

Structured Literacy Among English Learners: What Every Educator Should Know



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Agenda

- **Demographics of English Learners**
- **Research on Literacy for English Learners**
- **Language and Speech Development for L1-L2**
- **Language to Literacy Connections for L1 and L2**
- **Foundational Skills of Literacy for L1 and L2**
- **Evidence-Based Comprehension Practices**
- **Reflection-Culturally and Linguistically Responsiveness**
- **Closing Thoughts**

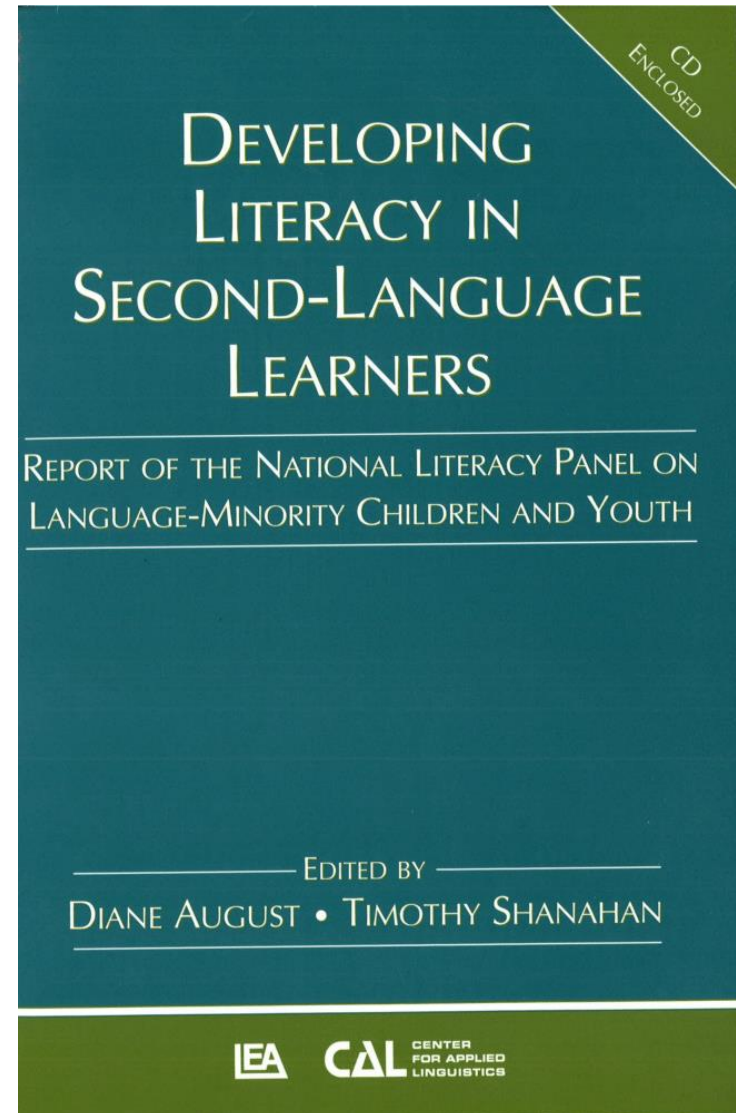
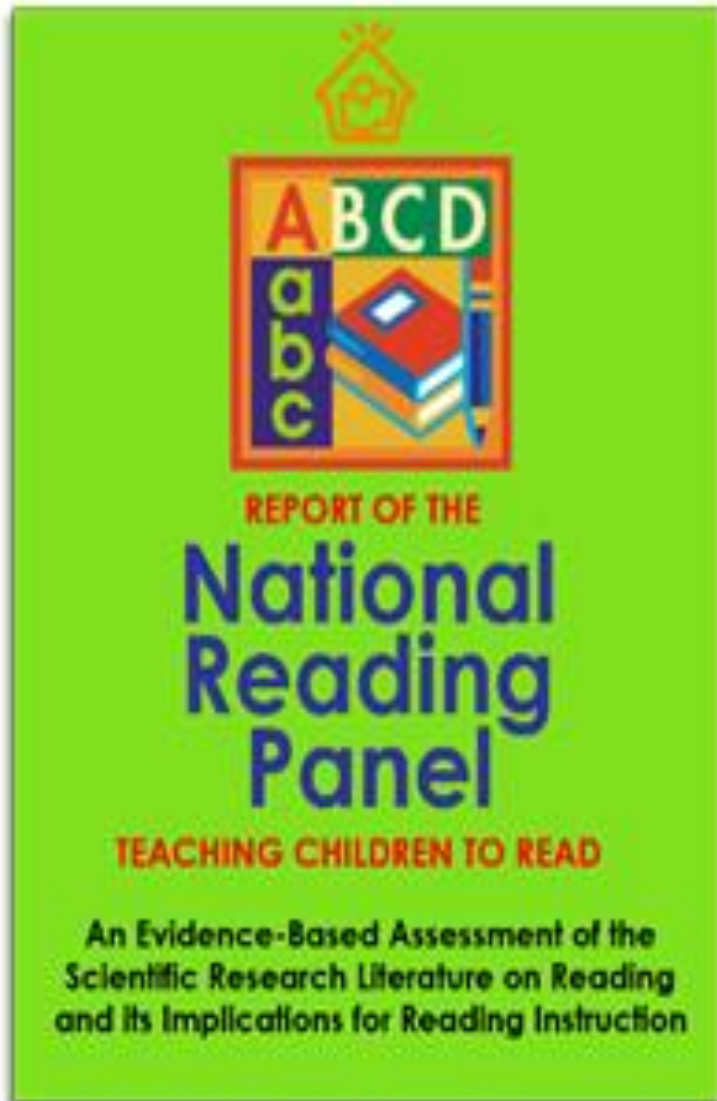


Demographics of English Learners

- English learners represent 10% of the school population
- There are more than 5 million English learners attending public schools in the United States
- The majority of English learners speak Spanish in their home (77%)
- Other home languages represent 2% of the EL population (Arabic, Vietnamese, Chinese)
- English learners lag behind their English-speaking peers
- States like California and Texas have more than a million English learners attending public schools
- North Carolina and South Carolina have close to 200,000 English learners and the majority of them speak Spanish in the home.



Research Agenda Began with NICHD/IES



Research Findings

NRP Summary

Key areas for reading instruction include:

- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

National Literacy Panel on Language-Minority Children and Youth

- Adjust instruction to meet the needs of ELs
- Use native language and literacy knowledge for English literacy
- Cross-linguistic features are a resource
- Students with native language literacy skills perform higher in English literacy than those who were instructed in English-only

