

**SUPPORTING LITERACY ACHIEVEMENT
FOR ENGLISH LEARNERS AT THE
SECONDARY LEVEL**

**LITERACY ACADEMY
DOVER CITY SCHOOLS
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INTRODUCTIONS

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OUR STUDENTS

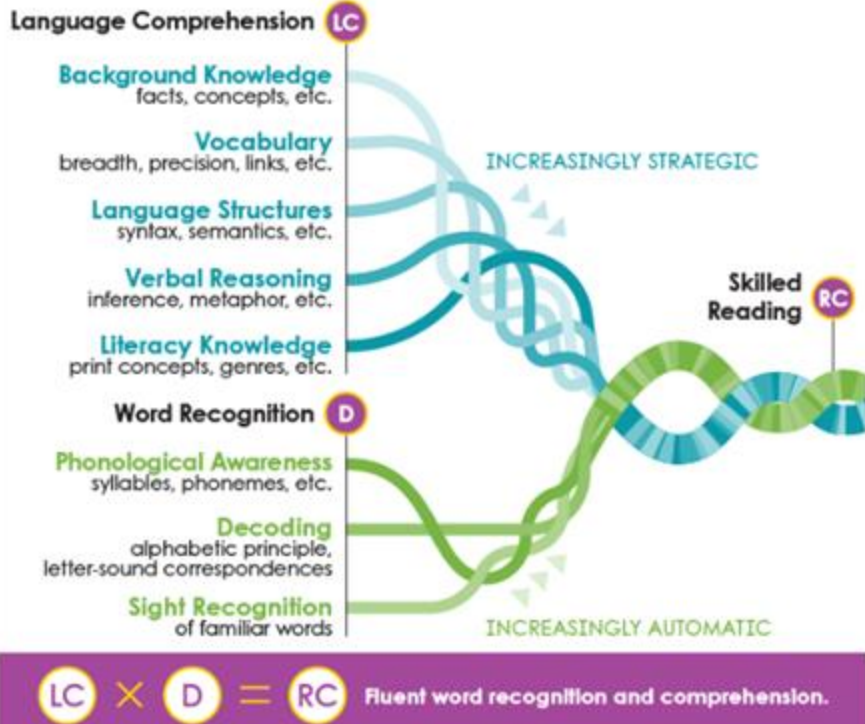
- 17% of our student population are English Learners (455 students)
 - Increased from 2% in 2010 (35 students)
- Almost 100% of our students come from the Mayan Highlands of Guatemala
- They speak Mayan languages such as K'iche, Ixil, and Aguacateco-Spanish is typically their second language, and English is not traditionally spoken in the home
- Our students often do not have a formed L1
- Students entering high school often only attended through 6th grade
- Students are often considered unaccompanied minors-living with sponsors

DIFFERENT TYPES OF ENGLISH LEARNERS

- Long-term English Learners (LTELs)
- Students with Limited and/or Interrupted Education (SLIFE)
- Newcomer
- Immigrant
- Born in the United States -first language other than English

THE SCIENCE OF READING AND ENGLISH LEARNERS

Scarborough's Reading Rope



This Interpretation of the Reading Rope Incorporates Gough & Tunmer's (1986) Simple View of Reading.

