



The RI-TELLER

The Newsletter for Rhode Island Teachers of English Language Learners and ELL Professionals

Fall 2013

Contents:

Keeping Up with Common Core

Why Join RITELL 2

Fall Conference Reminder 3

Coordinating Council 4

RITELL Awards 4

What's New on The RITELL Website 9

Career and College Readiness 10

The Read Aloud In the ESL Classroom 11

Upcoming Conferences 14

Joe Lopes & Christopher Bourret Editors

Keeping Up with Common Core by J.A. Lopes

The Common Core State Standards are here. Now what?

That's the unyielding question surfacing at every public school district in Rhode Island. Teachers and administrators are not only grappling with the implementation of the Common Core State Standards (CCSS), they also must consider their implications for English Language Learners (ELLs). The state Department of Education, of course, has offered workshops to ease the burden; educational websites are sprouting overnight expounding the "latest information," and educators at every level are engaging in and forging new professional networks in an attempt to stay abreast of fast-moving developments. Considering the first round of PARCC testing is nearly ready to be rolled out, the stakes are enormous

for students and educators alike. So, where do educators of ELLs begin?

The RITeller contacted one of the leading advocates of ELLs in the state, Julie Motta, to provide insight into the situation. Motta, who is now the Director of Education in East Providence, lead a team of ESL teachers in Pawtucket on a project that saw the team transform ELA units, incorporating both the CCSS and WIDA ELD standards into each unit.

The RITeller asked Motta three basic questions. Motta shared her experiences and expertise, and offered advice and encouragement to her fellow educators in the state. What follows is the interview questions and answers. *Continued page 5*

ELLs, Sheltered Instruction and the Common Core: Resources for Teachers

Compiled by: Ellen Nanni, Graduate Student, MAT in Art Education, Rhode Island College.

Portland Public Schools Sheltered Instruction Curriculum

<http://www.pps.k12.or.us/departments/curriculum/2436.htm>

This site is filled with useful tools for teachers. Among the most helpful are the extended lesson planning template, an instructional strategy guide by proficiency level, sample lesson plans and video clips

demonstrating how to give visual directions, and vocabulary instruction to help students compare and contrast.

¡Colorín Colorado!: Language Objectives: The Key to Effective Content Area Instruction for English Learners

<http://www.colorincolorado.org/article/49646/>

Continued Page 7

Why Join RITELL? Six Essential Reasons

RITELL is the only association in Rhode Island that maintains an affiliation with TESOL. Joining RITELL can help members present themselves as serious professionals by being a member of his or her professional association.

Highlight your membership on your resume:

There are few better ways to show serious commitment to the field and be distinguished within the profession.

Pay special member fees and use RITELL resources:

At RITELL Conferences in the fall and spring, pay discounted fees. Designed with our members' needs in mind, visit

the RITELL website regularly to stay up to date in your field. www.ritell.org.

Receive the association's newsletter--The RI-Teller:

Receive the *RI-Teller* twice a year and stay up to date on issues and developments in the field. Learn of changes in state policies, gain valuable information that can help teach students more effectively, and learn of professional conferences of interest to be held in our region.

Job Postings:

Receive job postings through *RIWorks*, our e-bulletin that will notify RITELL members of ESL and bilingual/dual language positions as

they are announced.

Networking:

Network with colleagues who can offer ideas, strategies, resources and encouragement. Join one the Special Interest groups (SIGs). See our website for a list of SIGs.

Advocacy:

Benefit from the advocacy efforts of RITELL on behalf of Rhode Island ESL and Bilingual professionals, as well as ELL students and their families.

Get involved!

RITELL members are the backbone of our professional association. Looking for a way to Contribute? RITELL is a wonderful option. Join others and make a difference!



Don't miss out on the opportunities and benefits RITELL can bring!

Contribute to RI-TELLER!

We welcome book reviews, articles, lesson ideas, notices or relevant meetings and any other news of interest to ESL educators in RI.

For more information contact:

Christopher Bourret
cbourret@verizon.net



Check Us Out Online!