Institute of Education Sciences Practice Guide

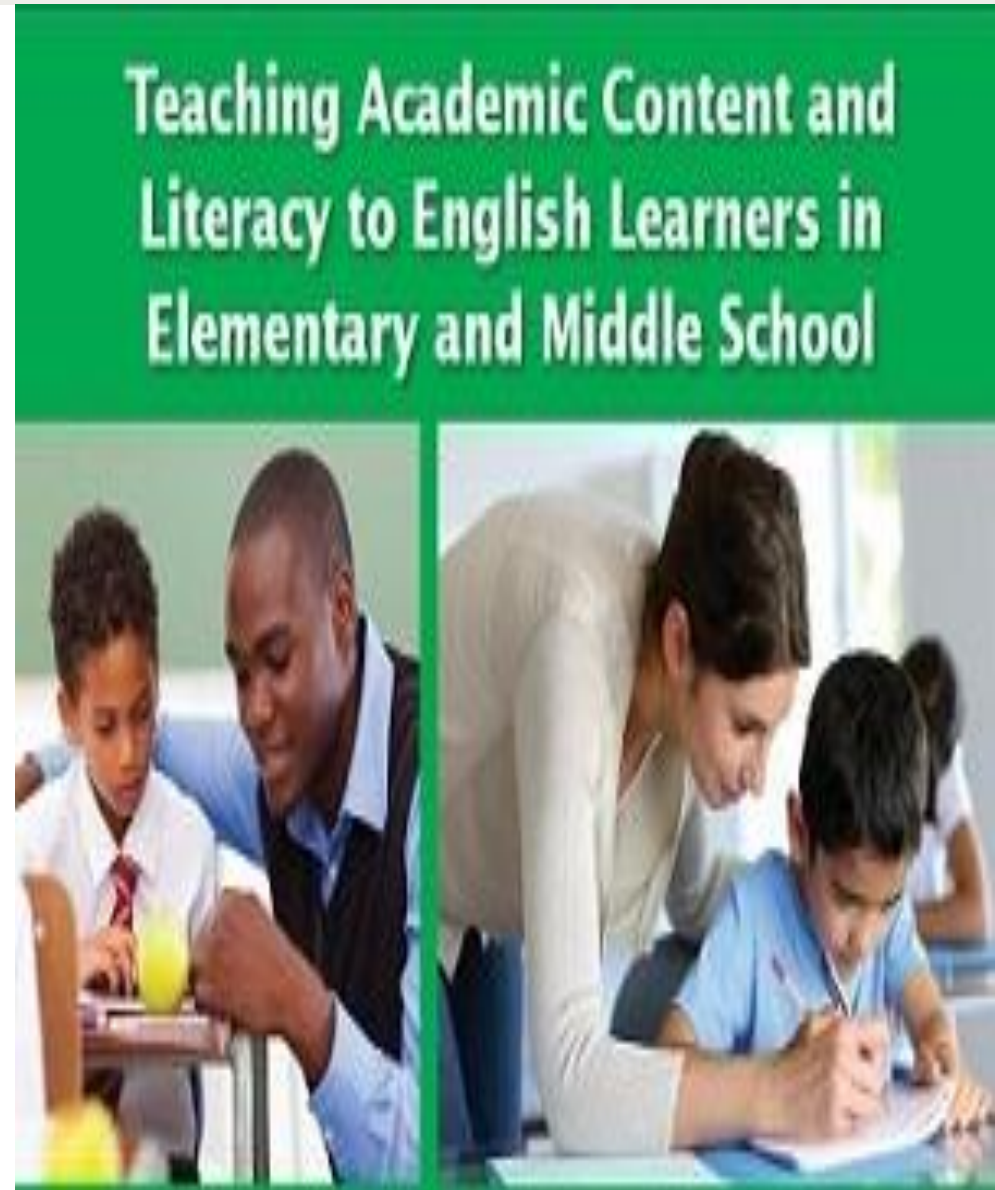
Research Findings

- Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities

Strong Evidence

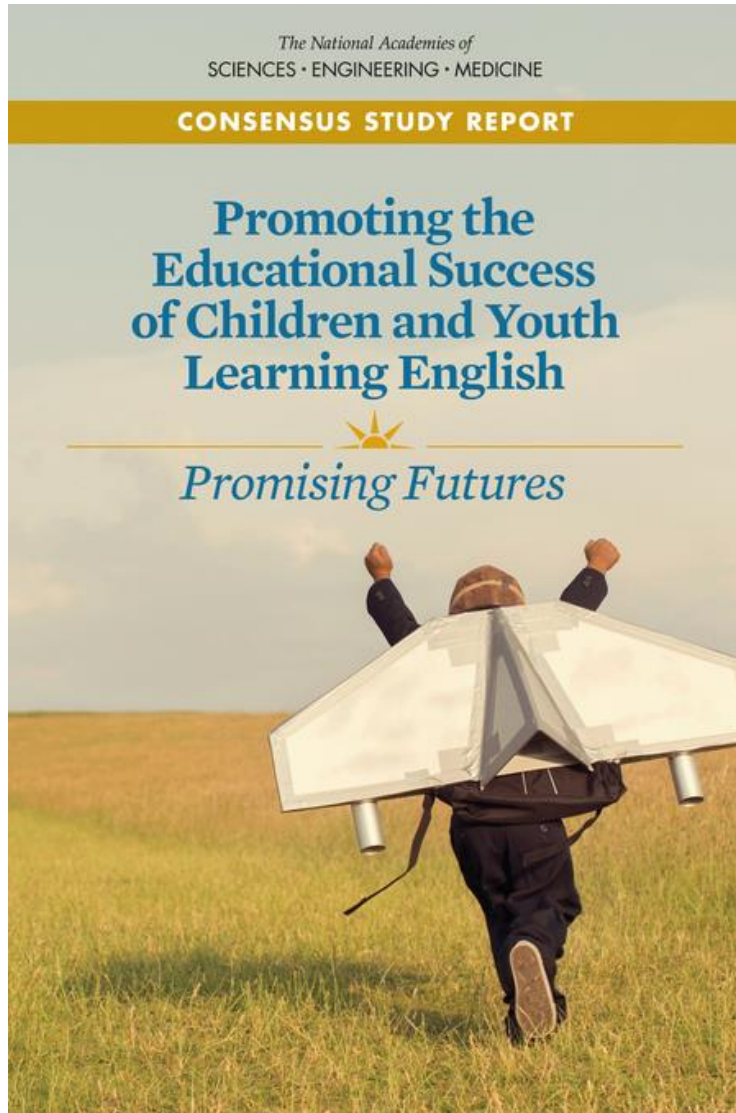
- Integrate oral and written English language instruction into content-area teaching

Strong Evidence

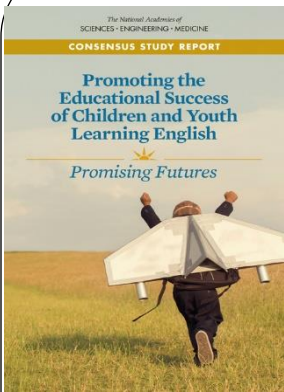


Teaching Academic Content and
Literacy to English Learners in
Elementary and Middle School

National Academies of Sciences, Engineering and Medicine



- **Consensus Study Report**
Promoting the Educational Success of Children and Youth Learning English (2017)
 - **Developing literacy among English Learners**
 - **Provide explicit instruction in literacy components that include phonemic awareness, phonics, oral reading fluency, vocabulary, reading comprehension and writing**



Guidelines for Educating ELLs in Kindergarten-5th grade

- **Provide explicit instruction in literacy components**
- **Develop academic language during content area instruction**
- **Provide visual and verbal supports to make core content comprehensible**
- **Encourage peer-assisted learning opportunities.**
- **Capitalize on students' home language, background knowledge, and cultural assets**
- **Screen for language and literacy challenges and monitor progress**
- **Provide small-group academic support in literacy and English language development for students**

(Promoting the Educational Success of Children and Youth Learning English: Promising Futures. The National Academy of Sciences, 2017)

