ENHANCING COMMON CORE LISTENING AND SPEAKING IN YOUR DAILY INSTRUCTION TO ENSURE SUCCESS FOR ENGLISH LANGUAGE LEARNERS

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The Common Core State Standards for English Language Arts (ELA) and Literacy are rigorous, internationally benchmarked, and aligned with college and work expectations.

In order to provide students with the necessary fluency, comprehension, analytic and communication skills to be on track for college- and career-readiness, the Common Core Standards for ELA/Literacy call for instructional shifts.

The expectations set by these standards affects all students, but represent a special challenge to English Learners, many of whom struggle with their current text.

There is a major need to address the gap between our expectations and what our students will need to meet our expectations.
Today Participants Will:

- Review the instructional shifts of the Common Core and understand the high expectations set for all including ELLs
- Discuss the ways in which these shifts impact classroom instruction and choice of curricular materials for ELLs
- Understand the importance of Read-Aloud to enhance listening and speaking skills by reviewing the research
- Engage in activities using ELL strategies that focus on listening and speaking
Research from the National Literacy Panel - 2006

• ELLs need what EO's need, but sometimes modified, plus more (time and practice)

• Oral language proficiency is critical; it is the foundation of literacy

  ◆ Primary language literacy facilitates literacy in English (August & Shanahan, 2006)

  ◆ Foremost challenge for ELLs is the text’s vocabulary (Pasquarella, Gottardo, and Grant, 2012).
Research continued:

• In school, talk is sometimes valued and sometimes avoided, but—and this is surprising—*talk is rarely taught.*

• It is rare to hear teachers discuss their efforts to teach students to talk well.

• Yet *talk,* like reading and writing, is a *major motor*—I could even say the major motor—of intellectual development.

(Calkins, 2001; Church, Baskwill & Swain, 2007; Gibbons, 2006; Hudelson, 1994, page 226)
PLAYGROUND LANGUAGE VERSUS ACADEMIC LANGUAGE

• **BICS**, commonly referred to as playground language, usually is developed in children in the L1 by the time they enter school.

• **CALP** skills, or academic language, involve an abstract context and are related to the mastery of academic language that will enable students to be successful in school.

ELLs can develop fluent **BICS** conversational English in two or three years, but grade-appropriate proficiency in **CALP** often requires **at least five years**. (Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Hakuta, Butler and Witt, 2000).
COMMON CORE LEARNING STANDARDS

College and Career Anchor Standard for Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. **Evaluate a speaker’s point of view**, reasoning, and use of evidence and rhetoric.

4. **Present information**, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make **strategic use of digital media and visual display data** to express information and enhance understanding of presentations.

6. **Adapt speech** to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**Listening and speaking strategies that enhance auditory skills for ELLs**

- Read-aloud using picture books for accountable talk
- Using pictures/photos to generate vocabulary
- Shared reading
- Choral reading
- Echo reading
- Retelling of a story
- Using wordless picture books to create stories based on pictures
- Asking precise questions to launch meaningful conversations for a turn and talk
- Asking open-ended questions (during morning meeting with primary grades)

- Use of drama to role play
- Use of puppets to dramatize a fairy tale
- Choral recitation of poems, rhymes, songs and chants.
- Finger plays
- Show and tell presentation
- Taping and dubbing a television show or cartoon
- Demonstrating how a problem is solved (Math)

- Partner talk
- One looks/ one doesn’t
- Asking precise questions to launch meaningful conversations for a turn and talk
- Asking open-ended questions
- Use of graphic organizers such as KWL charts
COMMON CORE CONNECTION

SPEAKING AND LISTENING

• An important focus is to engage students in academic discussions, responding and developing to what others have said, in one-on-one, small group, and whole class settings.

• Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.
## Shifts in English Language Arts Literacy

<table>
<thead>
<tr>
<th>Shift 1</th>
<th>Balancing Informational &amp; Literacy Text</th>
<th>Students read a true balance of informational and literary texts.</th>
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<tbody>
<tr>
<td>Shift 2</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains/ content areas) primarily through text rather than through the teacher or other activities.</td>
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<tr>
<td>Shift 3</td>
<td>Staircase of Complexity</td>
<td>Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, and create more time, space, and support in the curriculum for close reading.</td>
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<tr>
<td>Shift 4</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence-based conversations about text.</td>
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<td>Shift 5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
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<td>Shift 6</td>
<td>Academic Vocabulary</td>
<td>Students continuously build the transferable vocabulary they need to access grade-level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</td>
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These shifts require teachers to:

- Expect active participation of all students
- Balance informational and literacy texts
- Spend more time preparing for instruction by reading deeply to scaffold the learning of new concepts
- Facilitate evidence-based conversations.
- Identify questions that are text-dependent, worthwhile and stimulate discussion
- Teach “through” and “with” informational texts
- Shift identity, “I teach reading.”
- Spend more time on complex texts
- **Teach close and careful reading and re-reading**
- Develop opportunities for students to use and access words.
Watch the **six minute** video on non-fiction read-alouds.

http://www.aea267.k12.ia.us/english-language-arts/reading/comprehension/during-reading/read-aloud/
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THE BENEFITS OF READING ALOUD FOR ELLs

- Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996). It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader (Mooney, 1990).

- Listening to others read develops key understanding and skills, such as an appreciation for how a story is written and familiarity with book conventions, such as "once upon a time" and "happily ever after" (Bredekamp et al., 2000). Reading aloud demonstrates the relationship between the printed word and meaning – children understand that print tells a story or conveys information – and invites the listener into a conversation with the author.
THE BENEFITS OF READING ALOUD for ELLs

- Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turn, helps them understand the structure of books when they read independently (Fountas & Pinnell, 1996).

- It exposes less able readers to the same rich and engaging books that fluent readers read on their own, and entices them to become better readers. Students of any age benefit from hearing an experienced reading of a wonderful book.
CHOOSING GOOD BOOKS

• Children need to be exposed to a wide range of stories and books. They need to see themselves as well as other people, cultures, communities, and issues in the books we read to them. They need to see how characters in books handle the same fears, interests, and concerns that they experience (Barton & Booth, 1990). Selecting a wide range of culturally diverse books will help all children find and make connections to their own life experiences, other books they have read, and universal concepts. (Dyson & Genishi, 1994).

• Children use real life to help them understand books, and books help children understand real life. Choose books that invite children to respond with enthusiasm and understanding. Look for books with rich language, meaningful plots, compelling characters, and engaging illustrations (Gambrell & Almasi, 1996).
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EFFECTIVE READ-ALOUD TECHNIQUES FOR ELLS

• The most effective read-alouds are those in which children are actively involved asking and answering questions and making predictions rather than passively listening (Dickinson, 2001).
• These read-alouds are called interactive or dialogic and result in gains in vocabulary (Hargrave & Sénéchal, 2000), comprehension strategies, and story schema (Van den Broek, 2001), and concept development (Wask & Bond, 2001).

• www.interactivereadaloud.com
• Connection between the Non-Fiction Read-Aloud and Listening/Speaking

• [http://www.youtube.com/watch?v=nznO1BMtahw](http://www.youtube.com/watch?v=nznO1BMtahw)

Lucy Caulkins: Gorillas

• 10 minutes
Summary:
Effective interactive read-alouds include:

- a systematic approach that incorporates teachers' modeling of higher-level thinking, asking thoughtful questions calling for analytic talk, prompting children to recall a story in some way within a reasonable time frame.

- Children’s understanding of vocabulary is increased by inserting short definitions for some words while reading aloud (Collins, 2004; Elley, 1989); and encouraging children to use these same words when they answer questions, discuss book events, (Hargrave & Sénéchal, 2000; Robbins & Ehri, 1994), or describe illustrations (Reese & Cox, 1999).
WHAT?
What can you say about the value of interactive read-aloud to help ELLs succeed with Common Core Standards?

SO WHAT?
How is this relevant to you and your work?

NOW WHAT?
What are some actions you will take as a result of what you have learned today?
Thank You

Gracias
धन्यवाद
תודה
شُكرًا
Grazie
Dankeschön
Ευχαριστώ
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