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LANGUAGE MATTERS

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Lethbridge School District No. 51

ESL Programming Profile

English Language Learners with Limited Formal Schooling - Lethbridge public schools have two school programs that primarily serve new students to Canada that come from limited or interrupted exposure to school in their home countries. This could be as a result of residence in a refugee camp over many years, living in countries with limited access to school in some areas, or that the context of school in the home country is very different and school skills are not the same between countries. The two programs we have are located in Winston Churchill High School with Lindsey Baird and Karmyn Skura and at Wilson Middle School with Andrew Andreachuk and Rawia Abulmona. Most students will remain in these programs for between six months and two years as they become familiar with schooling structures, English language, and academic rigor. Lind-



sey and Andrew use restorative practices to help identify individual student needs and provide appropriate programming

for students who come from many different countries in Latin America, Africa, and Asia.

2011

Civil war begins in Syria, which eventually leads to 4 million refugees in neighbouring countries

40,000

Number of Syrians who have come to Canada in the last three years

90, 9 & 1

The percentages, respectively, of the Syrian population who are Arab, Kurdish or Other

A map of the Middle East region. Countries labeled include Romania, Bulgaria, Russia, Georgia, Armenia, Azerbaijan, Turkey, Syria, Iraq, Iran, Jordan, Lebanon, Cyprus, Israel, Egypt, Kuwait, Saudi Arabia, Bahrain, Qatar, and UAE. Bodies of water shown are the Black Sea, Mediterranean Sea, Persian Gulf, and Caspian Sea. An inset map in the top right corner shows the location of the Middle East within the context of the world's continents.

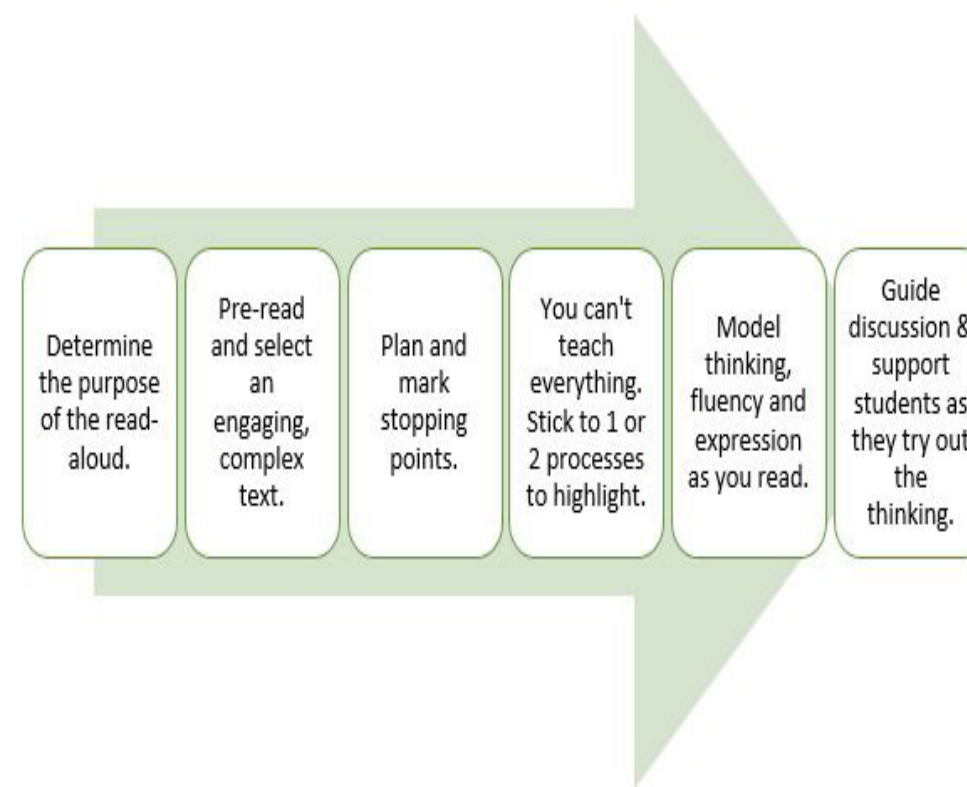


Rewordify: Did you know that there are tools that allow you to identify and replace difficult words for more comprehensible substitutes? Rewordify can do that for you, and you can choose how these replacements are made: full replacement, original in parenthesis, definitions column, and others (pick from the settings tab in the corner. Please check it out and put a passage into it that you share with students to see how it turns out! No need to install any software on your computer, this is all web-based.

