



Department of  
**Education**

**Teaching Literacy in  
Tennessee:  
Practical Guidance for Teaching  
English Learners (K-3)**

August 10, 2017

# Agenda

- **Introduction to TLIT for All Learners**
  - Eve Carney, Executive Director of CPM
  - Hillary Knudson, Deputy Chief of Staff
- **Vision for English Learners**
  - Jan Lanier, Director of EL & Migrant Ed
- **TLIT: EL Companion – Unit Design Framework**
  - Mary Catherine Lockman, EL Consulting Teacher
- **TLIT: EL Companion – Vignette**
  - Joann Runion, Coordinator of EL Instruction & Intervention

# During this webinar we will...

- Outline a statewide vision for the instruction of English Learners (ELs) – specific to early grades reading
- Describe overarching instructional considerations specific to ELs
- Provide a framework for planning instructional units in literacy with special attention to EL considerations
- Highlight important instructional decisions to support ELs before, during, and after instruction

# Why English Learners?

- Tennessee's English Learner population has more than doubled from 2006 to 2016.
- About 85% of ELs are in the general education setting receiving literacy instruction during Tier I core instruction.
- General education teachers need resources to support English Learners in their classrooms.



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**Teaching Literacy in  
Tennessee**

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# Suite of Literacy Documents

**A Vision for  
Reading  
Proficiency**

```
graph LR; A["A Vision for Reading Proficiency"] --- B["Setting the Foundation Report"]; A --- C["Building the Framework Report"]; B --- D["Teaching Literacy in TN: K-3 Guide"]; C --- E["RTI² Manual"]; D --- F["Teaching Literacy in TN: English Learner Companion"]; E --- G["Dyslexia Resource Guide"];
```

**Setting the  
Foundation  
Report**

**Teaching  
Literacy in  
TN:  
K-3 Guide**

**Teaching  
Literacy in  
TN: English  
Learner  
Companion**

**Building the  
Framework  
Report**

**RTI<sup>2</sup>  
Manual**

**Dyslexia  
Resource  
Guide**

# Teaching Literacy in TN: EL Companion

- Screenshot of Title Page

# WIDA Can Do Philosophy

- In order for Tennessee to reach its long-term goals and serve **all students**, educators must plan, instruct, and assess with a *Can Do Philosophy*:

*“Educators recognize and build upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.”*

# WIDA Levels of English Language Proficiency

Level	1	2	3	4	5	6
Description	Entering	Emerging	Developing	Expanding	Bridging	Reaching

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Level	1	2	3	4	5	6
Description	Entering	Emerging	Developing	Expanding	Bridging	Reaching

# Considerations of Linguistic Needs

Embedded Cultural Understandings	the knowledge of customs and traditions of a specific culture
Academic Vocabulary	Discipline-specific vocabulary that students need to be successful in demonstrating understanding during a lesson
Productive Language	language that is output by a student (speaking, writing)
Extended Wait Time	time provided after a question or daily task is presented that is longer than what would usually be provided
Language Scaffolds	differentiated teaching aids and tools that support a student's language development on their appropriate level

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# **Literacy Unit Design Framework**

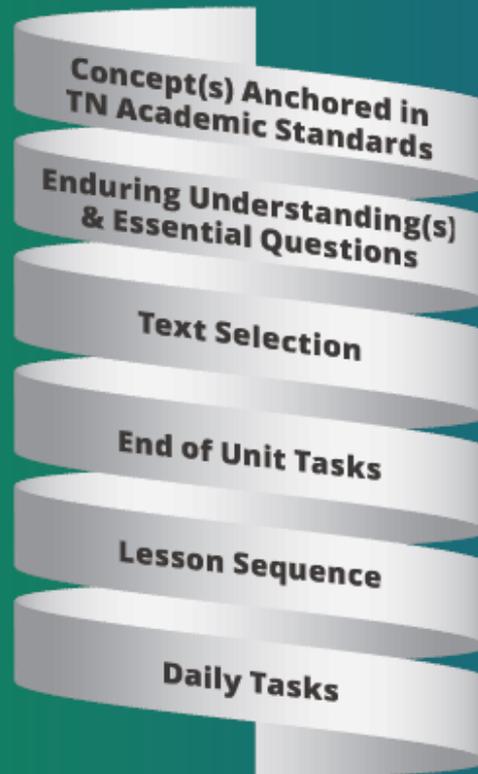
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# Literacy Unit Design Framework

