

Teaching Adolescents with Developing Literacy & SIFE Students Online



Advocating for
Emergent Bilinguals
through Language
and Literacy



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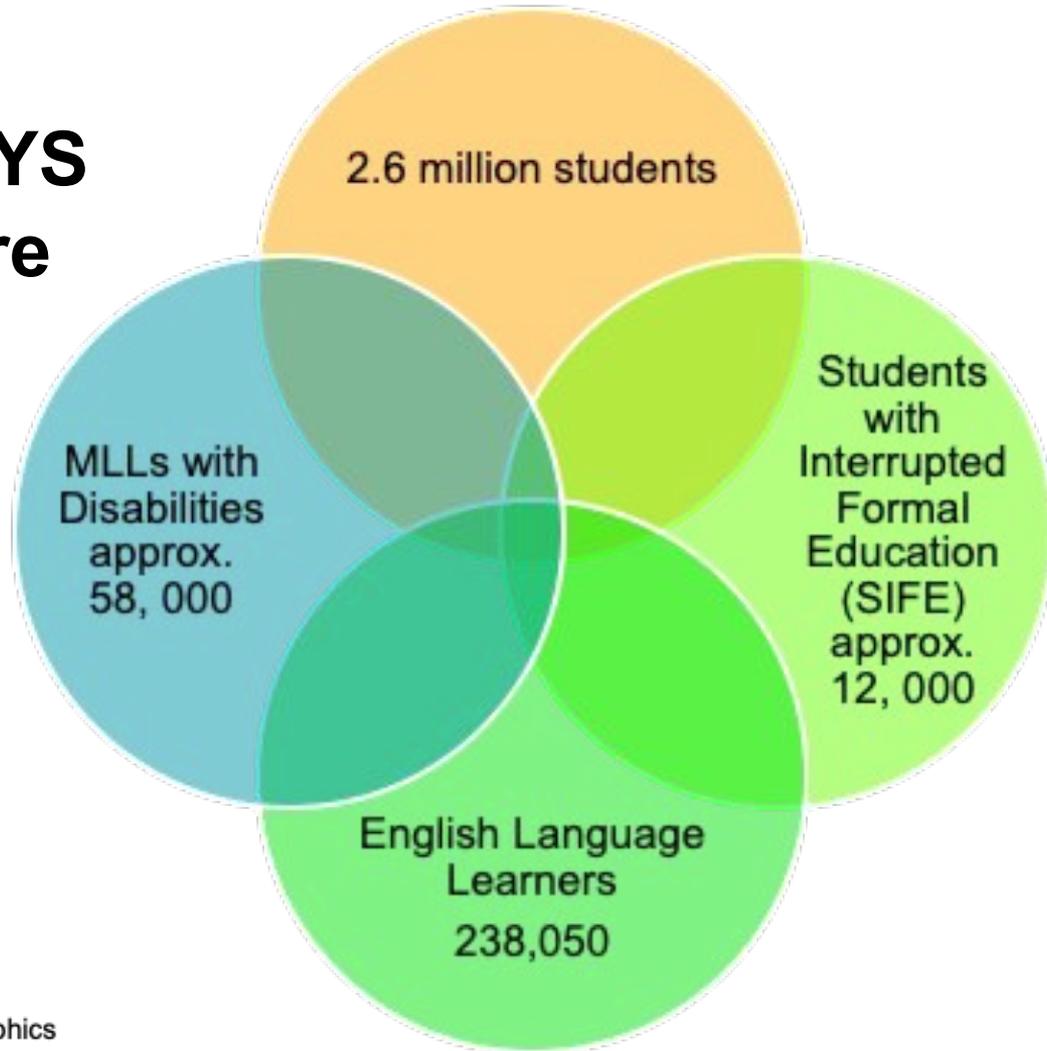
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Agenda & Objectives

- Navigate through Google Classroom.
- Discuss best practices.
- Analyze how to target a skill and develop a language objective.
- Model a lesson demonstrating how to meet the needs of adolescent MLLs with developing literacy.
- Focus on vocabulary, close reading, and a strategy for developing literacy.

