A Novel Idea: Inclusive Strategies for Secondary ELLs and Class-Assigned Novels

Kim Breining and Amanda Broyles

SOL: ELA 6.4, 7.4, 8.4, 9.3, 10.3, 11.3, 12.3;
6.5, 7.5, 8.5, 9.4, 10.4, 11.4, 12.4
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Lost in Translation

In a Paris hotel elevator:
Please leave your values at the front desk.

In a Copenhagen airline ticket office:
We take your bags and send them in all directions.

Don't lose your English Language Learners in the process of teaching extended texts!
Strategies

- Pre-Reading
- During Reading
- Post-Reading

Some General Guidelines:
- Level 1/2: Allow students to show basic understanding with pictures or one word responses. Limit number of required responses to 1/3 or less.
- Level 3: Allow students to use short answer responses. Reduce the required responses to most important words or ideas.
- Level 4/5: Expect full participation, but allow students to participate based on their individual needs.
Pre-Reading

- Thematic teaching: Writing about novel themes
- Word-structure analysis (holistic, not specific to the novel)

Note of caution:
Avoid overuse of abridged versions (leveled texts) or translated versions
During Reading

- Illustrated reading guide
- On-going storyboard
- Partnering with native English speaker
- "Break for background": Historical and cultural framing
- Pause for discussion

Notes of caution:
Avoid excessive use of dictionary. Focus on decoding the bigger plot picture.
Illustrated Reading Guide
A Doll’s House by Henrik Ibsen
Calling Cards—19th Century
Christmas Tree

Christmas Tree—Act I  

Christmas Tree—Act II

How do the changes in the tree reflect Nora’s situation?
Lamp

How does the mood change when the maid brings in a lamp?
Dr. Rank’s Black Cross
Mailbox

Outside view

Inside view

Why does this mailbox pose such a problem for Nora?
Post-Reading

- Finalized storyboard (with captions) http://www.storyboardthat.com

Overall Strategy:
Create alternatives to multiple choice or essay assessments.
Application
Pre-Reading
Thematic Writing
Describe a memory about food and family.

Preview text from Como Agua para Chocolate by Laura Esquivel
External text structure
- recipe

Preview Continued
Cognates
- ingredientes
- chiles
- oregano
- sardinas
- sensible (sensitive)
- produce
- simple

Latin Roots
- manera -> manual
- finamente -> finely
- día -> day
- provocaron -> they provoked

During Reading:
Illustrated Reading Guide
la cebolla
el vientre
llorar
Pre-Reading
Thematic Writing

Describe a memory about food and family.
Preview text from *Como Agua para Chocolate* by Laura Esquivel

External text structure

- recipe
INGREDIENTES:

1 Lata de Sardinas
½ de Chorizo
1 Cebolla
Orégano
1 Lata de Chiles Serranos
10 Teleras

MANERA DE HACERSE:

La cebolla tiene que estar finamente picada. Les sugiero ponerse un pequeño trozo de cebolla en la mollera con el fin de evitar el molesto lagrimeo que se produce cuando uno la está cortando. Lo malo de llorar cuando uno pica cebolla no es el simple hecho de llorar, sino que a veces uno empieza, como quien dice, se pica, y ya no puede parar. No sé si a ustedes les ha pasado pero a mí la mera verdad sí. Infinidad de veces. Mamá decía que era porque yo soy igual de sensible a la cebolla que Tita, mi tía abuela.

Dicen que Tita era tan sensible que desde que estaba en el vientre de mi bisabuela lloraba y lloraba cuando ésta pica cebolla; su llanto era tan fuerte que Nacha, la cocinera de la casa, que era medio sorda, lo escuchaba sin esforzarse. Un día los sollozos fueron tan fuertes que provocaron que el parto se adelantara. Y sin que mi bisabuela...
Cognates
- ingredientes
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During Reading:
Recognize Character Names

Characters:
• Tita, mi tia abuela
• Mama
• Nacha, la cocinera de la casa
Post-Reading

5 Ws + H
- Who are the characters?
- Noteable traits?
- Where are they?
- What happens?
- Why?
- How?
Resources


Fraser, Carol. (1989). Reading for independence. TESL Canada Journal, 6 (2), 74-86.


Tse, Lucy. (1996). If you lead horses to water they will drink: Introducing second language adults to books in English. The California Reader, 29 (2), 14-17.