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

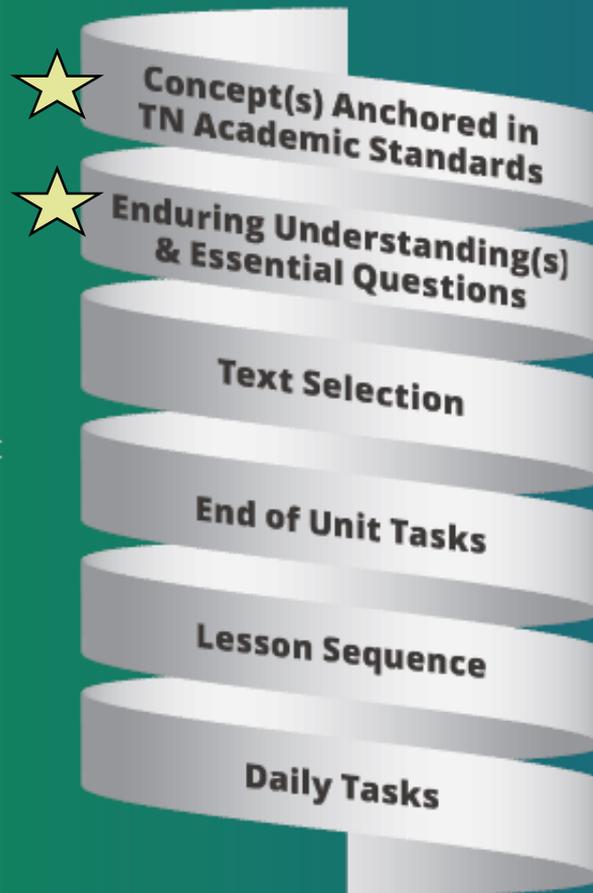
Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# Language Development and Literacy

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

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### EL Consideration: Same for all students

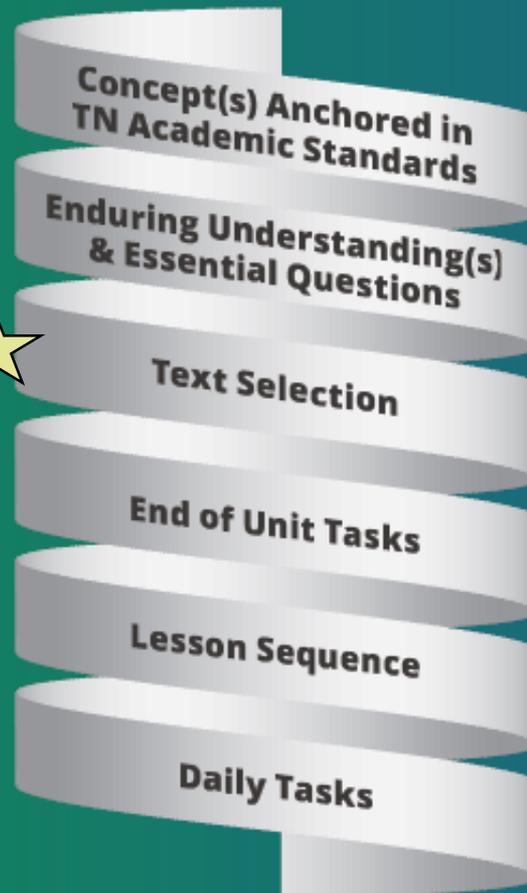
at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