U.S. Department of Education – OSEP Model Demonstration Projects

MEETING THE NEEDS OF ENGLISH LEARNERS
WITH AND WITHOUT DISABILITIES

BRIEF 1

Multitiered Instructional Systems for ELs

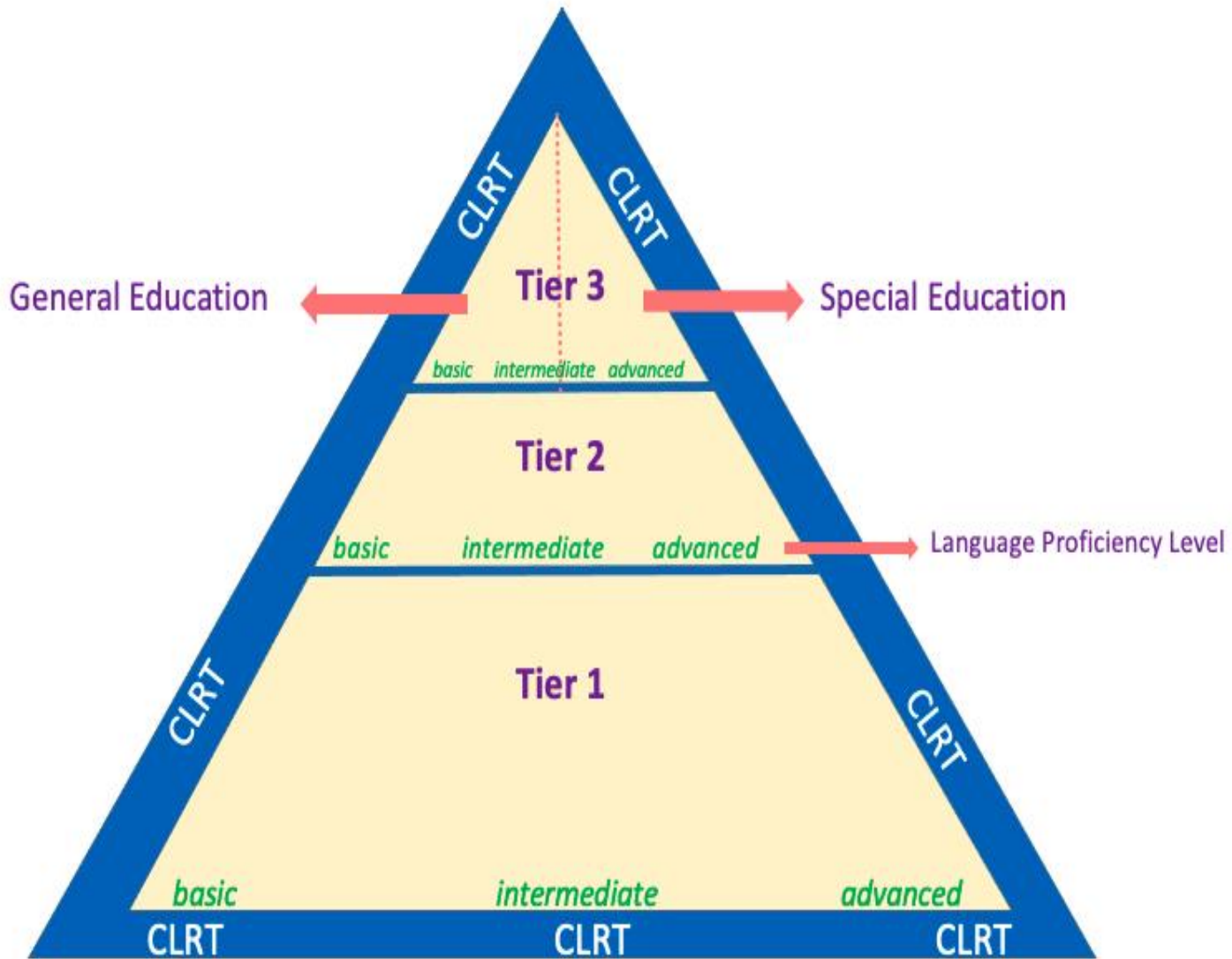


- High-quality, differentiated language and literacy teaching that is appropriately scaffolded for students' linguistic and academic needs
- Culturally relevant principles applied to instruction and assessment
- Meaningful opportunities for students to practice in the four language domains (listening, speaking, reading, & writing)
- Use of L1 supports during instruction
- Educator knowledge of native language development and second language acquisition



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mtss4els.org



Project ELLIPSES, 2016

mtss4els.org

MULTITIERED SYSTEM OF SUPPORTS FOR ENGLISH LEARNERS: LITERACY IMPLEMENTATION RUBRIC

Adapted from Center on Multi-Tiered System of Supports. (2021). *Multi-tiered system of supports (MTSS) fidelity of implementation rubric*. American Institutes for Research.

Preferred Citation

Project LEE, Project ELLIPSES, & Project ELITE². (2021). *Multitiered system of supports for English learners: Literacy implementation rubric*. U.S. Office of Special Education Programs.

Overview

This rubric is intended to be used by individuals or teams who are responsible for monitoring school-level fidelity of a multitiered system of supports (MTSS) for English learners, including MTSS, bilingual, literacy, and English language development specialists or coaches; school principals; and teacher leaders. The rubric is aligned with the essential components of MTSS for literacy and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet and action planning document with guiding questions. The worksheet can be used to record ratings and notes for each section, and the action planning document can be used to summarize strengths, areas of need, and goals, and to track progress. Use of each tool is described below.

Definition of “English learners (ELs)”: Prekindergarten to grade 12 students who come from an environment where a language other than English has had a significant impact on their English proficiency and whose difficulties in speaking, reading, writing, or understanding English may prevent them from successfully achieving in classrooms where the language of instruction is English (ESEA Section 8101(20))

Using the Tools

Rubric: Teams rate the level of current implementation for each MTSS component on a scale from 1 to 5. Descriptors are provided for the 1, 3, and 5 anchor points. Practitioners read each statement and the anchor point criteria and highlight the features in place, partially in place, or not in place. Teams assign a rating from 1 to 5 for each component and note which features need to be addressed on the scoring worksheet and action planning document.

Scoring worksheet: Based on review of the rubric, teams choose the whole number rating, 1–5, that best represents their school’s level of implementation, record that rating, and provide documentation of evidence for choosing the rating.

Action plan: Teams use their highlighting and ratings on the rubric and worksheet to identify and note strengths, areas of need, and goals. Teams complete all sections and ensure that actions are observable and measurable with timelines assigned. Practitioners use the action plan for regular check-ins (at least quarterly) to assess progress, ensure follow through on action items, and make adjustments as needed based on student data.



