



## Graphic Organizers that Build Good Literacy Habits for Native American ELs

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*Welcome*

- Welcome to the webinar on “**Graphic Organizers that Build Good Literacy Habits for Native American ELs.**” Today’s webinar is hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University, funded through a contract with the U.S. Department of Education's Office of English Language Acquisition.
- NCELA's mission is to provide technical assistance information to state and local educational agencies on issues pertaining to English language learners.
- My name is Kathia Flemens, Ph.D., a Senior Research Associate at NCELA and your webinar facilitator.

# NCELA

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Language Instruction Educational Programs**

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*presents*

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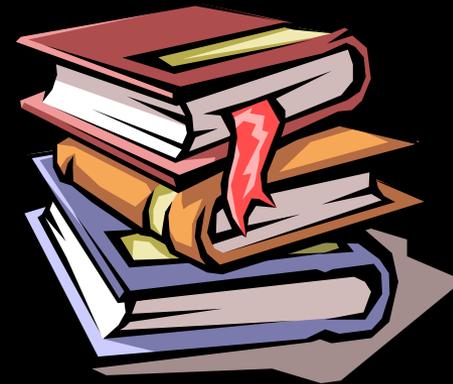


# Graphic Organizers that Build Good Literacy Habits for Native American ELs

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Why and How?

Presented by:  
Sharon Ballew, Federal Programs Director  
Pam Henley, Literacy/Language Coach  
Tenkiller Elementary School, Welling, OK



# What will you learn in this session?

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1. Learning Style Propensities of Native American Students
2. Instructional Strategies that Compliment Learning Styles of Native American Students
3. Comprehension Strategies/Graphic Organizers that are Effective

# Learning Styles: Implications for Native American Students

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- Learning Style Defined:
- “Habitual patterns or preferred ways of doing something that are consistent over long periods and across a variety of activities.” ~Sternberg 2001

# Learning Styles: Implications for Native American Students

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- Global (whole to part)
- Visual (imagery)
- Kinesthetic (tactile)
- Collaborative/Cooperative groups



# Learning Styles: Implications for Native American Students

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- MODEL expected outcomes
- Use graphic organizers and visual elements
- Create lessons requiring written text and pictures
- Provide many opportunities to share, discuss and collaborate with peers

# Literacy: Reading, Writing, Listening & Speaking

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- It is clear that simply mandating standards and assessments is not going to guarantee success.
- Literacy practices, *modeled by the teacher and internalized by the students*, have been shown to raise overall literacy and all academic achievement.

# Literacy: Reading, Writing, Listening & Speaking

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- Data on Native American readers above 4<sup>th</sup> grade, specifically in the content areas, show the following:
  - Underdeveloped vocabulary
  - Narrow comprehension
  - Declining interest in reading



# Creating “Engaged Learners”

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- Create Multi-Sensory Lessons:
  - Creating lessons without at least the VISUAL aspect is the “kiss of death.” (*Dr. Mary Howard, Moving Forward with RTI*)
  - Lessons requiring students to **think, discuss, write, and move** are more powerful, and the material is retained at a higher rate.



# The Key Predictor of Success in Literacy and Content Learning:

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- **Background Knowledge!**
  - If they don't have it, we must help them build it!



# Engaging Thinking

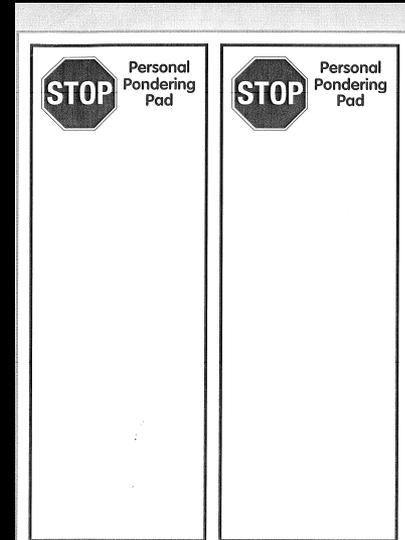
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- Front-loading: The process of preparing a student's mind to read, think, & respond:
  - Personal Pondering Pad
  - Alphaboxes
  - Brain Facts

# Personal Pondering Pad (AKA: Stop & Think Pad)

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- Quick Writes
- Predictions
- Questioning
- Connections
- Answers to pre-learning questions
- Reflections



# Examples of Quick Write Assignments:

*Use your lesson to guide your writing!*

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- Math - Write about a time you have had to use multiplication in your everyday life.
- Science - Write all words related to what you know about the states of matter.
- Social Studies – Write 1 prediction about the next presidential election.
- Literature – Write 5 things you know about.....(based on title, picture preview)

# QUESTIONS

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# Alphaboxes

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- Used for “collecting” related words
- Students brainstorm for words related to topic/chapter/unit...
- They must be able to “defend” their word choices.
- Record responses under corresponding letter.

