?



- Video record yourself teaching a min-lesson with students, or partner with a colleague and observe one another teaching. Review the lesson with an English learner's lens in mind. Keep a watchful eye on the following:
 - How you activate prior knowledge
 - How English learners are participating
 - What type of vocabulary and gestures you are using
 - The clarity and rate of your speech
 - How much talking time you provide for students
 - What type of vocabulary the students are using
 - Availability of sentence stems
 - Any other supports that are offered when students struggle

- Complete these thoughts and share them as a group:

I use the mini-lesson/read-aloud to...

One idea that stood out to me from page ____ is...

SHARED READING & GUIDED READING

Before meeting, have participants read Chapters 4 and 5, “Shared Reading” and “Guided Reading,” on pages 50-75.

Guiding Questions & Professional Learning Activities

- In Chapter 4, we read about how shared reading provides students with scaffolded reading practice. Describe how you implement shared reading with your students and how you accommodate shared reading for English learners.
- Shared reading is an excellent vehicle for strengthening vocabulary, practicing fluency, developing language structures, and much more. What are some steps you will take to increase the power of shared reading in your classroom/campus?
- To acquire a language, students need comprehensible input and low stress opportunities for output. Think about a recent small group or guided reading lesson you delivered or a lesson you observed. What techniques would make the lesson more effective for English learners?
- Follow the Guided Reading Lesson Map on page 71 with students. Reflect on the instructional method. What did you notice? What went well? What will you do differently next time?
- Of the FAQ's which one was most useful to you and why?
- Complete these thoughts and share them as a group:

I use shared reading/guided reading to...

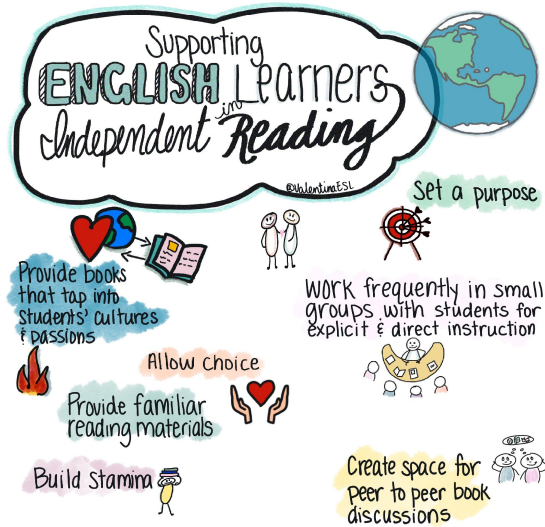
One idea that stood out to me from page __ is...

INDEPENDENT READING

Before meeting, have participants read Chapter 6, “Independent Reading,” on pages 76-85.

Guiding Questions & Professional Learning Activities

- How do you inspire students to read in your classroom and outside of your classroom?
- On page 76, Maya Angelou’s quote is shared, “Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.”
 - How do you respond to Maya Angelou’s quote? Agree? Disagree? Why?
 - How do you quantify your belief in the classroom/campus?
- When you read page 77, what students came to your mind? Why?
- What structures are in place to ensure that English learners are supported throughout independent reading in your classroom/campus?
 - See page 79 for a list of accommodations.
 - Place a check mark by the accommodations you are currently implementing.
 - Highlight the accommodations you will implement.
 - Place a question mark by any accommodations you need clarified.
 - Discuss your annotations with a partner or the book study group.



- Set up your camera and record Independent Reading or observe a classroom during Independent Reading. Later, watch the video and review. What do you notice? What do you wonder? Particularly look at English learners' behaviors. What books are they reading? How long are they reading? Are they remaining engaged?
- Independent Reading offers us a powerful opportunity to work more closely with small groups of students. On page 83, Valentina and Melinda share how we can gather information about readers to form small groups.
 - During Independent Reading this week, be intentional about observing English learners' behaviors. Use the Reading & Writing with English Learners Observational Notes to document.
 - Confer with English learners one-on-one to build relationships and learn more about them as readers and about their language proficiency.
 - Use the information you have gathered to form small groups that will develop literacy and language.
- Complete these thoughts and share them as a group:

One way I will increase support for English learners during Independent Reading is by...