# Text Selection

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



**EL Consideration:**  
> Academic and content-specific vocabulary

decision making. Teachers should consider what stan-

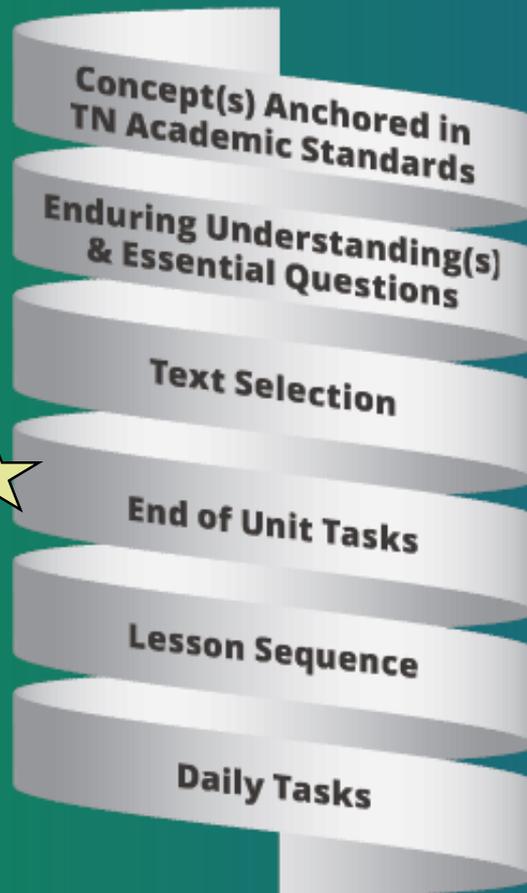
**Example:**  
Reading a book about tennis

# End of Unit Task

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



**EL Consideration:**  
> Productive Language

Students should always be at the heart of instructional decision making. Teachers should consider what stan-

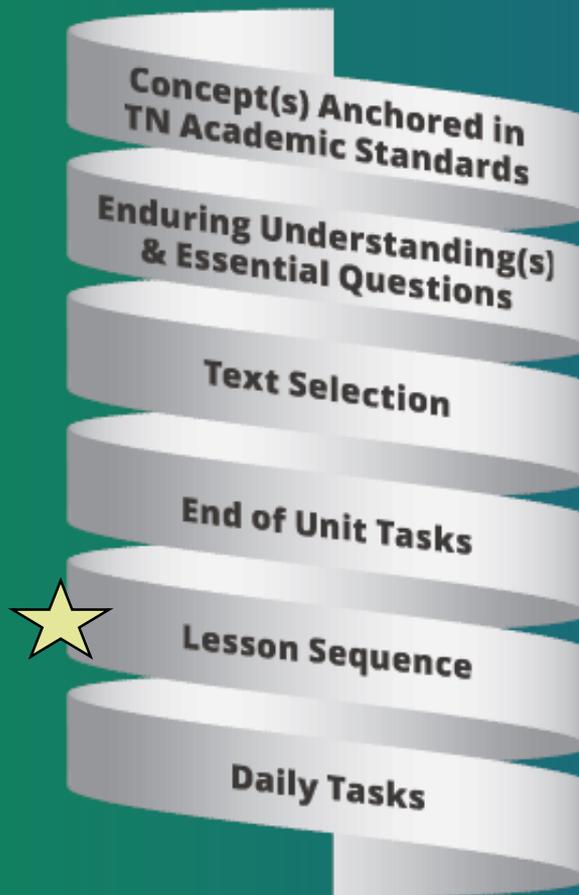
**Example:**  
5 paragraph essay  
versus  
Video project

# Lesson Sequence

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



**EL Consideration:**  
> Embedded Cultural Understandings

Students should always be at the heart of instructional decision making. Teachers should consider what stan-

**Example:**  
Animal adaptations and climates

# Daily Task

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in TN Academic Standards

Enduring Understanding(s) & Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

### EL Consideration:

- > Extended think time
- > Language scaffolds

and supports are needed to ensure that all students meet grade-level expectations.

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**What does this look  
like in practice?**

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# What does this look like in practice?

## Mr. Hermann's Unit Design

### Concepts

- Interdependence of Living Things
- Conservation
- Importance of Habitats

### Enduring Understandings

- Plants depend on their surroundings and other living things to help them grow.
- People, plants, and animals depend on each other to live.

