Reaching and Teaching English Learners

Julie Bradley
jubradley@crschools.us
Amy Melik
amy.melik.wi@gmail.com
Teaching Tolerance Advisory Board

Resources from Teaching Tolerance
Advisory Board
Our mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy.
Southern Poverty Law Center

The SPLC is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society. Using litigation, education and other forms of advocacy, the Center works toward the day when the ideals of equal justice and equal opportunity will be a reality.
Teaching Tolerance

The New YA

Teachers are using young readers' editions of social justice books to illuminate the histories that textbooks don't show.
Magazine

INSIDE THE ISSUE WITH

Monita Bell
Managing Editor // Teaching Tolerance
“No, I Am Not OK.” Thanks for Asking.

As protesters across the nation rise up against police violence and systemic racism in support of Black lives, there’s something white allies need to recognize.
Teach the topics that shape our students’ lives. Whether you’re looking for a text, a webinar or a grab-and-go lesson, these resources will help your students explore identity and diversity, recognize injustice and learn to take action.

**Race & Ethnicity**

Cultivate positive identity formation, encourage students to confront racial and ethnic injustice, and prepare them to live and work together in a diverse world.
Our systematic approach to anti-bias, social justice and civil rights education makes complex topics easier to understand—and teach.

Social Justice Standards

The Social Justice Standards provide a road map for anti-bias education at every grade level.
PROFESSIONAL DEVELOPMENT

- Workshops
- Request a Training
- Facilitator Guides
- Self-Guided Learning
- Webinars
- Podcasts
IN CASE YOU ARE WONDERING. IT'S A TURBAN. UNDERNEATH IS A 7 POUND EXPLOSIVE DEVICE KNOWN AS THE BRAIN.
I am not what you think.
I am look beyond the turban and beard.
There is more than meets the eye.
Are you certain what my faith is where I come from have you ever personally asked me where I come from if not then be prepared to truly test your real vision.
I am a Sikh walking the path of compassion hoping to find the light in our hearts that binds us all.
You must have perfect eyesight to be able to read the last line.
Text Graffiti

This strategy exposes students to multiple short pieces of a text before they read it in its entirety. Students read selected quotes out of context and comment on both the selection and the comments of other students. The activity ends with students reflecting on their reactions to and predictions about the text.
Prior Knowledge and Personal Association Surveys

These surveys ask students what they know or how they feel about specific words in the text they are reading.
Exploring Sikh Representation Through Cartoons

What advantages or disadvantages do I notice because of identity groups?
How can I describe and compare my group identities with those of other people?
How does representation affect our understanding of our identities?
ESSENTIAL QUESTION

- What advantages or disadvantages do I notice because of identity groups?
- How can I describe and compare my group identities with those of other people?
- How does representation affect our understanding of our identities?

TEXTS

**Visual**

**What’s Under the Turban**
This cartoon challenges assumptions that all men who wear turbans are affiliated with terrorist organizations.

BY YISHAVJIT SINGH
GRADE LEVEL: 6-8, 9-12
Subject: Civics
Topic: Religion
Social Justice Domain: Identity, Diversity

**Visual**

**Stand Up Singh**
Summising President Kennedy’s inaugural address, the artist of this cartoon requests, “Fear not what my turban can do to you. Fear what your ignorance about my turban can do to me.”

BY YISHAVJIT SINGH
GRADE LEVEL: 6, 7, 8, 9-12
Subject: Religion
Topic: Religion, Rights & Activism
Social Justice Domain: Justice, Action

**Visual**

**Sikh Eyechart for America**
This cartoon eyechart tests for perfect vision, which sees beyond stereotypes and bias and encourages a lens of compassion.

BY YISHAVJIT SINGH
GRADE LEVEL: K-2, 3, 5, 6, 7, 8
Subject: Religion
Social Justice Domain: Identity, Diversity, Justice

TEACHING STRATEGIES

**Community Inquiry**

**Socratic Seminar**
A structured discussion in which students examine issues and respond to open-ended questions about a text. Students use dialogue rather than debate to communicate with each other.

CCSS: RL.6-8.1, RI.6-8.1, SL.6-8.1, SL.6-8.2, SL.6-8.3, SL.6-8.4, SL.6-8.5

**Close and Critical Reading**

**Text Graffiti**
This strategy exposes students to multiple short pieces of a text before they read it in its entirety. Students read selected quotes out of context and comment on both the selection and the comments of other students. The activity ends with students reflecting on their reactions to and predictions about the text.

CCSS: RL.6-8.1, RI.6-8.1

**Word Work**

**Prior Knowledge and Personal Association Surveys**
These surveys ask students what they know or how they feel about specific words in the text they are reading.

CCSS: RL.6-8.1, RI.6-8.1

**STUDENT TASKS**

**Write to the Source**

**The Pages of My Life**
The Pages of My Life asks students to demonstrate their writing skills when constructing a personal...
Reading Diversity
A TOOL FOR SELECTING DIVERSE TEXTS
# Reading Diversity Lite (Teacher's Edition): A Tool for Selecting Diverse Texts

Use this checklist to enhance reading diversity in your classroom.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Grade level</th>
<th>Lexile score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What voices does this text include in terms of race, ethnicity, gender, class, age, ability, religion, place, immigration status or LGBT identity? Do the identities or experiences of the author(s), illustrator(s), character(s), speaker(s) or narrator(s) contribute to students' diverse reading experiences?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does this text accurately reflect lived experiences in terms of setting, characters, speakers, events, language and illustrations?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Consider the author's attitudes, beliefs and point of view. Do they promote inclusion and equality?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the content perpetuate or rely on stereotypes, generalizations or misrepresentations? (Note: A text may address a stereotype without relying on it.)</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Consider the gaps and silences: Are certain people or groups left out or given only a silent or insubstantial role? Are certain questions or issues related to the topic omitted?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does this text pair well with other texts that students encounter at school, home, in the media and through cultural transmission?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Consider the historical, social and cultural context in which the text was written. Is the text relevant now?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Does this text mirror the identities and experiences of my students?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Might this text be a window into the identities and experiences of people whose lives are different than my students' lives?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Does this text connect with the interests and concerns of my students?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Does this text relate to and build upon the knowledge my students bring with them?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Does this text work toward goals within the four domains of anti-bias education: <strong>Identity:</strong> Promote a healthy self-concept and exploration of identity <strong>Diversity:</strong> Foster intergroup understanding <strong>Justice:</strong> Raise awareness of prejudice and injustice <strong>Action:</strong> Motivate students to act by highlighting individual and collective struggles against injustice</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. How might this text motivate, engage or enable my students?</td>
<td>YES [ ] NO [ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I will use this text in my instruction to [indicate task].

I will not use this text in my instruction because [indicate reason].

tolerance.org/reading-diversity  UPDATED 1.22.16
BEST PRACTICES FOR SERVING ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES

TEACHING TOLERANCE
Padlet

Frameworks

Podcasts

Professional Development

Student Texts

Teaching Strategies and Student Tasks

Learning Plans