Balanced Approach to Literacy Instruction

READING WRITING LISTENING SPEAKING VIEWING, AND PRESENTING ARE THE ELEMENTS OF BALANCED LITERACY
Instructional Strategies in a Balanced Literacy Approach
(Farris, Fuhler, Walther, 2004)

- **Reading**
  - Reader’s Workshop
  - Language Experience Approach
    - Reading Aloud
    - Shared Reading
    - Guided Reading
    - Literature Circles
    - Reader’s Theatre
    - Speaking Listening
    - Self-Selected Independent Reading
• Writing
  ▪ Language Experience Approach
  ▪ Writing Workshop
    ✓ Interactive Writing
    ✓ Structured Writing
    ✓ Patterned Writing
    ✓ Journal Writing
    ✓ Shared Writing
• **Word Work**
  ✓ Phonological Awareness
  ✓ Phonemic Awareness
  ✓ Alphabetic Principle
  ✓ Phonics
  ✓ Developmental Spelling Instruction
  ✓ Forma Spelling Instruction
  ✓ High Frequency Words
  ✓ Spelling Patterns
  ✓ Meaning Vocabulary
Creating a Learning Environment

Physical Environment
- Room Arrangement – desks, tables, gathering place, quiet spaces, classroom library, materials that are easy to locate and return,
  - Books, Books, and More Books
  - Supplies – bins, baskets, writing supplies, etc.
  - Centers?

Social Environment
- Safe and Secure
- Sense of Community
- Respect
  - Diversity
  - Individuals
Technology

- Computers
- Printers
- Scanner
- Large Screen Monitor
- Smart Boards
- Digital Cameras
- Video Camcorders
- Audio tapes
- Overhead Projector
- **Productivity Software**
  - ✔ Word processing, database, spreadsheet
  - ✔ Drill and Practice
  - ✔ Game
  - ✔ Writing
  - ✔ Reference
    - Encyclopedia, dictionary, thesaurus
Interactive Books

- These books assist struggling readers and ESL students as they offer many opportunities to interact with the text.
Online Resources

- Internet
- E-mail
- Social Media
• Multimedia Presentation
  - Powerpoint
  - Hyperstudio
Parent Involvement

- Communicate with the home frequently!
  - Phone
  - Email
  - Newsletter
  - Conferences
- Parent Evenings Centered Around Literacy
- Classroom Lending Library
- Send home:
  - Book Bags
  - Cassette tapes of stories
  - Magazine packs
  - Copies of familiar nursery rhymes and songs
• **Encourage 20 minutes of reading each night**

  - It may be with the parent reading or child reading or both.
  - It may be another family member, a friend, neighbor, etc. If it is known the family does not speak English in the home, send home blank tapes for the child to read into, or electronic stories, or material from the classroom that you know the child already can read.
Driving Questions:

- How do you teach phonemic awareness and phonics in English to students who can’t yet hear and distinguish the sounds?
- How do you teach fluency to students whose control of the structures of the English language is still limited?
- How do you teach them grade-level vocabulary when their vocabulary knowledge starts so far behind that of their English-speaking peers?
- How do you teach reading comprehension in English when they don’t yet comprehend the English language?
Four General Recommendations

1. Literacy in the native language is an advantage
2. Substantial coverage of the five essential elements of reading instruction help
3. Reading programs for ELLs should include intensive language development as well as instruction in literacy strategies and skills
   - Phonemic awareness, phonics, fluency, vocabulary, comprehension
4. Instruction needs to be adjusted to meet the needs of ELLs

Personal Note: Don’t these sound like things that should be considered for ALL students?!?!?!?!
Strategies for ELL

- Provide additional work on English phonemes are not present in the students’ language (assuming you know what those are)
- If students are literate in their native language, focus on differences between that language and English with less attention given to elements that will transfer
- Provide extra practice in reading words, sentences, and stories
- Use cognate words in the native language as synonyms when teaching vocabulary
- Identify and clarify difficult words and passages
- Consolidate knowledge of the text through the use of summaries
- Find appropriate ways to use the native language
Phonemic Awareness

- This may be difficult for ELLs because they may not have enough experience with English to be able to distinguish sounds that are different from their native language
  - IMP: ELLs cannot develop phonological awareness in English until they are familiar with the sounds of English
  - More practice has to be made to allow for sounds that can potentially cause confusion
Once phonological awareness has developed in any language, it transfers to other languages that are learned.

- Therefore, students who are literate in their native language will not need to develop this skill again, they will only need to become familiar with the sounds of English and to learn to discriminate sounds that are different between their native language and English.
Phonics can be problematic because ELLs often have difficulty discriminating between similar sounds and because English does not have a regular system of correspondence between letters and sounds.

- Phonics instructions begins AFTER students have phonemic awareness skills.
- Systematic phonics instruction can be very effective in helping ELLs – need to keep in mind that comprehension will be limited if the level of the text is higher than the student’s oral proficiency.
- Intensive development of oral language is needed to understand text.
The most effective reading programs for ELLs combine systematic phonics instructions with a print-rich environment that provides exposure to appealing reading materials in varied genres.
Fluency is difficult for ELLs because lack of English proficiency slows down the ability to decode words and hinders their understanding of words and how the words combine to make meaningful sentences.

- ELLs cannot achieve fluency in oral reading before they have achieved fluency in speaking.
- ELLs’ normal self-consciousness about accents can affect their reading fluency, especially if they are asked to read aloud in front of the class.
Vocabulary

Vocabulary is difficult for ELLs, even for quite proficient learners, the extent of their knowledge of vocabulary is only a fraction of what it is for native speakers of English, and the failure to understand even a few words of a text can negatively affect comprehension.

- ELLs need more vocabulary instruction that their native-speaking peers
  - Ex. If a native-speaking child enters kindergarten knowing about 5,000 English words, and an ELL with no previous English exposure to English enters the same classroom, obviously the instruction for each will not be the same.
Ells need instruction in different vocabulary words than their native-speaking peers. So, just teaching the vocabulary words that are suggested in the reading materials, will not be sufficient.

Types of words that need to be explicitly taught:

- Those crucial for understanding the text
- Words that are encountered in a wide variety of contexts
- Frequently used words that contain word parts (root, prefixes, suffixes)
- Words with multiple meanings
- Figurative language and idiomatic expressions
- Academic words such as *because*, *therefore*, and *since* to indicate cause and effect.
ELLs need different vocabulary teaching techniques and strategies than their native-speaking peers.
(hint: handing out a list of definitions or asking student to put the words into sentences won’t help ELLs learning meanings of words)

Things to keep in mind:

- use cognates
- meaning of words can be acquired through multiple exposures: hear, say, read, write
- Provide contextual support through real objects, picture, drawing, gestures, examples, demonstrations,
- Use of context clues often not successful
- Having to explain to another student helps develop comprehension of the full meaning of the word
ELLs are more likely to lack the background knowledge necessary for understanding text than native-speakers.

The language level of the text to be read, compared with the ELLs’ language proficiency, is a major factor in how much of the text will be understood.

Reading comprehension instruction for ELLs needs to be modified to address their needs.
- Provide much nonverbal support for reading comprehension
  - Pictures, diagrams, real objects, gestures, acting, and graphic organizers
- Explicitly teach comprehensions strategies
- Plan interactive activities around reading and interpreting texts,