CORE LEARNING

Leveraging Structured Literacy for the English Learner Journey: Integrating Language and Literacy Instruction within an MTSS Framework

Collaborative Norms

Equity of Voice

Active Listening

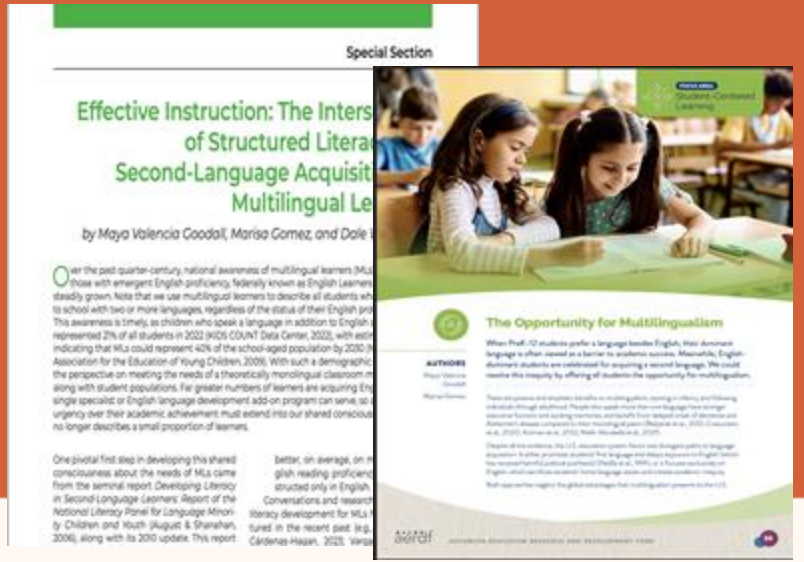
Respectful Engagement

Creating a Safe Space

Electronics Etiquette

Guest Speaker

Maya Valencia Goodall
Chief Impact Officer



CORE LEARNING

Why Oral Language is the Foundation for Reading Comprehension and Writing

Connector:
What's a song lyric you completely misheard as a child (or... even as an adult)?

Learning Objectives:

