



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Monthly Happenings Office of English Learning and Migrant Education October 2013

Charlie Geier, Rachel Davidson, Nathan Williamson

Non-English Speaking Program (NESP) Grant

- The 2013-2014 NESP allocations and application have been released. The due date is Fri., Nov. 8, 2013. Visit the [Title III/NESP Learning Connection community > NESP](#) for further information.

2011 Title III Liquidation Reminder

-The 2011 Title III grant must have been encumbered by Sept. 30, 2013. All encumbered funds must be liquidated by Dec. 15, 2013.

LAS Links Important Dates

- An important dates document has been posted in the LAS Links Assessment Administrators Community. The online enrollment window for ordering assessment materials is Oct. 18- November 1, the DOE-TL (barcode data) is Oct. 25- Nov. 4, and the annual test window is Jan. 22- Feb. 28, 2014. Visit [here](#) for more information.

Regional Title III Meetings

November 8th- Columbus

Visit [here](#) to register and to view the agenda.

Save the Dates: Check out these awesome opportunities for PD!

-**October 16, 2013**- Staff Development Services- Chicago, Illinois- "Stephen Krashen presents Second Language Acquisition" Read more [here](#)

-**November 2, 2013**, INTESOL Conference-IUPUI Campus Center-Indianapolis "Inside and Out-Linking Language, Learning, and the Real World" Read more [here](#) .

- **November 5, 2013**, Indiana Department of Education (IDOE) and Cross Cultural Developmental Education Services- Indianapolis Pike Twship- Dr. Catherine Collier presents, "Meeting the Instructional Needs of English Learners within Indiana's RTI Framework" Register [here](#). Space limited and is first come/first serve. Dr. Collier has over 45 years experience in equity, cross-cultural, bilingual, and special education. She has written two books titled, *Response to Intervention for Diverse Learners* and *Seven Steps for Separating Difference and Disability*.

ESEA Federal Flexibility

-We encourage you to read [Indiana's ESEA Flexibility Request](#) , and how it impacts all students, including English Learners, in regards to the requirements of the No Child Left Behind Act. Some areas of interest include:

- WIDA Standards (p. 29)
- Migrant Resource Centers (p. 29)
- Accelerated Learning Opportunities (p. 37)
- Accountability Assessments (p. 49)
- Annual Measurable Objectives [AMOs] (p. 52-81)

PD One-Pagers

- The following pages of this newsletter include "one-pagers" for literacy professional development, which were presented by the IDOE Title I and III offices at the Indiana State Reading Association Conference on Sept. 30th in a session titled, "Exploring the Core of Reading and Writing: Power, Relevance, Expression, Identity, and Ownership."

DOE-LM

- The DOE-LM (language minority) data collection gathers information on English learners and immigrant students enrolled on Nov 1, 2013. This is a required collection for public schools and nonpublic schools participating in the CHOICE scholarship program. This data is utilized for Title III and NESP funding allocations. Further guidance and a webex will be provided soon via the [Data Collection and Reporting Learning Connection community](#).

Common Core and ELs

- A new folder has been added to the Title III/NESP Learning Connection Community to help school districts meet the needs of their English learners within the Common Core standards. Visit [EL Resources > Common Core](#) for an annotated list of valuable research and resources.

Call to Share Translated Documents

- If your school district has translated any Title III documents, especially languages other than Spanish, then please email a copy to nwilliamson@doe.in.gov



Engaging Parents in Literacy

Provide opportunities to **model** literacy strategies for families

Provide time to **practice** literacy strategies

Provide a **student-led** activity

Provide time for **speaking and listening**

Community Partners

- Partner with local universities
 - Teacher preparation programs
 - (MSD Perry Township Partnership- University of Indianapolis)
- Partner with older grades, high school
 - Have team sports players read to younger students
 - Give tickets as incentives for meeting reading goals
- Partner with libraries
 - Pay for staff to work with the Bookmobile during breaks
 - Advertise community library opportunities
 - Bring in library staff for literacy projects, special events
- Include families of staff
 - Allow teachers and staff to include their own families in literacy events (Southwestern-Jefferson)
- Include staff
 - Students can read to any adult - or pet (Union County/College Corner Joint School District)

