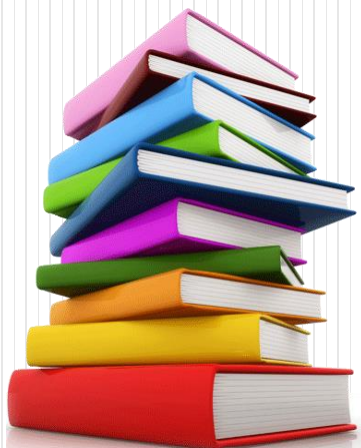


Literacy Development Among English Language Learners



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What is the School Population Today?

- 50.4 million students in schools today
- 35.4 million are in Pre-K- 8th grade
- 15.0 million are in high school

(Condition of Education 2018, NCES)



What is the School Population for ELLs?

- 9.5% of school population
- 4.8 million ELL students
- Increase from 8.1% of school population in 2000
(Condition of Education 2018, NCES)



What about Schools in 2026?

- 51.7 million students predicted to attend in 2026
- 36.4 million in Pre-Kinder to 8th grade in 2026
- 15.6 million predicted to attend high school in 2026
- Therefore more than 5 million ELLs predicted to attend in 2026



Condition of Education-2018

- *“The number of children and youth ages 3–21 receiving special education services was 6.7 million, or about 13.2 percent of all public school students, in 2015-2016. **Some 35 percent of students receiving special education services had specific learning disabilities.**”*



ELLs and Learning Disabilities

- **Under-identification during the elementary school years**
- **Over-identification during the middle and high school years**



Seven Factors That May Influence ELLs Language and Academic Development

- **Consider the following:**
 - **Learning Environment**
 - **Academic Achievement and Instructional Factors**
 - **Oral Language and Literacy Factors**
 - **Personal and Family Factors**
 - **Physical and Psychological Factors**
 - **Previous Schooling Factors**
 - **Cross-Cultural Factors**

Hamayan, Marler, Sanchez-Lopez and Damico (2013)

Learning Environment



- **Consider the following:**
 - Equitable conditions within the school
 - Materials are culturally and linguistically responsive
 - Certified teachers who understand needs of ELLs
 - Multilevel reading materials to support ELLs with content knowledge
 - High quality English language instruction with native language support
 - Professional development opportunities to deliver culturally relevant and linguistically responsive pedagogy

Academic Achievement and Instructional Factors

- **Consider the following:**
 - **Collaboratively plan how to systematically evaluate and improve ELLs academic language and achievement**
 - **Determine ways to support the goals and increase comprehension of input**



Oral Language and Literacy Factors

- **Consider the following:**
 - First language experiences
 - Any delays reported by family
 - Second language experiences
 - Continuity of services
 - Opportunities for native language literacy
 - Literacy instruction addressing five core areas of literacy instruction in native and/or second language
 - Academic and social literacy
 - Home literacy practices



Personal and Family Factors

- **Consider the following:**
 - **Socioeconomic status**
 - **Family dynamics**
 - **Expectations and aspirations**
 - **Parental engagement**
 - **Student interests**
 - **Experiential background**



Physical and Psychological Factors

- **Consider the following:**
 - **Health**
 - **Nutrition**
 - **Mental health**
 - **Social and emotional development**
 - **Strong feelings of belonging**



Previous Schooling Factors

- **Consider the following:**
 - Formal and/or informal schooling
 - Continuous or interrupted instruction
 - Cohesive instructional program within school
 - Look beyond school records
 - Language of instruction models
 - Opportunities with all content areas



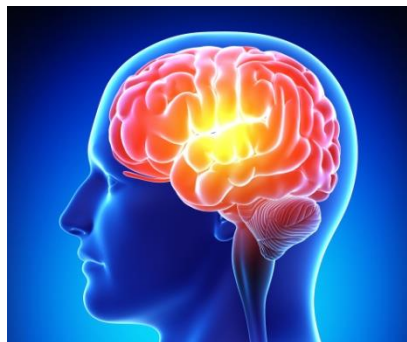
Cross Cultural Factors

- **Consider the following:**
 - **ELLs go through multicultural identities**
 - **Home identity and/or school identity**
 - **Adults must value diversity**
 - **Use cultural and linguistic differences as a resource**
 - **Reduce cultural and linguistic biases**

