

# Effective Instruction: Student Centered Learning, the TEKS for LOTE, and Interactive Reading Strategies

Greta Lundgaard 19 February 2018

Materials are posted here: [www.toolsfromtexas.wikispaces.com](http://www.toolsfromtexas.wikispaces.com)

## Can-Dos for the morning:

- I can identify characteristics and components of student-centered learning.
- I can identify ways learner-centered instruction promotes student ownership & motivation.
- I can plan rich learning activities that are student-centered.
- I can plan learning experiences in which all students participate.

### Step 1: Think, Turn, & Talk

#### Step 4: 2 Minute Timed writing

Agree or disagree with the following statement, explaining your stance:

Students learn best when they play an active and participatory role in their learning and are included in decisions around the content and products of a unit of study.

*(SCI) is an instructional approach in which students influence the content, activities, materials, & pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.*

*Collins & O'Brien, 2003*

Video Clip 1	<p>What does the instructor do that makes this class “student-centered” ?</p> <p>What strategies does the instructor use to improve his students’ learning?</p>
-----------------	---

Core Features of Student—Centered Learning	
<b>Ask, Don’t Tell</b> <ul style="list-style-type: none"> <li>▪ always try to elicit information, ideas, and answers from the students.</li> </ul>	<b>Personalize</b> <ul style="list-style-type: none"> <li>▪ practice activities relating to the students' personal lives and areas of interest and experience</li> </ul>
<b>Communication</b> <ul style="list-style-type: none"> <li>▪ Students need opportunities to practice communicating in TL without the constant fear of making mistakes</li> </ul>	<b>Learn by doing</b> <ul style="list-style-type: none"> <li>• Learning takes place in the mind of the learner</li> </ul>
<b>Student Choice</b> <ul style="list-style-type: none"> <li>▪ Allow room in your planning so that students can contribute. How are you building in opportunities for students to own and invest in their learning?</li> </ul>	<b>Confidence Building</b> <ul style="list-style-type: none"> <li>▪ provide opportunities for success: multiple exposures in multiple contexts in multiple settings with feedback for growth</li> </ul>
<b>Move to Open Ended Tasks</b> <ul style="list-style-type: none"> <li>▪ Scaffold only as a formative support. Open-ended tasks are wider in their focus and involve a variety of language skills.</li> </ul>	<b>High Yield Focus</b> <ul style="list-style-type: none"> <li>▪ What strategies do the most good for the most students most of the time?</li> </ul>

Video Clip 2	What does this World Language department plan for student-centered learning? What characteristics of student-centered learning to you see?
-----------------	---

Video Clip 3	What does the instructor do that makes this class "student-centered" ? What do you see that builds confidence and aims at open ended tasks?
-----------------	--

What is ACTIVE ENGAGEMENT? Why is it important?

### Total Participation Techniques

Big ideas of Total Participation Techniques

### Reflection

**Can-Dos for the afternoon:**

- I can identify language functions in the TEKS for LOTE
- I can identify student expectations in the TEKS for LOTE
- I can connect the TEKS for LOTE and assessment outcomes
- I can understand the reading process and before-, during-, and after reading strategies
- I can connect reading strategies to proficiency and performance.

**TEKS for LOTE Student Expectations & Functions**

<b>Function</b>	<b>At level 1</b>	<b>Looks like at Level 2</b>	<b>Looks like at Level 3</b>
<b>Asking &amp; Answering Questions</b>			
<b>Give or state Personal Opinions &amp; Preferences</b>			
<b>Tell Others what they need to, should, or must do (giving direction, persuading, instructing)</b>			
<b>Making Plans, offering alternatives, suggesting</b>			
<b>Carry out conversation in culturally appropriate ways</b>			
<b>Identify key words, themes, details from a resource</b>			
<b>Infer meaning of words from a resource</b>			
<b>Describe people, objects, situations</b>			
<b>Narrate situations &amp; events</b>			

