

## ABRIENDO CAMINOS LITERATURE STRATEGIES: INTO, THROUGH AND BEYOND THE TEXT

### **Specially Designed Academic Instruction in English**

**SDAIE** is the teaching of grade-level subject matter in English specifically designed for speakers of other languages. It is most appropriate for students who have reached an intermediate level of proficiency in English (speaking, comprehension, reading and writing) and who possess basic literacy skills in their home language (Commission on Teacher Credentialing and California Department of Education Work Group, 1993). However, the strategies are effective for use with monolingual English speaking middle through high school students.

Abriendo Caminos (AC) designs lessons: **into, through and beyond** the text in both English and Spanish drawing on the work of Aída Walqui-van Lier, Director of the Teacher Professional Development Program at WestEd, a nonprofit public research and development agency in San Francisco. **Into** activities and strategies prepare the learner before reading (Directed Seeing Thinking Activity DSTA, Directed Reading Thinking Activity DRTA, Anticipatory Guide, Find the Meaning, Compare/Contrast Matrix). **Through** activities and strategies guide learners collaboratively through the text (Directed Reading with Numbered Heads, Dialogue Reading, Reciprocal Teaching, Literature Studies, Double Entry Journals, Jigsaw Reading). **Beyond** activities and strategies extend the learner's understanding (Open Mind, Quick Tour, Story Map). I integrate Walqui's (2006) six instructional scaffolds -- modeling, bridging, contextualization, schema building, re-presenting text and developing metacognition in all AC lessons.

I have developed the lesson plans for ***Across a Hundred Mountains*** into, through and beyond the text. I divided the book into three sections. Lesson #1 covers pages 1-53. Lesson #2 covers pages 54-155. Lesson #3 covers pages 156-255. The page numbers differ slightly in the Spanish version – ***A través de cien montañas***. Each lesson should take three to four class sessions, depending on how many extension activities you use and whether students read independently or collaboratively.

The lesson plans are designed to be flexible for your personal use. I would suggest using all of the **into** activities for each lesson as provided. You may vary the **through** activities, since these are teacher-directed and instead use the Directed Reading with Numbered Heads and Dialogue Reading for the chapters whenever it works for you and your students. You do not have to use each and every prompt. Sometimes you may have students read sections silently or in a group setting. It's also important for students to come up with their own questions. The sentences starters in the literature log help connect the text to the students' lives as they respond in writing. I have provided a variety of activities/strategies to help students through the text. I have also included a variety of **beyond** activities to help students extend their understanding. The AC strategies require that students work in groups of four or five.

### **INTO STRATEGIES/ACTIVITIES**

**DSTA- Directed Seeing Thinking Activity:** The DSTA engages students to make predictions on a hidden image or picture, which the teacher reveals one piece at a time, like a puzzle. The students verify and change their predictions based on evidence. This can be done with a transparency on the overhead or projected on a power point. This activity is usually used to introduce a new theme of study.

**DRTA- Directed Reading Thinking Activity:** The DRTA uses text instead of a visual. One sentence or phrase is revealed at a time. Students make predictions on the text based on the evidence.

**Find the Meaning:** Find the Meaning is an activity to introduce key vocabulary in the text. Students collaborate with their peers, using the context of the sentence to find the correct definition of the word.

**Anticipatory Guide:** An Anticipatory Guide engages the reader by activating their prior knowledge about a topic by asking if they agree or disagree with the statement. Students check for accuracy of their predictions after reading the text, with evidence and deep processing.

**Compare/Contrast Matrix:** Before reading the text, the students fill out the first column of the Compare/Contrast Matrix drawing on their own experience. Once they have read the text, they will fill out the rest of the matrix as a way to summarize the key points/questions in the left column.

### **THROUGH STRATEGIES/ACTIVITIES**

**Literature Logs** provide students with a place to reflect on what they know, what they don't know, what they want to learn, and how it relates to their lives as they read literature. Teachers direct the assignments for the literature log. They allow students to make personal connections to what they're learning. Literature logs are done frequently and are not corrected for spelling or mechanics. They are dated and organized chronologically over time and provide a record of students' progress over time. Abriendo Caminos has adapted the concept of literature logs from the work of McGinty and Mendoza-Reis.

**Directed Reading with Numbered Heads:** Directed Reading with Numbered Heads, adapted from Kagan, Inc. (1989), is used as a through activity to guide students to read collaboratively in small groups of four or five. Students are numbered off in their groups. The teacher asks a question and directs the students to read a small portion of the text. Time is called, the question repeated and students talk with their group members to discuss possible answers. The teacher calls out a number and the student with that number in every group stands and answers the question without repeating any previous response.

**Dialogue Reading:** It is fun to dialogue read a section of the text out loud, when there are lots of quotations and the text is of high interest. Students volunteer or are assigned roles. The part of the narrator should be read by a proficient reader or the teacher. Once the text is read/acted out, you may use Numbered Heads to direct a conversation about what was just read.

### **BEYOND STRATEGIES/ACTIVITIES**

There are many extension activities and strategies that support students as they extend their understanding of the literature: Reading Beyond Activities, Open Mind, Story Map, Quick Tour. I will attach some **Reading Beyond Activities** that you may use with certain chapters of the book. I usually assign each student a task to complete for homework. They become responsible to share their task and what they accomplished with the members of their group. Group activities are also included.

I hope you find the curriculum to be user-friendly and appropriate. I am available to support you and answer and/or address any concerns you may have.

Janet Johns, Ed.D.

Abriendo Caminos: Peer Coaching Program of Culturally Relevant Pedagogy for Adolescent Emergent Bilinguals

Staff Development – Migrant Education, Region XI