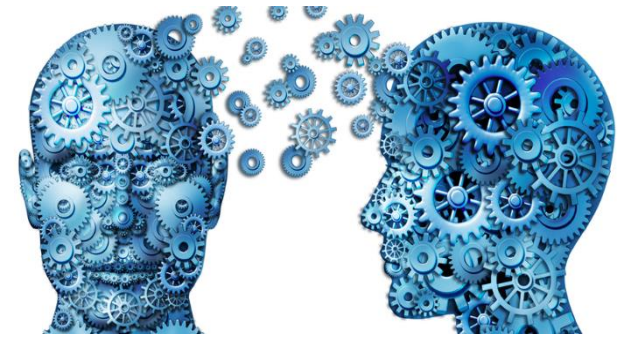


Specific Learning Disorder DSM-5

- Specific learning disorder is diagnosed through clinical review of individual's developmental, medical, educational, family history, reports of test scores teacher observations and response to academic interventions.
- Student must exhibit persistent difficulty with reading, writing, arithmetic or mathematical reasoning.
- Academic skills must be below average in culturally and linguistically appropriate tests of reading, writing or math.
- Disorder is not explained by developmental, neurological, sensory or motor disorders and it must interfere with academic achievement, occupational performance, or activities of daily living.



Dyslexia

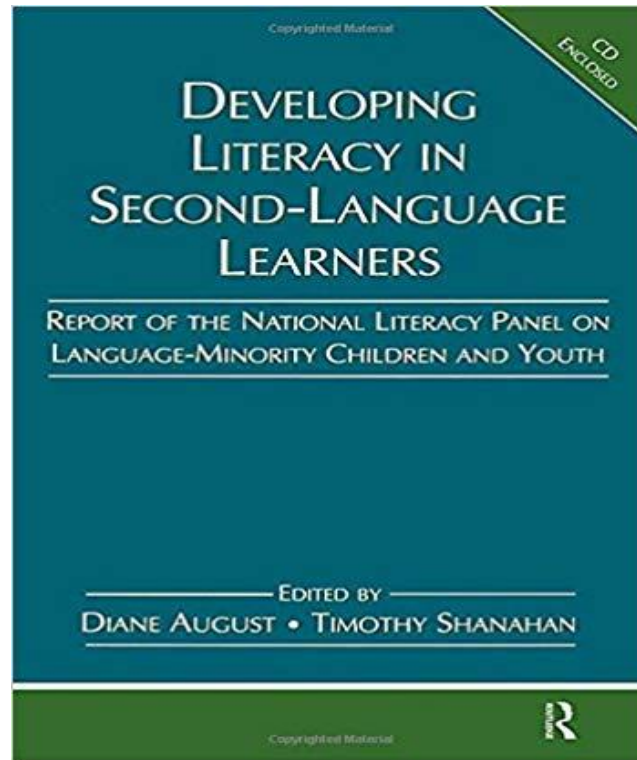


- A specific learning disability
- Neurological in origin
- Difficulties in accurate and/or fluent word recognition
- Poor spelling and decoding
- Phonological component of language deficit
- Unexpected in relation to cognitive abilities and effective instruction
- Secondary consequences are
 - Reduced reading experiences
 - Reading comprehension
 - Vocabulary and background knowledge

(International Dyslexia Association, 2002)



National Literacy Panel Report for Language Minority Youth and Children



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, 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- National Academy of Sciences, 2017)



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 LITERACY?

- The ultimate goal of *Structured Literacy* instruction is the development of deep levels of comprehension and expression and lifelong reading and writing habits.
- This instruction enhances reading and academic achievement of all students and is essential for those students who are not meeting grade level standards.

