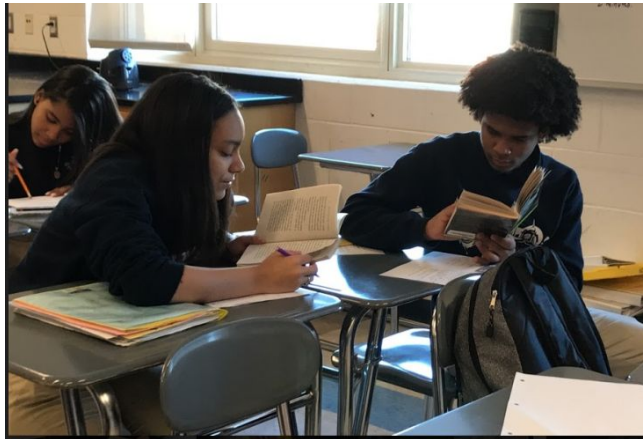


ENLACE Newcomer Academy

ENLACE is a program within Lawrence High School to serve 9th grade ELLs who have been in the U.S. for less than two years and are just beginning their English language development.



Currently Enrolled: 204 students

SLIFE: approximately 50% of the student body has gaps in education or entered significantly below grade level in their native language

Session Agenda:

Part 1: Engaging **SLIFE students** in small group reading

Part 2: Reading protocol for big heterogeneous groups of newcomer students (**mixed literacy levels**)

Part 3: Questions

Lindsay Brennan

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- Background in elementary education
- 7 years as a first grade two-way bilingual teacher
- 3rd year at ENLACE as SLIFE ESL teacher (second year students in program)

Stephanie Bielagus

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- Background in higher education
- Developed professional development conferences and Intensive English Programs
- 5 years as an ESL teacher, 3rd year at ENLACE (first year students)

Katie Sugg

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- Background in secondary education
- Worked at an educational program for youth in rural Honduras
- 4 years as an ESL teacher, 2nd year at ENLACE (first year students)

Structured for Success

In this Newcomer program, students who arrived late to year 1, or who have been identified as SLIFE, stay in the program for year 2 before moving on to the mainstream campus.

Year 2 students:

- **Provided a small class size of 8-12 students**
- **Assess reading level at the start of the year to form reading groups of 4-6 students**
- **Meet with each group 4 days a week**

PART 1: Engaging SLIFE Adolescent Newcomers in Small Group Reading

Interesting Texts

Saddleback books, which are hi-lo readers that offer engaging topics, such as teen romance, child soldiers, or fantasy.

Routine and Extensive Comprehension Strategies

Familiar ESL strategies are put into a routine that can be used with many texts and at different reading levels.

Community Learning

Reading group is a time to learn together. Students must build on each other's ideas.

A Strong and Positive Community is Essential



**Frequent
Shout Outs**



**Turn and
Talks**



TPR



Build on it



Shining



**Restorative
Circles**



Games

**PRE-
READING**

- Letter/Sound Correspondence, Blending & Segmenting
- Sort Cards
- Sight Words
- Vocabulary (TPR)