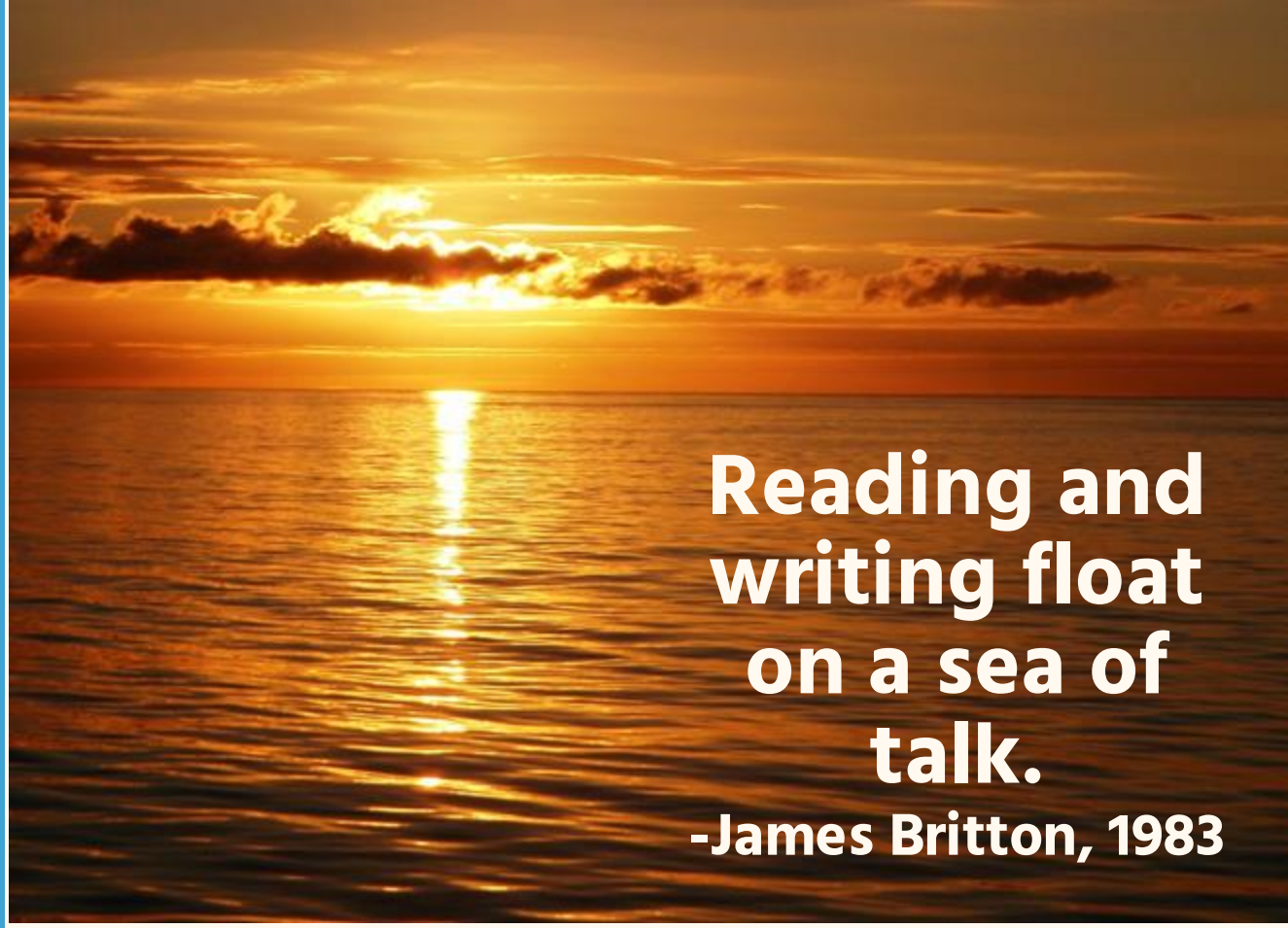
- Explain why oral language is the foundation for reading and writing
- Identify key elements of spoken language that support literacy
- Use strategies to build oral language in diverse learners

Learning Objective One: Why is oral language the foundation for reading and writing?

Why Oral Language is the Foundation

"While MLs benefited from instruction that focused on the five essential components of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension—they also **required simultaneous, systematic English oral language development**. **Well-developed oral (i.e., spoken) English proficiency is associated with English reading comprehension and writing skills.**" -NRP, 2006, 2010

Developing Literacy in Second-Language Learners: Report of the National Literacy Panel for Language Minority Children and Youth (August & Shanahan, 2006, 2010)


Reading and writing float on a sea of talk.
-James Britton, 1983

HOUSE OF LANGUAGE & LITERACY

GOODALL, WEBSTER, 2023

The Output Hypothesis & The Interaction Hypothesis

Merrill Swain: The Output Hypothesis

Production is Key to Language Learning

Three Functions of Output

- Noticing
- Hypothesis Testing
- Metalinguistic

Michael Long: The Interaction Hypothesis

Face-to-face interaction is essential for second language acquisition

Negotiation for meaning

Swain, M. (1985, 1995, 2005); Long, M. H. (1981, 1983, 1996)

Why is oral language the foundation for reading and writing?

The person whose first name starts with a letter earlier in the alphabet goes first.