MODELS OF READING DEVELOPMENT

Simple View of Reading (SVR)

- **Skilled reading involves two components – decoding and language comprehension**



(Gough & Tunmer, 1986)

MODELS OF READING DEVELOPMENT

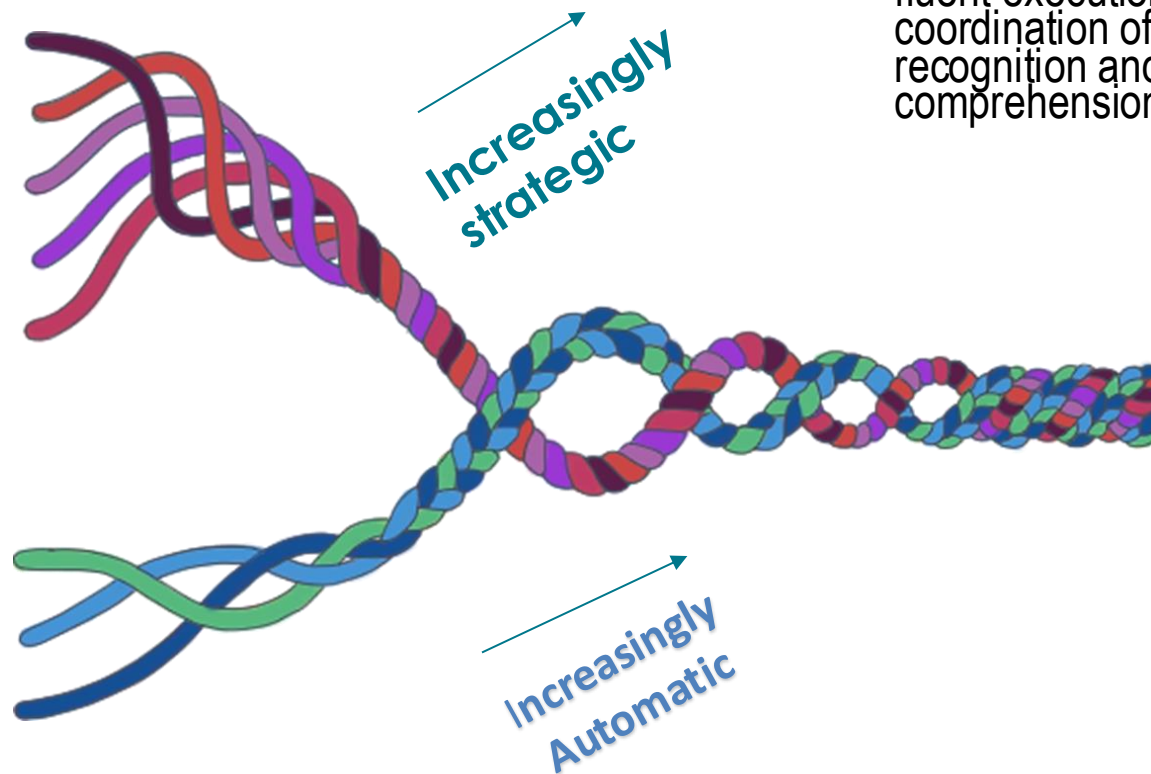
Scarborough's Reading Rope (2001)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Skilled Reading

fluent execution and coordination of word recognition and text comprehension

What is Structured Literacy?

Instruction that emphasizes:

- The structure of language
 - The speech sound system (phonology)
 - The writing system (orthography)
 - The structure of sentences (syntax)
 - Meaningful word parts (morphology)
 - Meaning (semantics)
- The organization of spoken and written discourse for deep reading and effective written communication
- Other aspects of cognition related to literacy acquisition

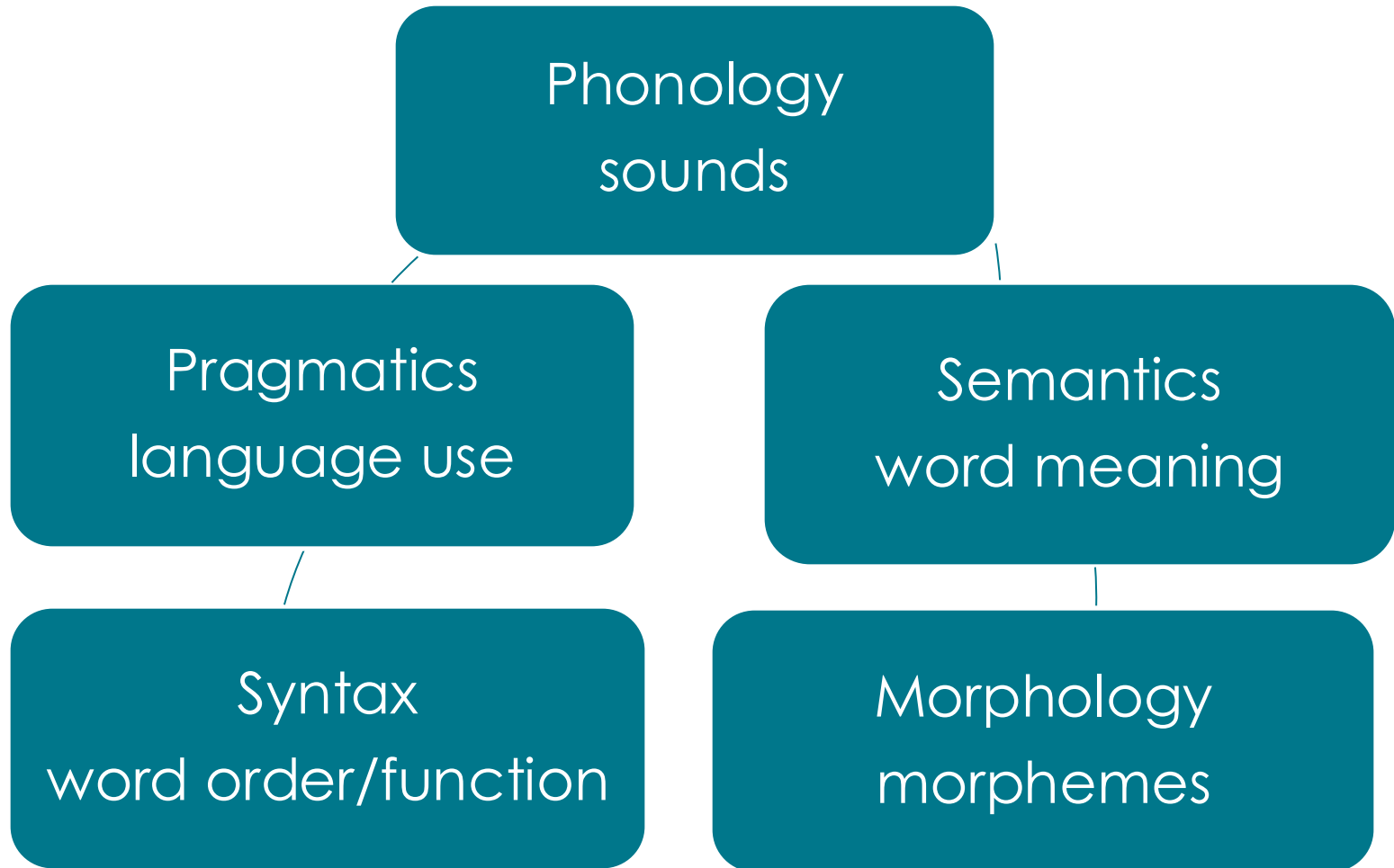
What is Structured Multiliteracy?

