Helping English Learners Develop English Literacy Skills According to Science

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Objectives

**Content Objective:**
Participants will build knowledge around how to apply the science of reading to meet the individual needs of English learners.

**Language Objective:**
Participants will discuss with their partner the ELP Standards and the components of literacy using the vocabulary from the Simple View of Reading and Scarborough’s Reading Rope.
The Reading Rope

**THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING**

**LANGUAGE COMPREHENSION**
- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

**WORD RECOGNITION**
- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)

**SKILLED READING:** Fluent execution and coordination of word recognition and text comprehension.

Scarborough, 2001

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The Simple View of Reading

**Word Recognition**
- The ability to transform written language into spoken language

**Language Comprehension**
- The ability to understand spoken language

**Reading Comprehension**
- The ability to understand written language

Gough and Tunmer
The Simple View of Reading

Word Recognition
- Phonological & Phonemic Awareness
- Decoding (phonics, advanced phonics)
- Sight Words
- Fluency

Language Comprehension
- Background knowledge
- Vocabulary
- Listening comprehension
- Oral language
- Verbal Reasoning
- Literacy knowledge

Reading Comprehension

Ohio ELP Standards K-12

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

3. Speak and write about grade-appropriate complex literary and informational texts and topics.

4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

5. Conduct research and evaluate and communicate findings to answer questions or solve problems.

6. Analyze and critique the arguments of others orally and in writing.

7. Adapt language choices to purpose, task, and audience when speaking and writing.

8. Determine the meaning of words and phrases in oral presentations and literary and informational text.

9. Create clear and coherent grade-appropriate speech and text.

10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.

Gough and Tunmer
Where do each of the EL standards belong in the Simple View of Reading equation?

Students learn to read from speech to print.
The Storage Systems In The Brain

The Phonological Lexicon  The Semantic Lexicon

The Orthographic Lexicon

If the **Spelling** (C,A,T) links to the sounds (pronunciation) (/k/ + /a/ + /t/) and the **meaning** (furry animal that purrs),

Then the word CAT will never again have to be sounded out to read it or segmented to spell it.

Stephen Parker
Phonological Lexicon

**Phonemes:** The smallest unit of sound in any language used to build words.

Phonemes are the anchoring points for remembering the spelling sequence of written words.

Semantic Lexicon

**Semantics:** Meaningful interpretation of words in and out of context.

Semantics are the anchoring points for recognizing why the string of letters or sounds are meaningful.
Orthographic Lexicon

Orthography: Writing system representing oral language

Orthographic Lexicon accumulates and stores the exact letter sequence of each word the reader has learned to recognize at sight.

David Kilpatrick, Equipped for Reading Success

The Storage Systems In The Brain

The Phonological Lexicon  The Semantic Lexicon

The Orthographic Lexicon
60-70 % of students will naturally develop reading ability if they are engaged in literacy activities.

But what about the other 30-40%?

David Kilpatrick
Equipped for Reading Success

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Phonological Skills Correlate Strongly With Reading

Phonological Awareness & Word Reading

\[ r = .3 - .7 \]

Visual Memory & Word Reading

\[ r = .1 - .2 \]

David Kilpatrick
Plain Talk 2019

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Phoneme Awareness Mastery

Deletion and Substitution PA tasks are better assessments of phonemic proficiency.

Segmentation Tasks correlate with reading .3 to .5
Manipulation Tasks correlate with reading .5 to .7

Assessment of segmentation is not enough!

David Kilpatrick
Plain Talk 2019
### Phonological Tasks

#### Segmentation Task

**Teacher:** tell me all the sounds you hear in *fit*
**Student:** /f/ /i/ /t/

Explicitly involves conscious segmentation
The students do what they are asked to do!

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### Phonological Tasks

#### Manipulation Task

**Teacher:** change the first sound in *fit* to /b/
**Student:** /b/ /i/ /t/

Involves unconscious segmentation of the word

Teachers are assured that segmentation is automatic and unconscious.
Manipulation tasks are superior because other tasks are built in!

Change **sling** to **sing** by deleting /l/

- Pull sling apart (segmentation)
- Locate the /l/ sound is in the word (isolation)
- Pull the /l/ sound out (manipulation)
- Combine the remaining sounds (blending)

David Kilpatrick
Equipped For Reading Success

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Sight Word Knowledge is Built From:

- Phoneme Awareness Mastery (Analysis)
- Basic Letter-Sound Knowledge
- Vocabulary Knowledge
We can only auditorily distinguish between sounds that we have at least some familiarity with.