## Interactive Reading Strategies

<b>The Interpretive Process</b>		
<b>Before Reading &amp; Listening</b>		
What is the teacher's job <b>before</b> reading or listening?		
<b>During Reading &amp; Listening</b>		
What is the teacher's job <b>during</b> reading & listening?		
<b>After Reading &amp; Listening</b>		
What is the teacher's job <b>after</b> reading & listening?		
<b>Additional Pre- Reading/Listening Strategies</b>		
<b>Activating Schema</b> <ul style="list-style-type: none"><li>• Questions to Ask:</li><li>• Questions with multiple interpretations</li><li>• General "life" questions</li><li>• Questions that can be answered with a story from a student's life experiences</li><li>• Questions without right or wrong answers</li><li>• Questions that make students think of something they haven't thought of before</li></ul> <b>What I Already Know</b> <ul style="list-style-type: none"><li>• Distribute copies of the text to students.</li><li>• Have them skim the text and highlight words that they know, focusing on words only.</li><li>• Have students review the highlighted words and work individually or in small groups to make a prediction about the text</li></ul>	<b>K-W-G-L Chart</b> <ul style="list-style-type: none"><li>• What I Know, what I Want to learn, where do I Go for answers, what I Learned.</li><li>• Comprehension is linking the unknown to the known—it is not about distinct columns</li><li>• Based on TOPIC or THEME</li></ul> <b>Group Prediction</b> <ul style="list-style-type: none"><li>• Draw or find 5-6 pictures that illustrate the plot line of the story.</li><li>• Number or letter the pictures individually.</li><li>• Divide the class into groups and prepare packets of pictures for each group.</li><li>• Give each group 3 minutes to predict the story and then sequence the pictures to match their prediction.</li></ul>	<b>Anticipation Guide</b> <ul style="list-style-type: none"><li>• Develop 3-5 statements based on the themes of the text.</li><li>• Ask students to decide if they agree or disagree with the statements.</li><li>• Using the statements, students should make predictions about the text.</li><li>• After reading, have students re-visit the statements to see if their opinions changed.</li></ul> <b>Probable Passage</b> <ul style="list-style-type: none"><li>• Choose several key words and present them to students.</li><li>• Have students assign each of the words a category such as "characters," "setting," etc.</li><li>• From the placement of the words, have students write a prediction statement of what the selection might be about.</li></ul>

## Additional During Reading/Listening Strategies

### Double Entry Journal

- Label the left side of a T-chart "In the text" and the right side "In my mind."
- As students process, have them record on the left side an important passage or sentence from the text. On the right, have them make a comment about the passage.
- Stop occasionally during reading or listening to discuss and compare journals.

#### Additional Say Something Stems

Prediction	Comment	Clarify	Connect
<ul style="list-style-type: none"> <li>• I predict that</li> <li>• I think that</li> <li>• I wonder if</li> <li>• In my opinion</li> </ul>	<ul style="list-style-type: none"> <li>• This is good because</li> <li>• This is hard because</li> <li>• This is confusing because</li> <li>• My favorite part is</li> <li>• I like</li> </ul>	<ul style="list-style-type: none"> <li>• I agree with you</li> <li>• Does this mean</li> <li>• Now I understand</li> <li>• At <u>first</u> I thought, but now</li> </ul>	<ul style="list-style-type: none"> <li>• This reminds me of</li> <li>• This part is like</li> <li>• This is different because</li> <li>• I also</li> <li>• I never</li> </ul>

### Paired Reading/Listening

- Divide the text into sections and provide the class with a "schedule." Indicate places for students to stop and ask each other questions, and assign the level of question required each time.
- Have students in pairs begin reading/listening according to plan, stopping as scheduled and asking questions of each other.
- Meet together as a whole class to share the comments made at the stopping points.

### Graphic Organizers

Use the text to create a visual graphic analyzing the plot, setting, characters, etc.

Examples include:

- T-charts
- Venn Diagrams
- Timelines
- Tables
- Graphs

#### Roll the dice to discuss!

- Set up six different prompts, numbered 1-6 on the board
- Hand each group a die to throw.
- During small group reading, pause the class and have each group throw their die.
- The number that they land on, they must respond to the prompt given.
- The teacher signals when to begin reading again. \*Discussion is preferably in the target language.

## Additional After Reading/Listening Strategies

### Scales


- Scales can be used to help students make comparisons, recognize contrasts, draw conclusions, and distinguish between fact and opinion.
- Defend based on evidence from the text, personal experience or outside knowledge
- Could be First Steps in processing whole language meaning
- Likert Scales – agree to disagree in steps
- Semantic Differential Scales – character traits

### Make Connections

**Twitter Tweet** Name: \_\_\_\_\_

Text: \_\_\_\_\_

Chapter/section: \_\_\_\_\_

 If you were to summarize this chapter or section in a tweet, what would you write? Maximum length of a "tweet" on Twitter is 140 characters.

\_\_\_\_\_

### Key Word Recall

- You (or Students!) select 15 words from the text—you may wish to use just nouns, verb, or adjectives, or an assortment of all three.
- Have students work individually or in pairs to come up with a 3-4 sentence summary of the text that includes all of those words.
- Practices Paraphrasing, Restatement, Transfer, Inference

### Most Important Word

- After reading or listening to a text, ask each student (or pairs) to identify most important word.
- Students must indicate in text where word is used and explain why they made their choice.
- Use form to scaffold responses.
- Encourages students to reflect, evaluate, support reasoning, make inferences

### Key Word Recall, Variation

- Have students work individually or in small groups to select the 15 most important words from the text
- Allow students to share their word with the class while you record them on the board or projector.
- As a whole class, discuss and defend choices until only 15 words are decided upon as the most important.

### Text Recycling

- Text Reformulation—a form of Paraphrase
- Students transform a text into another type of text (Fortunately/Unfortunately; If-Then; non-Fiction to Fiction; Fiction to non-Fiction; poems to narratives, etc)
- Encourages students to identify main idea, cause & effect relationships, theme, & main characters
- Practices skills of sequencing, generalizing, and making inferences

## In Conclusion . . .

## Reflection