A Note
Welcome to the second edition of Many Tongues, One Voice. With one quarter under our belts, the year is in full swing. In this edition of Many Tongues, the focus is on reading. As you probably know, reading is often a struggle for second language learners. The differences in phonemes represented in their native languages and English, lack of background knowledge, and gaps in vocabulary knowledge make reading challenging. While some reading programs adhere to a one-size-fits-all instructional model, the unique needs of this population mean that they may need explicit instruction that native English speakers do not. Building background prior to reading, providing visual support, direct vocabulary instruction, and metacognitive strategies are just some of the techniques teachers can employ to help their students make meaning and build comprehension. This edition also has information about the bilingual programs in our district. These programs, are based on decades of research which supports the idea that a dual language approach to learning enhances a child’s English language knowledge rather than impedes it. They are great programs, and we hope you will encourage our community to support them.

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Did You Know?
Did you know that we have 100 different languages represented in Winston-Salem Forsyth County Schools? This includes refugee populations from Burma, Syria, and the Congo. Our students are incredibly linguistically and culturally diverse. They bring a range of experiences and knowledge to our classrooms.
## Reading Behaviors

### Proficient Reading Behaviors
- Proficient readers know what and when they are comprehending.
- Proficient readers know their purpose for reading.
- Proficient readers recognize the style of the text and know how to approach reading it.
- Proficient readers know when and why they are not comprehending.
- Proficient readers know and use a variety of strategies to solve their comprehension problems.

### Reading Behaviors of Struggling English Language Learners
- Struggling ELLs are focused on completing assignments.
- Struggling ELLs narrowly believe reading is decoding and pronouncing words correctly.
- Struggling ELLs view their two languages as separate and unrelated.
- Struggling ELLs may lack a biliterate perspective.
- Struggling ELLs fail to integrate prior knowledge and experiences.
- Struggling ELLs don’t ask the questions that guide reading and thinking.

### Reading Behaviors of Successful English Language Learners
- Successful ELLs hold positive self-images of themselves as readers.
- Successful ELLs read in broad phrases.
- Successful ELLs understand the relationship between their two languages.
- Successful ELLs search for cognates (words that are similar in both languages).
- Successful ELLs make connections between themselves and the text.
- Successful ELLs reflect on the meaning of the text.

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### What’s Different About Teaching Reading to Students Learning English by the Center For Applied Linguistics

> “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

- Nelson Mandela

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### FEEDBACK

Give Us Some Feedback:

[Click Here](#) to tell us what you think!
Why is Nightly Reading Important?

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads 20 min. a day</td>
<td>Reads 5 min. a day</td>
<td>Reads 1 min. a day</td>
</tr>
<tr>
<td>3600 minutes a year</td>
<td>900 minutes a year</td>
<td>180 minutes a year</td>
</tr>
<tr>
<td>1,800,000 words</td>
<td>282,000 words</td>
<td>8,000 words</td>
</tr>
</tbody>
</table>

By the end of 6th grade student A will have read the equivalent of 60 whole school days. Student B will have read only 12 school days. What advantage does that give student A? Although English Learners also need explicit vocabulary instruction, wide exposure to language is essential for vocabulary development, fluency, and comprehension. It is extremely important that we encourage students to read EVERY single night!

(Nagy & Herman, 1987)
ELLs & Context Clues

Context clues can help a student determine the meaning of unfamiliar words, particularly in texts written for that very purpose. The authors of text books and classroom resources often intentionally include synonyms, examples, footnotes, sidebars, and glossaries within the text to support student autonomy. When students read widely and encounter a word in multiple context, they shape and refine their understanding of the word. Context however, has limitations and can even be misleading. Beck, McKeown, and Kucan identified four types of context clues in their research. Each type can be seen in the graphic below. Given that three of the four do not lend themselves directly to specific word knowledge, English Learners cannot rely solely on context clues, but need explicit vocabulary instruction in the classroom.

Four Types of Context Clues

- **Misdirective Contexts**: Contexts that rather than revealing the meaning of the word, direct readers to derive an incorrect meaning.
  - “Sandra had won the dance contest, and the audience’s cheers brought her to the stage for an encore. “Every step she takes is so perfect and graceful,” Ginny said grudgingly as she watched Sandra dance.

