Fostering Literacy Development in World Language Classrooms

AAICE 2025
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1

Learning Targets

- I can explain the importance of a focus on purpose in effective literacy-based lesson sequences

- I can integrate speaking, listening, reading, and writing skills to grow literacy development.

- I can identify and apply strategies to develop reading comprehension and writing for communication within each unit of study.

2

Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

3

The Simple View of Reading

Decoding (word recognition) X **Linguistic comprehension** = **Reading comprehension**
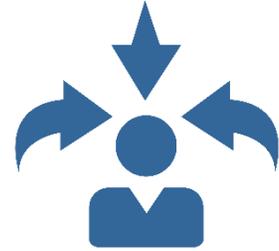
adapted from Gough & Tunmer, 1986

4

The Simple View of Reading

Decoding
- Efficient character and/or word recognition
- Fast and accurate reading of characters and/or words in both texts and connected texts.

Linguistic Comprehension
- Ability to understand the meaning of characters and words in a given context.
- Encompasses active vocabulary, grammatical understanding, and discourse comprehension.

adapted from Gough & Tunmer, 1986

https://hellodecodables.com/blogs/on-the-blog-with-jen-jones/exploring-the-simple-view-of-reading-insights-into-decoding-and-comprehension

5

The Simple View of Reading

Can be "taught"

Must be "developed"

If word recognition skills are strong, and linguistic comprehension is strong, then capabilities for reading comprehension increase.

adapted from Gough & Tunmer, 1986

6

The Simple View of Reading

Decoding (word recognition) **X** **Linguistic comprehension** **=** **Reading comprehension**

Dependent Readers
Have weaknesses in character and/or word recognition and/or linguistic comprehension.
Successful Interventions must address these specific weaknesses

adapted from Gough & Tunmer, 1985

7

What will students do in Interpretive Mode to prepare them for an Output Task?

Based the <u>writer's</u> purpose, what would be an appropriate context for the <u>reader's</u> response?

- Describe / Inform / Explain?
- Give Opinion / Argue/Persuade?
- Relate/Paraphrase-Summarize/Compare?

Everson, M.E., Chang, K. & Ross, C. (2016) Developing initial literacy in Chinese. *CELIN Briefs Series*. New York, NY: Asia Society.

8

What is a real-life response after reading **a news article**?

Writer's Purpose is to Describe / Inform / Explain

The purpose of the text leads teachers to the appropriate learner response.

9

What is a real-life response after reading **a news item**?

1. Make a comment to a friend about what you learned. (Did you know that … ?)

2. Send someone a message about what you learned.

3. Identify how new information connects with what you already know or what you learned in the previous day's news.

The purpose of the text leads teachers to the appropriate learner response.

10

What is a real-life response after reading for information on a series of travel websites?

Writer's Purpose is to Describe/ Inform / Explain

The purpose of the text leads teachers to the appropriate learner response.

11

What is a real-life response after reading for information on a series of travel websites?

1. Make a recommendation on a hotel.
2. List the best options or give suggestions on choosing a flight.
3. Select a restaurant based on food preferences and make an online reservation.

The purpose of the text leads teachers to the students' response.

12

What is your real-life response after reading <u>a story or report about an event</u>?

Writer's Purpose is to Explain/Inform/Relate

The purpose of the text leads teachers to the students' response.

13

What is your real-life response after reading <u>a story or report about an event</u>?

1. Predict what is going to happen next.
2. Retell the story from a different perspective.
3. Outline the major events of the report or summarize the story.
4. Compare the report with a movie or TV show.
5. Connect this story to someone else's experiences.

The purpose of the text leads teachers to the appropriate learner response.

14

1.
Developing Reader's Purpose

Focusing on Interpretive Reading

15

The Importance of the Reader's Purpose

When we share a clear... (functional) ... purpose, we give our students a lens through which to read the resource or text.

This Photo by Unknown Author is licensed under CC BY-ND

Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland, ME.: Stenhouse Publishers.

16

What is the Purpose of Reading?

The ultimate purpose of reading is to extract and construct meaning from all kinds of text.

Created by Gofficon
from Noun Project

(Snow, 2002)

Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, *42*(3), 214–240.

17

Why before How:
The Importance of Purpose

If we don't help students pull out essential information by giving them a purpose for their reading, they will often get lost in the extraneous details.