On www.ritell.org, check out the growing collection of resources, including our Book List Project, our Language & Country Projects, and Internet Resources.

See page 9 for what's new on our site!

The RITELL Fall 2013 Conference
*Sheltered Instruction and the
Common Core Standards*

Saturday, November 23, 2013, 9am-12:30pm

Rhode Island College
Student Union Ballroom

Main Session Speaker:



Deborah J. Short, Ph.D.

Senior Research Associate, Center for Applied Linguistics

Short co-developed the research-validated *SIOP* Model for sheltered instruction, has directed quasi-experimental and experimental studies on English language learners, and has authored numerous research articles, the policy report *Double the Work*, as well as several publications, including books on the *SIOP* Model and National Geographic Learning's ESL series: *Edge*, *Inside*, *Reach*, *High Point*, and *Avenues*.

K-12 and Adult Ed Breakout Sessions to follow.

To register, come on the date or visit
www.RITELL.org

Sponsored By:



RITELL Coordinating Council

Flavia Molea Baker
Lauren Bentley
Christopher Bourret
Nancy Cloud
Suzanne DaSilva
Jane George
Michael Paul
Jessica Quaranto
Dina Silvaggio

Representative at Large: **Joe Lopes**

The outgoing council also recognizes and thanks outgoing Council Member Professor Andres Ramirez for his service on the council over the last several years.

Among its activities, Coordinating Council Members organize and work at RITELL Conferences, manage the www.ritell.org website, advocate & present position statements for teachers of ELLs, help form and support Special Interest Groups, and actively recruit new RITELL members. The Council meets monthly from September to June.



Council members in action

RITELL Awards

RITELL is proud to sponsor two yearly awards. To nominate someone you know see www.ritell.org

Nancy A. Carnevale Teacher of the Year Award for Excellence in ELL Teaching (PreK-12)

The nominee for this award must:

- Be a person whose approach to teaching is that of “teaching from the heart”
- Employ research-based second language acquisition strategies in their teaching of ELLs
- Have genuinely high expectations for all students, that with the right supports, students “can do.”

Adult Education Practitioner Award (Adult/Higher Education)

The nominee for this award:

- Demonstrates high levels of commitment and makes significant contributions to the field.
- Demonstrates high levels of professionalism, collegiality and cooperation.
- Goes above and beyond to help ELL students and professionals in the field of Adult Education.

Show your support by purchasing a nifty RITELL flash drive or fashionable RITELL T-Shirt at our conferences!



How have you prepared your district for the Common State Standards?

In Pawtucket, I worked with my teachers on ELA curriculum units that were first written based on the CCSS. This was a collaborative project led by the Dana Center between Pawtucket and East Providence teachers. We studied the CCSS deeply and then transformed the ELA units to incorporate both the CCSS and the WIDA ELDs. Since I am on the RIDE Educator Leader Cadre for the Implementation of PARCC as well as being a Common Core Ambassador for RIDE, I have been lucky to receive updates from Achieve the Core often.

I have shared all that I have learned from being part of those two projects with my teachers as well. In East Providence, we are beginning similar work on transforming the CCSS ELA units as we did in Pawtucket, incorporating the WIDA ELD standards into each unit. When you really delve into the CCSS, you find that both in ELA and in Math, academic language is critical. This is where I have focused my work with my ESL teachers. We have learned so many great vocabulary strategies from our work with SIOP implementation, and that using those strategies to deepen the levels of academic language that all students need, not just ELLs, is a natural fit. As far as the Math CCSS, we have really focused on the shifts. In East Providence, we have adopted the CCSS Eureka Math Curriculum from Engage New York. In implementing it, teachers are expressing the need to do lots of vocabulary work and building background with all students. So again, this is a natural fit for ESL teachers to support this work in classrooms.

How have you integrated the WIDA standards into the CCSS, and what were the tools that you used?