**DURING
READING**

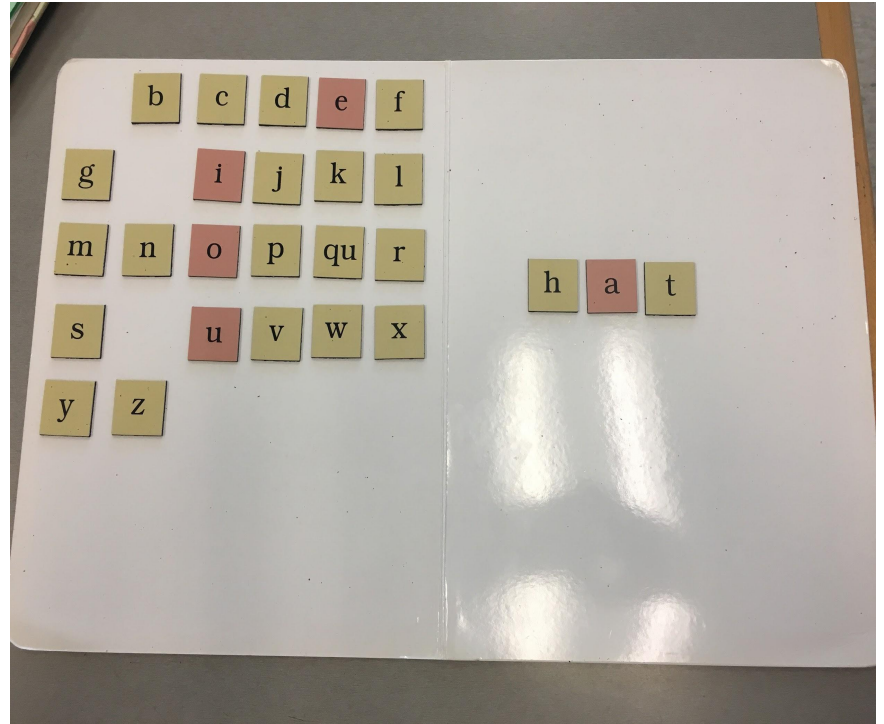
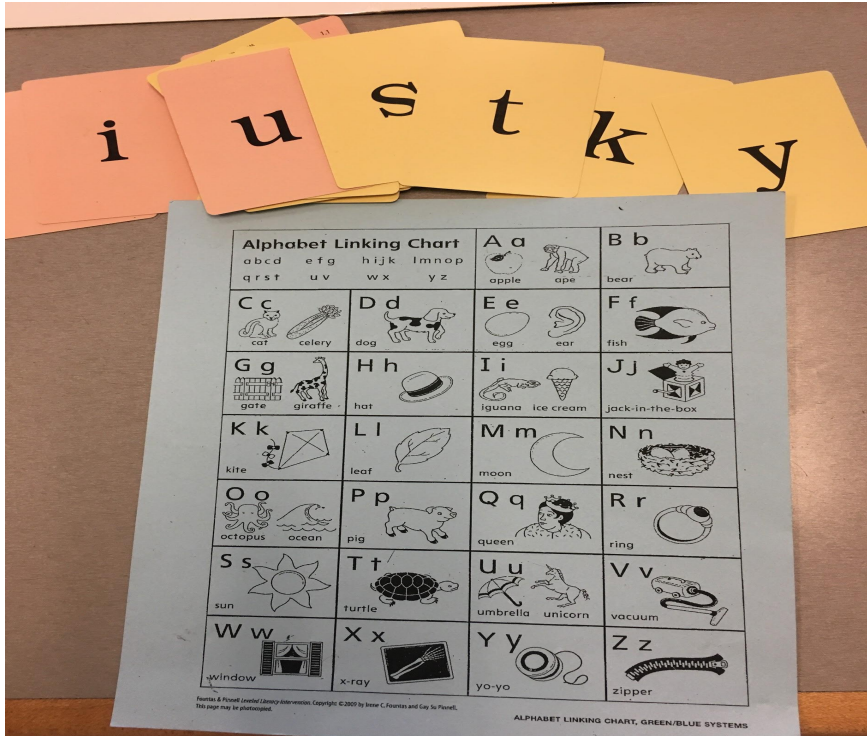
What do you remember about the text?

- Choral reading (one page at a time)
- What are the difficult words?
- Turn and Talk to summarize & share out
- Comprehension question/ Skill practice