Instruction that emphasizes:

- The structure of 2 or more languages using cross-linguistic and cross-cultural features as a strategy
 - The speech sound system in 2+ languages (phonology)
 - The writing system in 2+ languages (orthography)
 - The structure of sentences in 2+ languages (syntax)
 - Meaningful word parts in 2+ languages (morphology)
 - Meaning in 2+ languages (semantics)
- The organization of spoken and written discourse for deep reading and effective written communication using culturally and linguistically responsive practices
- Other aspects of cognition related to literacy acquisition

(Cardenas-Hagan, 2018))

Components of Language



Bloom, L., & Lahey, M., 1978

LANGUAGE MILESTONES

- **General Milestones for L1**
 - Speaks first words by 12 months
 - Speaks in two-word phrases at 2.0 years
 - Speaks in three-word phrases at 3.0 years
 - Speaks in four-word sentences at 4.0 years
 - Speaks in five-word sentences at 5.0 years
 - Speaks in six-word sentences at 6.0 years
 - Speaks in seven – word sentences at 7.0 years



SECOND LANGUAGE ACQUISITION

Pre-production

Early production

Speech Emergence

Intermediate Language Proficiency

Advanced Language Proficiency

Krashen and Terrell, 1986

1.0 Second Language Acquisition

By Krashen and Terrell (1983)

- **Stage I: Silent or Preproduction Stage**
 - Comprehends up to 500 receptive words
 - Responds through gestures
 - Understands new words that are made comprehensible
 - Reluctant to speak

2.0 Second Language Acquisition

By Krashen and Terrell (1983)

- **Stage II: Early Production Stage**
 - Comprehends up to 1000 receptive words
 - Speaks in one or two-word phrases
 - Provides short answers
 - Answers simple *yes/no*, *who/what* questions



3.0 Second Language Acquisition

By Krashen and Terrell (1983)

- **Stage III: Speech Emergence Stage**
 - Comprehends up to 3000 words
 - Speaks in simple sentences
 - Asks simple questions
 - Grammatical errors are present in speech

4.0 Second Language Acquisition

By Krashen and Terrell (1983)

- **Stage IV: Intermediate Language Proficiency Stage**
 - Comprehends up to 6000 words
 - Speaks in complex sentences
 - States opinions
 - Asks for clarification



5.0 Second Language Acquisition

By Krashen and Terrell (1983)

Stage V: Advanced Language Proficiency Stage

- Comprehends academic words
- Participates fully in grade level classroom activities
- Speaks with appropriate use of grammar
- Vocabulary is comparable to same-age native speakers



A FORMAL LANGUAGE SAMPLE PRACTICE TIME

- Collect 50 utterances
- Write down each utterance
- Count the number of words spoken per utterance
- Get a grand total of words spoken
- Divide the grand total by 50
- This gives you the mean length of utterance (MLU)
- Now determine the features of spoken language that need to be addressed
- Discuss a plan for how they will be addressed

FORMAL LANGUAGE SAMPLE

No like	2.0	Like bowl	2.0	Beach	1.0	Agua cold	2.0	Eat	1.0
Book	1.0	Ball go	2.0	Play	1.0	Pool big	2.0	Taco	1.0
Like movie	2.0	Inside ball	2.0	Games	2.0	Float	1.0	Cheese	1.0
Batman	1.0	Friend	1.0	Uno	1.0	Swim	1.0	Tomato	1.0
Car varoom	2.0	Pins	1.0	Abuela	1.0	Dive in	2.0	Toma Tea	2.0
Robin	1.0	Pins fall	2.0	Mom	1.0	Jump ball	2.0	Lemon	1.0
Robin friend	2.0	Win	1.0	Dad too	2.0	Win game	2.0	Ice cream	2.0
Fight	1.0	Mom	1.0	Bebe no	2.0	Get towel	2.0	Chocolate	1.0
Win	1.0	Tomas	1.0	Cry	1.0	Dry it	2.0	Vanilla	1.0
No	1.0	Dad	1.0	Sleep	1.0	Hungry too	2.0	Yummy	1.0

DESIGN INSTRUCTION

1. What is the mean length of utterance score for the student?
2. What specific goals are necessary to expand his oral language skills?

DESIGN INSTRUCTION, cont.

1. Consider adding pronouns.
2. Articles can expand sentence length.
3. Adjectives can describe and provide more depth to sentence.
4. Conjunctions can help expand to complex sentences.
5. Prepositions phrases add complexity.
6. Adverbs also add complexity.
7. Create opportunities for intentional use and expansion of language structures.

The Language-Literacy Connection

Language

Phonology

Vocabulary

Semantics
Morphology

Reading and Writing

- Phonological awareness
- Letter-sound correspondences
- Word recognition/decoding
- Word reading fluency
- Spelling
- Listening comprehension
- Word recognition/decoding
- Word reading fluency
- Reading comprehension
- Written composition

The Language-Literacy Connection, cont.

Language

Syntax



Pragmatics



Reading and Writing

- Listening and reading comprehension
- Word reading fluency
- Written composition
- Listening and reading comprehension
- Inferencing
- Active and strategic reading
- Written composition
- Understanding context, culture & audience for reading/writing

More Literacy Research Findings for ELs

Vaughn, S., Mathes, P., Linan- Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., Cárdenas-Hagan, E., Francis, D. (2006a). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. *The Elementary School Journal*, 107(2), 153–180.

- Early interventions for Spanish-speaking students at risk for reading difficulties in reading English.
- Statistically significant results in literacy skills.
- Interventions included 5 components of literacy with additional features for oral language proficiency and scaffolds for English language skills.

Ehri, L.C., Dreyer, L.G., Flugman, B., & Gross, A. (2007). Reading Rescue: An effective tutoring intervention model for language-minority students who are struggling readers in first grade. *American Educational Research Journal*, 44(2), 414–448.

- Statistically significant results for literacy which included opportunities for students to learn vocabulary and apply meaning to words as they read.
- Visual supports were also provided.

Literacy Supports: What You Should Know

- The goal of the literacy support activity is to expand a student's expressive and receptive language skills.
- Oral language and vocabulary skills are specific targets for each lesson.
- This support is vital to an effective instructional or reading intervention program in any language.
- Struggling readers need instruction especially tailored to meet their literacy and language needs to maximize instruction.

Cross-Linguistic Features

Spanish and English Consonant Examples:

- | | |
|------------|-----------------|
| • b | • n |
| • c | • p |
| • d | • s |
| • f | • t |
| • g | • v |
| • k | • w |
| • l | • x (ks) |
| • m | |

Common Consonant Sounds Example 1

Arabic and English Examples:

- | | |
|-----|------|
| • b | • J |
| • d | • n |
| • f | • r |
| • k | • w |
| • l | • y |
| • m | • z |
| | • sh |
| | • th |

Common Consonant Sounds Example 2

Vietnamese and English Examples:

- | | |
|-----|------|
| • b | • n |
| • d | • p |
| • f | • h |
| • k | • w |
| • l | • ng |
| • m | • s |
| | • v |

Common Consonant Sounds Example 3

Cantonese and English Examples:

- | | |
|------|------|
| • b | • n |
| • p | • f |
| • t | • h |
| • d | • n |
| • k | • ng |
| • l | • s |
| • g | • y |
| • ch | • w |

Common Consonant Sounds Example 4

Ukrainian and English Examples:

- b

- m

- p

- f

- t

- d

- ch

- w

- j

- n

- s

- z

- l

- k

- g

- h

Common Consonant Sounds Example 5

Punjabi and English Examples:

- | | |
|------|-----|
| • b | • j |
| • m | • n |
| • p | • s |
| • f | • z |
| • t | • l |
| • d | • k |
| • ch | • g |
| • w | • h |

Challenging English Sounds

- Short Vowel Sounds
- Schwa sound
- /j/
- /th/
- /sh/
- /ch/
- /zh/
- /er/
- /r/
- /w/
- /aw/
- /ng/