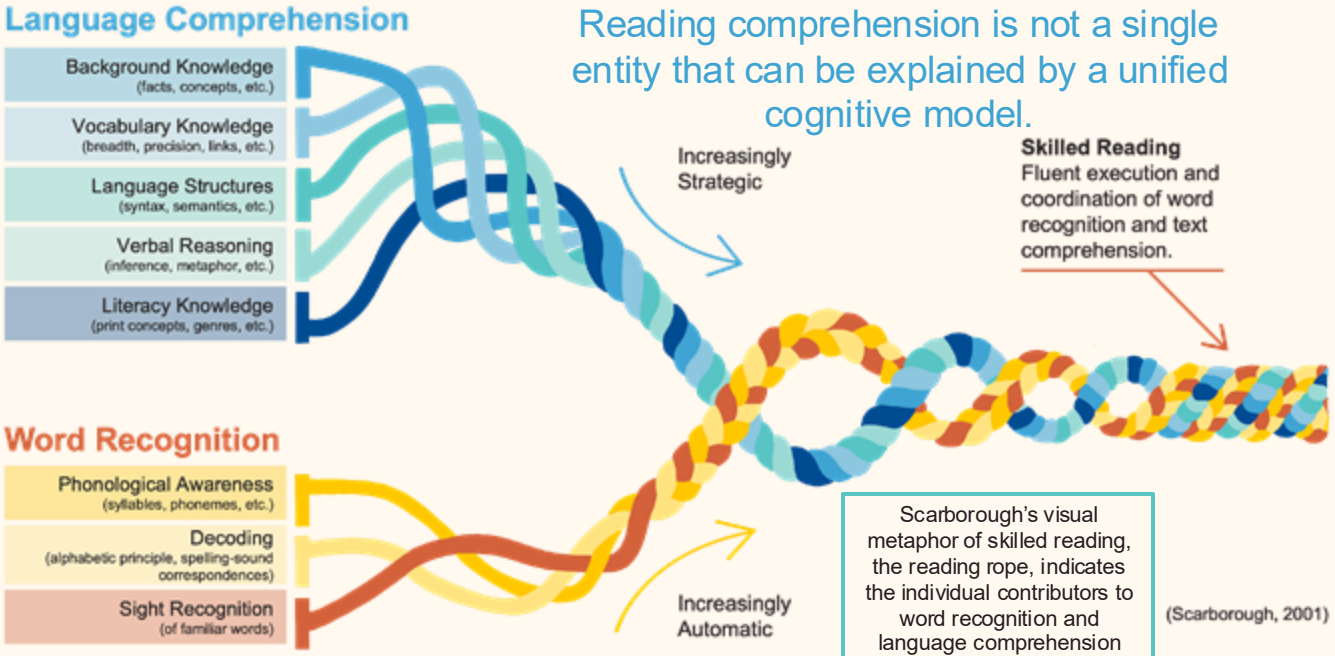
Example:
Erick & Maya in the Breakout Room
Erick goes first.

Use this space for citations and references

Learning Objective Two: What are the key elements of spoken language that support literacy?

