Navigating and Accelerating Authentic Literacy Development for Culturally and Linguistically Diverse Students

Creating A Context for Effective Practice!

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Moving Beyond The Espoused

Three Phases of “Opportunity”

Opening
“Activate”

Working
“Connect”

Closing
“Affirm”
Emphasizing Key Vocabulary Throughout the Lesson

• Opening of the lesson
  - Activate students’ existing knowledge of words.

• Work time during the lesson
  - Connect known words, ideas, and experiences to new vocabulary and concepts/content.

• Closing of the lesson
  - Affirm new learning documented during formative/post-instructional summative assessment.
### Background Knowledge

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**Activate, Connect, Confirm**
Every Word Matters!

- Remember:
  - Small words serve as building blocks for big words (gateway words).
  - Initial misconceptions provide teachable moments.
  - Multiple perspectives on words generate discussion about nuances of meaning.
  - **Cognates** are a gateway to academic language.
  - Opportunities for student expression support more mature language use.

- When you value my words, you value me!
Linking Language

• Think about the picture.

• Quickly “silent write” words or draw pictures of what you associate.

• Move to the next picture when the teacher calls time.

• Repeat this process for all pictures.
Brain-Compatible Teaching

• The brain searches for meaning, based on past experiences.

• Information path to retention:
  - Sensory memory (a few seconds)
    ▪ Ignite connections through the five senses.
  - Immediate memory (30 seconds)
    ▪ Document fleeting associations.
  - Working memory (intent focus periods of 5-20 min.)
    ▪ Determine degree of sense and meaning.
  - Long-term storage
Benefits of Linking Language

• Students at all levels of language proficiency can participate.

• It allows for students to help stretch their language through verbal and pictorial associations.

• Students can discuss the terms in small groups before they share with the whole class.

• This allows for students to cognitively stretch their imagination and make schematic links.

• Allows for students to integrate all the four language domains.
Students relate known to unknown.

The teacher facilitates students’ construction of knowledge.
Children need experience to learn and remember. Our short term memory is only about 18 seconds; we remember what has value to us and our brains discard the rest. (Wolfe, 2001)

- Hold students responsible and focus.
- Think rather than be passive.
- Use visuals, repetition, discussion and connected examples.
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Students celebrate their progress and learning.

The teacher documents progress in language development and content knowledge.
How do the strategies implemented **BEFORE** the lesson:

- **Activate CLD student’s background knowledge?**
- **Provide opportunities for students to share, or make public, what they know?**
- **Provide linguistic, cultural, and academic links for the teacher to use during the lesson?**
Connection

How do the strategies implemented During the lesson:

Create conditions that encourage learners to practice and apply new vocabulary & concepts in meaningful and interactive ways?

Engage students in a variety of grouping configurations to promote dialogue & academic vocabulary development?

Support students to come to a thorough understanding & take ownership of the new information?
Affirmation

How do the strategies implemented AFTER the lesson:

- Let the students know their effort during the lesson was worth it and that they learned?
- Allow students to individually demonstrate their learnings?
- Have students reflect on how the strategy supported their learning?