Structured Literacy and English 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."
**Report Findings**

- Structured literacy elements such as phonology/phonological awareness, phonics, reading fluency, vocabulary and comprehension are necessary for ELs with some adjustments to meet their individual needs.

- Adjustments are necessary for differences in language and differences in experiences with English.
- Power of vocabulary instruction
- Explicit modeling and explanation
- More use of pictures and demonstrations
- Strategic use of native language when possible
- Increase oral language proficiency
- ELs' literacy instruction must be comprehensive and multi-dimensional
- Progress should be closely monitored

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**MODELS OF READING DEVELOPMENT**

**Simple View of Reading (SVR)**

- Skilled reading involves two components – decoding and language comprehension.

![Decoding and Language Comprehension](image)

(Gough & Tunmer, 1986)
MODELS OF READING DEVELOPMENT

Scarborough’s Reading Rope (2001)

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

SKILLED READING:
fluent execution and coordination of word recognition and text comprehension.

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

MODELS OF READING DEVELOPMENT

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.


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
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.

What is Structured Literacy?

Considerations for Well-Designed Interventions

<table>
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<tr>
<th>Language</th>
<th>Literacy</th>
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<tr>
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<td>fluency, written composition</td>
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Instructional Design: Integrated Strands

Vocabulary, Concept Knowledge, Oral Language
Phonemic Awareness
  Letter-Sound Recognition
  Word Recognition
  Repeated Connected Text Reading
  Comprehension Strategies
Helpful Tips for Interventions among English Learners

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

Considerations for Well-Designed Interventions

• 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

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

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 3,000 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 6,000 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.
• 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 new sounds of the English language and when possible teach similarities across languages.
• ELLs can benefit from learning letter and sound correlations.
• Introduce concepts that transfer directly from native language and English, next consider those that are somewhat similar and also provide instruction of concepts that do not transfer across languages.

Considerations for Instruction

• 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 and cognates when possible.
• ELLs can benefit from explicit comprehension strategy instruction and the use of various text structures.

Phonological Awareness

• Phonological awareness is the ability to process and manipulate sounds in a language.
• The skills characterizing the domain of phonological awareness are similar in English and Spanish
• These skills can be measured very well across many languages.
• It is also clear that there is a relationship between phonological awareness development across languages.
Alphabetic Language - Reading

• Phonological awareness and Phonics are important skills that support the development of word recognition skills.

• Phonological awareness is positively correlated across many languages, and the skills in this domain are similar across alphabetic languages (to varying degrees).

What we know

• Phonological awareness is the ability to process and manipulate sounds.

• Phonological awareness in many ELL native languages are highly correlated to English phonological awareness skills.

• Phonological awareness skills are important to word decoding not only in alphabetic languages, but across the majority of ELL languages.

Phonemes

• Phoneme identification
• Blending phonemes
• Phoneme manipulation
• Phoneme deletion
• Phoneme segmentation
Sound Production Instructions

• Both lips
• Teeth on lower lip
• Tongue on ridge behind upper teeth
• Roof of mouth
• Back of mouth
• From the throat

Sound Features

<table>
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<tr>
<th>Sound</th>
<th>Voiced</th>
<th>Voiceless</th>
<th>Continuant</th>
<th>Clipped</th>
</tr>
</thead>
</table>

Examples of Common Sounds

Spanish and English Examples:
• b
• c
• d
• f
• g
• k
• l
• m
• n
• p
• s
• t
• v
• w
• x (ks)
• y
Examples of New Sounds

- Sh
- Th
- Ng
- Er
- J
- Z
- Zh
- Short vowels

Phonological Awareness

- Focus on the new sound J.
  - Say the word ham. Change /h/ 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)

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 such as, 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 and sounds made from the throat.
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…)

Phonological Awareness Reflection

• Do I engage students in phonological awareness at the level of the phoneme?
• Do I use T.P.R. and visuals as support when necessary?
• Do I design the lesson according to the linguistic needs of the students?
• Do I provide enough practice to each student?
• What will I consider incorporating into my lesson after learning about phonological awareness?

Spanish Does Not Have

• /ih/ as in pig – does not exist in Spanish
• /æ/ as in apple – does not exist in Spanish
• Endings: -ed (pronounced /d/, /t/, /ded/, or /ted/) and -s (pronounced /s/, /z/, /ez/, or /es/)
• Contractions: don’t, isn’t, weren’t, etc.
Patterns That Transfer

- C before a, o, u, and consonants
- C before e, i, or y
- G before a, o, u, and consonants
- G before e, i, or y

Lesson Example

• 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?
• Let’s use it in a sentence.
• Say the letter name. Say the keyword. Say the sound.
• Now we will write the letter.