To integrate the two sets of standards in viable curriculum units, I have really focused on using WIDA's Features of Academic Language

as well as their work around sociocultural contexts for language. When you study the performance criteria and the features of each of the three levels of the academic language features: Word/Phrase, Sentence and Discourse, it helps to break down the content of the CCSS. You can use the three levels to sort all of the language that will be necessary to meet the CCSS.

Furthermore, when you consider the sociocultural contexts for language within the CCSS, you can make good decisions about what foundational skills need to be emphasized to move students from those learning those skills, to deeper understanding and eventually conceptual knowledge that they can transfer. Using WIDA's Model Performance Indicators also helps with scaffolding and differentiation with high-level concepts as well as working with complex texts. You can use those that already exist and are aligned to the CCSS in the 2012 version of the ELDs or you can create your own.

What did you learn at the WIDA training (2012) that is of use to ESL practitioners?

In 2012, I really learned to better use the WIDA Performance Definitions to set obtainable objectives for my students. Since they are now broken down by receptive and productive language domains, we have concrete examples that we can use to decide on instruction that meets the needs of learners at varying levels of language proficiency. They are extremely helpful for setting goals that move students from level to level. This ensures that we are never setting targets and preparing learning activities that are not challenging enough or are so far beyond the language that our students have acquired, as they will be frustrated by these situations

The task of preparing all students for the CCSS, at times, seems insurmountable. What advice can you offer other teachers and professionals who feel this way? *continued next page*

Overall, I feel that as teachers of language, we have already been doing a lot of what is required in the CCSS. Our linguistic and pedagogical knowledge as ESL and Bilingual educators has better prepared us to assist students with meeting the CCSS than our mainstream colleagues. We have the skills to understand the language of the content standards and the tools to scaffold for our students so that they achieve at high levels. Teachers of ELLs are masterful at differentiation and knowing exactly what our students need. We meet them where they are and move them forward no matter what the obstacle.

Additionally, we have always held high expectations for our ELLs so when a challenge like the CCSS comes along and general educators have doubts about what students will be able to do and show when the matching assessment - The PARCC - rolls around, we can feel confident that we have always been preparing our students for the high level academic language of school, and by doing so have simultaneously been preparing them to meet rigorous content standards as well.



South County ELL Consortium members

South County ELL Consortium Begins Work on CCSS

For a local group of ESL teachers, the work to align the Common Core State Standards (CCSS) to their school district's curriculum began this summer when five members of the South County ELL Consortium attended the *Great Lakes TURN Conference* in Chicago, joining more than 200 classroom teachers and administrators for two days of workshops. In addition, four case studies were featured during the conference, with professional development centering on how the CCSS were implemented and aligned in each featured district.

Despite the wealth of information shared at the conference, the five members of the South County group discovered that no ready-made accessible tool connecting the CCSS to ESL instruction exists. The South County group followed up the conference with a one-day retreat on Block Island in August, where it set three attainable goals related to Common Core:

- Create a clearinghouse of practical and relevant information for the South County ELL Consortium.
- Explain and model what it means to teach academic language, especially as it pertains to the shifts brought on by the CCSS.
- Develop a framework, a "guide" that contains models of teaching for each grade level.

The group attended the *New England TURN Conference* in Boston this fall, and recruited well-known and respected ESL educator Pamela Ardizzone, an ESL instructor at Rhode Island College. She attended the consortium's first professional development day at Chariho Career and Technical Center in October and is helping the consortium move forward this academic year. With Ardizzone's leadership and guidance, the consortium intends to create a template connecting the CCSS to the WIDA Amplifications.

Members of the South County ELL Consortium who attended both TURN Conferences and the Block Island retreat included: Jane George, Joanne Warfel, Maureen Logan, Rene Rosivach and Joe Lopes.

ELLs, Sheltered Instruction and the Common Core: Resources for Teachers *continued from page 1*

A helpful article for teachers, showing how to write language objectives and align them with standards, it provides tips for writing language objectives, how to implement them and gives specific examples. It also includes resources to support teachers as they become familiar with this practice.