**POST
READING**

- **Students write a paragraph**

Letter/Sound Correspondence, Blending and Segmenting



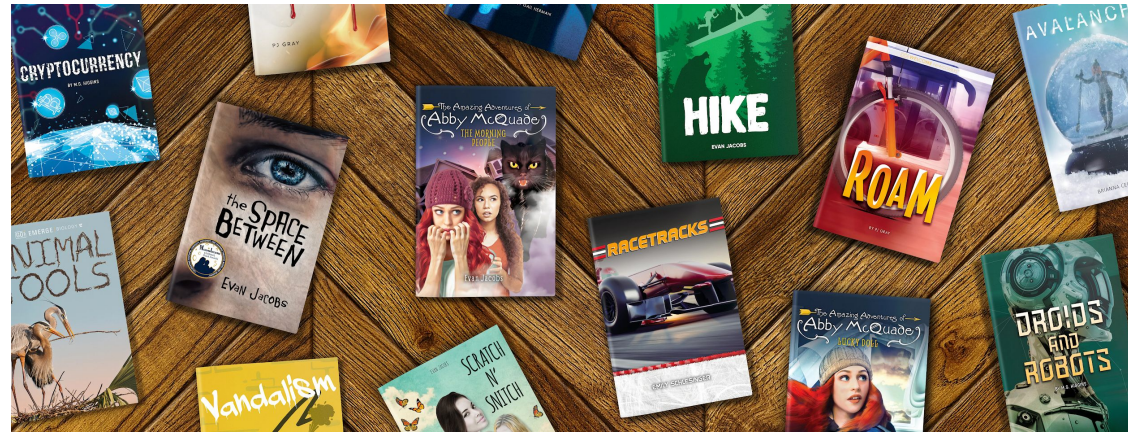
Pre-Reading Routines:

Generated from the book

Sort cards

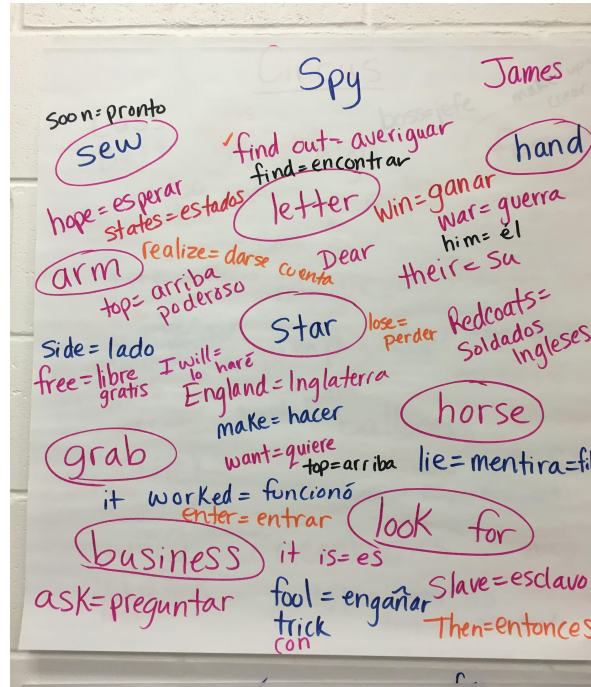
| | |
|--------|--|
| Tattoo |  |
| Ink |  |
| Needle |  |
| Skin |  |