Making Connections: Spanish-English



- Ch-J which are voiced/voiceless pairs of sounds
- Spanish medial D and English Voiced Th sound
- Spanish Vowel U and English digraph OO as in *moon*
- Spanish trilled R and English sound R
- Spanish Soft R and English medial T and D between two vowels

Adapted from *Working with English Language Learners* (WELLS) 2
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Making Connections: Arabic-English



- No /p/ in Arabic but /b/ does exist and use the voiced/voiceless pairs of sounds
- No /v/ sound in Arabic but /f/ does exist and use of the voiced/voiceless pairs of sounds
- No initial s-consonant blends, so teach how not to add extra vowel

Making Connections: Vietnamese-English



- Mostly 1 or 2 syllable words and thus English words with more than 2 syllables challenging
- English consonant clusters are challenging for native Vietnamese speakers
- New sounds of /ch/ and /j/ can be obtained through sound approximations with /sh/ and /zh/

Making Connections: Cantonese-English



- Cantonese does not make a difference between long and short vowels.
- English consonant clusters are challenging for native Cantonese speakers
- Cantonese has mainly voiceless consonants so learning sounds such as /z/ /v/ and /zh/ will be challenging.
- Using minimal pairs of sounds can be helpful.

Making Connections: Ukrainian-English



- It is challenging to understand that sounds such as /t, d, s, l/ can become palatal in Ukrainian and not in English
- English consonants /m/ and /l/ are voiced but in Ukrainian when they follow a voiceless sound in final position they become voiceless.
- English sounds of /p, b, m/ are always bilabial and in Ukrainian they can be semi-palatized
- Consonant clusters are challenging for Ukrainian speakers

Making Connections: Punjabi-English



- Learning the English alphabet system is challenging for speakers of Punjabi
- English consonant clusters are challenging for native Punjabi speakers
- Learning silent letters such as kn, gn, igh are challenging concepts for Punjabi speakers

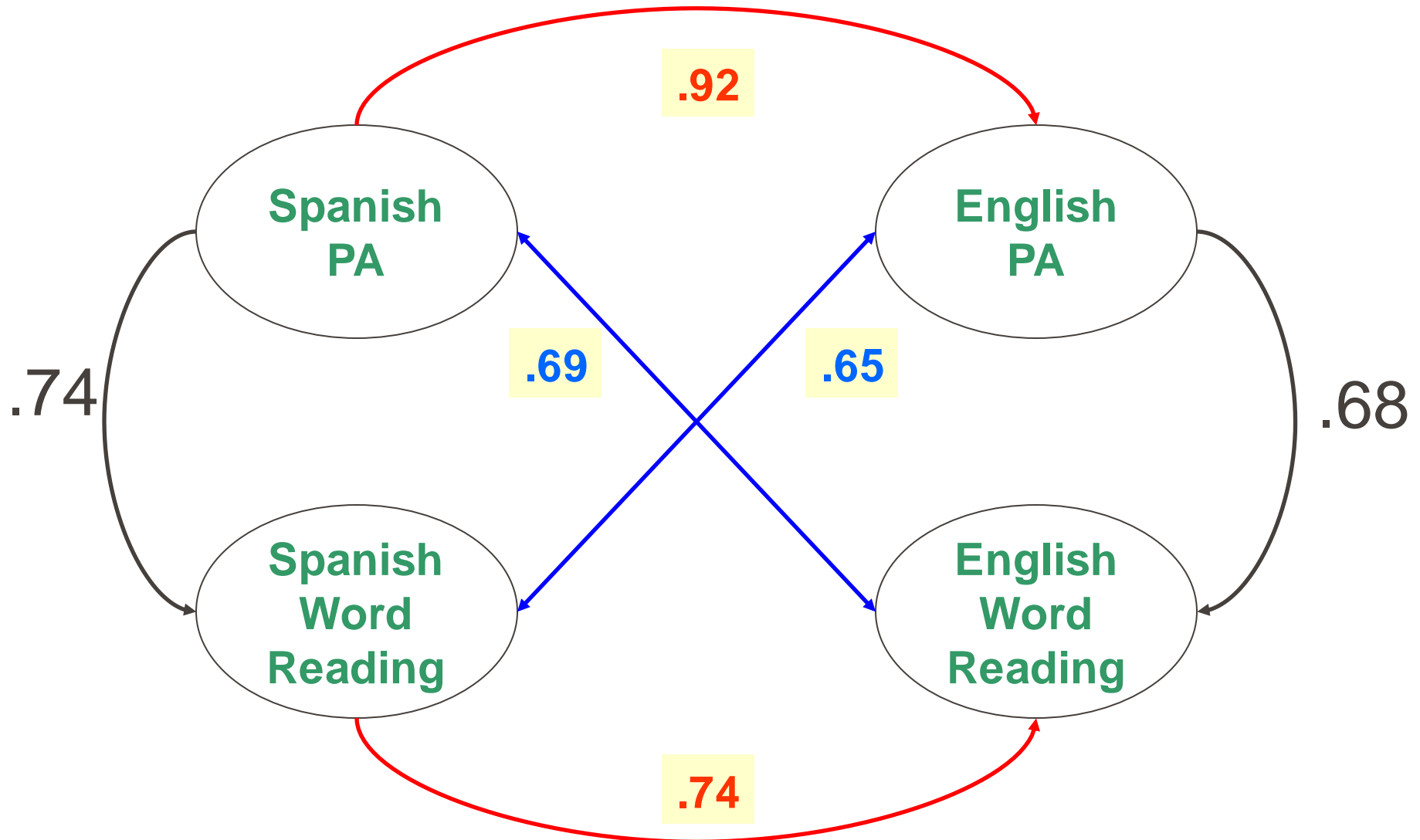
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What Do We Know?

- Students who have strong phonological awareness skills in a native language are likely to have strong phonological awareness skills in a second language (Branum-Martin, Tao, Garnaat, Bunta, & Francis, 2012)
- It can be helpful during instruction to incorporate cross-linguistic connections (Cárdenas-Hagan et al., 2007)



Relationship between Early Spanish and English Skills



Phonological Awareness: Making Connections

Focus on

Focus on the new sound /j/ and make connections to letters and word meanings for English learners

Say

Say the word ham. Change /h/ to /j/ (jam)

Say

Say the word bet. Change /b/ to /j/ (jet)

Say

Say the word pig. Change /p/ to /j/ (jig)

Say

Say the word hog. Change /h/ to /j/ (jog)



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Letter and Sound Connection

J

- Listen as I say these words with the same sound.
- What sound did you hear?
- Let me write the words for you to see.
- What do you see at the beginning of each word?
- The letter is ____.
- The sound is ____.
- Our keyword to unlock the sound is ____.
- Do you recognize this letter or sound in your language?
- Do you recognize and understand the keyword in your home language and English? Tell me about this.
- Let's use it in a sentence.
- Say the letter name. Say the keyword. Say the sound.
- Now we will write the letter. You will also have an opportunity to read words and sentences with this letter.