Linguistic Scaffolding Strategies for ELLs: Classroom Samples Using Sheltered Instruction (PDF) *Prepared by the Texas Education Agency*
http://www.esc1.net/cms/lib/TX21000366/Centricity/Domain/63/Linguistic_Scaffolding_Strategies_for_ELLs.pdf

This information-packed booklet was created to provide additional resources for teachers of ELLs in Texas schools. It is full of classroom strategies using Sheltered Instruction and provides well thought out examples as well as why each strategy benefits ESL learners.

¡Colorín Colorado!: Math Instruction for English Language Learners
<http://www.colorincolorado.org/article/30570/>

This helpful article gives an overview of what is important in Math instruction for ELLs, and why it is important. It also gives innovative ideas on how to use technology in math lessons, and provides many additional links to resources for teachers.

Fulton County Schools: Promoting Language Learning and Academic Success in the Content Areas for English Learners

(PDF version of a Powerpoint)

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ESOL-ES_Booklet.pdf

This power point is chock-full of information for elementary school teachers. This includes an in-depth look at WIDA's English Language Development standards and Common Core standards and a well-structured layout of the Stages of Language Proficiency (for Pre-K through 5). It also includes information on Differentiated Language Functions, Academic Support for English Learners and how to design lessons for ELLs, with many useful instructional guidelines and strategies.

District-Developed Teaching Strategies, Templates, and Model Content Area Lessons

These resources are district developed and support SIOP Implementation, specifically the 8 Phases of SIOP Instruction

NASSP (National Association of Secondary School Principals): The Common Core Challenge for ELLs

[http://www.nassp.org/tabid/3788/default.aspx?topic=The Common Core Challenge for ELLs](http://www.nassp.org/tabid/3788/default.aspx?topic=The%20Common%20Core%20Challenge%20for%20ELLs)

This site includes an interesting article written by Rhoda Coleman and Claude Goldenberg in which they give an overview of the Common Core challenges for ELLs. They discuss Content Area instruction using Sheltered Instruction, and discuss how to promote English language proficiency during content instruction.

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ELLs, Sheltered Instruction and the Common Core: Resources for Teachers *Continued from page 7*

Anoka-Hennepin School District: SIOP Model and Sheltered Resources

<http://www.anoka.k12.mn.us/education/components/docmgr/default.php?sectiondetailid=269659>
&

This site includes an incredibly extensive collection of resources, which include features and tips for practice according to each of the eight components of the Sheltered Instruction Observational Protocol for Elementary and Secondary Education. SIOP Lesson plan templates and teacher created SIOP lesson plans are also available on the site.

Colorado Springs School District 11: SIOP Strategies

<http://www.d11.org/Instruction/Science/Curriculum/9-12/Pages/SIOP-Strategies.aspx>

This well-organized site gives an excellent in-depth breakdown of the 8 phases of the SIOP strategy. It gives an adept analysis of each step, and offers classroom tips, applicable games and activities, and links to helpful and engaging lesson plans.

Sheltered Instruction Observation Protocol: Strategy Guide for ELL/Bilingual Learners (PDF) *Developed by the Keeneyville Elementary School District 20 Faculty ELL/Bilingual Committee*

<http://www.esd20.org/site/files/510/135401/451027/623797/SIOPClassroomStrategies.pdf>

This document provides information on English language diversity in the classroom, and a brief SIOP introduction. It also provides more than 20 engaging SIOP activities to be used in the classroom. These activities are designed specifically to help engage students 90% to 100% of the time in class through interaction. An assessment is included with each activity that includes an explanation when and why it would be used. Directions, examples, and variations are also listed.