Picture Walk

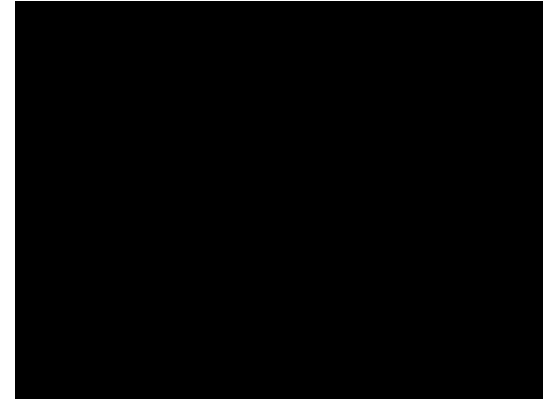


Generated from the students

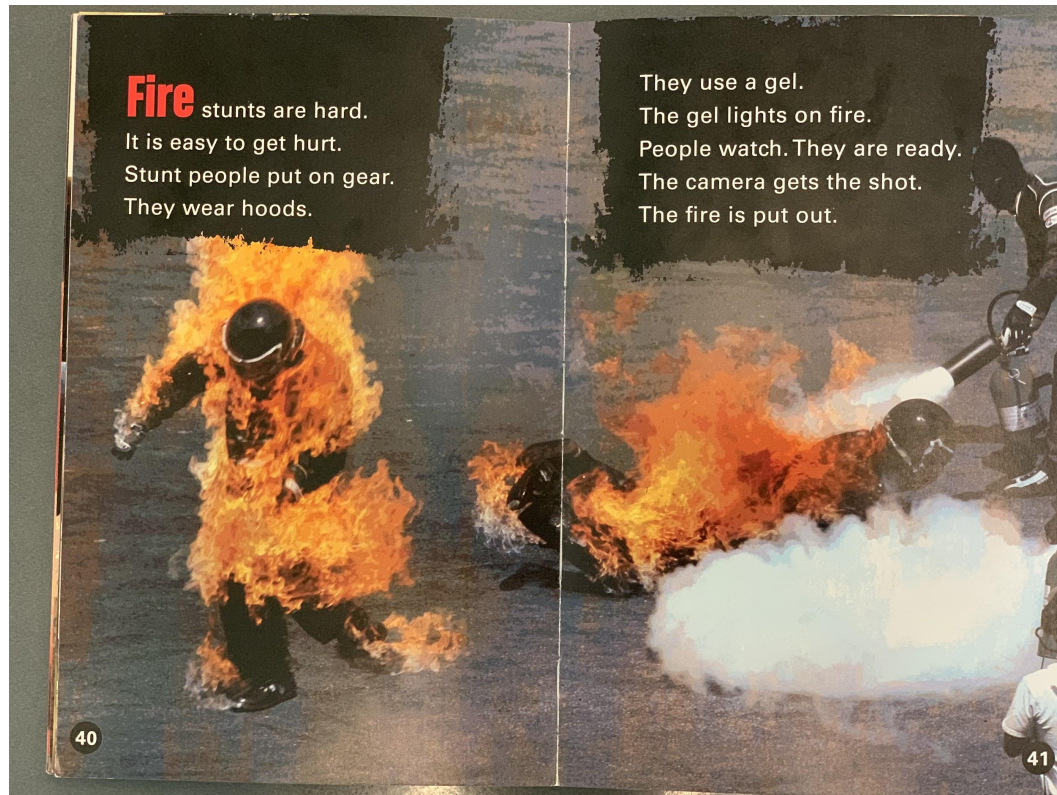
Sight Words and Vocabulary



Total Physical Response (TPR)



What about this text would be difficult for your students to understand?



Literacy Instruction

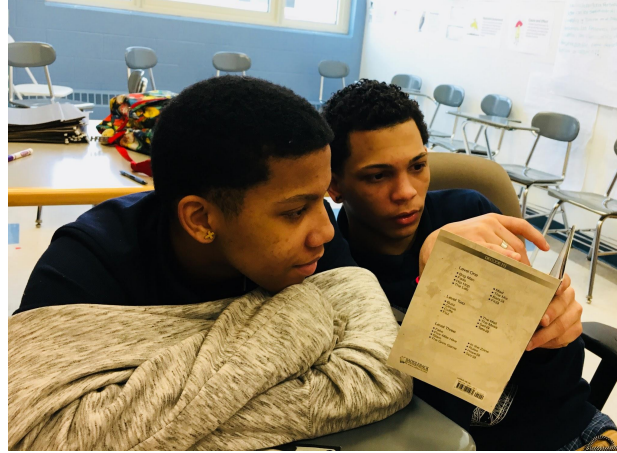
What are the teacher moves?

What are the student moves?