Scarborough's Reading Rope

The Many Strands That Are Woven Into Skilled Reading

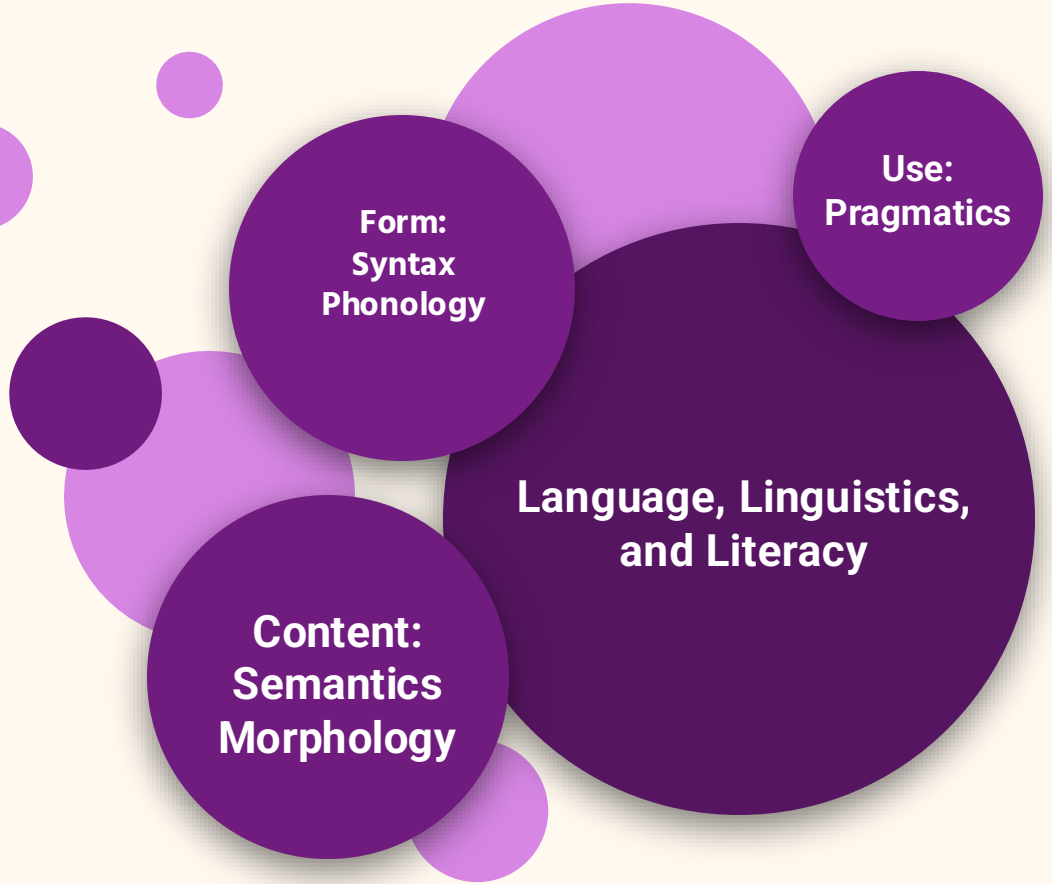


Reading comprehension is not a single entity that can be explained by a unified cognitive model.

Scarborough's visual metaphor of skilled reading, the reading rope, indicates the individual contributors to word recognition and language comprehension and the interrelationships.

(Scarborough, 2001)

