

NAME:

**READING RESOURCE REVIEW: GRAPHIC ORGANIZER FOR TEXT READINGS**  
**CURR252 Instructional Strategies for English Language Learners**  
**Chapters 3 & 4**

<b>KEY POINTS</b> <i>(List a minimum of <b>five key points</b> and any <b>"A-HA"</b> learning's)</i>	<b>Chapter/ page</b>	<b>INSIGHTS</b> <i>(Make connections with author's concepts and your prior knowledge and potential "use" of this information; <b>what implications are there for classroom teachers, support teachers, EL students, parents, school</b>)</i>	<b>APPLICATION</b> <i>(Explain how you intend <b>to use the key concepts, insights in your professional practice and how it will improve EL student learning</b>)</i>
Literate talk	3/48	This section was about peer scaffolding. This can be useful in that students feel good about helping their peer, and our ELL student does not feel the pressure that he/she might when talking to the teacher.	When my ELL student is able to perform "literate talk" I will understand that they are making improvements, and could possibly be on their way to bridging.
Donut Circles	3/ 58-59	I felt this was important to mention because it is something that I can see myself doing within my own class. I feel this is fun for students, and the repetition allows to cement in content for all students. While still being good repetitions for ELL students.	While I implement this into my own classroom, I will make sure to walk around the classroom and listen to what my students are saying in regards to content, at the same time informally assessing my ELL students.
"The interpersonal aspect of language is reflected in how teachers talk with students, and how students interact with one another."	63	Students should be spoken to as worthy conversational partners. The way that we speak to them will play a part in how they will interpret language moving forward.	My students will always be spoken to as worthy conversational partners. I now understand that not only what I say is carried with them, but also how I say it.

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Academic language is better understood when it pertains to something a student is interested in.	77	When students can relate what they are learning about to something to their life they will be more interested. This will allow them to understand concepts better.	When teaching my classes I will try my best to have lesson pertain to my students lives, so they get more out of the lesson.
“Talk like scientists.”	77	This section resonated with me because I thought it was a good strategy that raises our EL’s vocabulary without them thinking about it	

**PART 2 (IN CLASS ASSIGNMENT)**

Time will be provided in class for you to interview one colleague regarding one of their interesting key points. Then, you'll write a thoughtful response of 4-6 sentences as to its application and any insights they shared that inspired you or made you think about something in a new way. (The box will expand as you type.)

Please note: The colleague you interview will be chosen at random from a name drawing.

My partner was Michael. He talked about how giving directions can be a difficult task for all students, but especially for our EL learners. This is important to take into consideration because if an EL learner does not understand directions they may be inclined to give up before even beginning. They may be giving up because they are frustrated, but they also may be giving up because they do not know what to do. Michael had a good way to solve this problem that he has. He ended up printing out directions for them to follow. This is an effective solution because students do not only have one chance to catch the directions, as they do when the teacher only says them once. This point that Michael made resonated with me because most teachers would not even think about how their students are interpreting directions. Moving forward with my classes I will make sure to be clear, concise, and convey my wants in such a way that students understand.