Who are the NYS students we are targeting?

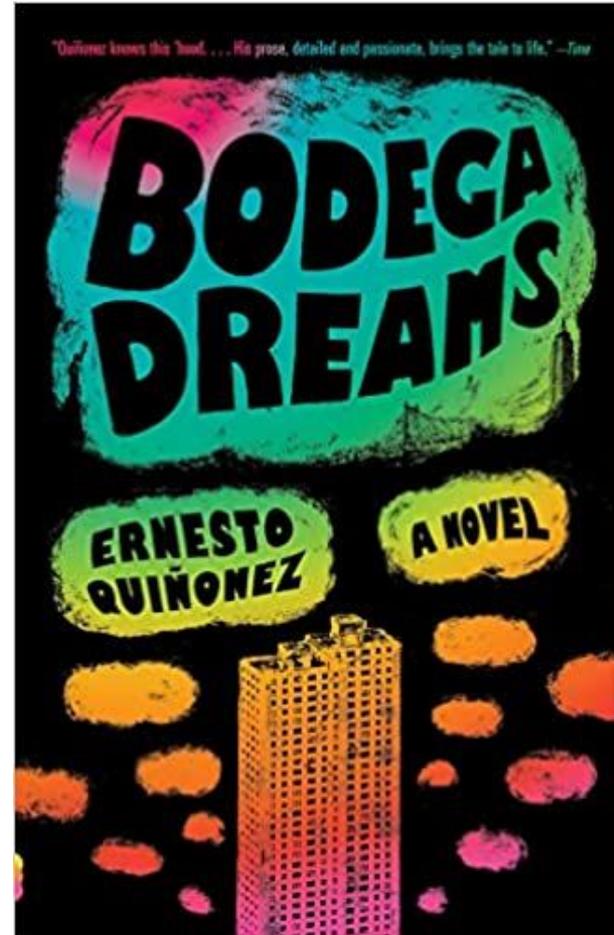


Evidence-based principles of effective instruction for adolescents with developing language and literacy

- **Oral-based:** 'learning through listening and talking'
- **Meaning-based:** focus on CONTENT - NOT SKILL
- **Multi-Sensory:** visual, oral, aural, kinesthetic, realia
- **Home Language:** make explicit cross-language connections
- **Culturally responsive:** engaging, meaningful topics
- **Routine-based:** reduces cognitive burden (language, literacy, content AND technology)
- **Review-based:** make connections, build schema
- **Explicit, direct instruction:** modeling, exemplars, guided practice

English Language Arts Unit 1

Culture and
Belonging: Identity



Essential Questions

- How does culture impact a sense of belonging?
- What factors shape our values and beliefs?
- What is the American dream and to what extent is it achievable for all Americans?

ELA Standard

8R4:Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

Linguistic Demands for ELA Standard 8R4

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; e.g., So dawn goes down to day/Nothing gold can stay).
- Identify words and phrases that have a connotative meaning in a text (e.g., gold, hold).
- Identify the impact of a specific word that is repeated throughout the poem (e.g., leaf).
- Identify the allusions to other texts (e.g., the Bible—Eden).

Source:

<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

Content Objective:

SWBAT analyze how specific word choices in Ch. 5 of Bodega Dreams impact tone and mood.

Language Objective:

SWBAT annotate text, and identify words and phrases that have a connotative meaning, and impact tone.

