

## Structured Literacy Among English Learners: What Every Educator Should Know



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## Agenda

- Research on Literacy for English Learners
- Language and Speech Development
- Language to Literacy Connections
- Foundational Skills of Literacy
- Oral Language Development
- Comprehension
- Closing Thoughts



Valley Speech, Language and Learning Center, 2022

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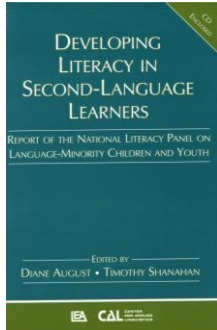
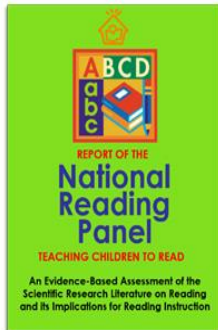
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## Research Agenda Began with NICHD/IES



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### 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

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### Institute of Education Sciences Practice Guide

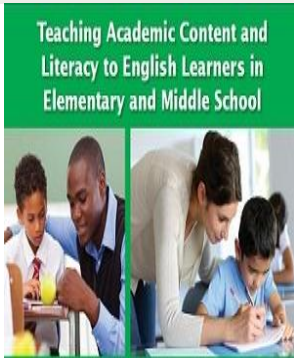
#### Research Findings

- 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



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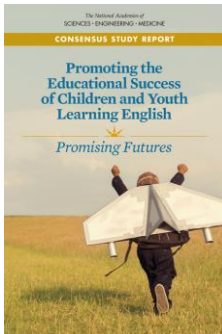
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### National Academies of Sciences, Engineering and Medicine



- 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

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### Guidelines for Educating ELLs in Kindergarten-5<sup>th</sup> 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)

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

MEETING THE NEEDS OF ENGLISH LEARNERS WITH AND WITHOUT DISABILITIES  
BRIEF 1  
*Multicultural 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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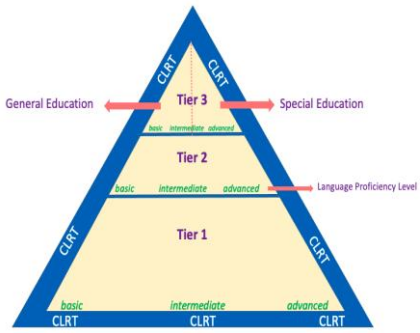
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Project ELLIPSES, 2016  
mfss4els.org

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## MULTITIERED SYSTEM OF SUPPORTS FOR ENGLISH LEARNERS: LITERACY IMPLEMENTATION RUBRIC

Adapted from Center on Multi-Tiered System of Supports (2017). *Multitiered system of supports (MTSS) ability to implementation rubric*. American Institutes for Research.  
**Preferred Citation**  
 Project ELI, Project ELLIPSES, & Project ELLIT. (2019). *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 (SEA 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 worksheets 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 students data.



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## MODELS OF READING DEVELOPMENT

### Simple View of Reading (SVR)

- Skilled reading involves two components – decoding and language comprehension



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## MODELS OF READING DEVELOPMENT

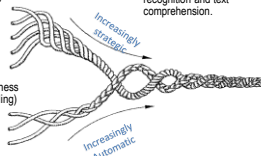
### Scarborough's Reading Rope (2001)

#### Language Comprehension

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

#### Word Recognition

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



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## 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

International Dyslexia Association, 2014

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## 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)

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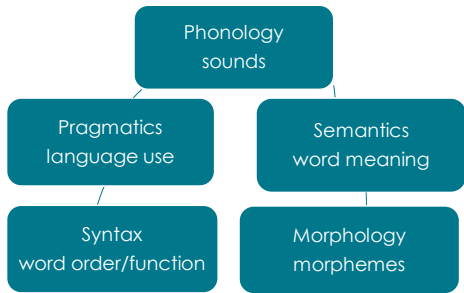
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## Components of Language



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

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# LANGUAGE MILESTONES

## • General Milestones

- 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

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## SECOND LANGUAGE ACQUISITION

Pre-production

Early production

Speech Emergence

Intermediate Language Proficiency

Advanced Language Proficiency

Krashen and Terrell, 1986

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### A FORMAL LANGUAGE SAMPLE

- ☐ 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

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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	Drink 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	Baby 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

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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?

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DESIGN INSTRUCTION

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.