One idea that stood out to me from page ____ is...

WRITE-ALOUD & SHARED WRITING

Before meeting, have participants read Chapters 7 and 8, “Write-Aloud” and “Shared Writing,” on pages 86-103.

Guiding Questions & Professional Learning Activities

- How often do you write-aloud with your students? Why?
- Though Write-Aloud and Shared Writing may seem similar especially in younger grades, they are different. Write-Aloud is the most teacher-centered of the two while Shared Writing releases some of the responsibility to students. In Chapter 7, Valentina and Melinda share a Write-Aloud Lesson Map (pg. 91). Try using the map to model your own Write-Aloud that supports ELs.
 - What did you notice about your instruction?
 - What did you notice about students’ comprehension and application?



- Regie Routman states that, “ Shared writing builds on what the teacher has already been modeling through write-aloud.” On page 100, Valentina and Melinda provide a Lesson Map for the Language Experience Approach (LEA), a type of shared writing. Use the map to implement an LEA with your students. For more on LEA, go to page 123.
 - How did the LEA support English learners?
 - What went well?
 - What will you do differently next time?

- Complete these thoughts and share them as a group:

One way I've accommodated Write-Aloud/Shared Writing to better support ELs in my class is by...

One idea that stood out to me from page ____ is...

INDEPENDENT WRITING

Before meeting, have participants read Chapter 9, “Independent Writing,” on pages 104-113.

Guiding Questions & Professional Learning Activities

- Do students in your classroom want to write? Do they write eagerly? Why? Why not?
- How much autonomy do students have in their own writing? How much support and structure do students have?
- What structures are in place to ensure that English learners are set up for success during independent writing?
- While students are writing independently, take time to observe and make anecdotal notes. Confer with writers. See page 116.
- What structures are in place to ensure that English learners are supported throughout independent writing in your classroom/campus?
 - See page 107 for a list of accommodations.
 - Place a check mark by the accommodations you are currently implementing.
 - Highlight the accommodations you will implement.
 - Place a question mark by any accommodations you need clarified.
 - Discuss your annotations with a partner or the book study group.
- After reading the FAQs on pages 111-112, which resonates most with you? Why?
- Complete these thoughts and share them as a group:

To support English learners during Independent Writing, I am ...

One idea that stood out to me from page ____ is...

Appendices

I Activities that Support Reading & Writing Workshop

- Select a new activity from pages 114-125. Implement the activity in your work with students. Try it multiple times to create a routine and to refine the process.
 - Share with your book study group.

II The Role of Phonics

- Why is phonics important? And how might you need to support English learners differently?
- What type of system does your school have in place to support phonemic awareness?