### Essential Questions

- How do plants depend on their surroundings to help them live and grow?
- How do trees add value to our everyday life? How about for animals?

# Decisions: Before Instruction

## Mr. Hermann's Unit Design

### Text Selection

- What texts will support the knowledge gains needed by my students?
- What texts can help build on my what my students know or may be missing as prior knowledge?

### Building Background Knowledge

- How will I group my students to provide the optimal discourse experiences when engaging with text, writing, and essential questions?

### Pairing/Grouping Students

- What knowledge of my students will I use to assign groups?

# Instructional Decisions: Building Background Knowledge

## Language Expectations for English Learners Planning Tool

GRADE: 1

### Tennessee Academic Standards for Language Arts:

- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.

# Language Expectations for English Learners Planning Tool

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p><b>Match pictures with information</b> about the structures of plants (roots, stems, leaves, flowers, fruit, pollination, etc.) with a partner or small group.</p>	<p><b>Identify</b> important information about the structures of plants as well as begin to describe the functions of the parts using key illustrations and details in text given <b>sentence stems with a partner or small group.</b></p>	<p><b>Locate information in the text</b> to identify key facts about plant structures and their functions and use a graphic organizer to sort key information in a small group.</p>	<p><b>Sequence</b> information located in text and supplementary resources to explain the functions of plant parts such as taking in water, producing food, and making new plants using a <b>diagram or graphic organizer</b> in small group.</p>	<p><b>Connect</b> information about various plants illustrated in class text or supplementary resources such as internet research to <b>examine the commonalities and differences</b> between the students selected plants using a diagram, graphic organizer, or short small group presentation.</p>	

TOPIC-RELATED LANGUAGE: pollination, sprout, pods, stems, leaves, flower, observe, structure, process

# Decisions: During Instruction

## Language Scaffolds

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia) Manipulatives Pictures and Photographs Illustrations, diagrams, and drawings Magazines and newspapers Physical activities Videos and film Broadcasts Models and figures	Charts Graphic organizers Tables Graphs Timelines Number lines	Pairs or partners Triads or small groups Cooperative grouping structures Internet programming Mentors

Source: [WIDA 2012 Standards](#)

# Decisions: During Instruction

## Accountable Talk

“I predict...”

“Will you tell me more about ...”

“ I have a question about ...”

“Will you give me another example so I can better understand ...?”

“I don’t understand ...”

“Will you show me the place in the reading that explains your idea?”

“That reminds me of ...”

“Will you repeat that, please?”

“I would like to know why...”

“Please read the passage that illustrates your idea.”

“I found evidence to support my idea...”

“I liked/ disliked \_\_\_\_ because ...”

“I believe this is true because ...”

“I changed my mind because ...”

“I believe this is false because...”

“As you said/ stated ...”

“I agree with \_\_\_\_ because \_\_\_\_...”

“On page \_\_\_\_ it says \_\_\_\_, so I think ...”

“I disagree with \_\_\_\_ because \_\_\_\_...”

“So what you are saying is ...”

“To support \_\_\_\_’s idea ...”

“I have something to add to what \_\_\_\_ said ...”

“I found evidence to support \_\_\_\_’s idea...”

“The author is stating ....”

# Decisions: After Instruction

## Ongoing Checks for Understanding

Description: Formative assessments that teachers use to determine where students are in understanding

**Exit tickets**

**Checklists**

**Informal  
running  
records**

**Mini  
conferences**

**Fist to Five**

# What's next?

- Building on the lessons from Teaching Literacy in TN
- Providing resources to bring into your classroom
- Leveraging strategies and techniques to support English Learners
- Empowering general educators in meeting the needs of all students



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# Questions

# Continued TDOE Support

- ESSA Implementation Guide
- Framework for Support EL in TN
- Professional Development Workshops
- ESL Regional Advisor Support

# Contacts

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- Regional ESL Advisors
- CORE Offices



***Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.***