Title I Funds*

- Purchase take home activities/games
 - Weekly backpacks with literacy activities
- Purchase equipment for digital reading (iPads, iPods)
 - Download and provide access to reading material at home
 - Provide digital access to online reading, such as MYON
- Purchase books as incentives or rewards
- Utilize the Title I Parent Involvement Policy, Compact, and meetings to create expectations and commitments for reading with families

**In a Title I Schoolwide, funds can be used for all students and families. In a Targeted Assistance Program (TAS), funds can only be used for identified and participating students and families.*

Exploring the Core of Reading and Writing:

Self Publishing Poetry Unit

1. Students read Home of the Brave and other various poetry selections.
2. Students examine exemplary writing and respond to the text.
3. Students write five original pieces of poetry.
 - "I am"
 - "In my class"
 - Free Verse
 - Concrete Poem
 - "_____ is"
4. Students choose the best three pieces for publishing.
5. Students peer and self edit chosen pieces.
6. Book is published and orders are made.
7. Students practice for poetry slam.
8. Students, faculty, friends, and family attend slam.

The Writers

Out of the mind,
Out of the heart,
And through the eyes came
Discovery,
Words,
Learning,
Dreams,
Promises,
Language,
Tears,
Laughter,
Emotions,
Truths,
Thoughts,
Love,
Hate,
Beauty,
Culture,
Religion,
Power,
And Truth.



www.lulu.com

Power, Relevance, Expression, Identity, and Ownership

Pairing Authentic Texts & Identity

The Who: Our Students

Only 51% of ACT tested students are ready for college-level reading (ACT 2005 Executive Summary). And this is even worse rates for minority groups! Common Core Standards state that 50% of reading in 4th grade should be nonfiction, and 70% by the end of 12th grade...but some elementary and middle schools only include expository texts as 7-15% of the reading! (Yopp 2006). Nonfiction reading skills are essential in career and workforce training.

The What: Increase Motivation

Authentic texts reflect the outside world, have a meaningful purpose rather than just for teaching, and are learner contextualized. Think what types of reading you did in college and now in your career to be successful. Is it mostly nonfiction or fiction? And what types?

The Why: Purposeful, Naturally Scaffolded, Culturally Relevant

Most kids don't read enough because it's boring to them. Kids spend 4.5 hours each day watching TV, but about 4 minutes reading nonfiction (Rideout et al 2010) Introduce and encourage the use of authentic texts that represent the child's identity. Authentic texts can act as a pathway to more in-depth, sustained reading.

The How: 7 Actions that Teachers Can Take Right Now: Text Complexity (textproject.org)

1. Focus on Knowledge
2. Create Connections
3. Activate Students' Passion
4. Develop Vocabulary
5. Increase the Volume
6. Build Up Stamina
7. Identify Anchor Texts (to gauge grade level appropriateness)



Types of authentic texts:

Newspapers Posters
Web pages Research
Magazines Maps
Photo Captions Brochures
Diaries Interviews
Political Cartoons Charts



Nonfiction Reading Strategies:

makeconnections
readwithaquestion
stickyimportantnotes
doubleentryjournals
partnersaysomethings
twitteranalysis
textfeatures
graphicorganizers
guidedquestioning
picturewalk
exitslips

90 % of the words in texts come from a small percentage of words in English --- about 4,000 word families (i.e. help, helper) and the other **10% are learned via reading narrative and informational texts**

