QuEST 2007: What Works: Effective Reading and Writing Instruction for ELL’s

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AFT Effective Training Program Model 2006 Recommends:

1. **OPENING.** What is this About: Reflection: What do your students think/know/feel about reading and writing? Here are some responses from our Avid Study Research (Cortez/Sebesta, 2004)
* STRATEGY: THINK/PAIR/SHARE. “Why read? – Why do you read?”
* Quotes:
1. **OBJECTIVES.**  Answer. How do we get students to not just learn to read and write but to love to read and write? How can you balance curriculum standards for ELL’s?
2. **WIIFMs** (What's In It For Me’s) “Why is this important? Reflective response. “Reading and Writing, the ability to effectively select “Multicultural Books” is the gateway to academic access and lifelong success.
3. **CONTENT.** answer. “What do I need to know? How do I do it?” One example across standards:  **CA. ELD Standards k-2;3-5;6-8;0-12. At Beginning, Early Intermediate, Intermediate, and Early Advanced Proficiency Levels.** Language Function and direct instruction by reading aloud to students to provide context of language study. Systematically building on student’s listening and oral language experiences to teach reading and writing through journals to reinforce and practice English. [**http://www.cde.ca.gov/cilbranch/sca/eld/eld.html**](http://www.cde.ca.gov/cilbranch/sca/eld/eld.html)
4. **PRACTICE AND FEEDBACK** answers. “May I try it? How well did I do?
	* STRATEGY: ROLEPLAY/ACTIVE LEARNING/L/S/R/W.
	* *I Love the Rain. Margaret Parks Bridges*
	* *My Secret Bully. Trudy Ludwig*

1. **SKILL CHECK.** “Have I got it? Teacher reflection and application.
2. **SUMMARY.** “Where am I now?” Teacher reflection and application.
3. **CLOSE.** “What happens next?” Resources to explore. Teacher’s Choices. Children’s Choices.

Workshops available through **DIVERSIDAD** at jcortez@csuchico.edu