Considerations for Well-Designed Interventions

Language

phonology

morphology

semantics

syntax

pragmatics

Literacy

phonological awareness, phonics, spelling

phonics, fluency, spelling, vocabulary

vocabulary, reading comprehension

fluency, written composition

comprehension, use

Instructional Design: Integrated Strands

Vocabulary, Concept Knowledge, Oral Language

Phonemic Awareness

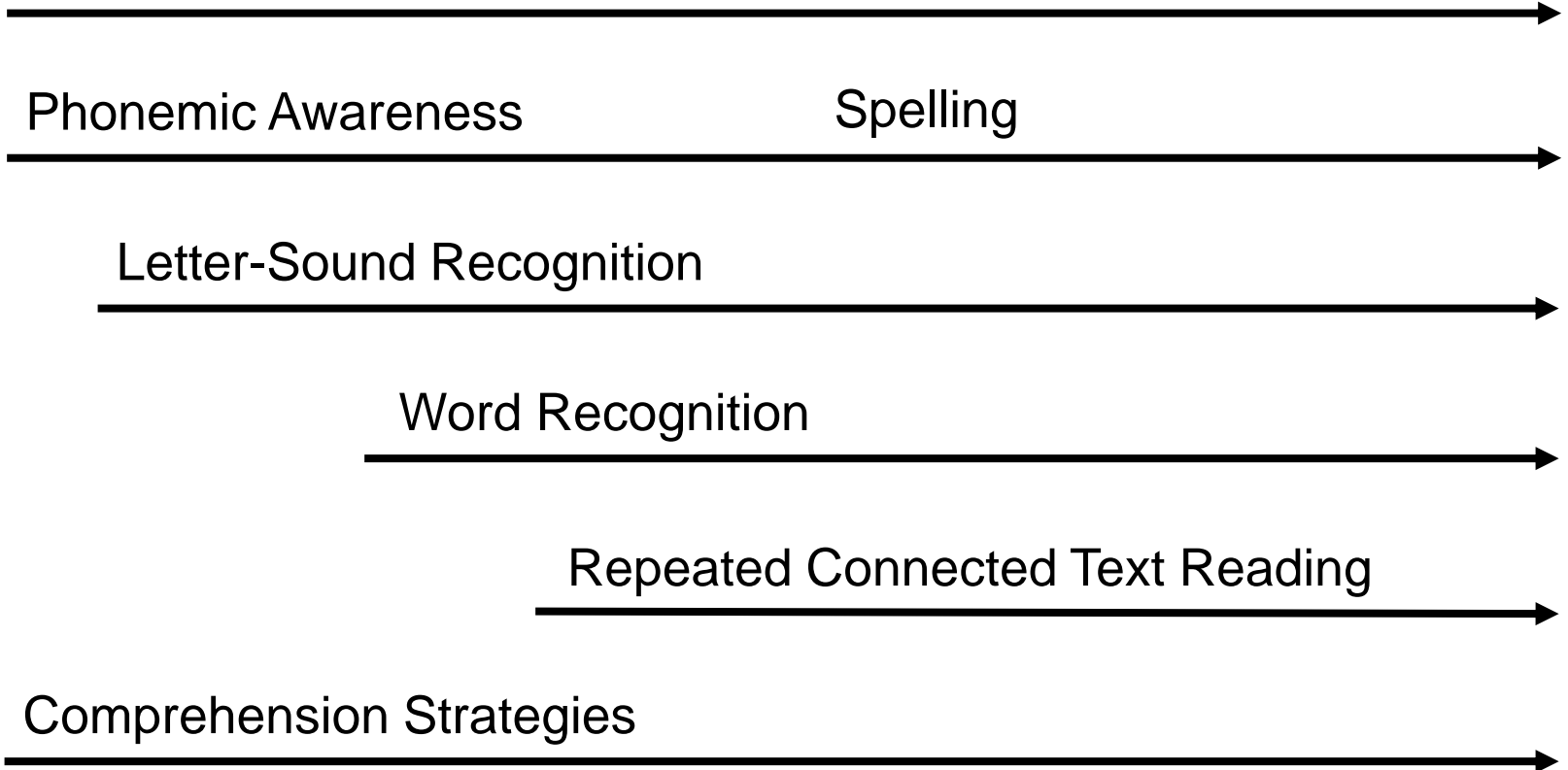
Spelling

Letter-Sound Recognition

Word Recognition

Repeated Connected Text Reading

Comprehension Strategies



Considerations for Well-Designed Interventions

- Lessons are designed for individual student need in specific areas necessary for intervention
- Lessons are cumulative and repetitious with constant reviewing and monitoring of each student.
- Cross linguistic features are explicitly taught and used as a resource for 2nd language literacy development
- A focus on oral language and vocabulary is incorporated throughout intervention cycle.
- Correction and reinforcement is given immediately.
- Errors are minimized through direct modeling of correct responses and immediate feedback.
- Progress is continuously monitored.
- Practice is scaffolded.
- Support is gradually withdrawn as the student masters the material.

Language and Literacy Stages

- Keep in mind Dr. Jeanne Chall's Stages of Literacy development and Second Language Acquisition when designing and determining appropriate interventions.
- Some students will require foundational skills others may not.
- There are differences regarding individual student needs and thus treatment design.
- The majority of English language learners can benefit from oral language opportunities and instruction.

Chall's Stage 0: Pre-Reading

- o Ages 0-6 (native language age estimate)
- o Language awareness
- o Letter recognition
- o Letter naming
- o Word recognition
- o Awareness of purpose for reading
- o Relationship between pictures and print
- o Relationship between written and spoken word
- o Rhyming
- o Alliteration
- o Segmentation



Chall's Stage 1: Decoding

- Ages 6-7 (native language age estimate)
- Alphabetic principle
- Letter to sound correspondence
- Graphic elements inwards
- Assimilation process
- Analyze whole to part
- Analyze part to whole



Chall's Stage 2: Confirmation

- Ages 7-8 (native language age estimate)
- Confirms previous learning
- Fluency
- Phonics knowledge confirmation
- Word recognition accuracy
- Reading speed increases