(August & Shanahan, 2006)
### English Sounds Not Used In Other Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>/dg/ /j/ /sh/ /th/ /z/</td>
</tr>
<tr>
<td>Chinese</td>
<td>/b/ /ch/ /d/ /dg/ /g/ /oa/ /sh/ /th/ /th/ /v/ /z/</td>
</tr>
<tr>
<td>French</td>
<td>/ch/ /ee/ /j/ /ng/ /oo/ /th/ /th/</td>
</tr>
<tr>
<td>Greek</td>
<td>/aw/ /ee/ /oo/ /e/</td>
</tr>
<tr>
<td>Italian</td>
<td>/a/ /th/ /ar/ /e/ /dg/ /h/ /ng/ /th/</td>
</tr>
<tr>
<td>Japanese</td>
<td>/dg/ /f/ /th/ /th/ /oo/ /v/</td>
</tr>
</tbody>
</table>

Klingner and Eppolito

### Listen for the Phonemes

Vietnamese

K’iche

Arabic

Phonemic Inventories and Cultural & Linguistic Information Across Language: [https://www.asha.org/practice/multicultural/Phono/](https://www.asha.org/practice/multicultural/Phono/)
ELs need to practice recognizing & producing the sounds not found in their native language.

Klingner and Eppolito
The Vowel Valley
All vowels are voiced

Practice with *minimal pairs* (i.e. words that differ by one sound) and isolate the sound of interest.

Kress 2008

pit/bit
pit/spit

Klingner and Eppolito
Phonological Resources

• Phonological Activities:
  – Florida Center For Reading Research
    https://fcrr.org/resources/resources_sca.html

• Explainer Videos (The Five from Five Reading Project):
  https://www.youtube.com/channel/UCr8NBUJSHJWYFhZBlDuQd_g
  – Phonemes and Graphemes
  – Phoneme Isolation and Manipulation
  – Manipulation of Sounds

Spanish phonological awareness might actually be a better predictor of English word reading than English or Spanish oral proficiency.

(Durgunoglu, Nagy, & Hancin-Bhatt, 1993)
The Storage Systems In The Brain

The Phonological Lexicon  The Semantic Lexicon

The Orthographic Lexicon

If we overemphasize correct word identification and underemphasize comprehension, we may end up with ELs who can fluently decode but may struggle with meaning.

(August & Shanahan, 2006; Crosson & Lesaux, 2009)
Phonemic Awareness Activities
With Images

Onset Fluency
Teacher says the word. Students repeat the word and isolate the onset (beginning sound).
Ex. T: summer  S: summer /s/

baker /b/
happy /h/
candle /k/
dinner /d/
gentle /j/

The Storage Systems In The Brain

The Phonological Lexicon

The Semantic Lexicon

The Orthographic Lexicon

Heggerty Free Online Sample
ELs are often being asked to learn new letter names and sounds along with new animal and object names.

Klingner and Eppolito
Differentiating Between Language Acquisition and Learning Disabilities
## NL vs L2 Stages of Acquisition

Lucy Hart Paulson, PlainTalk 2020

<table>
<thead>
<tr>
<th>Native Language</th>
<th>2nd Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Words (babbling)</td>
<td>Preproduction</td>
</tr>
<tr>
<td>About 6 months</td>
<td>About 6 months</td>
</tr>
<tr>
<td>First Words</td>
<td>Early Production</td>
</tr>
<tr>
<td>About 1 year</td>
<td>About 1 year</td>
</tr>
<tr>
<td>Short Phrases</td>
<td>Speech Emergence</td>
</tr>
<tr>
<td>About 2 years</td>
<td>About 1-3 years</td>
</tr>
<tr>
<td>Longer Sentences</td>
<td>Intermediate Fluency</td>
</tr>
<tr>
<td>About 3 years</td>
<td>About 3-5 years</td>
</tr>
<tr>
<td>Complex Sentences</td>
<td>Advanced Fluency</td>
</tr>
<tr>
<td>About 4 years</td>
<td>About 5-7 years</td>
</tr>
</tbody>
</table>
Long vowel sounds (Name of the letter):

```
 a e i o u
```

Date, bake  Pete, here  bike, line, nine  hope, joke, rope, bone  rule, cute, cube

When the word ends with an E, the vowel is long.

Short vowel sounds:

```
 a e i o u
```

apple  Edgar  in  on  up

When 1 vowel is closed in by a consonant:
cat, sat, bat,
get, met, let,
sit, hit, fit
stop, hot, top  cup, tub, mud

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Russian & English Alphabet Systems

А а Б б В в Г г Д д Е е Ё ё Ж ж З з И и Й й

К к Л л М м Н н О о П п Р р С с Т т У у Ф ф

Х х Ц ц Ч ч Ш ш Щ щ Ъ ъ Ы ы Ь ь Э э Ю ю Я я

СЛОН  “slon”  elephant
It takes **hundreds** of exposures for letters and sounds to become fully automatic in long term memory.