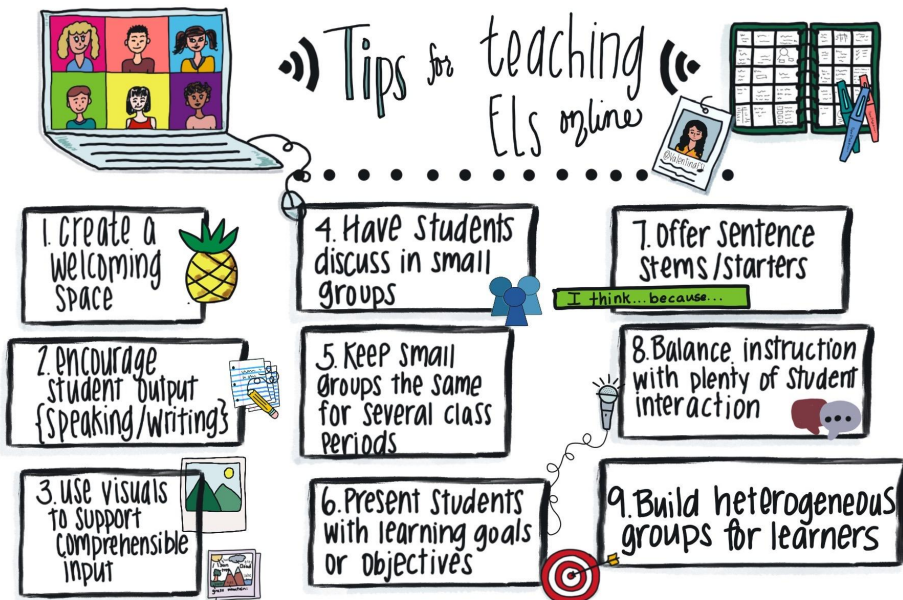
III Culturally Inclusive Booklist

- Take a tour of your classroom or campus library. Walk in as if you were an English learner brand new to American schools. Think about your students, their ages, and needs during a typical day/lesson. Are they able to comfortably and easily access all of the tools they need to be successful in this setting? Do the books on the shelves match the students they serve? Can students find themselves in the pages of the books? Will students be able to connect with the experiences in the books? Try placing yourself in the shoes of each English learner you currently serve.
 - What will be your next steps after your findings? For example, after taking inventory of my own classroom library, I became determined to make a change. I advocated for the purchase of books that represented the students on our campus and I teamed up with the librarian to assure that our library was also adequately stocked. See pages 128-129 for a start.



IV High Yield Practices for Remote Learning

If your school, campus, or district is teaching students remotely or through a hybrid model, keep in mind that instruction will not look or feel the same as it did in a traditional setting. However, also important, the US Department of Education published a [Fact Sheet on Providing Services to English Learners During the COVID-19 Outbreak](#). The Fact Sheet clearly outlines States' responsibilities to ELs' during school closures and remote learning. Number 5 in the Fact Sheet address language instruction services to ELs during remote learning. Number 7 addresses language accommodations for ELs in content classrooms operating remotely.



Reading & Writing Workshop During Remote Teaching

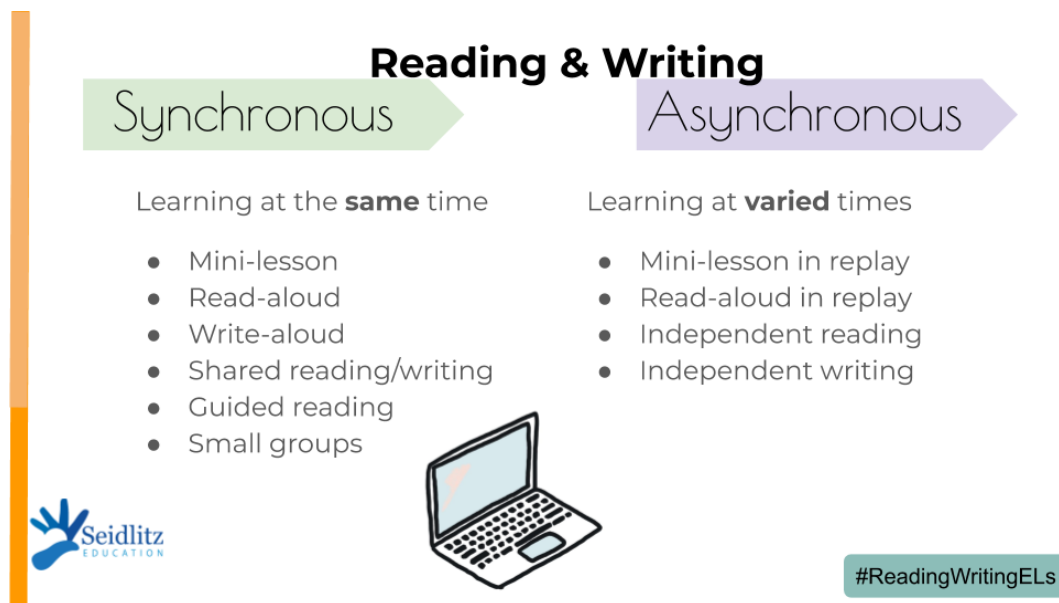
After reading pages 130-135, discuss ways you can adapt reading and writing workshop during remote teaching. Leverage the advantages of synchronous and asynchronous instruction.

What have you already implemented?

What's working?

What's a challenge?

What will you try?

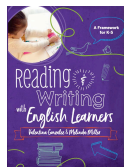


Reading & Writing with ELs Alphabet Challenge





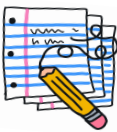






Print and use the Reading & Writing with ELs Alphabet Challenge to try out new instructional methods that support and challenge English learners.