What are the key elements of spoken language that support literacy?



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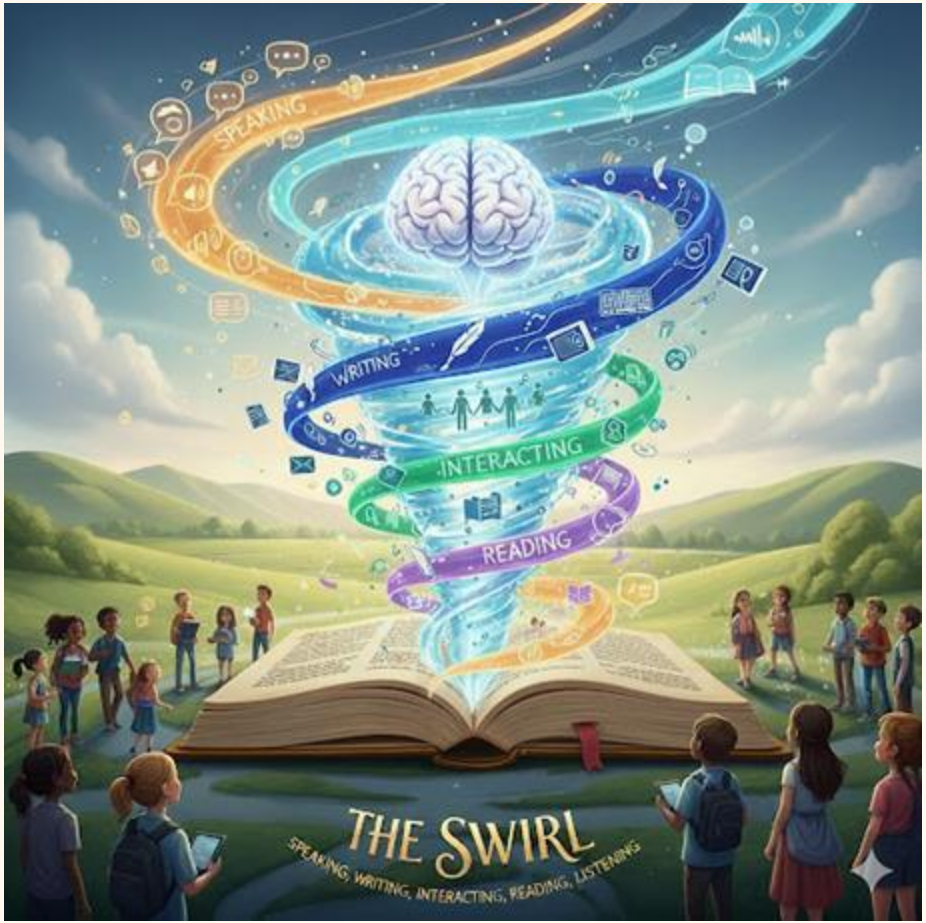
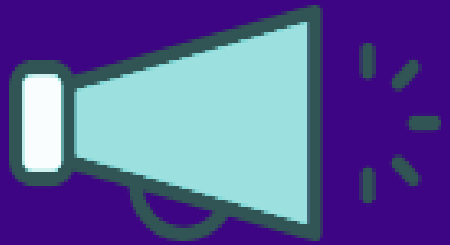
Structured Literacy is characterized by the provision of systematic, explicit instruction that **integrates listening, speaking, reading, and writing**, and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. (p. 6)