Additional Resources are available in past issues of the *RI-TELLER*:

- *Summer 2013 Issue*: Common Core Resources
- *Spring 2011 Issue*: Useful Math Links
- *Fall 2010 Issue*: Writing Resources

RITELL Recommended Resource:

College and Career Readiness Standards for Adult Education

One of the hottest topics in adult education is college and career readiness. A report prepared by Susan Pimentel for the U.S. Department of Education, Office of Adult and Vocational Education, makes a substantial contribution to understanding the shifts we need to make in instruction so that students are prepared for postsecondary education and training. *College and Career Readiness Standards for Adult Education*, identifies these standards through the lens of the Common Core State Standards now being instituted in the K-12 system in most states. Experts working with Pimentel identified five key curricular shifts – three in English Language Arts (ELA) and Literacy and two in Mathematics. Shifts in ELA/Literacy include: (1) Complexity: Regular practice with complex text and its academic language; (2) Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational; and (3) Knowledge: Building knowledge through content-rich nonfiction. For Mathematics, the shifts include: (1) Focus: Focusing strongly where the standards focus and (2) Coherence: Designing learning around coherent progressions level to level. You will find College and Career Readiness Standards for Adult Education in the LINC S Resource Collection:

<http://lincs.ed.gov/professional-development/resource-collections/search>
(Reprinted from LINC S Fall 2013 Newsletter)

What's New on the RITELL Website

by Ellen Nanni, M.A.T in Art Education

Have you ever wanted to use multicultural texts with your multicultural students? Have you ever wanted to learn more about the different countries and languages that our students in Rhode Island represent? Have you ever wanted fresh ideas for using wordless picture books? Or have you imagined that you could use literature to teach?

Well, the RITELL website is the best place to go to find out the answers to your questions. RITELL is constantly being updated and added to. Some recent changes that you may find interesting and useful are the Booklist and Country projects created by graduate students in the TESL M.Ed. program at RIC.

These excellent resources are found on the site under Teacher Resources :

The Booklist Projects

- Author Study Booklists
- Culture-Specific Booklists
- Themed Wordless Picture Book Lists
- Themed Science Topic Booklists

These Booklist Projects explore a variety of topics, and give useful information for all educators. The booklists give a brief description of different books that share a theme, and name the appropriate grade level, as well as explain what would make each book relevant to ELLs. They also provide the formats in which each book is available, and links to any on-line resources for classroom teachers.

The Language and Country Project

Languages and Countries of Africa
Languages and Countries of Asia
Languages and Countries of Central America
Languages and Countries of Europe
Languages and Countries of the Middle East
Languages and Countries of Oceania
Languages and Countries of South America
Languages and Countries of the Caribbean
Sign Language

The Country Power Points give an in-depth description of different countries. They provide background information about the language spoken, information about problems a speaker of that language would have when learning English; and cross-cultural communication style. They also provide background information including the country's location, literacy rates, poverty levels, political turmoil or stability, as well as information about educational opportunities found in the country and information about the attitudes or views towards English and English speakers.

We also have four active Special Interest Groups that have pages on the website. Check them out and consider joining one that fits your interests.

The groups are:

- Early childhood/Elementary Education
- Adult Education
- Dual Language/Bilingual Education
- International Voices

In addition, we are regularly updating useful links. If you have any particular favorites, let us know and we can upload the links for you and everyone else.

The RITELL website is the place to go for information about upcoming events such as conferences, and is also a good place to check for other opportunities such as awards in the community. Stay updated on happenings and resources, and be sure to check out the RITELL website, and take advantage of all it has to offer!



College and Career Readiness - Two Teachers' Perspectives

by Kathy Evans and Chris Bourret

As Instructors of a College Transition program in Adult Education setting, our objective is to work with English language learners and help them to establish clear goals and develop the confidence and independence to achieve success in college and/or in the workplace. We focus on helping students gain the academic reading, writing, and study skills to enter and succeed in college and ultimately help them prepare for careers after college. One of the major challenges of this work has been to build a seamless pathway from the world of adult education to the doors of college. Time and money is limited, so it is critical that students build their skills and knowledge as quickly as possible. Emphasis is also placed on students becoming disciplined, independent learners who understand that their education is also their responsibility.

The College and Career Readiness Standards for Adult Education (CCR) have served and will continue to serve as a bridge for the development of our transition program. Each of us has brought to this program combined backgrounds in tutoring college and ESL students and working in adult education. By working and teaching together, we have been able to integrate the skills needed for college with an understanding of literacy development. We have used the Standards to better understand the progression of skill development and how to better prepare students for college and careers. We offer three levels of college transition courses. As a result of looking at the CCR Standards, we knew we had to “raise the bar” in these classes to challenge students particularly in the areas of writing, analytical thinking, and oral communication skills. An example of this is using materials from “Advanced Level” readers such as America Now or Northstar to form the basis of our classroom discussions, activities and assignments.