Country profile: Syria

- Syria's civil war began in 2011 and has more than 4 million refugees in its neighbouring countries.
- 40,000 Syrians have come to Canada in the last three years.
- Diverse geography, population and culture. (90% Arab, 9% Kurdish, 1% other).
- Has(d) many important archaeological and historical sites from pre-historical settlements.
- Had a history of religious tolerance and pluralism.
- Hosted refugees from Palestine, Lebanon and Iraq.
- Majority can read and write Arabic.
- Have high value for the arts; literature, music, drama, fine arts.
- Take great pride in their cities: Damascus, Aleppo, Hama, and Homs – each has a long and storied history; built around old walled cities with Greco-Roman roads and markets, Jewish synagogues, numerous Christian churches and some of the oldest Muslim mosques.
- Education – free public education – uneven between urban and rural; access to post-secondary level high with government support.

Steps in Planning an Interactive Read-Aloud



Reading Aloud To Students

Bev Smith is the Literacy Lead Teacher for Lethbridge School District No. 51

Many of us remember being read to by the adults in our lives in our youth. Reading aloud to students has so many benefits to their overall literacy development. It develops their vocabulary, builds background knowledge, improves listening comprehensions and provides a model of fluent reading.

Reading aloud to children can also have an instructional purpose as well. We call this an interactive read-aloud. Johnson and Keier (2010), describe a traditional read-aloud as a time, "...we come together as a community and the teacher models for the children what the language of books sounds like, what loving a book looks like, and what being lost in a story feels like" (p. 73). Every student should experience a traditional read-aloud on a regular basis.

An interactive read-aloud also has a regular and important role to play in instruction. An interactive read-aloud has all the benefits of a traditional read-aloud, but it is a time when we, the most proficient readers in the room, **model the thinking and work we do** for and with the students. It makes the invisible processes that go on in the brain of a reader, visible to the students as we think aloud about what is going on in our heads as a reader. Gradually we begin to share the thinking with our students, as we continue the heavy lifting of the reading.

But what are the students doing? Typically they are gathered close to us. They may, but not necessarily, have sticky notes, clipboards, graphic organizers. They are, however, listening to, thinking along, talking about and processing information with the support of the teacher and others.

At planned pause points, “As we read and share our thinking, kids turn and talk and jot down or draw their thoughts and questions” (Harvey and Ward, 2017, p. 180).

This newsletter:

In this newsletter, there will be regular sections for you to enjoy including: country profiles/backgrounds, stories and pictures of school activities and events for ELLs, resources and research around best practice for ELLs. This week's profile looks at Syria.



Video Links for Interactive Read-Alouds at a Variety of Division Levels

<https://www.youtube.com/watch?v=nznO1BMtahw>

<https://www.youtube.com/watch?v=00-i6m8ELiw>

<https://vimeo.com/55950927>

<https://vimeo.com/55957325>

Resources in Your School to Plan Interactive Read-Alouds

Brailsford, A. & Stead, T. (2006). Literacy place for the early years: Reading guide (by grade). Markham, ON: Scholastic Canada Ltd.

Brailsford, A. & Stead, T. (2008). *Moving up with literacy place: Program and planning guide*. Markham, ON: Scholastic Canada Ltd.

Pinnell, G. S., & Fountas, I. (2011). *The continuum of literacy learning, grades PreK-8: A guide to teaching*. Portsmouth, NH: Heinemann.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

http://readingandwritingproject.com/public/resources/booklists/archived/reading/interactive_read_aloud.pdf

Other Resources

http://readingandwriting-project.com/public/resources/booklists/archived/reading/interactive_read_aloud.pdf

<https://arpdcresources.ca/wp-content/uploads/2017/03/Read-Aloud-2017.pdf>

<http://www.read-writethink.org/professional-development/>