Suggestions for using the Reading & Writing with ELs Alphabet Challenge:

- The Reading & Writing with ELs Alphabet Challenge can be used during the book study or as an extension afterward.
- Provide a digital copy or a paper copy of the Reading & Writing with ELs Alphabet Challenge to all participants in the book study.
- Decide on an end date for the challenge; for example, the last day of the book study or the end of the semester.
- Determine incentives for participation such as jeans passes, class coverage for an hour, recognition/shout out in campus news, off-campus lunch, invitation to treat bar, etc.



Reading & Writing with ELs Alphabet Challenge

<p>Audit your bookshelf- How well do the books in your classroom represent your student population? Take stock and make changes as necessary.</p> 	<p>Build Bonds- Decrease the affective filter and create an inclusive learning environment by providing students time & space to share who they are & their stories.</p> 	<p>Confer with English learners- Conferring with ELs during independent reading and writing builds relationships and can help students grow as readers and writers. P. 116</p>	<p>Develop Words- Use the Making and Breaking Words Activity to build words and word families with small groups. P. 120</p>	<p>Echo or Choral Reading- Label the classroom and echo or choral read all the labels daily. Then ask students to point to the word that starts with __, or read the word that ends with the sound __. P. 115, 116</p> 
<p>Find a Friend- Find a contact on your campus or in your district to help you when you have questions about supporting ELs in your reading and writing classroom.</p>	<p>Gather Groups- Gather ELs in small, flexible, and heterogeneous groups frequently to grow readers and writers. P. 117</p> 	<p>Hearing and Recording Sounds in Words- Try the Elkonin Boxes activity in small groups with readers and writers. P. 119</p>	<p>Implications- Review students' language proficiency levels. Are they progressing in all language domains? What are their strengths and weaknesses? What will you do next?</p>	<p>Join a PLN- Find a group of educators committed to growing as teachers & meet frequently to share ideas, ask questions, & celebrate successes. This can be on your campus, district, Twitter, Facebook, etc.</p>
<p>Know your ELs- How well do you know your ELs? Take time this week to get to know English learners beyond academics. Find out about their hobbies, passions, and goals.</p>	<p>Language Experience Approach- Facilitate a shared writing using the LEA instructional method. P. 123</p> 	<p>Model Writing- Write-Aloud in front of the class so students can see how a piece of writing is formed from beginning to end. Think-aloud the process and make writing visible for students. P. 91</p>	<p>Native Language- Provide access to word lists, glossaries, or related literature in students' native language and encourage students to read and write in native languages.</p>	<p>Oral Language- Learning is social. Include multiple opportunities for students to talk about their reading and writing experiences.</p> 
<p>Pair up- Partner Reading gives reading texts a purpose, plan, & process. Students work together to read a section, chapter, or article. P. 118</p>	<p>QSSSA- Plan and implement a QSSSA during a mini-lesson or Read-Aloud. P. 114</p> 	<p>Read-Aloud- Boost your read-aloud by incorporating opportunities for students to stop and draw, act, or discuss. P. 42</p>	<p>Sentence Patterning Chart- Create a Sentence Patterning Chart and guide students in making their own sentences. P. 124</p> 	<p>Tents- Have students make strategy tents that they can use and refer back to as they read and write independently. P. 122</p>
<p>Uncover Assets- Among other benefits, multilingual students will know more words than monolingual learners. What assets do your ELs have?</p>	<p>Video- Record your Read-Aloud and review it through the eyes of a language learner. Find one way you will enhance read-alouds for ELs. P. 41-42</p> 	<p>Word Sorts- Have students sort the words that are used in the PWIM. Sort by sounds, letters, or categories. P. 125</p> 	<p>Examine Wait Time- When asking questions, provide slightly more time for students to answer. P. 34</p>	<p>Zone of Proximal Development- The goal is for students to become independent readers and writers. Keep a pulse on students' ZPD and set high expectations for growth! They CAN do it!</p> 



Reading & Writing with English Learners Observational Notes



Student:

Setting	Habits (actions)	Listening & Speaking
Whole Class Dates:		
Small Group Dates:		
Independent Reading Dates:		
Independent Writing Dates:		