- jam
- jog
- jet



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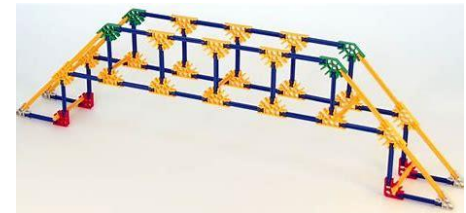
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Syllable Types Making Connections

	English	Spanish
Closed	ten	ten
Open	no	no
Vowel-Consonant - e	dame	dame
Vowel Pair	pie	pie
Vowel r	mar	mar
Final Stable Syllable	cable	cable

Words look similar, but have different meanings and different pronunciations

Cardenas-Hagan, 2020



Reading and Language Connections Even During Decoding Practice!

jam	jet	jig	jab	Jan
Jim	job	Jack	Jen	just
jet	jig	Jan	Jack	jab
just	jam	jig	jab	jet

phonology

vocabulary

grammar

pragmatics

Reading Fluency: Considerations for ELs

Many ELs will be able to learn the code and read with accuracy

They may, however, not understand what they are reading in the new language

Do not assume that their reading fluency will improve their comprehension

They will need extra work on phrasing, expression, vocabulary, and oral language

Reading fluency and comprehension is moderated by oral language proficiency of ELs (Crosson & Lesaux, 2010)

Artisans 1

Jim makes rings for his job. The rings are for men and women. Jim rubs the rings with a cloth. Jim is content with his rings. Zac is an artist. Zac makes red pots with zig-zags. Zac is content with his red pots. Ren sings songs for his job. Ren sings songs at the zoo.

Questions:

- What is Jim's job?
- Why does Jim rub the ring with a cloth?
- What does Zac do?
- What color are the pots that Zac makes?
- Where does Ren sing his songs?

Word Learning Connections



Cognate Awareness



Morphological Awareness



Making Connections



Multiple Opportunities for Use



Ramirez, G., et al., (2009)

Dressler, C., et al., (2011)

Cognate Awareness



- The ability to identify words from other languages that share similar spellings and meanings
- English shares cognates with many languages
- One example:
 - canoe (English/Catalan),
canoa
(Spanish/Italian/Portuguese)
canoë (French)
kanu (German)
каное (Ukrainian)

Examples of Cognates

Occupations

Spanish

carpintero

arquitecto

artista

dentista

doctor

autor

English

carpenter

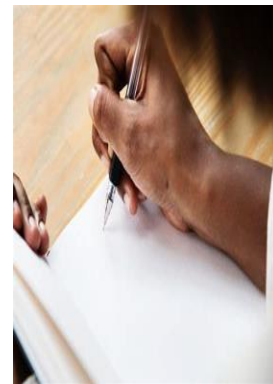
architect

artist

dentist

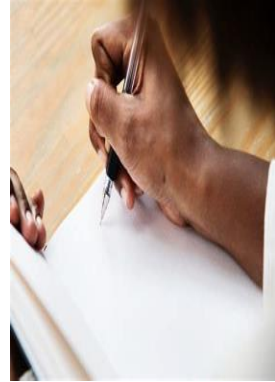
dentist

author



Cross-Linguistic Example

- The word is *author* in English. Say the word.
- The word in Spanish is *autor*.
- How many syllables are in the Spanish word? How many are in the English word? How many sounds in Spanish? How many sounds in English?
- How many morphemes or meaning units? Let's discuss the meaning of the word *author*. Let's describe and then compare and contrast an author with an architect.
- Is the word a noun? Can it be used as a verb?
- Can you use the word in a sentence?
- Can you describe the similarities and differences in the spelling of *author* in English and Spanish?



Some Spanish Morphemes and Their English Correlations

<u>Spanish Prefixes</u>	<u>Meaning</u>	<u>English Prefixes</u>	<u>Meaning</u>
anti-	contra	anti-	against
ex-	afuera de	ex-	outside of
<u>Spanish Roots</u>	<u>Meaning</u>	<u>English Roots</u>	<u>Meaning</u>
audi	oír	audi	to hear
fono	sonido	phono	sound
<u>Spanish Suffixes</u>	<u>Meaning</u>	<u>English Suffixes</u>	<u>Meaning</u>
-ista	alguien que	-ist	one who
-itis	inflamación	-itis	inflammation

Adapted from
Working with English Language Learners (WELLS) 2
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Sample Lesson

- We will learn a root today. A root is the foundation of meaning in a word before you add a suffix or a prefix to change the meaning.
- Say *telephone, microphone, audiophones*.
- What did you hear that was the same?
- Look at the words as I write them. How do we spell *phone*? Do any of these words look familiar to you in your first language? Tell me about this. Say the words in your language. (Similar in Arabic, Spanish, Ukrainian, Italian, Portuguese and Vietnamese to name a few)
- If you use a telephone, another person can hear the **sounds** of your voice.
- If you use a microphone, we can hear the **sounds** of your voice very loudly.
- If you use audiophones, you can listen to the **sounds** of your music privately
- So, what do you think that **phone** means?
- Can you think of other words with the root **phone**? For example, if you go to a football game the cheerleaders use ____ (megaphones) Can you think of musical instruments that use this root? (xylophone, saxophone). Do you know these words in your home language? Tell me about this.
- We will create a word wall for our word parts including prefixes, roots, and suffixes.
- We will also add this root to your vocabulary journal. Good job.
- As you listen to people or as you read, please listen carefully to words with the root, **phone**. We will add them to our word wall.



(Adapted from WOW 1- Cárdenas-Hagan, 2014)

Evidence-Based Strategies for Reading Comprehension

- Comprehension Monitoring
- Cooperative Learning
- Graphic and Semantic Organizers
- Story Structure
- Question Answering
- Question Generation
- Summarization
- Multiple Strategy Use



3PV3RQ

Evidence-Based Reading Comprehension

- **P**urpose
- **P**repare/Connect
- **P**redict
- **V**ocabulary
- **R**ead
- **R**eview
- **R**etell
- **Q**uestion

(Cárdenas-Hagan, 2018)

The Purpose

Helps students understand
what they will be reading
and why they are reading



The Purpose

The purpose of today's passage is to read words that have that have some of the concepts you have learned this week. For example, you have learned J, NG, R, and Z.

The passage will also be related to the theme of occupations that we have been discussing this week.

Let's get ready to read our passage.

Prepare Connection

Activates the student's prior knowledge.

Can make a connection by asking questions or demonstrating a new concept.



Prepare a Connection

- Have you ever created anything that would be considered art? Tell me about this.
- Do you know of other forms of art?
- Can you tell me more about the topic of art?

Predict

Predict from title, bolded words, or pictures so students can make predictions and see if their predictions come true

A large, white, spherical crystal ball sits on a dark, curved stand. The crystal ball is set against a solid purple background. Inside the crystal ball, the words "Making Predictions" are written in a bold, black, serif font, arranged in two lines. The word "Making" is on the top line and "Predictions" is on the bottom line.

**Making
Predictions**

Predict

- Let's look at the title of this passage.
- The title is Artisans
- What would you predict this passage will be about from the title?
- What are the first 3 letters? What does –an mean?
- So what would you predict this passage will be about?