<https://www.reallygreatreading.com/scarboroughs-reading-rope>

Science of Reading

- Scientifically-based research on how the brain learns to read

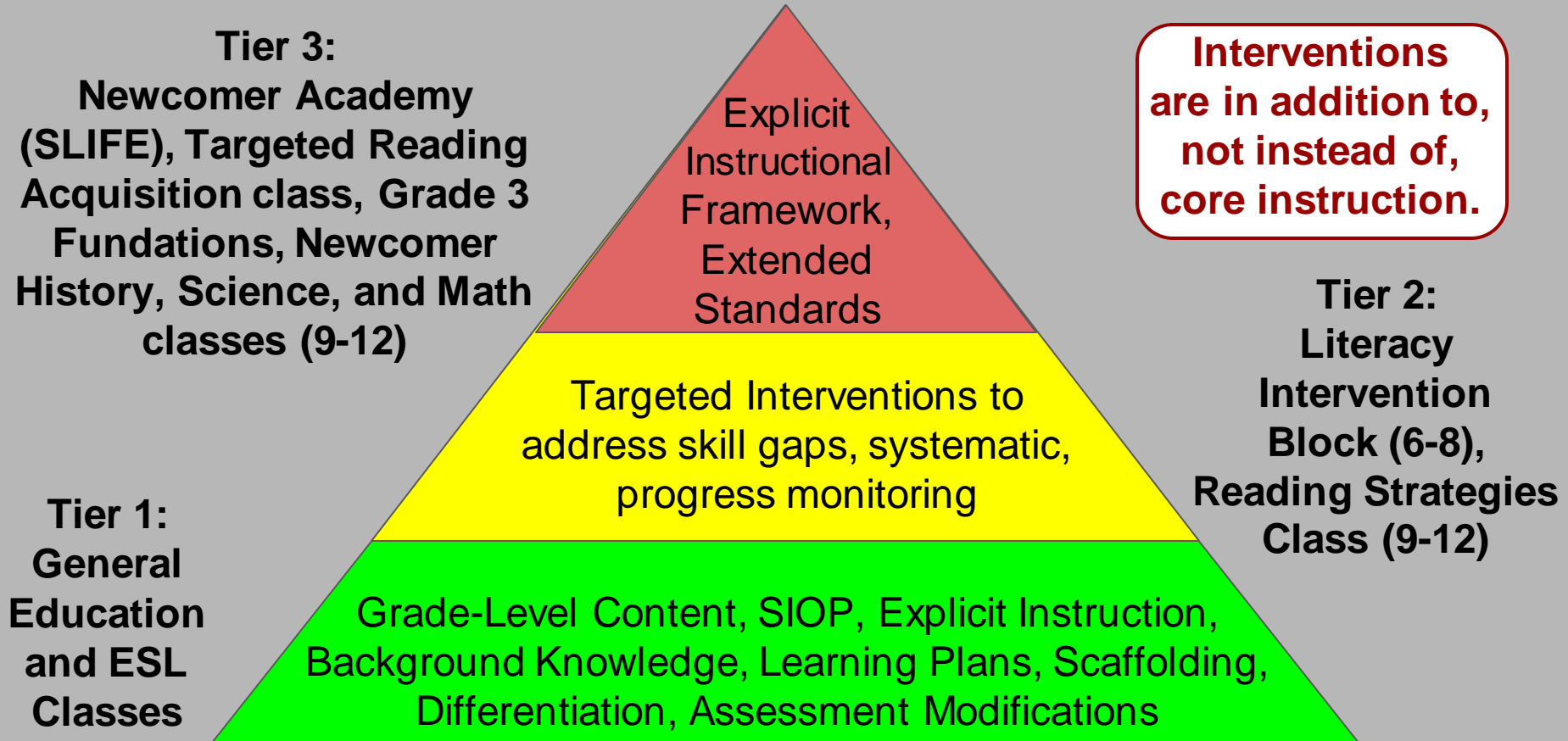
Evidence-based Instructional Practices

- Proven to increase student achievement
- Ex: explicit vocabulary instruction, building background knowledge

Student Needs

- Build foundational skills while providing scaffolded supports to access complex, grade-level texts within the content areas

MULTI-TIERED SYSTEM OF SUPPORTS



INITIAL PROFESSIONAL DEVELOPMENT

- All instructional staff were trained in Sheltered Instruction Observation Protocol (SIOP)
 - Initial training: 35 teachers
 - Train the Trainer Model: grade and content specific
 - Two years: inservice days and classroom support
 - Instructional coaching: Job-embedded professional development was provided to support implementation of strategies
- Annual onboarding completed during New Teacher Academy
- SIOP Refresher completed 5 years after initial training

CULTURAL AWARENESS: WHY

Edward T. Hall's Cultural Iceberg

Easy to See

Language

Food

Dress

Holidays

Difficult to See

Core Values

Manners

Family Values

Body Language

Expectations

Humor

Pride,

Work Ethic

Personal space



CULTURAL AWARENESS: HOW

Start with Professional Development

- “What it feels like to be a language learner”
 - * (Farsi video)
- Labeling activity
- “What’s in a name?”
- *ReadingWays* Platform
 - *online learning platform used to generate professional dialogue based on podcasts and articles



We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation.

— Cesar Chavez —

AZ QUOTES

TIER 1: STRENGTHEN THE CORE

- Universal for all students
 - Grade level expectations
 - Equitable access with supports
 - Evidence-based, proven programs and practices
 - Explicit Vocabulary Instruction
 - Build Background Knowledge
 - Gradual Release
- 80% of students should meet or exceed grade level standards based on Tier 1 instruction
 - Skill gaps, or deficits, in curriculum and instruction lead to overloading the Advanced Tiers

TIER 1: SCAFFOLDING VS DIFFERENTIATION

Goal: Access complex, grade-level text

- Scaffolding Instruction
 - Providing a tool or structure
 - Ex: Visual Aids, Turn and Talk
 - Gradually remove supports as students master skills
- Differentiation
 - Modifying instruction to meet individual needs
 - Content, Process, Product



CAN DO DESCRIPTORS

Adapted from WIDA and ELPA21

Tier 1 instruction and Assessment

If the student “can do” these tasks, they are performing at mastery-level for their language level.