- Attends to meaning of text



Chall's Stage 3: Reading for Learning

- Ages 9-14 (native language age estimate)
- Motivation for reading
- Reads to learn new information
- Reads content area subjects
- Vocabulary is enlarged
- World knowledge expands
- Reads from one view point



Chall's Stage 4: Multiple Viewpoints

- Ages 14-18 (native language age estimate)
- Reads text with layers of facts
- Reads text with multiple viewpoints
- Interacts with more complex text



Chall's Stage 5: Construction and Reconstruction

- Ages 18-adult (native language age estimate)
- Selective reading
- Forms opinions
- Forms Judgment
- Constructive reading



Second Language Acquisition

(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



Second Language Acquisition

(Krashen and Terrell, 1983)

- **Stage II: Early Production Stage**
 - Comprehends up to 1000 receptive words
 - Speaks in 1 or 2 word phrases
 - Provides short answers
 - Answers simple yes/no, who/what questions



Second Language Acquisition

(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



Second Language Acquisition

(Krashen and Terrell, 1983)

- **Stage IV: Intermediate Language Proficiency Stage**

- Comprehends up to 6000 words
- Speaks in complex sentences
- States opinions
- Asks for clarification



Second Language Acquisition

(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



ELL Instructional Strategies

- The implementation of effective instructional strategies becomes more complex when teaching English to ELL students because teachers must be knowledgeable in following areas:
 - The relationship between oral language proficiency and the development of oracy and literacy skills in both languages.
 - The similarities and differences between the first and second languages, and how to incorporate this knowledge into instruction.
 - The skills levels of the student in both languages.

Unique English Elements

- Provide additional, structured instruction on elements known to be unique to English and not part of the student's native language.
 - Draw attention to unique elements and provide additional practice and application.
 - Provide speech training for students who are unable to produce certain sounds in the English language.
 - Explain placement for production of new sounds. For example, sounds made with both lips, sounds made with teeth and lips, sounds made with tongue and roof of mouth, sounds made in back of mouth, sounds made from the throat.