This Photo by Unknown Author is licensed under CC BY

Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland, ME.: Stenhouse Publishers.

18

How do you find the purpose for reading?

Connect to one of the learning targets of the unit.

Connect to an output task they will do after reading.

Connect to a key component of the unit summative assessment.

19

If this is the reader's purpose:
What is the learning goal?

describe...	**give an opinion...**	**compare ...**
Your purpose for reading is to circle all the words, phrases, or sentences Steve uses to describe different members of his family.	Your purpose for reading is to circle all the reasons the author gives for his position. Mark "☆" when you agree; a "?" when you do not agree.	Your purpose for reading is to circle each room or area of the house that Greta mentions and underline any details she gives about her friend's house.

20

(Novice) Infographic: Symptoms of chronic stress

Purpose 1:
Inform a friend whom you believe is stressed out about how stress can negatively affect them.

Purpose 2:
Brainstorm solutions to alleviate the symptoms caused by chronic stress.

Purpose 3:
Reflect on how you experience stress so that you can better understand which symptoms you face and how to combat them.

WHAT STRESS DOES TO THE BODY

SHORT TERM

FEELING WORRIED, NERVOUS OR UNABLE TO SWITCH OFF.

HEART BEATS HARDER AND FASTER TO PUMP MORE BLOOD TO THE MAJOR MUSCLES.

BREATHING QUICKENS TO SEND MORE OXYGEN AROUND THE BODY.

TUMMY ISSUES DUE TO THE RUSH OF STRESS HORMONES.

SKIN BECOMES MORE SENSITIVE AND OILY.

PROBLEMS BETWEEN THE SHEETS.

MUSCLES TENSE UP AS IF THEY'RE PREPARING TO MAKE A RUN FOR IT.

LONG TERM

TENSION HEADACHES AND MIGRAINES.

MENTAL HEALTH PROBLEMS.

SERIOUS HEART PROBLEMS.

TROUBLE BREATHING, HYPERVENTILATION AND PANIC ATTACKS.

SKIN AND HAIR CONDITIONS EG ACNE, HAIR LOSS.

INCREASED RISK OF TYPE 2 DIABETES.

FERTILITY PROBLEMS (FOR MEN AND WOMEN).

REACH OUT.COM

21

2.

How will learners make meaning of a text?

How does focusing on purpose influence how we design reading tasks?

22

Priming the Pump Activities . . .

> How do you activate prior knowledge
> or build background knowledge?

The goal is to mentally prepare the students for
the text

23

Priming the Pump Activities . . .

| Fill-in background knowledge gaps | Create curiosity and interest |

| Set purpose and focus for reading | *Invite* readers to the text |

The goal is to mentally prepare the students for
the text

24

12

Prime the Pump for Decoding with Word Clouds

- Word Clouds: a visual representation of word frequency
  - ○ Activates background knowledge
  - ○ Highlights key vocabulary & themes
  - ○ Sparks interest
  - ○ Invites predictions about the text
  - ○ Enhances comprehension

www.tagxedo.com

https://learn1.open.ac.uk/mod/oublog/viewpost.php?post=50428

25

Prime the Pump for Reading Comprehension with Questions

- Questions with multiple interpretations

- General "life" questions

- Questions that can be answered with information from a student's life experiences

- Questions without right or wrong answers

- Questions that make students think of something they haven't thought of before

Kyleen Beers. (2003) When Kids Can't Read What Teachers Can Do: A Guide for Teachers K-12.

https://hellodecodables.com/blogs/on-the-blog-with-jen-jones/exploring-the-simple-view-of-reading-insights-into-decoding-and-comprehension

26

Prime the Pump with Visuals. . .

- Using visuals is a high-impact, research-based strategy for teaching reading language learners.
- Visuals provide important information and context that can make content more comprehensible.
- They help students make connections and tap into their own experiences.
- Appropriate use of visuals during pre-reading can empower learners to access content successfully, noting an *increase* in comprehension and output.