OELPA Can Do Descriptors Grades 6-8					
	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced	Level 5 Advanced
READING	<ul style="list-style-type: none"> • Associate letters with sounds and objects • Match content-related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text • Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> • Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> • Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., “cell,” “table”) • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries 	<ul style="list-style-type: none"> • Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., “dark as night”) • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> • Differentiate and apply multiple meanings of words/phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre

WHAT DOES THIS LOOK LIKE IN ACTION?

Let's consider four ELL students:

- Joseph - *speaks almost no English (Level 1 - Writing)*
- Juana - *beginning stages of learning English (Level 2 - Writing)*
- Christian - *English is progressing, but still hasn't reached proficiency (Level 3 - Writing)*
- Layla - *approaching fluency (Level 4 - Writing)*

ELA Class Assignment: Write a research report that integrates information from a variety of sources.

JOSEPH - Level 1

Level 1 Beginning

Word Bank:

patient

stethoscope

doctor

medicine



doctor



stethoscope



medicine



patient

- Label content-related diagrams, pictures from word/phrase banks

- Provide personal information on forms read orally

- Produce short answer responses to oral questions with visual support

- Supply missing words in short sentences

JUANA - LEVEL 2



doctor

Write a list of words related to this topic.

stethoscope, medicine, patient care, healing

What kind of doctor do you want to be?

I want to help people who are sick.

Where do you want to work? Circle one.

hospital

office

Level 2 Early Intermediate

- Make content-related lists of words, phrases, or expressions
- Take notes using graphic organizers or models
- Formulate yes/no, choice and WH-questions from models
- Correspond for social purposes (e.g., memos, e-mails, notes)

*Adapted from WIDA Consortium and
ELPA 21 Consortium*

CHRISTIAN - LEVEL 3



Single-Paragraph Outline

Name: _____ Date: _____

T.S. _____

1. _____

2. _____

3. _____

4. _____

C.S. _____

As a career, I am interested in being an oncologist. Oncologists are doctors who treat cancer. To become an oncologist, you must go to medical school and also complete a residency. Oncologists make around \$295,000. A lot of oncologists work in hospitals and treat specific patients. I am interested in becoming a pediatric oncologist so I can help children who are fighting cancer.

Level 3 Intermediate

- Complete reports from templates
- Compose short narrative and expository pieces
- Outline ideas and details using graphic organizers
- Compare and reflect on performance against criteria (e.g., rubrics)

Adapted from WIDA Consortium and ELPA 21 Consortium

LAYLA LEVEL - 4

Layla can most likely do the research report as assigned.

At Level 4, her proficiency is strong enough to do the same work as her English-speaking peers.

Explicit instruction in vocabulary will help her access the curriculum and content.

Level 4 Early Advanced

- Summarize content-related notes from lectures or text
- Revise work based on narrative or oral feedback
- Compose narrative and expository text for a variety of purposes
- Justify or defend ideas and opinions
- Produce content-related reports

DISCUSSION: TALKING CHIPS

Talking Chips can facilitate interaction by making sure everyone in the group is participating in the conversation.

- 1) Group configuration: 4 – 6 people
- 1) Everyone should have 1-2 manipulative(s): checkers, cubes, Legos, etc.
- 1) Students should hear and see the question/topic for discussion
- 1) Each student places his/her talking chip in the middle of the table and then proceeds to talk/answer the question
- 1) A student may not take a second turn during the discussion until everyone's manipulative is placed in the middle of the table

TIER 2: TARGETED INTERVENTIONS

- Placement is based on diagnostic data and decision rules
- Measure effectiveness with Progress Monitoring and intensify, if needed
- ELA Intervention Block (Grades 6-8)
 - Structured Phonics Program
 - Phonemic Awareness Instruction
 - Articulation Support
- Reading Strategies Course (Grades 9-12)
 - Blended approach - foundational skill instruction combined with explicit instruction with authentic, grade-level texts

TIER 3: NEWCOMER ACADEMY

Newcomer Academy

Students with Limited or Interrupted Formal Education

- Newcomer classes: Introduction to Chemistry and Physics, Introduction to Biology, Transitional Math I and II, World History, American History, ESL I, and ESL II
- Taught by content teachers with co-teaching and instructional coaching support by ESL teacher and instructional coach with primary background
- Explicit framework for vocabulary, reading, and writing strategies given and supported through training

TIER 3: READING INTERVENTIONS

Targeted Reading Acquisition

- Placement is based on screening data administered at intake
- 1-2 years (based on need)
- Systematic instruction in foundation skills
- Connected to decodable text
- Progress monitored