English and Spanish Letter-Sound Linking

- The 30 letters in the Spanish alphabet represent about 22 different phonemes
 - 13 letters share acceptable sounds with at least one other letter: C, G, I, J, K, LL, Q, R, RR, S, X, Y, Z
- The 26 letters in the English alphabet represent about 44 different phonemes
 - 14 letters share acceptable sounds with at least one other letter: A, C, E, G, I, J, K, O, Q, S, U, X, Y, Z

Instructional Considerations

- Specific sounds and sound placement in words differ for different languages. Helping students hear English sounds that don't exist or are not salient in their native language is beneficial.
- Unfamiliar phonemes and graphemes make decoding and spelling difficult. Important to familiarize students with those patterns that do not exist in native language but will be encountered in English.

Capitalize on Similarities and Explain Differences

- Consonant sounds that are the same in Spanish and English are
b, c, d, f, g, k, l, m, n, p, s, t, v, w, x(ks)
- Consonant sounds that are somewhat similar but voicing or placement and manner are different include
h, j, r, x (/s/, /z/ and z (/s/, /z/ .
- Explain placement for production of new sounds such as
short and long vowels, digraphs (sh, th, ng,..) diphthongs (au, ai, ou...)

Morphological Awareness Across Languages

- Examples of similar prefixes in Spanish and English are
bi-, con-, pre, re, tri-
- Examples of similar roots in Spanish and English
audi, graph, port, tract, vis
- Examples of similar suffixes in Spanish and English are
-able, -or, -s, -es, -itis

Sample Lesson

- We will learn a prefix today. A prefix is found at the beginning of a word and can change its meaning.
- Say bilingual, bicycle, bimonthly.
- What did you hear that was the same.
- Look at the words as I write them. How do we spell bi-?
- If you speak two languages you are considered to be.... bilingual.
- Something that you pedal that has two wheels is abicycle.
- If you do something two times a month then we say...bimonthly.
- So what do you think the prefix bi- means?
- Can you think of other words with prefix bi-? For example, if you do something two times a week the word is _____. (biweekly) If you do something two times a year the word is ____ (biannually).
- We will create a word wall for our word parts including prefixes.
- We will also add this prefix to your vocabulary notebook. Good job.
- As you listen to people or as you read, please listen carefully to words that use the prefix bi-. We will add them to our word wall.

The 6 Syllable Types of English Language

- VC V VcE VV VR FSS

Activity for Syllable Patterns- Helpful for ELLs

turtle

solution

migrate

remorseful

procedure

doctor

sweater

formation

inspector

opener

Considerations for Instruction

- ELLs can benefit from explicit, early and intensive instruction in phonological awareness to build decoding skills. Use familiar sounds when possible.
- ELLs can benefit from learning letter and sound correlations.
- Introduce concepts that transfer directly from native language and English.
- ELLs can benefit from fluency instruction with text that may be culturally and linguistically relevant.
- ELLs can benefit from multiple opportunities for vocabulary instruction and practice. Use similar morphemes across languages.
- ELLs can benefit from explicit comprehension strategy instruction and the use of various text structures.

Institute of Education Sciences Practice Guides



**Improving Adolescent
Literacy: Effective
Classroom and
Intervention
Practices**



**Assisting Students
Struggling with
Reading
RTI and Multi-
Tiered
Intervention in
Primary
Grades**



**Teaching Academic
Vocabulary
and Content Knowledge to
English Learners in
Upper Elementary and
Middle
School**

Resources

The International Dyslexia Association

www.eida.org

**The National Center for Culturally Responsive Educational
Systems (NCCRESt)**

www.Nccrest.org

**CEC Division for Culturally and Linguistically Diverse
Exceptional Learners**

www.cec.sped.org

Office English Language Acquisition

www.ed.gov/office/oela

Additional Resources

- Center for Applied Linguistics
www.cal.org
- Center on Instruction for ELLs
www.centeroninstruction.org
- IES Practice Guide Effective Literacy and English Language Instruction for English Learners in the Elementary Grades
<http://ied.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>
- Colorin Colorado
www.colorincolorado.com