International Dyslexia Association, 2021



What are the key elements of spoken language that support literacy?

Person whose first name starts with the letter later in the alphabet begins.

Consider:

- Scarborough's Rope
- Phonology, Syntax, Semantics, Morphology, Pragmatics

Use this space for citations and references

Learning Objective Three: What strategies are used to build oral language in diverse learners?

Student Talk in the Classroom

- Teachers spend **75%** of the day talking.
- Only **4%** of English Learners' school day is spent engaging in student talk.
- Only **2%** of English Learners' day is spent discussing academic content, rarely speaking in complete sentences or applying relevant language.

Arreaga-Mayer & Perdomo-Rivera, 1996

5 Tips to Increasing the Quality and Quantity of Student Oral Language Production and Interaction

10/2 Theory of Interaction

For every **ten minutes** of teacher-directed instruction, there should be a **two-minute pause** for student interaction or processing.

1. Be Specific
2. Teach linguistic turn-taking & Build Structure
3. Provide support
4. Listen to students & Build Accountability
5. Add writing

Middendorf & Kalish, 1996; Marzano, Pickering, & Pollock, 2001; Erickson, 2010

Language Frames

Pro Tip:

Couple questions with language frames to build oral language practice.

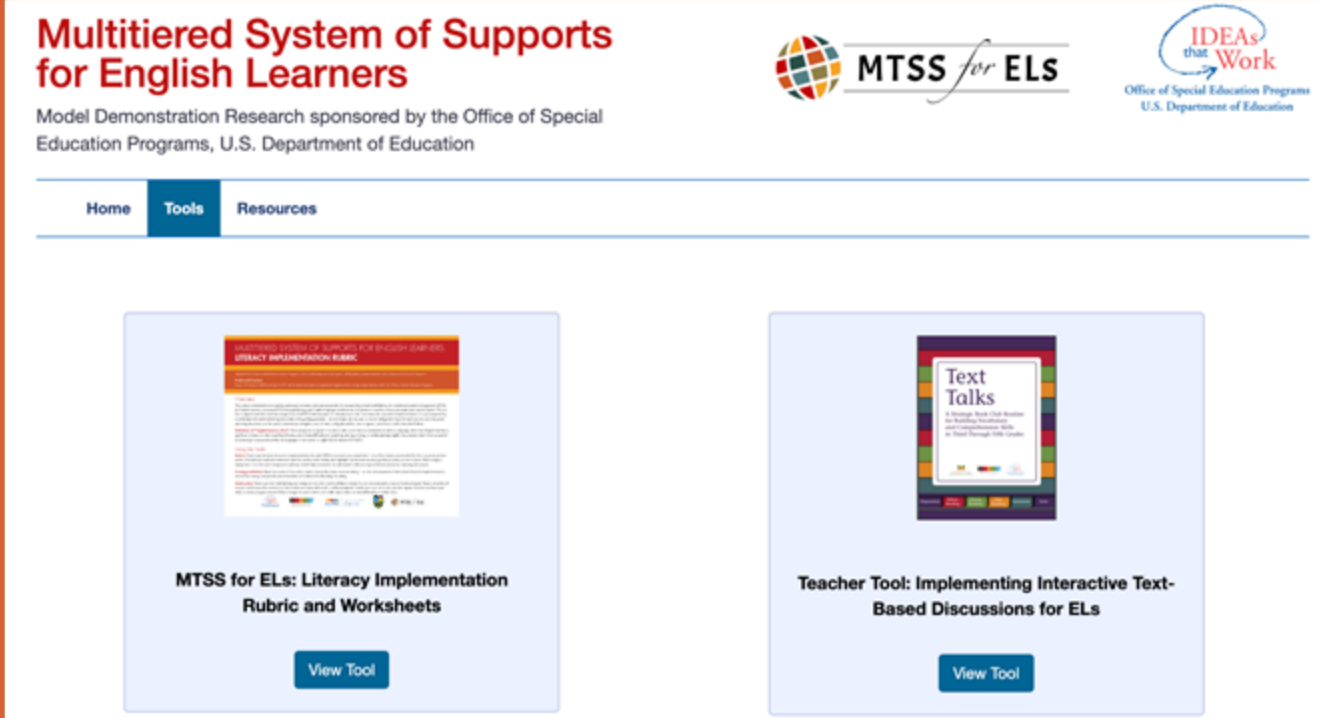
Language Frames are a **scaffold**.

Language Frames are more structured and **emphasize grammatical form**.

Language Frames provide a way of supporting students to **engage in intellectually rigorous and grade-level-appropriate learning** while **lowering the cognitive demand**.

Use this space for citations and references

https://mtss4els.org/



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What strategies are used to build oral language in diverse learners?

The person with the greatest number of siblings starts out.

Consider:

- Student talk opportunities
- The 10/2
- Language Frames

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Language Frames

Language Frames

What They Are

- Scaffolded opportunity for students to practice syntax via speaking with each other
- Full complete “sentence”
- Teacher chooses syntax focus based on function and form

What They Are Not

- Sentence starters or sentence frames
- Vocabulary or content driven

How to Create Language Frames

Step One

Decide on possible language frames

Step 2

Decide on a Question

Step 3

Choose scaffolding

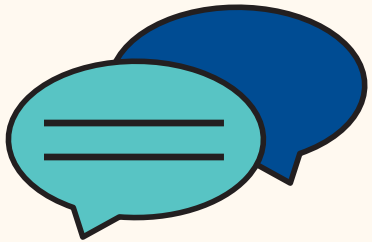
Scan to access our language frame practice PDF

How to Create Language Frames

Scan to access our language frame practice PDF

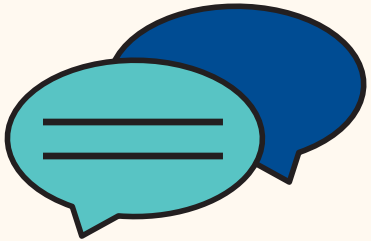
- **Step 1:** Decide on possible language frames
  - These are the answers we want to hear from students.
- **Step 2:** Decide on a Question
  - This will come from the target language and language purposes.
- **Step 3:** Choose scaffolding
  - How much help will students need?

