Paired Spanish/English Literature Program: 8th Grade Chicago

Ms. Galvez

August 2, 2021ITA

Conference

Meet Ms. Galvez

8th/7th Reading Teacher :

1. Little Village Elementary, Chicago IL (CPS)
2. 3 Eighth Grade Classes, 1 Seventh Grade Class (Approximately 90-99 students) (30-33 size classes)
3. 99% Latino, mostly natives from Mexico but from all over
4. 80-90% ELLs or in the Bilingual Program
5. Novel Based Instruction
6. WIDA (ACCESS Assessment)
7. Bilingual Coordinator

Big Questions:

1. How do we decide what is most important to teach when we have limited time and ELL students in the classroom?

1. How do we accommodate for all ELLs when they are all in different reading levels?
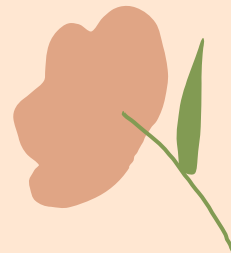
WHOA!

WIDA Results (ACCESS Scores)

Homeroom A301

50000007	Antonov, Joseph	08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	EMH	ML3	PY7	1.6	1	5.4	1.8	1.3	1.6
		08	Other	TPI	FT	TPI - Collaboration	No	10 +			PY0	1.6	1.8	1.9	1	1.7	1.6
		08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	LD	ML3	PY7	1.9	3.3	4.9	3.2	2.6	3
	britny	08	Spanish	TBE	FT	TPI - Collaboration	No	10 +			PY7	1.9	3.3	5.3	2.4	2.7	3
		08	Spanish	TBE	FT	TPI - Collaboration	No	10 +			PY6	2.5	3.7	6	2.4	3.3	3.4
		08	Spanish	TBE	FT	TPI - Collaboration	No	10 +			PY7	3.6	3.7	4.6	2.7	3.6	3.6
	en	08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	OHI	ML3	PY6	1.8	2.7	5.6	2.4	1.9	2.5
	stavo	08	Spanish	TBE	FT	TPI - Collaboration	No	10 +			PY7	6	4	4.3	2.1	4.4	3.9
		08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	OHI	ML3	PY7	3.1	3.1	6	3.2	3.1	3.5
		08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	LD	ML4	PY7	1.9	3.3	3.5	3.7	2.7	3
50145149	Martinez, Yael	08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	OHI	ML3	PY1	1.9	2.7	5.6	2.4	2.2	2.7
		08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	LD	ML3	PY7	1.8	1.9	3.1	2.7	1.9	2.1
	Mejia, Nicole	08	Spanish	TBE	FT	TBE - Collaboration	Yes	10 +			PY0	1.9	2.1	3.1	2.1	1.9	2.1
		08	Spanish	TBE	FT	TPI - Collaboration	No	10 +	LD	ML4	PY7	1.9	3.9	3.8	3	3.2	3.2
		08	Spanish	TBE	FT	TBE - Collaboration	No	10 +	LD		PY8	1.8	2.3	5.7	1.8	1.9	2.2
50047180	Mata-Hernandez, Kevin	08	Spanish	TBE	FT	TPI - Collaboration	No	10 +			PY7	3.9	3.7	5.6	2.7	3.7	3.7

What is the interpretation of these ACCESS Scores?

	RPL LitPL	Aco	WPL	LPL	SPL	
Student 1	1.6	1	5.4	1.8	1.3	1.6
Student 2	1.6	1.8	1.9	1	1.7	1.6
Student 3	1.9	3.3	4.9	3.2	2.6	3
Student 4	1.9	3.3	5.3	2.4	2.7	3
Student 5	2.5	3.7	6	2.4	3.3	3.4
Student 6	3.6	3.7	4.6	2.7	3.6	3.6
Student 7	1.8	2.7	5.6	2.4	1.9	2.5
Student 8	6	4	4.3	2.1	4.4	3.9

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What does the ACCESS scores tell you and how are you going to use that information towards your instruction with ELL students?

How do we know what level of reading the student is in?
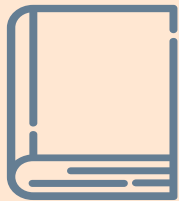
- 1 min CBA at Grade Level in their own language
- 1 min CBA at Grade Level in English
- Writing Example
- Student Questionnaire
- Additional information: QRI

Quick Facts: What is it that I already know about ELL students at all levels?

- Just like any other student they are going to come with different reading levels
- Just because they are bilingual doesn't necessarily mean they are biliterate
- If they learned how to read in their first language the process will transfer over
- Their vocabulary will be reduced in both languages
- They will need additional time
- Just like any other student they will benefit a great deal from writing sentence starters

"My students have an immense power, they can go from one language to another within seconds."