Adapted from https://www.colorincolorado.org/teaching-ells/ell-classroom-strategy-library/using-visuals

27

2 How do visuals promote literacy?

They make new information visible

They can be analyzed & linked to meaning

They connect to background knowledge

They add context to background knowledge

28

Sample: visuals as preview for listening or viewing

A   B   C

D   E   F

Put photos in order and make a prediction about what you happens next.

https://www.youtube.com/watch?v=H6RIWqL2W8Y

29

Sample: visuals as preview for reading

GOTTENBACH-GYMNASIUM

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
1		Englisch		Schwimmen	Musik
2	Englisch		Deutsch		
3	Religion/Ethik	Deutsch	Mathematik	Kunst	Biologie
4					
5	Mathematik	Mathematik	Erdkunde	Englisch	Deutsch
6	Ratsstunde	Sport			

30

31

32

Plan Active Engagement with the Text based on the Reader's Purpose

Share purpose for reading

Plan collaborative interactions with text

Ensure interaction gives evidence of comprehension

Provide support and scaffolding

The goal is to make understanding visible

33

3.
Active Reading

How will learners process the reading?

34

Can learners access meaning?
What makes this the "right" text?

Learners need sufficient decoding skills and linguistic comprehension make meaning of a text.

If they are not able to access the text fully because the sentence patterns are too complex, then make sure learners can access meaning using the sentence patterns they DO control or there are other linguistic supports that provide meaning.

35

Processing Written Texts:
Pay attention to Cognitive Load

Problem: The cognitive load expected of a non-fluent reader (less than accurate or automatic character or word recognition at a speed appropriate for level) is taking up too much space in the working memory for the reader to be able to focus on making meaning of a text. Comprehension is blocked or limited because the brain is consumed with decoding.

adapted from https://readabilitymatters.org/articles/increase-readability-reduce-cognitive-load

36

Processing Written Texts:
Pay attention to Cognitive Load

> "When text-specific processes, particularly decoding, are not fluent and automatic, reading comprehension is weakened. This is because weak decoding skills act as a bottleneck, increasing cognitive load and leaving fewer cognitive resources available for reading comprehension."
>
> Connor, et al.

adapted from https://readabilitymatters.org/articles/increase-readability-reduce-cognitive-load
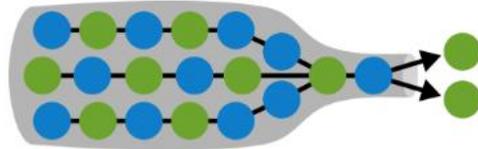
37

Processing Written Texts:
Pay attention to Cognitive Load

- The basic idea of **cognitive load theory** is that capacity in working memory is limited, so that if a learning task requires too much capacity, learning will be hampered.

- **Solution:** Breaking the reading into smaller chunks, with opportunities to discuss incrementally, can aid in text comprehension.

- Re-reading text for slightly different purposes can aid in text comprehension.

Corwin Connect: Visible Learning and Teaching Multilingual learners
https://corwin-connect.com/2023/08/visible-learning-and-teaching-multilingual-learners-5-considerations/

38

③ Annotating or Marking Text

- Annotating or Marking a text is a way to get students to slow down as they read.

- Use the Reader's Purpose to simplify the text
  - Create a purpose for reading based on a learning goal or upcoming assessment

Last night I dreamt I went to Manderley again. It seemed to me I stood by the iron gate leading to the drive, and for a while I could not enter, for the way was barred to me. There was a padlock and a chain upon the gate. I called in my dream to the lodge-keeper, and had no answer, and peering closer through the rusted spokes of the gate I saw that the lodge was uninhabited.

- 🟩 Structure
- 🟦 Individual words
- 🟥 Literary devices

39

If this is the reader's purpose: What is the learning goal?

describe…

Your purpose for reading is to circle all the words, phrases, or sentences Steve uses to describe different members of his family.

Learning Goal/Can-Do Statement

I can describe members of my family.

40

3 # Annotating or Marking Text

- Your purpose for reading is to describe the members of Steve's family.

- As you read silently
  - Circle any phrases or words that describes Steve's mother
  - Box any phrases or words that describes Steve's father
  - Underline any phrases or words that describe Steve's siblings.
- Be ready to share what you found with your small group.

41

3 # Paired Reading

- Divide the text into sections and provide the class with a "reading schedule."
- Indicate places for students to stop and ask each other questions based on reading schedule.
- Students read in pairs according to schedule, stopping at the end of each section, asking questions as noted.
- Come together as a whole class to share the comments made at each stopping point.

42

4.
Language Production

How will learners provide evidence that they understand?

