English Language Development and RISE/literacy: related yet distinct

Grace Youmans Davis, Director Teacher Quality & Community Relations, RISE TOT
Leslie R. Moore, ESOL District Supervisor
Siloam Springs School District
“Kingston’s conversation with Me over next season”
https://youtu.be/AY35eXTKVLY
RISE
The science of reading

Culture + Language Ingredients
English Language Proficiency Standards

English Language Learners
- Level 5
- Level 4
- Level 3
- Level 2
- Level 1

Reading
Writing
Listening
Speaking

2nd language acquisition English

Kindergarten

1st language acquisition
Listening (comprehension) + speaking

Continued 1st language acquisition English

Literacy: reading & writing
Builds on speech and comprehension sound to print

English Language Arts Standards

Native English Speakers

12th grade

UNIVERSAL LANGUAGE DEVELOPMENT
Listening
Understanding
Talking
Writing
Reading
(Cummins, 1986, 1996)
“WIKITONGUES: Christine speaking Shetlandic”
https://youtu.be/m0EwquC6wBU
On the other hand, the basis of the higher-order component is ambiguous and may be accounted for by cognitive tasks co-recruiting multiple functionally dissociable brain networks. Consequently, to interpret a higher-order component as representing a dominant unitary factor is misleading.
SECOND LANGUAGE ACQUISITION

SILENT STAGE

EARLY PRODUCTION

EMERGENCE OF SPEECH

INTERMEDIATE ABILITY

ADVANCED FLUENCY

(Krashen & Terrell, 1983)
“Oral language is the foundation for reading success.”

Kenneth Pugh, PhD
Haskins Laboratories,
The Science of the Spoken and Written Word
Yale University
Simple View of Reading

Decoding of text \times \text{Comprehension of language} = \text{Reading to gain meaning}

- Recognizing words in text & sounding them out phonemically
- The ability to understand language
- The ability to read and obtain meaning from what was read

(Gough & Tunmer, 1986)
Four-Part Processing Model of Word Recognition

(Adams, 1990)
LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)
VOCABULARY (breadth, precision, links, etc.)
LANGUAGE STRUCTURES (syntax, semantics, etc.)
VERBAL REASONING (inference, metaphor, etc.)
LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling-sound correspondences)
SIGHT RECOGNITION (of familiar words)

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.
Research tells us that children who have strong oral language skills often have strong reading and writing skills. In contrast, children with oral language problems are at higher risk of reading and writing difficulties.

(Scarborough, 2001)
Designated ELD

• Protected time during school day
• Teachers provide lessons to develop English language proficiency
• Focus is developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English
• Learning objectives based on ADE English Language Proficiency Standards

Dataworks Educational
Integrated ELD

• Providing language clarification and language acquisition support during regular content area lessons
• Goal is for ELs to learn the content and academic language used in each lesson
• Learning objectives come directly from the content standards of the lesson being taught
Both/And: NOT OR

“ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.”

CDE (2014)
To fully meet the demands of the current language arts, math and science standards, and to ensure access to an equitable education for ELs, ESOL programs are expected to provide effective English Language Development programs and provide support to English Learners so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines.  

(Kerr, 2016)
A complex view of L2 reading comprehension


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The Simple View of Reading

Decoding
- Phonological Awareness
- Phonics
- Phonemic Awareness

Language Comprehension

Reading Comprehension
- Vocabulary
- Listening/Text Comprehension

Fluency

(Gough & Tunmer, 1986)
WHY ENGLISH IS HARD TO LEARN

We’ll begin with *box*; the plural is *boxes*,
But the plural of *ox* is *oxen*, not *oxes*.
One fowl is a *goose*, and two are called *geese*,
Yet the plural of *moose* is never called *meese*.

You may find a lone *mouse* or a house full of *mice*;
But the plural of *house* is *houses*, not *hice*.
The plural of *man* is always *men*,
But the plural of *pan* is never *pen*.

If I speak of a *foot*, and you show me two *feet*,
And I give you a *book*, would a pair be a *beek*?
If one is a *tooth* and a whole set are *teeth,*
Why shouldn’t two *booths* be called *beeth*?

If the singular’s *this* and the plural is *these*,
Should the plural of *kiss* be ever called *keese*?

We speak of a *brother* and also of *brethren,*
But though we say *mother*, we never say *methren*.
Then the masculine pronouns are *he*, *his*, and *him*;
But imagine the feminine . . . *she*, *shis*, and *shim*!

- ANONYMOUS
Objective:
to build shared conceptual understanding

process of English Language Development
English Learners

process of Reading
native English speakers

+ common vocabulary

= reading success for all students
References