A	B bike button	C coin	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R remote	S swing skateboard	T
U	V	W/X Wii button	Y/Z

# QUESTIONS

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# Brain Facts

- Sets the purpose by telling students ahead of the learning what to look & listen for.
- Helps to create a visual (quick sketch) for explaining a fact, concept, or word.
- Gives the student the opportunity to begin choosing important information to build independent study skills.
- Helps use info. to summarize content text.

The worksheet is titled "Brain Facts" and includes a small globe icon. It has a section for "Name" and "Topic". Below this is a table with two columns: "Quick Sketch" and "The most important points I need to remember". The table has five rows. At the bottom right, there is a "Summary Review" section with a small illustration of two people talking. A copyright notice is visible at the very bottom: "©2011 Linda Ward Beech, Scholastic Teaching Resources".

Quick Sketch	The most important points I need to remember

Summary Review

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# QUESTIONS

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# Graphic Organizers

## (Before, During, and After Reading)

### ■ Jigsaw Text Notes

(MODEL! MODEL! MODEL!)

1. Divide class into the same # of sections to be read in the text. (pages, paragraphs-no more than 3 or 4).
2. Assign each group a section to “become experts” and plan to teach to the class.
3. Each group will read w/ a specific goal in mind (ex: Choose four key words and ideas to share)

The image shows a graphic organizer titled "Jigsaw Text Notes" with a decorative border. It is divided into four horizontal sections, each labeled "Jigsaw 1" through "Jigsaw 4" on the left. Each section contains a small icon of a person, a "Teacher" label, a "Learner" label, and a "Topic" label followed by a blank line for writing. The title "Jigsaw Text Notes" is centered at the top of the page, flanked by puzzle piece icons.

# Graphic Organizers

(Before, During, and After Reading)

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- Jigsaw Text Notes, cont...
  4. Try to incorporate collaboration & self-selection: “Select 3 facts as a group and one you personally consider important.”
  5. Allow time after reading the text for groups to discuss and complete the form together.
  6. Students then teach their text to the class, either 1-on-1, or as a group.

# QUESTIONS

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# Graphic Organizers

## (Before, During, and After Reading)

### ■ Drawing Conclusions

(MODEL! MODEL! MODEL!)

1. Assign a portion of text to be read.
2. Students work in partners or small groups to decide on the “Big Picture” or overall conclusion of the text to write in “Conclusion” box.
3. As a group, return to the text to find up to 3 support sentences or phrases to “prove” the conclusion.
4. If time, there is enough space to do a “Quick Draw” to help embed information for visual learners.

Name _____ # _____ Date _____		
Drawing Conclusions		
Evidence	Evidence	Evidence
Conclusion		

# QUESTIONS

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# Graphic Organizers

## (Before, During, and After Reading)

### ■ Three Column Note-Making

(MODEL! MODEL! MODEL!)

1. Students create questions out of headings in a text.
2. In next column, students describe pictures, tables, graphs, charts, etc...
3. In last column, students answer questions, &/or define key vocabulary.

#### Three-Column Note Making

Headings as questions: List key or bold words	Describe all Pictures, Tables, Graphs, Charts	Answer Questions; Define Key Words

# Now What?

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- All graphic organizers lend themselves to creating a common summary of a text.
- All graphic organizers can be used to create a classroom display where students place sections of a graphic organizer onto the wall in room or hallway.
- They may be used as a catalyst to a **project**. (ex: a lesson using 3-Column Note Making might lead to creating group or individual charts or graphs)

# References

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- Howard, Mary. 2010. *Moving Forward with RTI*. Portsmouth, NH: Heinemann.
- Arens, Amanda, Karen Loman, Patricia Cunningham, Dorothy Hall. 2005. *The Teacher's Guide to Big Blocks*. Greensboro, NC: Carson Delosa.

# In Closing....

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“By using strategies proven to be engaging and effective, we can really make a difference in helping children not only be “21<sup>st</sup> Century” learners, but children who can “read the world” for a lifetime!”

~Pam Henley, February 13, 2012

# QUESTIONS



**Thank you**

Thank you for participating in today's webinar on "**Graphic Organizers that Build Good Literacy Habits for Native American ELs**," presented by Trinidad Torres-Carrion., Sharon Ballew, and Pam Henley, hosted by National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

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**Thank you**

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