**Newcomers who are entering and emerging ELLs can meet these objectives in the home or new language.*

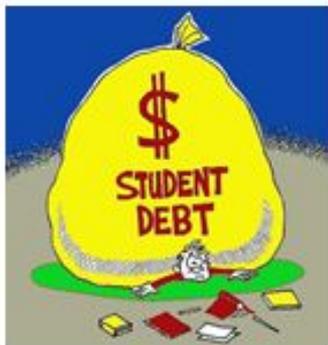
Lesson Plan Template

1. Review and Warm-up
2. Building Background Knowledge & Vocabulary
3. Teacher Modeling
4. Guided Practice –
Options for online instruction: Small group meetings on Zoom, Google Meet, break-out rooms or other, or pre-recorded video with questions
5. Independent Practice (and assessment) –
individuals or small groups work on shared Google Docs

Vocabulary / Vocabulario



be anointed
ser consagrado



raise tuition
aumentar la matrícula (de una escuela
or universidad)

be in debt tener/estar en deuda



take a loan from the government
tomar un préstamo del gobierno

matchbox
cajita de cerillas



start a professional career
comenzar una carrera profesional



street politics
política de la calle

Bodega Dreams, Ch. 5 p. 47

“An anointed? What’s that?” I asked, letting her think I was interested.

“Someone who will one day, when he or she dies, rule with Christ in heaven for one thousand years,” she said, excitedly squeezing my arm. “And this anointed is only seventeen!”

“Seventeen, huh,” I answered, not caring the slightest bit. I just let Blana continue talking about this seventeen-year-old anointed. I would throw in the well-timed “really” and “I hear you” and “yes, uh-huh.” My mind was really on Bodega and what he had said earlier that night. About Vera and what Bodega really wanted from me.

In the dark I looked around our tiny bedroom. Our living room was even smaller, the kitchen set in the corner. The rent was high for this matchbox and Blanca and I’d had our tuition raised last semester because of the new governor. We didn’t want to take out loans and that have to pay off the government for twenty years, in debt. So we were on the way and we needed more space. And a way to save some money, too. Sitting there in the dark I saw some daylight. Bodega wanted something from me, so I would ask for something in return. It was basic, simple street politics: you want something from me then you better have something I need.

In the dark I looked around our tiny bedroom. Our living room was even smaller, the kitchen set in the corner. The rent was high for this matchbox and Blanca and I'd had our tuition raised last semester because of the new governor. We didn't want to take out loans and have to pay the government back for twenty years, in debt. So we were paying for all our studies at full tuition out of our own pockets. Then there was a baby on the way and we needed more space. And a way to save some money, too. Sitting there in the dark I saw some daylight. Bodega wanted something from me, so I would ask for something in return. It was basic, simple street politics: you want something from me, then you better have something I need.

Author's Tone



optimistic or pessimistic
optimista o pesimista



angry
enojado/a



determined
determinado/a



anxious
ansioso/a



comical
cómico/a

In the dark I looked around our **tiny** bedroom. Our living room was even **smaller**, the kitchen set in the corner. The rent was high for this **matchbox** and Blanca and I'd had our **tuition raised** last semester because of the new governor. We didn't want to take out loans and have to pay the government back for **twenty years**, **in debt**. So we were paying for all our studies at full tuition out of our own pockets. Then there was a baby on the way and we needed more space. And a way to save some money, too. Sitting there in the dark I saw some **daylight**. Bodega wanted something from me, so I would ask for something in return. It was basic, simple street politics: you want something from me, then you better have something I need.

Independent Practice

- After the choral read guided by the teacher, students will be directed to do independent practice.
- During the choral read, they will have worked together to identify words or phrases that denote the author's tone.
- These will be written down in their notebooks, or underlined in the text.

Independent practice [worksheet](#)

Add-on tech activities for oral language

EdPuzzle: Record yourself doing a video lesson, or choose from a selection of pre-made videos / compatible with YouTube. You can edit videos, and it includes the ability for both teachers and students to add voice-overs, comments, resources, and quizzes to the videos.

FlipGrid: You can create topics for discussion. Teachers and students create short video messages directly from the app to respond to themes, questions, assignments, etc. Videos can be anywhere from 15 seconds to 5 minutes, default 90 seconds.

Summary

In this webinar, we:

- Used Google Classroom
- Modeled standards-based objectives and strategies for close reading
- Used a culturally relevant grade level text, adapted for MLLs with developing literacy
- Demonstrated a follow-up activity for independent practice on word choice

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