Step 1: The language frame



- Use the lesson objective, language function, grammar, and content words
- Draft the full sentence(s) you want students to produce
- Deconstruct the sentence by removing key content words

Example: 3rd Grade Math Lesson



Use the lesson objective, language function, grammar, and content words

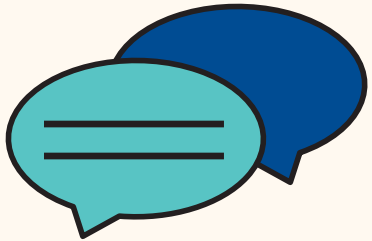
Lesson Objective: Describe shapes based on their attributes.

Language Function: Describe

Grammar: Noun phrases with articles

Content Language: number of sides, number of angles

Example: 3rd Grade Math Lesson



Draft the full sentence(s) you want students to produce, then deconstruct them by removing key content words.

Whole Sentence: The shape is a triangle because it has 3 sides and 3 angles.

Language Frame (Level 3+): The shape is a/an ___ because it has __ (sides) and ___ (angles).

Level 1: The shape is a/an____. It has ___ sides. It has ___(angles).
Level 2: The shape is a/an___. It has ___(sides) and ____(angles).

Step 2: Decide on the Question

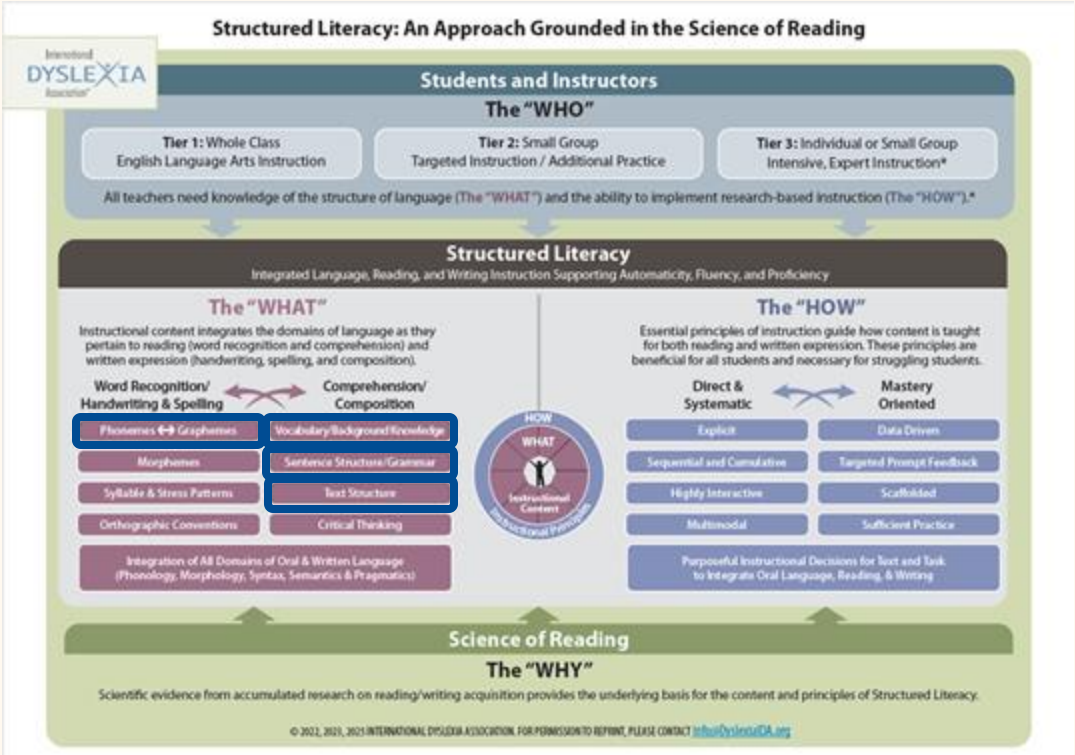
- Identify the target language frame or answer
- Ask a question that elicits that response
- Use a structure that supports the target grammar