Suffix -ED

- Suffix –ed has 3 pronunciations.

1. Wanted, folded  Suffix –ed is pronounced /ed/ when the base word ends in T or D
2. Loved, hugged  Suffix –ed is pronounced /d/ when base word ends in voiced sound
3. Missed, walked  Suffix –ed is pronounced /t/ when base word ends in a voiceless sound
The 6 Syllable Types of English Language

- **VC** Closed Syllable-Ends in at least 1 consonant and the vowel is short (met, him, ant, on, bus)
- **V** Open Syllable- Ends in a vowel and the vowel sound is long (me, no, A)
- **VcE** Vowel-Consonant-E Syllable – Has 1 vowel, 1 consonant and a final E. The vowel is long and the E is silent (name, theme, five, rope, cube)
- **VV** A Vowel Pair Syllable- Has 2 adjacent vowels and each vowel is treated with care (hood, meat, rein)
- **VR** Vowel-R Syllable- Has 1 vowel, 1 R and the vowel makes an unexpected sound (her, bird, order, doctor, collar, dollar)
- **FSS** Final Stable Syllable- Common final syllable that ends in -le, -dure, -ture, -sion, -tion (bubble, procedure, picture, confusion, nation)

Activity for Syllable Patterns- Helpful for ELLs

- bottle
- nation
- migrate
- remorse
- procedure
- doctor
- sweater
- formation
- inspector
- opener
**Reflection for Phonics Instruction**

• Am I explicit in teaching phonics?
• Do I consider native language knowledge?
• Do I make connections for the students?
• Do I incorporate language opportunities for students?
• Do I produce the sounds with precision?
• Do I provide immediate corrective feedback?
• Do I provide multiple opportunities to practice?
• What will I do different after learning more about phonics instruction with ELLs?

**Reading Fluency and ELLs**

• Reading Fluency includes the ability to read accurately with automaticity and expression so the likelihood of understanding will be increased.

**Reading Fluency Practices**

• Repeated Reading
• Choral Reading
• Partner Reading
• Echo Reading
Considerations for ELLs

- Many ELLs 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 ELLs (Crosson & Lesaux, 2010).

Word Learning Strategies for English Language Learners

- Cognate Awareness
- Morphological awareness
- Multiple opportunities for use

Cognates and Units of Study

- Cognates are words that are similar in spelling and meaning across languages.
- Introduction of Themes or Unit.
- Examples may include transportation, health, school life, foods, hobbies, sports, shapes, colors, math, science, and social studies.
- Many words are cognates and can be used during instruction.
Examples of Cognates

- Transportation Theme

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>auto</td>
<td>auto</td>
</tr>
<tr>
<td>tractor</td>
<td>tractor</td>
</tr>
<tr>
<td>tren</td>
<td>train</td>
</tr>
<tr>
<td>canoa</td>
<td>canoe</td>
</tr>
<tr>
<td>helicóptero</td>
<td>helicopter</td>
</tr>
</tbody>
</table>

Morphological Awareness Across Languages

- Morphemes are the smallest units of meaning in a language.
- Morphological awareness is the ability to understand how words have meaning units and can be very helpful for understanding word meanings, increasing vocabulary, and informing spelling.
- Meta-morphological awareness is the ability to understand and use morphemes across languages to increase understanding of words and inform spelling in various languages.

Examples of similar prefixes in Spanish and English are bi-, con-, pre, re, tri-

Examples of similar roots in Spanish and English are audi, graph, port, tract, vis

Examples of similar suffixes in Spanish and English are -able, -or, -s, -es, -itis
ELLs in my Classroom

• Do I understand the level of student’s language abilities?
• What do I do during the lesson to scaffold language?
• Do I promote the use of complete sentences?
• Do I engage students and make connections to their home language and culture?
• What more can I do to facilitate language growth?

ELLs in my Classroom

• Are my directions clear, complete and concise?
• Do I provide explicit language and literacy instruction with multiple opportunities to practice throughout the day?
• Do I give opportunities for structured conversations?
• Do I give time to discuss with partners?
• Do I engage students in word learning strategies?
• Do I use immediate corrective feedback?
• Do I use ESL strategies such as visuals and T.P.R.?
• Do I continually monitor students’ progress?
• Are all my students engaged?
• Is the pacing of my lesson appropriate for the students?

Comprehension

• Reading Comprehension involves understanding of text.
• For ELLs it depends upon the foundational skills of reading as well as fluency, background knowledge, vocabulary, oracy, and reasoning skills.
3PV 3RQ

• Purpose of Text
• Prepare Connection
• Predict
• Vocabulary
• Read
• Review
• Retell
• Question


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

• Colorín Colorado
  www.colorincolorado.com