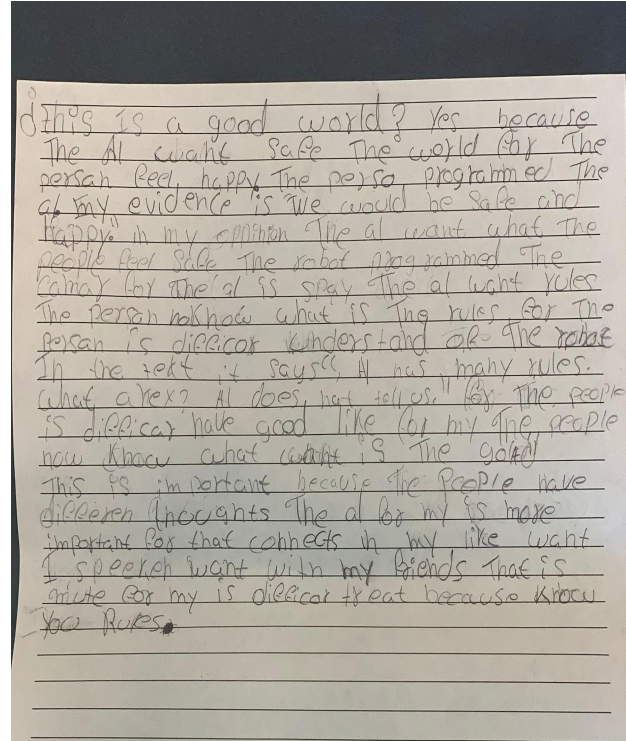
Post-Reading Strategies

Turn and Talk



Finding Evidence

Paragraph Writing



Is this a good world? Yes because
The AI want safe the world for the
person feel happy. The person programmed
the AI my evidence is we would be safe and
happy. In my opinion the AI want what the
people feel safe. The robot programmed the
AI for the AI is spy the AI want rules.
The person not know what is the rules for the
person is different understand ok. The robot
in the text it says "AI has many rules.
What are they? AI does not tell us." for the people
is different have good life for my the people
now know what want is the good.
This is important because the people have
different thoughts. The AI for my is more
important for that connects in my like want
I speak want with my friends that is
quite for my is different treat because know
you Rules.

Comprehension Strategies

**“Right There”
Questions vs. Text
Dependent
Questions**

Great Readers Ask Questions!

Why did...?
Why do you think...?
When...?
How...?
Where...?
Who...?
What if...?
I wonder why...?

MAKING INFERENCES

I infer ___ because ___.
Maybe ___ because ___.

Use clues from the text. + Use information you already know.

Research

Jiménez, R. T., García, G. E., & Pearson, P. D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31(1), 90-112.

Successful Latina/o readers:

- knew about the strategy searching for **cognates**
- described **translating as a strategic activity**
- were aware of the **transference of knowledge across languages**

PART 2: “Read - Retell - Respond” Protocol

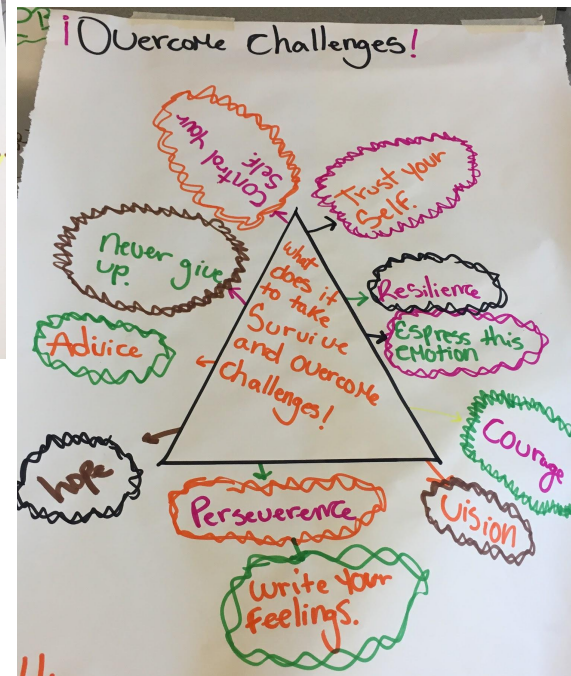
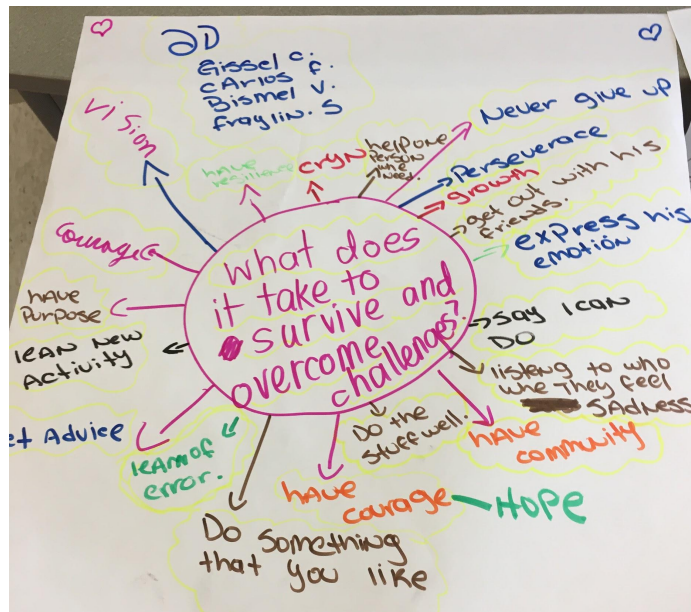
(adapted from Bridges to Academic Success Curriculum)