43

Connecting the MODES with an Authentic Resource

Read, view, and/or listen

Exchange ideas about it

Speak/Write about it

How can you best use an authentic resource in the **interpretive** mode?

What **interpersonal** conversation would students be likely to have on this topic?

What might students do in the **presentational** mode as a way of making learning more concrete?

Photo by Herlambang Tinasih Gusti on Unsplash

44

4 **Evidence of Understanding**

Connect to unit
can-do statements

Engage learners in
an output task

Highlight the
communicative
value of the text

Gradually reduce
support

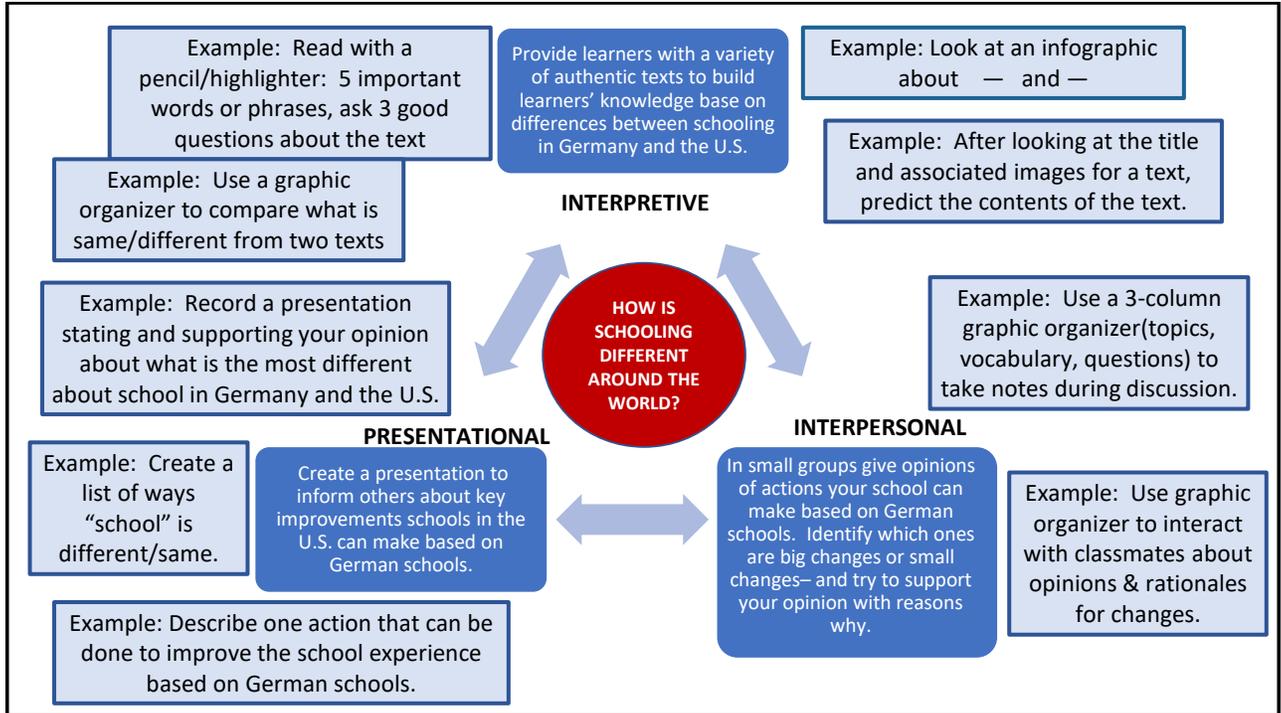The goal is to connect text to
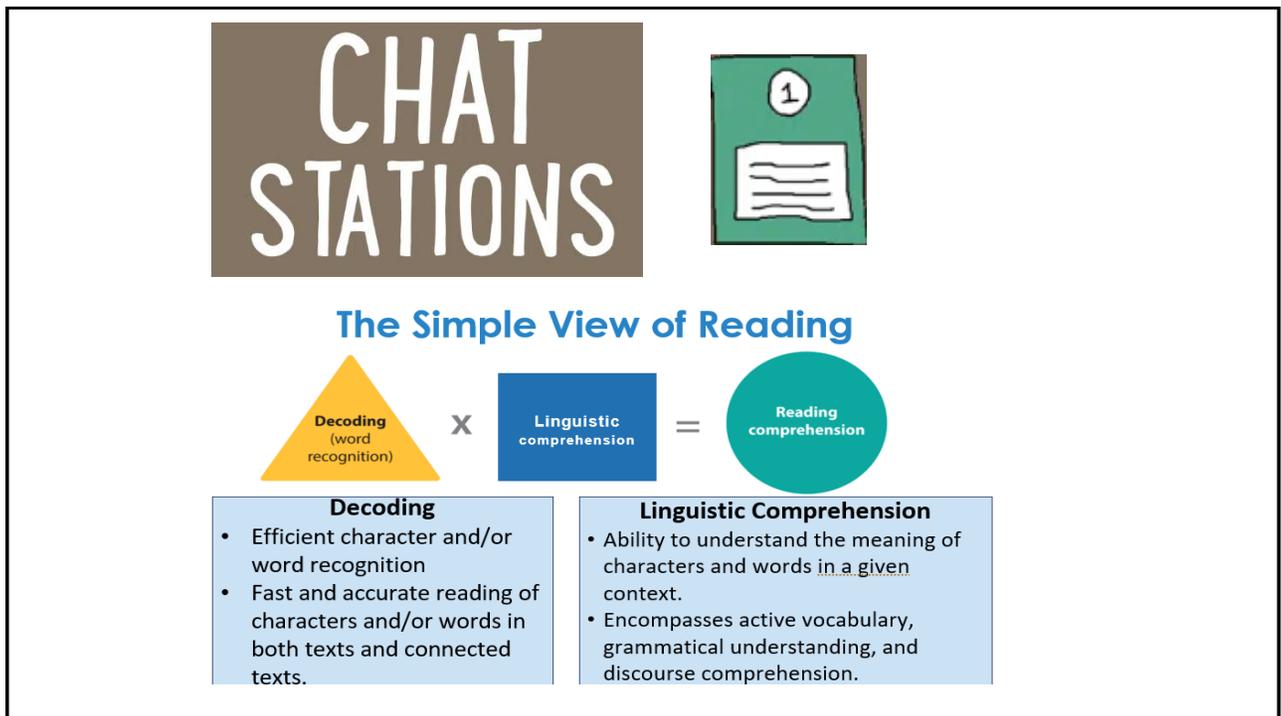communicative skills