Example: 3rd Grade Math Lesson

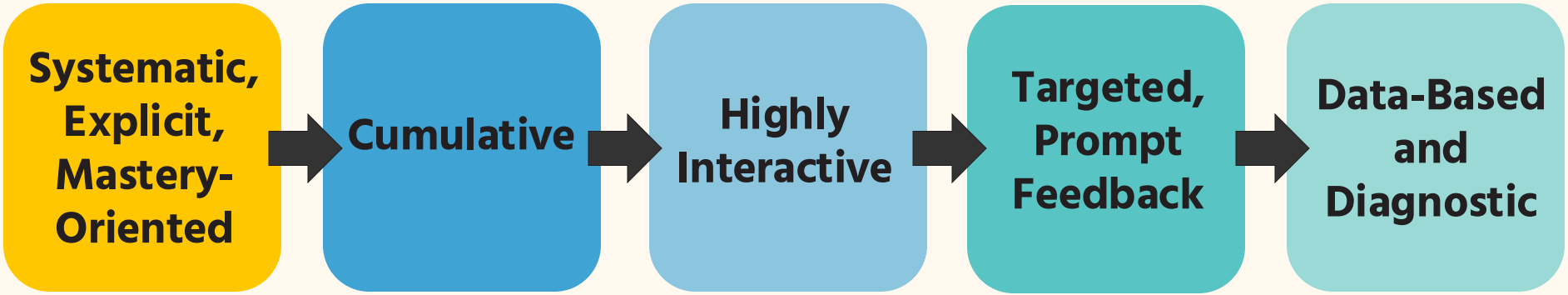
- Language Proficiency Level 1: What is this? Or Describe.
- Language Proficiency Level 2: Describe this shape. Describe these shapes.
- Language Proficiency Level 3-5: Describe the attributes of this shape.

Language Frames- Language & Literacy in Action

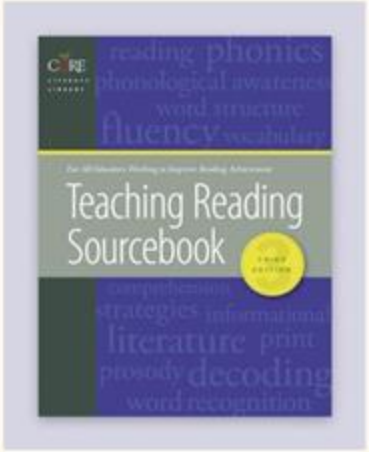
- Sentence structure
- Text structure
- Vocabular
- Phonemes ->Graphemes

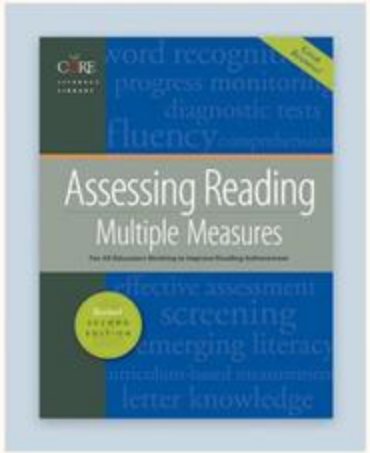


Key Teaching Practices



CORE Learning





The Online Language & Literacy Academy

The Online Language & Literacy Academy supports K-12 educators in implementing Structured Literacy in ways that truly reach every learner.

Elementary Reading Academy

Gain fundamental knowledge in effective standards-aligned and evidence-based reading practices based on the science of reading and aligned to Structured Literacy.

Literacy Coaching & Site Implementation Support

CORE provides coaching and embedded support to help advance literacy and learning goals.

In Summary

CORE Concept Takeaways

- Output Hypothesis (Swain) and Interaction Hypothesis (Long)
- Speaking before comprehension and writing
- Building Language Frames for academic dialogue

Q&A

Please provide feedback on today's session!

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Structured Literacy and Language Training Course

Session 2