Once we picked out the readings that were at an appropriate level for the students, we found that the texts promoted substantial discussion and debates about controversial topics. The text also informed the writing assignments that students were required to produce each week. Students loved the material and came to class energized by the work they produced. It was encouraging and inspiring for us to watch how the students realized that academic material was relevant to their lives, their backgrounds and experiences, and the world around them.

We view the CCR Standards as our guidepost in insuring that students will successfully enter and succeed in college. The largest impact we have observed both in ourselves and our students is that the Standards helps us to bring our lessons to the highest cognitive demand. In addition, we have found that most students don't have clear career goals and have difficulty answering the question “Why do I want to attend college?” An equally important question for students to think about and answer is: “What am I bringing to my educational experience?” Having students reflect and think about what they are going to get out of the college experience, as well as what they are bringing to it (i.e. ambition, discipline, responsibility, and a desire to learn), will result in realistic, achievable, and positive outcomes.

By integrating the Standards into our classroom activities, and getting students to be aware of them and what learning they need to bring to the table, we know that students will be better prepared for the rigors of college level reading and writing assignments.

Kathy Evans teaches college transitions classes for Rhode Island Family Literacy Initiative (RIFLI).

Chris Bourret is a former teacher at RIFLI and currently a Faculty Associate ELL Instructor at MCPHS University in Worcester, MA.

“Reading aloud builds vocabulary improves listening skills, aids reading comprehension, and has a positive impact on students’ attitudes toward reading. It is the easiest component to incorporate into any language program at any grade level.” (Routman, *Invitations* 43).

The earliest experience of being read to is one that skilled readers treasure and are quick to recall. The sheer joy of sitting with a parent, grandparent, aunt or uncle who is reading them a favorite book evokes the fondest of memories. If you look in the index of any book on the subject of reading – whether it focuses on strategies or strugglers, phonics or whole language, you will find an abundance of read-aloud benefits. These include modeling fluent reading, building vocabulary and background knowledge, and providing the incentive for students to read independently – similar to goals in many ESL classrooms. Too often, however, teachers read to children only in the primary grades. Once students have advanced to the intermediate grades, or attained the ability to read for themselves, this ritual disappears. Many reading experts emphasize that teacher read-alouds should happen at every grade level, attesting to benefits derived well into middle and secondary grades, and, for English Language Learners, the adult classroom. (Allen, 2000; Atwell, 1998; Calderon, 2007; Rasinski, 2003; Zwiers, 2010).

What is a read-aloud?

During read-alouds, the teacher reads a book to students that is usually a grade or two above their reading level, because, whereas listening comprehension begins to develop around one year of age, reading comprehension typically doesn’t begin to develop until kindergarten or first grade. (Biemiller, “Oral Comprehension”). Unlike with *shared-* or *read-along reading* students do not have the text in front of them. Read-alouds fits seamlessly as a transition activity at the beginning or end of a class, and can be as brief as a few paragraphs or as long as a half-hour.

For English Language Learners a read-aloud can be one of the very few times they encounter a second language without having to decipher it word-by-word, and thus are free to visualize the text, while someone else does the decoding. (Allen, Read-Aloud 4)

The extraordinary effort required to decode printed words in another language and ‘get it’ can be analogous to driving toward an unfamiliar destination alone at night before the arrival of GPS – no one there to direct you, and was impossible to read a map or follow MapQuest in the dark.

