

1 ☐ Beginning Literacy ESL

Literacy Texas, 2017

2 ☐ Write your name.**3 ☐ Objectives**

By the time you leave today, you should be able to:

- Describe various levels of literacy
- Use ten strategies to improve the outcomes for adult students with low levels of literacy
- Design a standards-based lesson plan using the WIPPEA template for ELLs with low literacy levels

4 ☐ Reflect on Writing in Goyco-ease

- How did you feel when you saw the sentence on the board?
- How did you feel when I asked you write your name in the same alphabet on your name tent?
- What might this exercise tell us about how our students feel on the first day of class?

5 ☐ Levels of Literacy

- Form a team of four where each of you has a different picture.
- Decide which literacy level is most appropriate to which picture:
 - Pre-literate
 - Nonliterate
 - Semi-literate
 - Literate (non-Roman alphabet)
- Match the definitions with each literacy level.

6 ☐ Eight Minute Timer**7 ☐ Multilevel?**

Quickly brainstorm with your group all the ways that your "Beginning ESL" class is multilevel.

8 ☐ Venn Diagram

- When we have students with no or low literacy in the same class with students who are literate in their first language, what differences do we need to be aware of? How are literate and low-literate adult ELLs the same and different? Create a Venn Diagram with your partner. Then share your Venn diagram with another pair.

9 ☐ Let's Talk Strategies

- *Learners need to know WHY, WHAT, and HOW.*
- Learners have a self-concept that prefers autonomy and self-directions
- Learners have prior experience that they use as a resource and to develop mental models (schemata)
- Learners' readiness to learn depends on the learning being life-related and a developmental task
- Learners' orientation toward learning tends to be problem-centered and requires contextualization.

- Learners' motivation to learn tends to be intrinsic and have a personal payoff
- Also consider:
 - Individual learner differences (KSAs)
 - Situational differences
 - Societal perceptions / orientations
 - Goals and purposes for learning

10 ☐ **Needs Assessment**

One of the first things you need to do is assess your students' reasons for coming to class. What needs drive them to the class? Do they want to be, do, say or gain something they cannot currently be, do, say or gain (Irving Lorge, 1947)? If the students do not speak English how would you go about finding out this information?

Next, we need to know what skills your students already possess. What are some easy things to find out very early on?

11 ☐ **How to "Do School"**

Nelson (1989) mentioned different "curricula" that students have to know:

- the official curriculum (content driven by standards),
- the cultural curriculum (world knowledge),
- the *de facto curriculum* (textbook and materials),
- *class curriculum* (implicit and explicit rules of the classroom),
- *hidden curriculum* (teachers expectations),
- *underground curriculum* (peer-to-peer attitudes and acceptance)
- How do we help students navigate all these different curricula?

12 ☐ **What's a banana?**

What are some ways of moving from concrete to abstract?

13 ☐ **Sound to Symbol**

If we find that students have trouble with the alphabet, we need to know if that's because they cannot read and write in their own language, or if the problem is the Roman alphabet. If they do not read and write in their native language, the first task is to teach sound to symbol relationships. (Coffee cup example). Let's try it on paper. Circle the letter of Goyco-ease alphabet that is different from the other letters in that row. Then, copy the circled letters to the bottom.

14 ☐ **Activate Prior Knowledge**

What content might your students have existing experience / knowledge about that you can start building upon?

15 ☐ **Noticing Literacy**

Provide students with tasks that cause them to notice print in the world around them.

16 ☐ **Routines and Repetition**

Using a standard lesson plan format like WIPPEA will help students know what to expect.

17 ☐ **Revisit the “Why”**

- What was the need (be, do, say, gain) that drove them to your class?
- Where are they on the path to that goal?
- What adjustments do you need to make to help them reach their goal?

18 ☐ **Use Content Standards to guide progress**

- Unpack the standard.
- Create your learning objective.
- Decide on your assessment.
- Design your lesson.

19 ☐ **Review**

- What are the different levels of literacy you should be aware of when planning your lessons?
- What are some strategies we can use to help adult language learners with low literacy levels be successful?
- How can we use content standards to improve instruction for our beginning ESL students?
- Is there anything else you want to ask about or comment upon?

20 ☐ **PRACTICE**

- Select a skill (listening, speaking, reading, writing).
- Select a standard for Level 1.
- Unpack the standard. What would it look like in your classroom?
- Create your learning objective. What will the student be able to do after the lesson?
- Use the WIPPEA template provided to start drafting your lesson plan.

21 ☐ **Evaluation time!**22 ☐ **Thank you for coming!**

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