Beginning of the (normal school yr) QRI, both languages

- Unit novel
- Group set-up
- Book club grouping

Classroom Instruction Set-Up

10 - 15 min Lesson

Whole Group

15 mins Activity

Small Group Activity

30 mins Small Group

Small Group Instruction

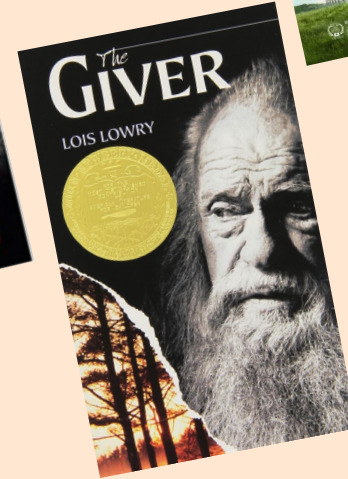♥ Everything I provide is in two languages, for my class the has the most ELL students in.

Selecting Novels

7th Grade:

- Refugee/Refugiado
- The Boy in the Striped Pajamas/El nino con el pijama de rayas
- The Giver/El dador

Short Stories:
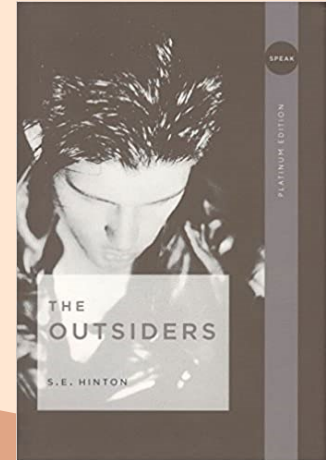- Seventh Grade by Gary Soto
- Lamb to the Slaughter by Roald Dahl
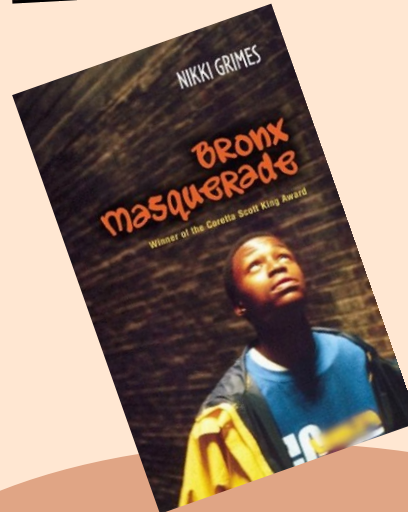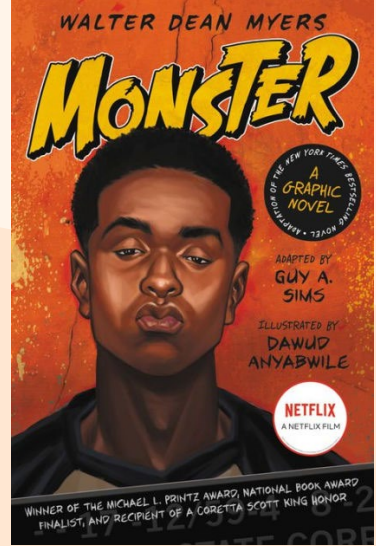- Names/Nombres by Julia Alvarez

Selecting Novels

8th Grade:

- Monster/Monstruo
- The Outsiders/Los Rebeldes
- Bronx Masquerade

Short Stories:
- Seventh Grade by Gary Soto
- Lamb to the Slaughter by Roald Dahl
- Names/Nombres by Julia Alvarez

Supports for ELL Students

Providing material in both languages
What is your objective of the lesson.

Audio in both languages
Recorded the reading in both languages.

Academic Vocabulary terms in both languages
Sometimes students understand academic terms when they are in their maidan language

Grouping
Group students with other students to help them

Connections
Make connection between one language to the next

Encourage
Welcome the other language to the classroom.

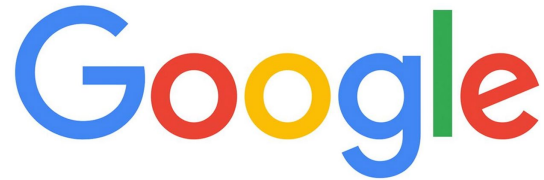# What do I do with novels/docs that are not in Spanish?

✓ PDF Version of the Novel

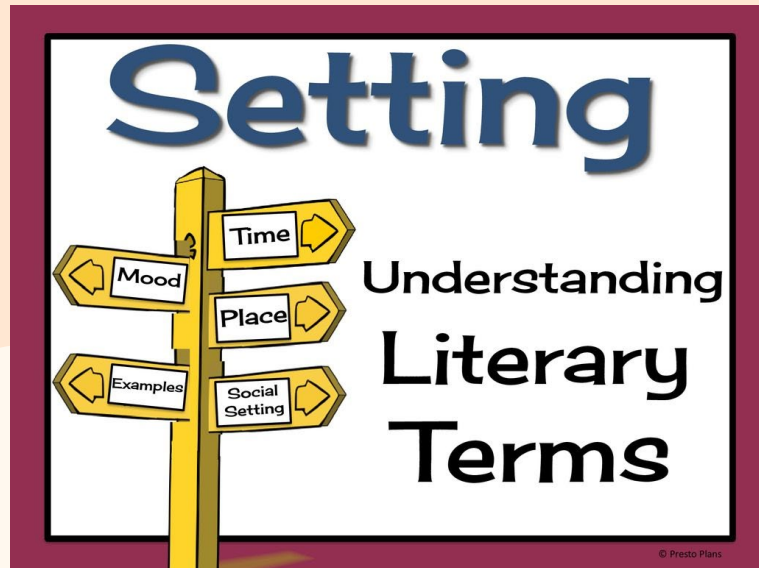✓ Google Doc
- Tools
- Translate Document

