











Reading & Writing with ELs Alphabet Challenge

<p>Audit your bookshelf- How well do the books in your classroom represent your student population? Take stock and make changes as necessary.</p> 	<p>Build Bonds- Decrease the affective filter and create an inclusive learning environment by providing students time & space to share who they are & their stories.</p> 	<p>Confer with English learners- Conferring with ELs during independent reading and writing builds relationships and can help students grow as readers and writers. P. 116</p>	<p>Develop Words- Use the Making and Breaking Words Activity to build words and word families with small groups. P. 120</p>	<p>Echo or Choral Reading- Label the classroom and echo or choral read all the labels daily. Then ask students to point to the word that starts with __, or read the word that ends with the sound __. P. 115, 116</p> 
<p>Find a Friend- Find a contact on your campus or in your district to help you when you have questions about supporting ELs in your reading and writing classroom.</p>	<p>Gather Groups- Gather ELs in small, flexible, and heterogeneous groups frequently to grow readers and writers. P. 117</p> 	<p>Hearing and Recording Sounds in Words- Try the Elkonin Boxes activity in small groups with readers and writers. P. 119</p>	<p>Implications- Review students' language proficiency levels. Are they progressing in all language domains? What are their strengths and weaknesses? What will you do next?</p>	<p>Join a PLN- Find a group of educators committed to growing as teachers & meet frequently to share ideas, ask questions, & celebrate successes. This can be on your campus, district, Twitter, Facebook, etc.</p>
<p>Know your ELs- How well do you know your ELs? Take time this week to get to know English learners beyond academics. Find out about their hobbies, passions, and goals.</p>	<p>Language Experience Approach- Facilitate a shared writing using the LEA instructional method. P. 123</p> 	<p>Model Writing- Write-Aloud in front of the class so students can see how a piece of writing is formed from beginning to end. Think-aloud the process and make writing visible for students. P. 91</p>	<p>Native Language- Provide access to word lists, glossaries, or related literature in students' native language and encourage students to read and write in native languages.</p>	<p>Oral Language- Learning is social. Include multiple opportunities for students to talk about their reading and writing experiences.</p> 
<p>Pair up- Partner Reading gives reading texts a purpose, plan, & process. Students work together to read a section, chapter, or article. P. 118</p>	<p>QSSSA- Plan and implement a QSSSA during a mini-lesson or Read-Aloud. P. 114</p> 	<p>Read-Aloud- Boost your read-aloud by incorporating opportunities for students to stop and draw, act, or discuss. P. 42</p>	<p>Sentence Patterning Chart- Create a Sentence Patterning Chart and guide students in making their own sentences. P. 124</p> 	<p>Tents- Have students make strategy tents that they can use and refer back to as they read and write independently. P. 122</p>
<p>Uncover Assets- Among other benefits, multilingual students will know more words than monolingual learners. What assets do your ELs have?</p>	<p>Video- Record your Read-Aloud and review it through the eyes of a language learner. Find one way you will enhance read-alouds for ELs. P. 41-42</p> 	<p>Word Sorts- Have students sort the words that are used in the PWIM. Sort by sounds, letters, or categories. P. 125</p> 	<p>Examine Wait Time- When asking questions, provide slightly more time for students to answer. P. 34</p>	<p>Zone of Proximal Development- The goal is for students to become independent readers and writers. Keep a pulse on students' ZPD and set high expectations for growth! They CAN do it!</p> 