Sample Weekly Reading Calendar:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|--|
| Step 1: Introduce essential question | Step 2: Preview reading with stations | Step 3/4/5: Read text with Retell and comprehension questions | Step 3/4/5: Read text with Retell and comprehension questions | Step 6: Write a paragraph answering the big essential question |

1. Set a Purpose for Reading with an Essential Question

In heterogeneous groups of 3-4, students preview the essential question through a graffiti wall activity.



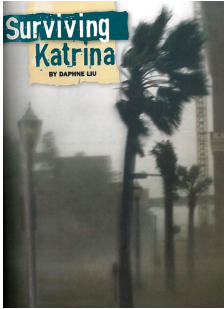

2. STATION WORK: Preview the text

Station 1: Building background for the story with visuals (*teacher led*)

- Gallery walk of pictures from the book
- or Related video with listening guide

Station 2: Vocabulary practice on www.quizlet.com (*individual*)



| | | |
|---|--|--|
|  | <p><u>Sentences</u> I see...</p> <p>I infer...</p> | <p><u>Words</u> trees wind rain blow storm hurricane destroy climate</p> |
|  | <p><u>Sentences</u> I see ..</p> <p>I infer...</p> | <p><u>Words</u> flood water bus drive challenge help rescue</p> |

Write the correct word:

| | | |
|----------|----------|--------------|
| neighbor | stranger | safety |
| choice | shelter | neighborhood |






| | | |
|--|---|---|
|  |  |  |
|  |  |  |

or

VOCABULARY PRACTICE

Directions: Complete the sentence with the correct word.

| | | | |
|----------|--------------|----------|--------|
| trouble | shelter | stranger | safety |
| neighbor | neighborhood | choice | |

- In my _____ in my country, there were many delicious restaurants and a lot of nice people. I loved living there. 
- In the cafeteria, you have a _____ between pizza and tacos for lunch. 
- Parents often tell their children "Don't talk to _____", to keep them from being hurt by a person they don't know. 
- When I was little, a girl named Melissa was my _____. We played soccer and rode bicycles together outside every afternoon. 
- To promote _____ on the street, the local governments put traffic lights and signs to stop people from making dangerous decisions. 

continue on the other side ---->

Stations Map:

WHITEBOARD

Station 1: Building background with visuals

Options: gallery walk of pictures from the book, mini-documentary with listening guide, LEA (picture description protocol), etc.




Optional 3rd station:
Reading/Writing
(if you have 2 teachers in the room)

Options: KWL, nonfiction background reading, etc.

Station 2:

Individual Vocabulary practice

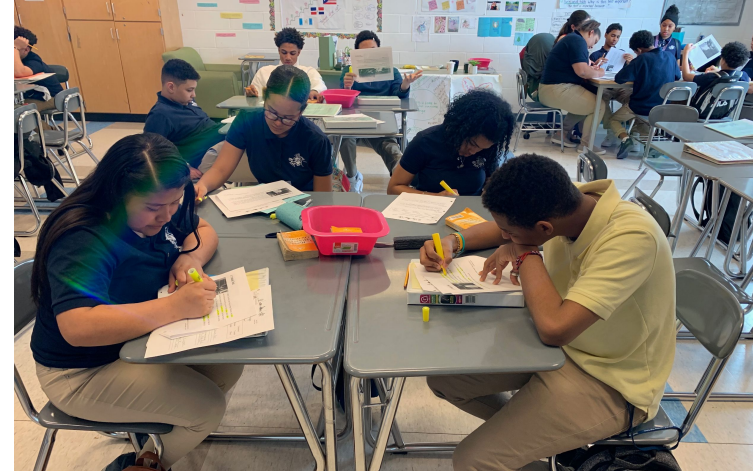


+


| Before the Katrina event | | |
|--------------------------|--------|--------------|
| shelter | shower | safty |
| shoes | water | regeneration |
| | | |
| | | |

3. Read the text in English with differentiated texts

- Students annotate individually:
 - Mark cognates with a “c”
 - Highlight class vocabulary words (from the word wall)
 - Circle unknown words and look them up in the dictionary



- Students read silently (or partner read)




A Disaster

Then Hurricane Katrina **struck**. Courtney's neighborhood was **flooded**. There was no electricity. People had no food or clean water. The flood waters were knee high. "Man, we have to do something to get out of here," Courtney told his friends.