✓ Google Translate Extension
✓ Word Reference

https://www.wordreference.com/

WordReference.com

Setting

Mood
Time
Place
Examples
Social Setting

Understanding Literary Terms

© Presto Plans

CHARACTERIZATION

THE PROTAGONIST
the **main** character of the narrative

FLAT Character
is one dimensional and not central to the narrative

THE ANTAGONIST
the character most in **conflict** with the main character

ROUND Character
is a more complex and developed character, often the protagonist, the most likely to undergo change through the course of the narrative

THE FOIL
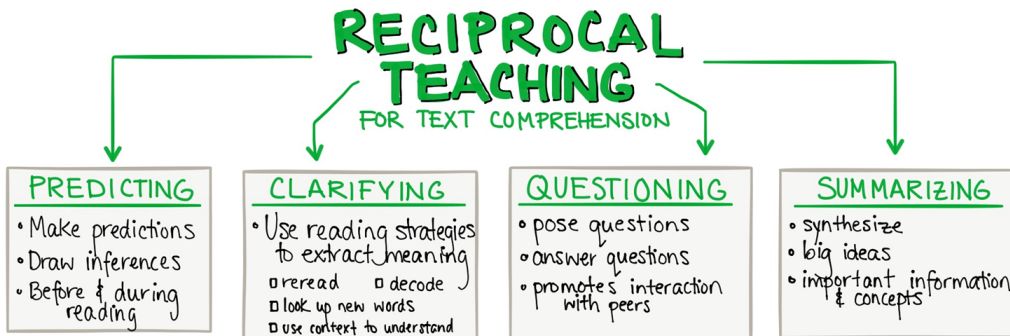makes the other characters look good when contrasted to this character

The Power of Sentence Starters & Reciprocal Teaching...

- Responses can be in Native Language

however sentence starters must be in English.

Reciprocal Teaching Role Cards

The Questioner
- Ask questions which will help the group to understand what has been read.
- Think of questions to ask as you read the text.

What is?	Who/What would?
Why is?	Where / When would?
How is?	Which would?
What did?	Why would?
Why did?	How would?
How did?	What will?
What can?	Where / When will? Which will?
When can?	
Why can?	Who will?
How can?	What might?

The Summariser
- Tell the group what you have read in your own words.
- Have the group pick out the main ideas.

The most important ideas are ...
The main idea is ...
This part was about ...
First,.. Next, ... Then, ...
This story takes place in ...
The main events of ...
The problem is ...

The Clarifier
You must clarify when:
- The group is confused by what they have read.
- When a word is read and not understood.
- When a sentence is read that doesn't make sense.
- When a question is asked.
- Think about what you did to help you understand and tell the group. E.g. Reread the sentence looking for clues to help you figure out the word or phrase; Break the word apart and look for smaller words you already know; Look for a prefix or suffix; Look at the text features.

The Predicator
- Use what you have read and the text features to help figure out what the group will learn and/or what will happen in the next piece of text.
- The group can change their predictions as they read on!

I think ...
I wonder if ...
I imagine ...
I suppose ...
I predict ...
I think the next section will be about...

Example of Reciprocal Teaching:

**Part 1: Reread the two paragraphs.**

"I think it works," Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. "Belinda Reyes walked by a while ago and looked at me," he said.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction.

See what I mean, Vic?" Michael scowled. "They love it." Yeah, I guess so. They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away. The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

Circle Words that are unknown.
Look them up and learn how to
pronounce them, give me a
synonym that makes sense to you.
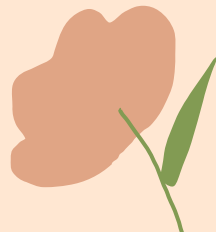
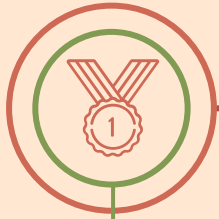# Google Classroom

Strategies
Both languages

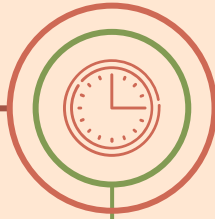**Novels**
Both Languages

Audio
Both Languages

Choosing Vocabulary & Translation of the Novel

Vocabulary

What vocabulary from the text is important? Can we connect it?

Translation

Is the novel translation in an appropriate grade level

Root Word of the Week

Provide the root word ask students to see if any of them translate to their own language

Book Club

Can you find novels that are at their grade level

Thank You!

Do you have any questions?
Edith Galvez