Vocabulary

Introduce new words and use graphic organizers to explore word meanings and determine the relationship to other words



content

conTENT



happy/satisfied

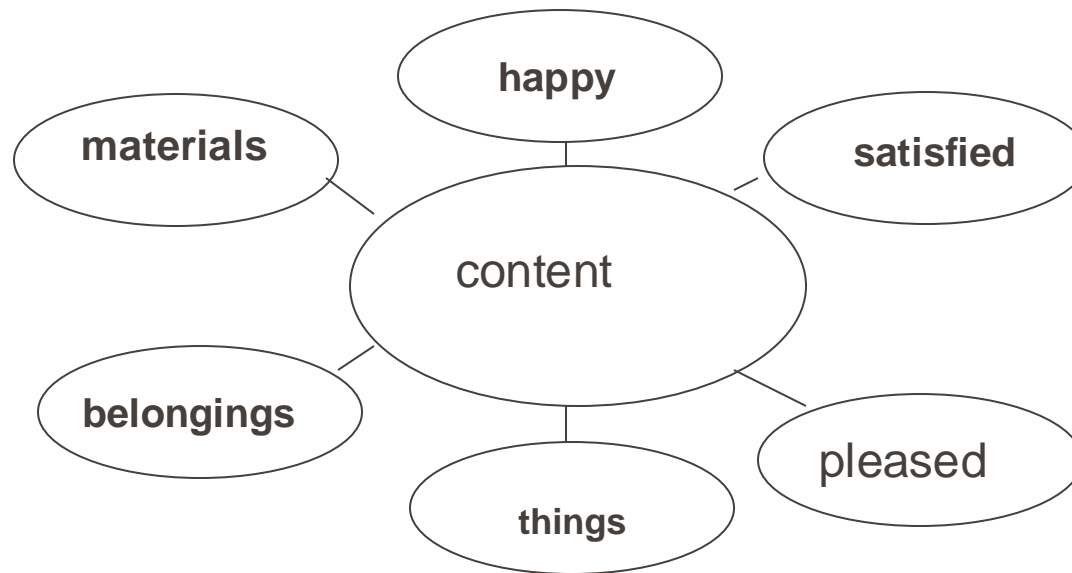
CONtent



things/belongings

content

noun/adjective/adverb



Sentence: She is content with your work. What are the contents of your backpack. The content girl ran to the stage..

READ

**Read or listen to text
and understand the
structure of the text.**

**This helps student to
focus on meaning.**



Artisans 2

Jim makes rings for his job. The rings are for men and women. Jim rubs the rings with a cloth. Jim is content with his rings. Zac is an artist. Zac makes red pots with zig-zags. Zac is content with his red pots. Ren sings songs for his job. Ren sings songs at the zoo.

Questions:

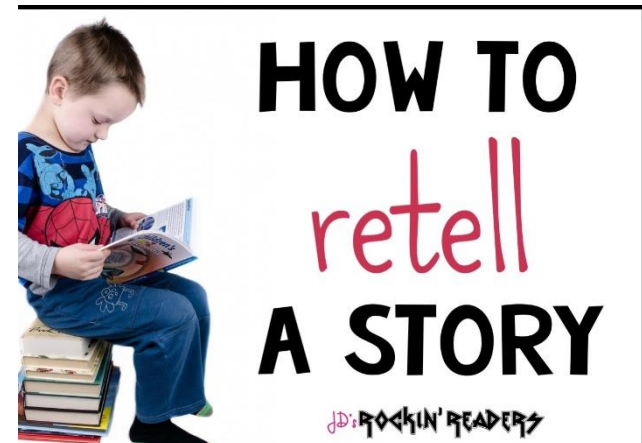
- What is Jim's job?
- Why does Jim rub the ring with a cloth?
- What does Zac do?
- What color are the pots that Zac makes?
- Where does Ren sing his songs?

Review and Retell

Review provides another opportunity to think about some of the questions that will be asked

Retelling provides an opportunity to use language and demonstrate understanding of the text.

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Artisans 3

Jim makes rings for his job. The rings are for men and women. Jim rubs the rings with a cloth. Jim is content with his rings. Zac is an artist. Zac makes red pots with zig-zags. Zac is content with his red pots. Ren sings songs for his job. Ren sings songs at the zoo.

Questions:

- What is Jim's job?
- Why does Jim rub the ring with a cloth?
- What does Zac do?
- What color are the pots that Zac makes?
- Where does Ren sing his songs?

Question

**Question answering and
question generation
assists with
comprehension of text.**



Question Answering

- What is Jim's job?
- Why does Jim rub the ring with a cloth?
- What does Zac do ?
- What color are the pots that Zac makes?
- Where does Ren sing his songs?



Question Generation

Now it is your turn to generate a question that begins with How or Why



Question Generation, cont.

Why do you think Ren sings songs at the zoo?

How does Zac make red pots with zig-zags?



READ ALOUDS

Read Alouds are selected and related to the topic within the lesson

The topic is covered for a 5-day cycle

Students preview the book with the instructor and vocabulary is explored

Scaffolds for language are provided as needed

Instructor guides the questioning and discussion, so students understand what they have heard

Books can also be provided in native language to make connections

The Read Aloud can incorporate various cultures and expand world knowledge

Why is being culturally and linguistically responsive important?

- In today's diverse world, being culturally and linguistically responsive is a critical and necessary feature of a quality education.
- According to the National Center for Culturally Responsive Educational Systems (NCCREST), “cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”
- One of the most effective ways to bring cultural responsiveness into the school environment is to train professionals to be prepared for a diverse classroom or intervention setting.
- In many ways, administrators, teachers and therapists are the facilitators and mediators between the overall school culture and the families and their children who attend the school.

The National Center for Culturally Responsive Educational Systems (NCCREST), a project funded by the U.S. Department of Education's Office of Special Education Programs

Why is being culturally and linguistically responsive important? Cont.

- They orchestrate a series of interactions and contexts on a continuous basis. To do this well, every professional needs training in cultural and linguistic responsiveness.
- It starts by making sure that every professional believes in their students and in their desire to learn.
- A focused effort to understand a student's cultural and linguistic context needs to be made when students from different backgrounds arrive at the school.
- All students want to have a sense of belonging and deep understanding.
- One way this can be accomplished is to be able to learn from and relate respectfully with the students and with their families

In Closing

When teaching ELs, be knowledgeable about L1-L2 language and literacy development

Capitalize on native language literacy in an explicit manner for the development of second language

Consider language and literacy goals across content areas and teach in an explicit manner

Use cross-linguistic features of language and implement word-learning strategies

Use culturally and linguistically responsive practices

Resources

www.mtss4els.org



MTSS *for* **ELS**

www.dyslexiaida.org

International
DYSLEXIA
Association®

www.colorincolorado.org



¡Colorín colorado!

www.meadowscenter.org



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

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CENTER FOR THE SUCCESS
of ENGLISH LEARNERS

**Get the knowledge you need to help
English learners develop strong biliteracy
skills and achieve academic success.**



LITERACY FOUNDATIONS FOR ENGLISH LEARNERS

**A COMPREHENSIVE GUIDE TO
EVIDENCE-BASED INSTRUCTION**

Elsa Cárdenas-Hagan
FOREWORD BY SHARON VAUGHN

Teachers Be Prepared To:

- Enter the classroom with a full understanding of the language and literacy development of English learners
- Teach English learners the key components of language and literacy: phonological awareness, phonics, vocabulary, fluency, comprehension, spelling, and writing skills
- Apply insights from current, reliable research on how best to teach English learners....and more!

Learn more and order:

<http://bit.ly/LiteracyFoundations>

BROOKES

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In Summary



Language supports Literacy
Literacy supports Language
Literacy is the Bridge to Equity

Be prepared to teach every student, including ELs

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