- **Nondirective Contexts**: Contexts that offer no assistance in directing the reader towards a particular meaning.
  - “Dan heard the door open and wondered who had arrived. He couldn’t make out the voices, but he recognized the lumbering footsteps on the stairs and knew it was Aunt Grace.”

- **General Contexts**: Contexts which provide enough information to give the reader a general idea of the meaning.
  - “Joe and Stan arrived at the party at 7 o’clock. By 9:30, the evening seemed to drag for Stan. But Joe seemed to be having a good time. “I wish I could be as gregarious as he is,” thought Stan.”

- **Directive Contexts**: Contexts which lead to a likely conclusion of meaning.
  - “When the cat pounced on the dog, he leapt up, yelping, and knocked down a shelf of books. The animals ran past Wendy, tripping her. She cried out and fell to the floor. As the noise and confusion mounted, her mother hollered upstairs, “What’s all that commotion?”

*Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan
8 Benefits of Being Bilingual

1. Enhanced executive functioning
2. Better decision making
3. Advanced phonemic awareness
4. Superior self-regulation
5. Global awareness
6. Highly developed listening acuity
7. Job skill advantage
8. Delayed dementia in adulthood

Bilingual Programs in WSFCS

<table>
<thead>
<tr>
<th>Program Model</th>
<th>ESL Academy</th>
<th>Transitional Bilingual</th>
<th>Developmental Bilingual</th>
<th>Immersion</th>
<th>Dual Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Goals</td>
<td>English Proficiency</td>
<td>Transition to all-English Instruction</td>
<td>Bilingualism and Biliteracy</td>
<td>Bilingualism and Biliteracy</td>
<td>Bilingualism and Biliteracy</td>
</tr>
<tr>
<td>Students' Characteristics</td>
<td>- Limited or no English</td>
<td>- Limited or no English</td>
<td>- Limited or no English</td>
<td>- Speak English</td>
<td>- Native English Speakers mixed with non-native English speakers</td>
</tr>
<tr>
<td></td>
<td>- Recent Arrival</td>
<td>- Spanish speaking</td>
<td>- Variety of cultural backgrounds</td>
<td>- May or may not be from culture</td>
<td>- Variety of cultural backgrounds</td>
</tr>
<tr>
<td></td>
<td>- Low level of literacy</td>
<td>- Variety of cultural backgrounds</td>
<td></td>
<td>- Immersed in the target language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Interrupted formal schooling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Variety of cultures and languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of Participation</td>
<td>1-2 semesters</td>
<td>K-2</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
</tr>
<tr>
<td>Participating Schools</td>
<td>Middle or high school age students (Housed at Winston-Salem Prep)</td>
<td>Brunson (K-2)</td>
<td>Pigg-Latham (K-5) Easton (K-5) Old Town (K-4) Forest Park (K-2)</td>
<td>Kannook (Chinese: Mandarin) (K-5)</td>
<td>Ashley (K-5) Speas (K-3) Smith Farm (K-3)</td>
</tr>
</tbody>
</table>
Cognates: Friend or Foe?

Spanish-English cognates can help students learn new vocabulary. A cognate is a word that is similar in spelling and meaning in both languages. For example, “abbreviation - abreviación,” “necessary - necesario,” and “tropic - trópico,” share similarities in both English and Spanish. Beware though, sometimes words that seem like cognates may not translate with exactly the same meaning. These “False Friends” can get you in trouble. For example, “embarazar” may sound like “embarrassed,” but it actually means “pregnant.” Here are 50 common cognates for classroom use:

1. accident = accidente
2. animal = animal
3. art = arte
4. block = bloque
5. biography = biografía
6. calm = calma
7. cause = causa
8. center = centro
9. circle = círculo
10. color = color
11. complete = completo
12. confusing = confuso
13. copy = copiar
14. correct = correcto
15. day = día
16. describe = describir
17. different = diferente
18. difficult = difícil
19. direction = dirección
20. discuss = discutir
21. education = educación
22. effect = efecto
23. equal = igual
24. examine = examinar
25. example = ejemplo
26. excellent = excelente
27. favorite = favorito
28. finish = finalizar
29. group = grupo
30. information = información
31. imagine = imaginar
32. important = importante
33. include = incluir
34. increase = incrementar
35. list = lista
36. literature = literatura
37. medicine = medicina
38. minute = minuto
39. number = número
40. observe = observar
41. opposite = opuesto
42. order = orden
43. organize = organizar
44. poem = poema
45. problem = problema
46. repeat = repetir
47. responsible = responsable
48. special = especial
49. use = usar
50. visit = visitar

Acronym Quick-Guide

HLS (The Home Language Survey): a form that every parent must complete at enrollment. This is a federal requirement and helps us to identify students who may need additional language instruction to succeed. Any student who marks a language other than English then must be assessed with the W-APT.