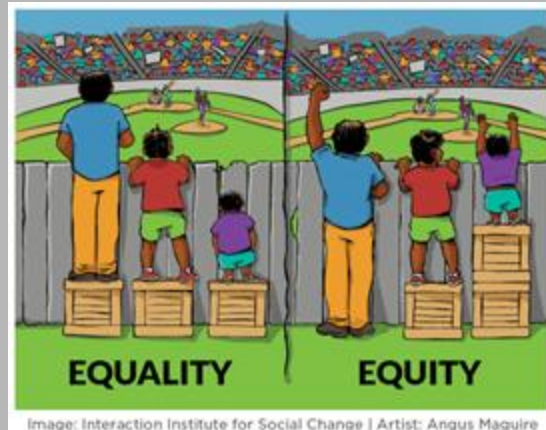
~ David Reinecke

SYSTEMS

Look at your systems:

- Grading
- Access to core content
- Access to interventions in the classroom
- Fair versus equitable

Have the
conversations.



"Diversity asks, 'Who's in the room?'

Equity responds: 'Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?'

Inclusion asks, 'Have everyone's ideas been heard?'

Justice responds, 'Whose ideas won't be taken as seriously because they aren't in the majority?'

Diversity asks, 'How many more of [pick any minoritized identity] group do we have this year than last?'

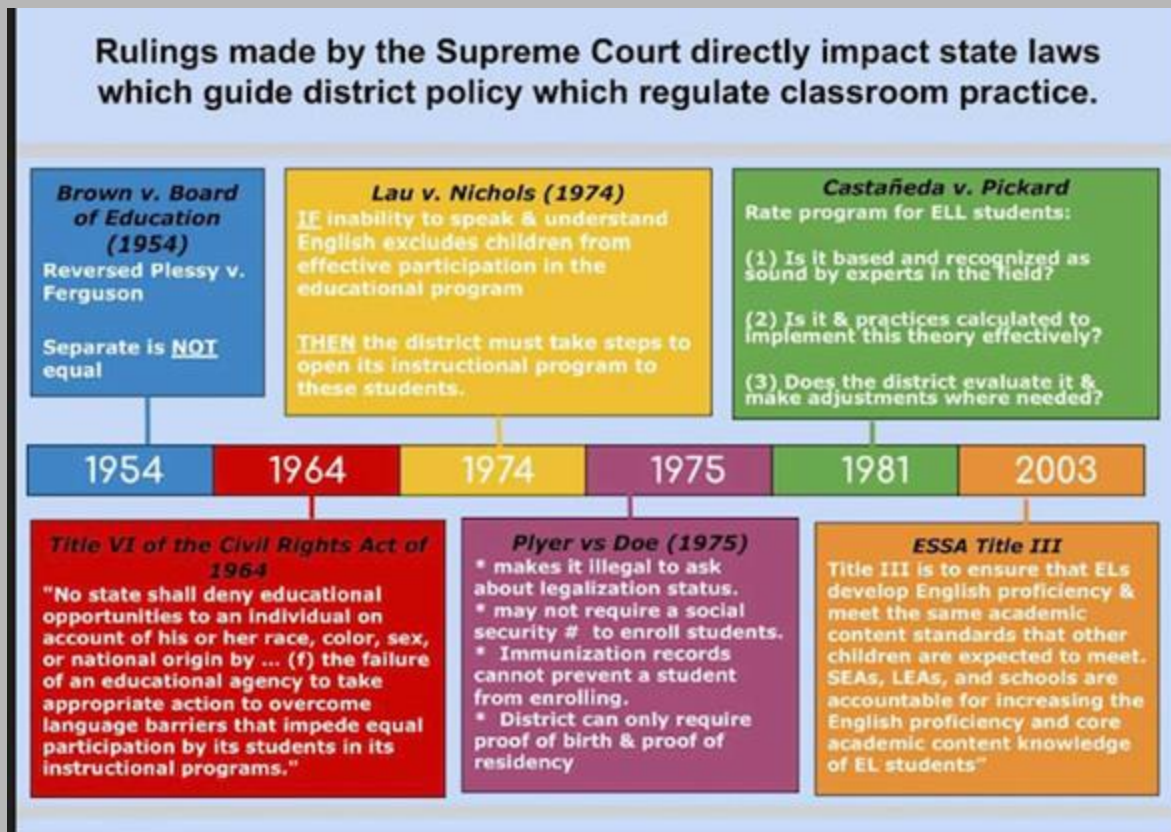
Equity responds, 'What conditions have we created that maintain certain groups as the perpetual majority here?'

Inclusion asks, 'Is this environment safe for everyone to feel like they belong?'

Justice challenges, 'Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?' - Dafina-Lazarus Stewart

ENGLISH LEARNER LAW

- Title VI of the Civil Rights Act of 1964
- 1974 Lau v. Nichols
- Plyler v. Doe
- Castañeda v. Pickard



QUESTIONS?

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