45

4 **I've shown my understanding,
now what?**

- Student Lens: *I have this understanding or new knowledge; How do I apply it?*
- Go back to the text: What was the purpose for reading?
- Connect output to unit can-do statements: functions, key vocabulary
- Output does not have to involve heavy language load

46

Example: Read with a pencil/highlighter: 5 important words or phrases, ask 3 good questions about the text

Provide learners with a variety of authentic texts to build learners' knowledge base on differences between schooling in Germany and the U.S.

Example: Look at an infographic about — and —

Example: Use a graphic organizer to compare what is same/different from two texts

INTERPRETIVE

Example: After looking at the title and associated images for a text, predict the contents of the text.

Example: Record a presentation stating and supporting your opinion about what is the most different about school in Germany and the U.S.

HOW IS SCHOOLING DIFFERENT AROUND THE WORLD?

Example: Use a 3-column graphic organizer(topics, vocabulary, questions) to take notes during discussion.

PRESENTATIONAL

INTERPERSONAL

Example: Create a list of ways "school" is different/same.

Create a presentation to inform others about key improvements schools in the U.S. can make based on German schools.

In small groups give opinions of actions your school can make based on German schools. Identify which ones are big changes or small changes– and try to support your opinion with reasons why.

Example: Use graphic organizer to interact with classmates about opinions & rationales for changes.

Example: Describe one action that can be done to improve the school experience based on German schools.

47

CHAT STATIONS

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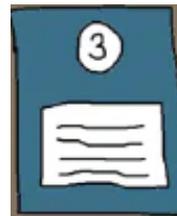
48

CHAT STATIONS

Why before How:
The Importance of Purpose

WHY

If we don't help students pull out essential information by giving them a purpose for their reading, they will often get lost in the extraneous details.

49

CHAT STATIONS

Priming the Pump Activities . . .

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| Set purpose and focus for reading | *Invite* readers to the text |

The goal is to mentally prepare the students for the text

50

What are your next steps?

What will you share with colleagues?

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51

51

Thank You!
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52

52