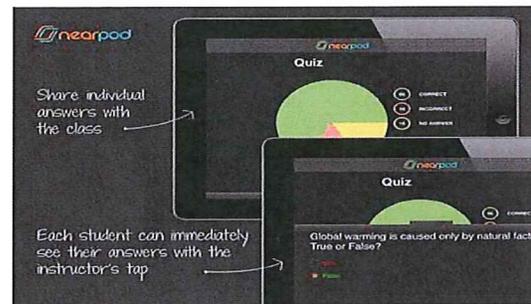


Nearpod: Interactive Literacy

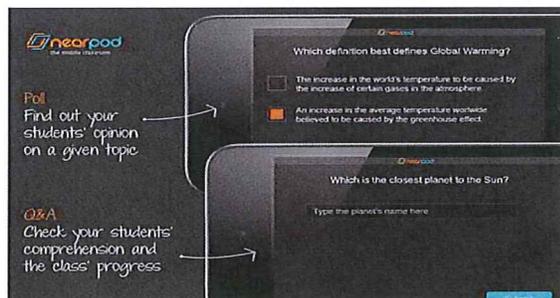
Nearpod is a **FREE** interactive application that allows teachers to create presentations that are content rich and engaging. Teachers share content with students through the use of the nearpod app. Students interact, discuss, and submit their answers in real time. Teachers are able to monitor student responses. Responses are recorded for data analysis and future planning.



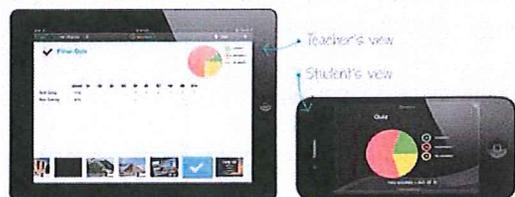
Push content rich information to students through interactive presentations!



Create custom assessments that are scored instantly!



Use interactive assessments that keep students engaged in your lesson!



- Get immediate feedback.
- Enjoy these and more benefits designed for schools!

Get student responses in real time while their responses are being recorded for you!

To register for Nearpod, go to www.nearpod.com.

Exploring the Core of Reading and Writing: Power, Relevance, Expression, Identity, and Ownership

THEME

Theme is a concept students at all grade levels struggle with understanding, identifying, and exploring.

Use the knowledge of your students when working with theme.

Allow your students' opportunity to connect and explore what literature has to offer.

Both fiction and non-fiction convey themes about human experiences—survival, good vs. evil, strength, family, relationships, joys, and disappointments, etc.

Bring these themes out to your students — make them the center of reading in your classrooms.

Connect to the Theme

BEFORE you even begin reading—allow students to identify with and find relevance to the theme.

How can they connect to the theme?

What have they read that had a similar theme?

What life experiences have they had that could reflect this theme?

Double-Entry Journal

The theme is...

Quotes from Text	Student Responses
	Connections
	Observations
	Significance

Themes within Themes

Give students ownership in their reading by allowing them to explore multiple themes within a text

Pieces of literature often have more than one theme. As a class you may be focusing on “strength through relationships,” but students may be seeing other themes appearing throughout their reading as well. Give students the power and ownership of discovering multiple themes and sharing and exploring these themes in literature.

Exploring the Core of Reading and Writing

Power, Relevance, Expression, Identity, and Ownership

Differentiated Reading Instruction with a Collaborative Approach

Some ideas to think about.....

- Does collaborative planning occur in your building?
- Are Special Education teachers, Title I teacher, and Paraprofessionals involved in planning?
- Are paraprofessionals purposefully incorporated into the lesson plans?
- Are resources being used to their fullest potential?
- In these groups, assign student responsibilities (time tracker, timeline recorder, artist, and presenter) and empower them to be a contributing member of the book club.
- Provide what needs to be accomplished during these book clubs daily. Include the format that you find to be the best fit for your class. Have the students track their progress and keep it organized for other uses such as writer's workshop.
- The purpose of the book clubs is to help differentiate the reading levels, provide a stronger teacher to student ratio, and help facilitate the group to think deeper, and learn how to make connections with what they are reading. Creating connections between the text and the student and showing them the power of reading is a special spark. As educators we have seen that spark develop intrinsic motivation to be better readers, writers, and students.

Example:

- Start by creating book clubs in the class, and have each group facilitated by a staff member (General education teacher, Special education teacher, Paraprofessionals)

Notes:

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