What Courtney did next makes some people call him a hero. Others call him a criminal. But Courtney and his friends knew what they had to do. One night, they **broke into** a bus station. Courtney didn't have a driver's license, but he took a bus anyway. He drove back to his **neighborhood** and **picked up** his **neighbors**. Then he brought them to **safety**.

broke into: entered illegally pick up: bring in, take

Lower text



A Disaster

Then Hurricane **Katrina** **strickés**. Courtney's **neighborhood** is **flooded**. There is no electricity. People have no food or clean water. "We have to escape!" Courtney says.

To escape, Courtney makes an illegal decision.

Some people say he is a hero. Other people say he is a criminal.

He enters a bus station. Courtney has no license, but he takes a bus. He goes to his **neighborhood** and rescues his neighbors. He takes them to **safety**.

Higher text

4. Retell (summarize) what you read

- Students retell what happened in this part of the text to a partner.
 - *First in their native language*
 - *Next in English*

- A few volunteers share with the whole group.
 - *“This page is about...” or “In this part of the story...”*

5. Respond to the text

- Students respond in writing to 1 - 2 comprehension questions about the page.

| | | | |
|------------------|--------------------------------|--|---|
| Page 2 | What is the main idea? | This page is about ... | This page is about the effects the hurricane had in the neighborhood. ✓ |
| | Comprehension Questions | 1. What effects did the hurricane have on Courtney's neighborhood? | 1. One effect was the neighborhood was flooded. Another is there was no electricity. A final effect is there is no food or clean water. ✓ |
| | | 2. Why do some people think Courtney is a criminal? | 2. Some people called him criminal because he broke into a bus station and he steals a bus. ✓ |




6. Write a paragraph (ties the text to the essential question)

Prompt: What value helps Courtney overcome his challenges in Surviving Katrina?

QUIZ #2: Write a Claim Evidence Reasoning Paragraph

In your opinion, **what value** (cuál valor) does Courtney show?

Options: compassion courage community strength (fuerza)

| | |
|--|---|
| Claim  | In my opinion, Courtney shows <u>Compassion</u> ✓ (value) |
| Evidence  | According to the text, " <u>He wants to help more people. So he continues to rescue people in the bus. He rescues almost 400 people.</u> " ✓ " (page <u>3</u>)." |
| Reasoning  | This demonstrates that Courtney shows <u>Compassion</u> ✓ (value) because <u>He will help people and neighbors he was many people for Courtney the people has the life.</u> (2) |

Words: rescue bus neighbors strangers help
helter safety neighborhood many people
transport stadium hero alone strong survive

← SLIFE student




Higher-literacy student →

QUIZ #2: Write a Claim Evidence Reasoning Paragraph

What **value** helps Courtney overcome his obstacles?

Word Bank: perseverance strength hope
resilience compassion courage kindness

20/20

| | |
|---|---|
| Claim  | In my opinion, the value helps Courtney overcome his obstacles is <u>Courage.</u> |
| Evidence Since After When Before During While  | When the neighbors offered help to Courtney, the author writes: " <u>he usually refused. He wanted to take care of himself.</u> " (pg. 1) |
| Reasoning  | This shows Courtney shows <u>Courage</u> because he wanted to use his strength to solve his problems. He wanted to overcome his challenges alone despite he was on his own. Courtney was very courageous because he didn't want help and believed that he can take care of himself without his neighbors. |

This illustrates
This shows
This demonstrates

Technology Tools for Individual Work Stations:

Individual practice:

- Quizlet
- Lyrics Training
- IXL Language Arts

Individualized assessment:

- Seesaw
- IXL Language Arts
- Google Forms

SLIFE/ESL accommodations:

- Google Read & Write plug-in



Questions?

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