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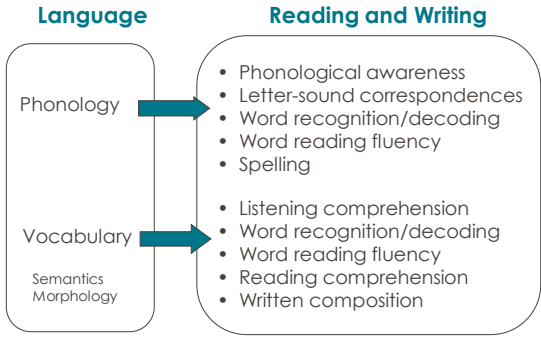
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## The Language-Literacy Connection



Valley Speech, Language and Learning Center, 2021

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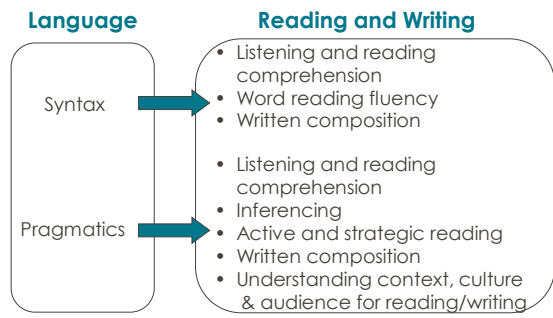
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## The Language-Literacy Connection



Valley Speech, Language and Learning Center, 2021

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## More Literacy Research Findings for ELs

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

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.

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.

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### 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.

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### Cross-Linguistic Features

Spanish and English Consonant Examples:

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

Cardenas-Hagan, 2018

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### Common Consonant Sounds

Arabic and English Examples:

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

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### Common Consonant Sounds

Vietnamese and English Examples:

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

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### Common Consonant Sounds

Cantonese and English Examples:

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

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### Common Consonant Sounds

Ukranian and English Examples:

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

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## Common Consonant Sounds

Punjabi and English Examples:

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

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## Challenging English Sounds

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




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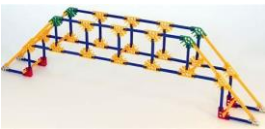
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## Making Connections: Spanish-English



- 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



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### 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/

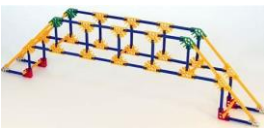


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### Making Connections: Cantonese-English

- 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.



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### 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-palatalized
- Consonant clusters are challenging for Ukrainian speakers



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### 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, Gamaat, Bunta, & Francis, 2012)
- It can be helpful during instruction to incorporate cross-linguistic connections (Cárdenas-Hagan et al., 2007)



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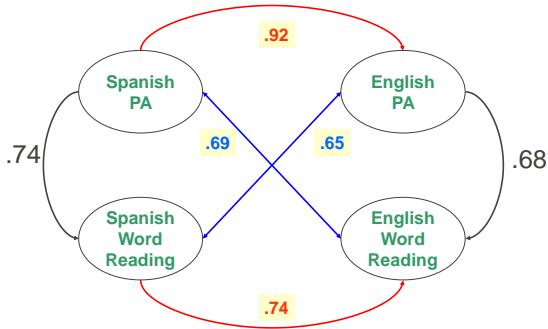
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### Relationship between Early Spanish and English Skills



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### Phonological Awareness: Making Connections

Focus on	Say	Say	Say	Say
Focus on the new sound /j/ and make connections to letters and word meanings for English learners	Say the word jam. Change /r/ to /j/. (jam)	Say the word bet. Change /b/ to /j/. (jet)	Say the word pig. Change /p/ to /j/. (jig)	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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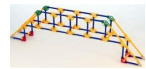
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# 6 Syllable Types Making Connections

	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




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## Reading and Language Connections Even During Decoding Practice!

jam	jet	jig	jab	Jan	<b>phonology</b> <b>vocabulary</b> <b>grammar</b> <b>pragmatics</b>
Jim	job	Jack	Jen	just	
jet	jig	Jan	Jack	jab	
just	jam	jig	jab	jet	

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## 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)

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### Artisans

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?

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### Word Learning Connections

-  Cognate Awareness
-  Morphological Awareness
-  Making Connections
-  Multiple Opportunities for Use



Ramirez, G., et al., (2009)  
Dressler, C., et al., (2011)

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### 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),  
canao (Spanish/Italian/Portuguese)  
canoë (French)  
kanu (German)  
kahoe (Ukrainian)

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## Examples of Cognates

### Occupations

#### Spanish

carpintero  
arquitecto  
artista  
dentista  
doctor  
autor

#### English

carpenter  
architect  
artist  
dentist  
doctor  
author



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## 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?



Adapted from  
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## Some Spanish Morphemes and Their English Correlations

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

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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)

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## Evidence-Based Strategies for Reading Comprehension

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



National Literacy Panel Report, 2000

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## 3PV3RQ Evidence-Based Reading Comprehension

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

(Cárdenas-Hagan, 2018)

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## Artisans

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?

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## 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

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## 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

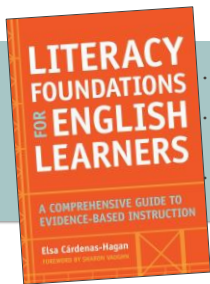
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## Resources

- [www.mtss4els.org](http://www.mtss4els.org)
- [www.dyslexiaida.org](http://www.dyslexiaida.org)
- [www.colorincolorado.org](http://www.colorincolorado.org)
- [www.meadowscenter.org](http://www.meadowscenter.org)
- [www.cselcenter.org](http://www.cselcenter.org)

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



### 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>

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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  
 Elsa Cárdenas Hagan  
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[info@valleyspeech.org](mailto:info@valleyspeech.org)

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