Literacy in the Secondary Classroom

Providing English Learners Access to Content Areas

Keila Rodriguez
District and School Support Coordinator
Imperial County Office of Education
To find a conversation partner!
What are the barriers to academic success of English Language Learners in grades 6-12?

What are the challenges of content area teachers in the secondary classrooms?
A LITTLE BIT
ABOUT
me...
How would I define Literacy?
Today’s (New) Literacy

- **Digital Literacy**: The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information.
- **Media Literacy**: The ability to question, analyze, interpret, evaluate, and create media messages.
- **Tool Literacy**: The ability to use tools to manage, consume and create information.
- **Critical Literacy**: The ability to question, challenge and evaluate the meanings and purposes of texts.
- **Information Literacy**: The ability to identify what information is needed and the ability to locate, evaluate, and use information.
- **Visual Literacy**: The ability to understand and produce visual messages.
2%
How do you provide multiple opportunities for English learners to practice academic language in the classroom?
Math

M1. Make sense of problems & persevere in solving them
M2. Reason abstractly & quantitatively
M3 and M4. Construct viable arguments & critique reasoning of others
M5. Use appropriate tools strategically
M6. Attend to precision
M7. Look for & make use of structure
M8. Look for & express regularity in repeated reasoning

Science

S1. Ask questions & define problems
S2. Develop and use models
S3. Plan & carry out investigations
S4. Analyze & interpret data
S5. Use mathematics & computational thinking
S6. Construct explanations & design solutions
S7. Engage in argument from evidence
S8. Obtain, evaluate & communicate information

ELA

E1. Demonstrate independence in reading complex texts, and writing and speaking about them
E2. Build a strong base of knowledge through content rich texts
E3. Obtain, synthesize, and report findings clearly and effectively in response to task and purpose
E4. Construct viable arguments & critique reasoning of others
E5. Read, write, and speak grounded in evidence
E6. Use technology & digital media strategically & capably
E7. Come to understand other perspectives & cultures through reading, listening, and collaborations
Opportunity
2012 California English Language Development Standards

Section I: Goal, Critical Principles, At-a-Glance Overview

Section II: Elaboration on Critical Principles

Part I: Interacting in Meaningful ways
A. Collaborative
1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices

B. Interpretive
5. Listening attentively
6. Reading/viewing closely
7. Evaluating language choices
8. Analyzing language choices

C. Productive
9. Presenting
10. Writing
11. Justifying/arguing
12. Selecting language resources

Part II: Learning About How English Works
A. Structuring Cohesive Ideas
1. Understanding text structure
2. Understanding cohesion

B. Expanding and Enriching Ideas
3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

C. Connecting and Condensing Ideas
6. Connecting ideas
7. Condensing Ideas

Part III: Using Foundational Literacy Skills
Since the RF Standards are intended to guide instruction for students in Kindergarten through fifth grade, these standards need to be adapted - using appropriate instructional strategies and materials - to meet the particular pedagogical and literacy needs of ELs at the secondary level, and addressing the need to teach foundational skills in an accelerated time frame. Considerations contributing to the variety of student profiles include:

- Oral proficiency
- Native language literacy
- Similarity of native language English
- Native language writing system
- Previous experience with school

Support

Appendix C
Theoretical Foundations and Research Base for California’s English Language Development Standards

Appendix B
The California English Language Development Standards Part II: Learning About How English Works

Appendix A
Foundational Skills for English Language Learners

Keila Rodriguez August 2014
ell standford

- https://www.youtube.com/watch?v=QArt5HdwGCg
Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards

George C. Bunch, University of California, Santa Cruz
Amanda Kibler, University of Virginia
Susan Pimentel, StandardsWork®
Reading: Engaging with Complex Texts to Build Knowledge Across the Curriculum

- Accessible texts in preparation for reading more difficult text as part of the same lesson or unit.

- Assist readers in deciding which words in a given text are critical for particular uses of the text and which can be skipped.

- Build on and expand reader’s knowledge about how different kinds of texts are structured.

- Integrate a focus on vocabulary-building with meaningful activities centered around texts.
Writing: Using Evidence to Inform, Argue, and Analyze

• Provide ELs with meaningful exposure to the types of texts they will be writing, guiding students through the linguistic and rhetorical patterns found in different genres.

• Provide explicit guidance on the conventions of textual ownership and citations in U.S. academic settings.

• Create opportunities that allow ELs to learn research processes by participating in teacher-guided and collaborative endeavors before attempting research independently.

Writing is a PROCESS not a product!
Speaking and Listening: Work Collaboratively, Understanding Multiple Perspectives, and Presenting Ideas

• Engage students in individual, small group, and whole-class discussions that move beyond traditional initiation-response-evaluation structures to “bridging discourses” that encourage ELs to produce extended oral discourse and engage with academic registers.

• Develop collaborative tasks that require effective and linguistically rich discussions.

• Allow ELs to collaborate in their home languages as they work on tasks to be completed in English.
Share something you learned and would like to explore further.
RESOURCES

- http://ell.stanford.edu
- https://newsela.com
- http://mas.lacoe.edu/content/
“Writing floats on a sea of talk”

Britton
Any questions?