W-APT (WIDA-ACCESS Placement Test): is an English language proficiency screener given to incoming students who MAY be designated as English Language Learners.

ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State): is a secure large-scale English language proficiency assessment administered to K-12 students who have been identified as English Language Learners. It is given annually in the 35 WIDA Consortium member states to monitor students' progress in acquiring academic English.

TESOL: With over 12,000 members, the Teachers of English as a Second Language International Association is the largest professional organization for teachers of English as a second or foreign language.
Interested in Becoming ESL Certified?

Because of the great need for ESL teachers, educators who currently hold an NC state teaching license can add the K-12 ESL certification to their license by taking the Praxis Test: English to Speakers of Other Languages (test #5362). This two hour, computer-based test has 120 questions in four categories:

1. Foundations of Linguistics and Language Learning
2. Planning, Implementing, and Managing Instruction
3. Assessment
4. Cultural and Professional Aspects of the Job

This includes two timed listening portions. The test is pass/fail, with a score of 155 cut point for passing. Your score will flash across the screen at the end of the test and be automatically reported to the North Carolina Department of Public Instruction.

You can find more information about the ESL Praxis test HERE, including sample questions. The WSFCS ESL Department is always looking for people who are passionate about serving English Language Learners. While passing the test is a good starting point, we encourage all ESL teachers to continue learning and growing as the linguistic experts and English Learner advocates in their buildings.

Must Reads for Teachers

Recommendations by Your ESL Department Staff

- Mindset: The New Psychology of Success by Carol Dweck
- Look at Me When I Talk to You: EAL Learners in Non-EAL Classrooms by Sylvia Helmer
- Cooperative Learning by Dr. Spencer Kagan
- English Learners in American Classrooms 101 Questions and 101 Answers by James Crawford and Stephen Krashen
- Multiple Intelligences: The Complete MI Book by Spencer Kagan and Miguel Kagan

Teacher Spotlight

WSFCS ESL teacher Ruthie Kirk has just published two non-fiction children’s books with Rourke Educational Media! Ruthie, who works at Old Town Elementary, has been writing for several years and has been previously published in Highlights magazine. Her books, App Development and Transportation in the STEAM Every Day series for grades 4-8, are available for purchase on Amazon.
What the Experts Say

In 2000 the National Reading Panel recommended five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This research, which is the basis for many existing reading programs today, was focused on native English speakers and excluded the significant portion of young readers coming from linguistically diverse backgrounds. The follow up panel in 2006, The National Literacy Panel on Language Minority Children and Youth, found additional components that are integral to high quality language instruction for ELs. Instruction must include:

- **The development of oral language skills**: English oral language proficiency is closely associated with reading comprehension skills in English for ELs and is essential for reading success, even when students have adequate decoding abilities. Vocabulary is the link between decoding and comprehension and cannot be ignored in instructional programs.

- **Differentiation**: Effective curriculum and instruction for English Learners must be adjusted to meet their needs, including more modeling and explanation, visual scaffolding through pictures, realia etc., explicit vocabulary instruction, and oral language practice.

- **Strategic use of first language**: First language support (when it can be utilized) is extremely important to ensure comprehension. Home language can be used as an instructional tool. Respect for and support of the student's first language is very important.

- **Professional development**: Effective literacy instruction for English Learners requires well-prepared teachers who understand the language acquisition process and how to adapt content to make it comprehensible to students learning English.

Teaching English Learners is complex. The diverse linguistic, cultural, and educational backgrounds of these students mean that teachers must be responsive to students' needs, modify instruction where necessary, and be flexible in their approaches to learning.

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Sequence of Traditional Reading Instruction

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Sequence of Reading Instruction for ELs

1. Oral Language Development
2. Vocabulary Development
3. Beginning Reading Skills (phonemic awareness, and phonics)
4. Fluency
5. Comprehension Strategies

Back issues of Many Tongues are available on the ESL Department website [HERE](#).