Literacy Essentials: Engagement & Equity for ALL Learners
Review the 5 Critical Areas of Reading & Key Accommodations for Fragile Learners

Model Best Practices & Explore Do’s/Don’ts During Differentiation

Explore Effective Teaching Strategies for Improving Vocabulary & Comprehension
OUR MISSION

We will implement priorities, initiatives, and services targeted to teachers, administrators, parents, and others designed to dramatically increase California's capacity to create culturally diverse and competent 21st century learning environments of high intellectual performance for all English Learners and other language learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.
Between 1990 and 2015, the LEP population grew 80% from nearly 14 million to 25.1 million.

The Census Bureau codes 382 individual languages and language groups.

More than 25 million people over the age of 5 in the United States were considered Limited English Proficient in 2015.

79% of ELs nationally are from Spanish-language backgrounds.

The number of LOTE speakers is projected to increase to 64 million in 2025.
Every year, more than 1 in 3 American children start kindergarten without the basic language skills they need to learn to read.

Reading proficiency by the third grade is the most important predictor of high school graduation and career success...

Approximately two-thirds of children each year in the United States and 80% of those living below the poverty threshold fail to develop reading proficiency by the end of the third grade.


Early Literacy Competency Matters!
Equity for ALL

DIFFERENTIATE instruction and provide EQUITY for ALL students
The 5 Essential Components of Reading

- Phonemic Awareness
- Phonics/Decoding
- Fluency
- Vocabulary
- Comprehension
The Case for Prevention

3rd Grade Literacy Milestone

A child who can read on grade level by 3rd grade is 4X more likely to graduate by age 19 than a child who does not read proficiently by that time.

The Case for Prevention

1 in 6 children who are not reading proficiently in 3rd grade will not graduate from high school.

3rd graders who are below basic readers are 6x more likely to drop out or fail to graduate on time than proficient readers.

42% of 3rd grade boys are below grade level in reading, compared to 34% of girls.
Alphabetic Knowledge

A, B, C, D, E, F, G
H, I, J, K, L, M, N
O, P, Q
R, S, T
U, V, W
X, Y, Z

Now I Never Will Forget How to Say the Alphabet
Phonemic awareness is the best predictor of the ease of early reading acquisition (Stanovich, 1994), better even than IQ, vocabulary, and listening comprehension.
Phonological Awareness

- Words in sentences
- Onset-Rime
- Syllables
- Rhyme/Alliteration
- Phonemic Awareness
- Addition/Deletion/Substitution
- Blending
- Isolation
- Segmenting
Phonemes, Graphemes and Letters
Phonological and Phonemic Awareness

- Phoneme Segmentation
- Phoneme Deletion/Substitution
- Phoneme Blending
- Phoneme Comparison
- Onset and Rime Segmentation
- Syllable Awareness
- Rhyming and Oral Language

Carefully Scaffolded Scope and Sequence
Let’s Practice

sun...shine   flash...light   class...room

tsis...ter   tal...ble   go...pher

En Español

me...sa   so...pa   pa...to
Systematic Teaching and Learning

Phoneme Segmentation
Common Phonetic Difficulties Linked to L1

- English Digraphs
- Omitting Ending Sounds
- Initial Consonant Blends
- English Vowel Sounds/Spellings
How Many English Vowel Phonemes Exist?

A. 5  
B. 12  
C. 20  
D. 26
Common Phonetic Difficulties Linked to L1

• English Digraphs

• **Omitting Ending Sounds**

• Initial Consonant Blends

• English Vowel Sounds/Spellings
Ending Sounds

ma.../t/       la.../p/       clow.../n/

han.../d/       twis.../t/       stam.../p/       gif.../t/
Common Phonetic Difficulties Linked to L1

• English Digraphs
• Omitting Ending Sounds
• **Initial Consonant Blends**
• English Vowel Sounds/Spellings
Initial Sounds

/k/...it  /j/...og  /c/...lass
/t/...ruck  /d/...ress  /s/...chool
How Many English Phonemes Exist?

A. 19
B. 26
C. 44
D. 53
Critical Skills

Oral Blending and Segmentation have the greatest transfer to reading and spelling.

/sh/ /ee/ /p/
“If students can hear it, they can write it.”
Develop Lifelong Spellers

s  w  i  tch
Phoneme to Grapheme means?

A. Reading to Writing
B. Speech to Print
C. Letters to Sounds
D. Listening to Speaking
“Perhaps the single biggest pronunciation problem for English Learners are English vowel sounds.”
Targeted Scaffold Supporting Phonetic Difficulties Linked to L1

Reinforcing LONG A,

spelled $\text{a\_e}$

$\text{made\_}$  $\text{gate\_}$  $\text{shake\_}$
What Is Differentiated Instruction?

• A philosophy of teaching and learning that recognizes and responds to student differences in readiness, interests, and learner profiles (Tomlinson et al., 2003).

• Frontload/Pre-Teach/Prevent Failure
Decoding to Fluency

- To become a fluent reader, their eyes must scan **left to right**.
- Teach students proper **left to right** directional tracking.
Spoken language is "hard-wired"

"Speaking Is Natural; Reading and Writing Are Not."

–Louisa Moats
Vocabulary

• It is the **basis** for the development of all the other **skills**: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation

• Vocabulary is the main tool for the students in their attempt to use English effectively.

**Big**-Enormous, Humongous, Gigantic
Vocabulary Knowledge is Essential!

• The greatest challenge inhibiting the ability to read at the appropriate grade level is perhaps a lack of sufficient vocabulary development.

• **Word-learning strategies** are most effective. Context Clues, Apposition, Cognates, Word Parts (Morphology)

• Dictionary/Glossary-A last resort
Alejandro’s uncle transported favorite automobile from Guadalajara to Fort Collins.

Trans=Across
Port=Carry
ed=past tense (pasado)
**Latin Connection?**

A. 60%

B. 44%

C. 35%

D. 20%

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A. Latin/Romance Languages influence approx. 60% of the total English vocabulary.

**Amicable**
- Latin: Amicus
- Spanish: Amigo
- Italian: Amico
- French: Ami

Use AMICABLE in a sentence.
Maybe it was the **inaudible** buzz, or the rain on the roof, that helped me nap for almost an hour.
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Word Analysis

- Comparative Superlatives
- Homophones
- Multiple Meaning Words
- Compound Words
- Shades of Meaning
- Synonyms and Antonyms
- Inflectional Endings
- Prefixes and Suffixes
- Base Words
- Roots

FOUNDATION OF INSTRUCTION
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750 morphographs = Approximately 15,000
Music and movement promotes active involvement in developing vocabulary

"Twinkle, Twinkle, Little Star"
To Correct or Not To Correct…That Is The Question

1. Ms. Russo, did you went to the office?
2. Her hit me and it hurt!
3. My mom bringed me to school.
“Amount of teaching is the most important alterable determinant of learning.”

-Dr. Tim Shanahan
Address All Domains Every Day

- Speaking and Listening
- Reading
- Writing
Reaching Every Learner

Education Equity
“We need to remember that every student yearns to be successful.”

—Audrey Boynton
The influence of a good teacher can never be erased.