Continued next page

The Read-Aloud: Before-During-After

Before: The first step is careful book selection from a wide variety of genres -- novels, short stories, poetry, humor, advice columns, and biography. For Common Core, textbooks along with newspaper and magazine articles and online text can serve to provide non-fiction selections. Practicing the text before reading aloud is imperative. If you go in cold --you will invariably model the very habits you want your students to avoid -- starting, stopping and stumbling along in a monotonous voice. Perhaps the best model for this vital preparation is found in books-on-tape which (if the reading were a bit slower) could be ideal examples of "how to". The narrators are *trained* actors who bring the pages alive by rehearsing and dramatizing their presentation, and by distinguishing the various moods and character by varying the tone of their voice. That is not to say that a theatre background is a prerequisite, but simply to underscore the importance of preparing ahead.

During: Many teachers feel the read aloud should be reserved solely for the simple joy and community building it affords and the exposure to new authors and books. They avoid interruptions, except to clear up confusion or emphasize a word. Other teachers feel just as strongly that it provides a

perfect opportunity to incorporate comprehension protocols such as guessing, questioning, and creating mental images.. This latter approach is often termed a *Think-Aloud*.

After: Some teachers choose to follow up a Read-Aloud with a discussion to reinforce new vocabulary, to ensure comprehension, and to bridge connections with other cultures. Rasinski in the *Fluent Reader*, reminds us that when students are given time and support to react to the reading orally, visually, physically, or in writing, it significantly increases the impact. (Rasinski 53) A classroom teacher might encourage students to respond verbally with a "Turn-and-Talk"; with *shared writing* -- "Who do you consider the main character and why?", *visually* -- an-individual drawing or small-group picture, or *physically* -- by acting out a scene.

A word of Caution -- a Read-Aloud is *not* to be confused with Round Robin Reading (RRR) which is defined in the Dictionary of Literacy as "the outmoded practice of calling on students to read orally one after the other" (Harris 222). Rasinski cites eight reasons to leave RRR behind, yet just two may suffice -- it is *much* slower than silent reading -- thus consumes precious class time with results that are unsupported by research. Further, it can be a source of acute embarrassment for an ESL (or any) student to read unrehearsed text in front of peers for all but the best readers. *Continued next page*

Conclusion. Given Routman's unbridled endorsement of Read-Alouds as the easiest component to incorporate at any level, why not try it Monday morning? Regardless of whether your priorities are to enhance speaking, reading, listening, or writing, whether you teach Beginning or Advanced learners, and regardless of students' ages, you are likely to find that the remarkable benefits of a read-aloud right at your fingertips.

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- John O'Connor is an ESL instructor and volunteer and is completing his MAT in TESL from Salem State University, Salem MA.*

**Please Contribute to
RITELLER!**

**We're looking for lesson
ideas, research, classroom
stories, activities, etc., for
our Spring 2014 issue!**

Contact Chris Bourret at cbourret@verizon.net

Upcoming Conferences

MATSOL 2014 Conference - Call for Proposals

MATSOL invites you to present at our 2014 Conference. We hope that you will share your ideas, effective classroom practices and research in the field of ELL/ESOL education.

Theme: Refresh • Reflect • Renew

Conference Dates: May 8-9, 2014

Location: Sheraton Framingham Hotel and Conference Center in Framingham, MA

Audience: Educators of English Language Learners/ESOL educators in K-12, adult, workplace, community college, and university programs, as well as teacher educators and administrators.

Topic Strands

Best Practices in Instruction
Reading, Writing, Literacy
Listening, Speaking, Pronunciation
Standards Implementation (CCSS, WIDA, etc.)
Specific Populations (ELLs with disabilities, SLIFE, etc)
Program Administration and Development
Professional Development/Teacher Education
Family and Community Connections
Knowing Our Students (culture, psychology, educational background, etc)
Media and Technology
Policy and Advocacy

[View the complete 2014 Call for Proposals](#)

Submission deadline: December 1, 2013



Massachusetts Association of Teachers of

Speakers of Other Languages (MATSOL) is a professional association of educators of English language learners. Our mission is to provide support and professional development to educators working with English language learners, and to advocate for the educational opportunities and achievement of all English language learners. www.matsol.org

TESOL 2014 Convention

March 26-29

Oregon Convention Center,
Portland, Oregon

Hilton Portland & Executive
Tower

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