Kilpatrick, Equipped for Reading Success

.7 effect size for “spaced practice”

(Hattie, Visible Learning)

Ebbinghaus’ Forgetting Curve

– Learning is more effective when spaced out over time
– The rate of forgetting is at its highest when something is first learned and slows down over time
A Mastery Focus for Phonics

Wiley Blevin’s Recommendation:

New Phonics skills should be systematically & purposefully reviewed for the next four to six weeks.

A Fresh Look on Phonics by Wiley Blevins

A common myth:
If a child has learned to decode in one language, they will be able to decode the new language.

Transparent languages (Italian & Spanish) = 2-3 months to learn to decode

Complex languages (English) = 2-3 years to learn to decode
A Multisensory Approach

Research by the National Institutes of Health suggests that successful reading programs incorporate a spelling component and involve multisensory reinforcement.

West Virginia Phonics

Explicit Instruction for Phonics Intervention
Skill: Vowel r or

Story 1
Stark and Corn

Stark likes corn. He will fly to the shore to find corn. Stark has a fort for his corn. In his fort is a bag to hold his corn. Stark blows a horn when he goes to his fort to get corn. He is lord of his fort. He is the lord who likes corn. Stark will not leave nor pass by corn. Stark will walk on a horn to get to his corn in the fort. Stark will fly to go to his fort to get corn.

bit.ly/wvphonics
A Fresh Look At Phonics
Wiley Blevins

Orthographic Mapping
Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel r or

Story Number: 1

Stork and Corn
Stork likes corn. He will fly to the shore to find corn. Stork has a fort for his corn. In his fort is a bag to hold his corn. Stork blows a horn when he goes to his fort to get corn. He is lord of his fort. He is the lord who likes corn. Stork will not leave nor pass by corn. Stork will walk on a thorn to get to his corn in the fort. Stork will fly to go to his fort to get corn.

The Colors
- the blue shirt
- the red book
- the yellow sun
- the purple grapes
- the green grass
- (the white paper)

- a brown dog
- a pink marker
- a black marker
- an orange marker
- the gray elephant
# Putting it All Together

## The Phonological Lexicon
- **Phonology** (Oral language, first)
- Say - "lagniappe"
- Let’s say the syllables in lagniappe - /lan/ /yap/.

## The Semantic Lexicon
- **Synonym:** Something given as a bonus
- **Antonym:** Requisite or normal amount
- **Examples:** The graduate received a lagniappe of money from grandma.
- As a lagniappe, we added powdered sugar to the pizzelles.

## The Orthographic Lexicon

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
</table>
| lagniappe | -Something given as a bonus
            -A little gift
            -Something extra  | The graduate received a lagniappe of money from grandma. |
| lagn•iappe| noun                 |                                               |        |
| BONl      | The letter ‘g’ is silent                                   |        |
| antonym   | Requisite or normal amount                                 |        |

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**Verbal Practice (Think-Pair-Share-Write):**
Each Happy Meal contains a meal and a lagniappe toy such as ____________.

**Writing Practice (Think-Write-Pair-Share):**
An example of a ____________ given to guests at a birthday party, might be ____________ or ____________.
Multi-Tiered Systems of Support for a HS Student

- Pre-Algebra, EL Development, 1:1 Reading Intervention
- Small Group, EL Development Reading Intervention
- Each and every student receives tier 1, core instruction!
- American History, Biology, Honors Spanish III, English IX, EL Development
- Beginner Interrupted Education
- Culturally & Linguistically Responsive Practices

The Simple View of Reading

- Word Recognition
  - Phonological & Phonemic Awareness
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  - Fluency
- Language Comprehension
  - Background knowledge
  - Vocabulary
  - Listening comprehension
  - Oral language
  - Verbal Reasoning
  - Literacy knowledge
- ELP Standards

Dr. Alba Ortiz Video
Gough and Tunmer
Evidence Based Practices

Latest Research – *Promoting the Educational Success of Children and Youth*  
*Learning English: Promising Futures*

- Provide access to grade-level course content
- Build on effective practices used with English-proficient students
- Provide supports to help ELs master core content and skills
- Develop EL’s academic language
- Encourage peer-to-peer learning opportunities
- Capitalize on students’ home language, knowledge, and cultural assets
- Screen for language and literacy challenges, monitor progress, and support ELs who are struggling

Other strategies from IES Practice Guides for English Learners:

- Provide intensive small group reading interventions
- Integrate oral and written English Language instruction into content-area instruction
- Provide regular structured opportunities to develop written language instruction.
Objectives

Content Objective:
Participants will build knowledge around how to apply the science of reading to meet the individual needs of English learners.

Language Objective:
Participants will discuss with their partner the ELP Standards and the components of literacy using the vocabulary from the Simple View of Reading and Scarborough’s Reading Rope.