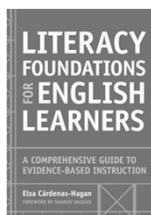


# Literacy Foundations for English Learners

ELSA CÁRDENAS-HAGAN, ED.D., CCC/SLP, CDT, CALT-QI

[www.valleyspeech.org](http://www.valleyspeech.org)  
[info@valleyspeech.org](mailto:info@valleyspeech.org)




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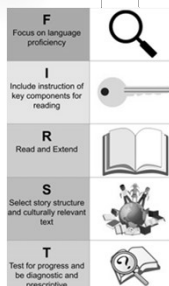
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## Agenda using acronym **FIRST**

- ▶ Focus on language proficiency
- ▶ Include instruction of key components for reading
- ▶ Read and practice necessary extensions for English learners
- ▶ Select story structure and culturally relevant text
- ▶ Test for progress and be diagnostic and prescriptive in teaching



Valley Speech Language and Learning Center, 2023

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## TODAY'S GOALS

- Understand **language proficiency** and its importance for literacy development
- Increase knowledge for **evidence-based literacy** Instruction among ELs
- Learn additional **considerations for reading practices** with English learners
- **Story and text structure** knowledge incorporating culturally relevant texts when possible
- **Test for progress** of language and literacy skills and incorporate diagnostic and prescription teaching




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## FOCUS on Language Proficiency



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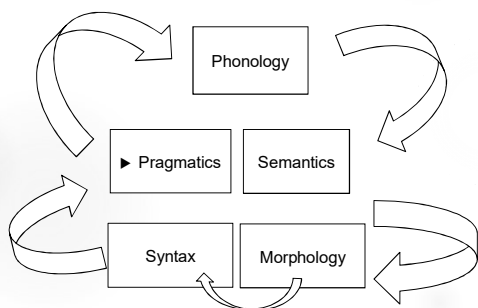
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## Language Components



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## First and Second Language Development

- ▶ Language Development Milestones in home language
- ▶ Second Language Development from Early Production to Advanced Proficiency
- ▶ Structured Practice with Language Goals
- ▶ The Connection of Language and Literacy

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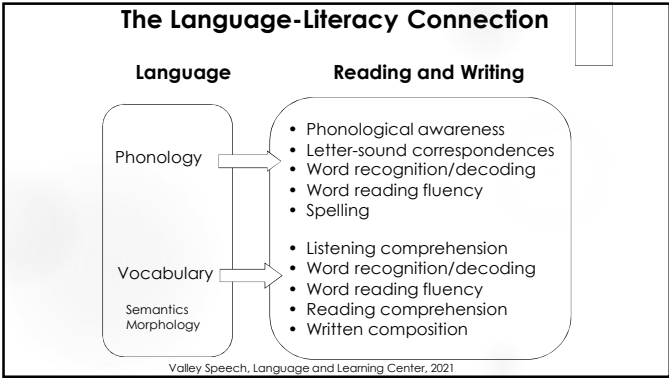
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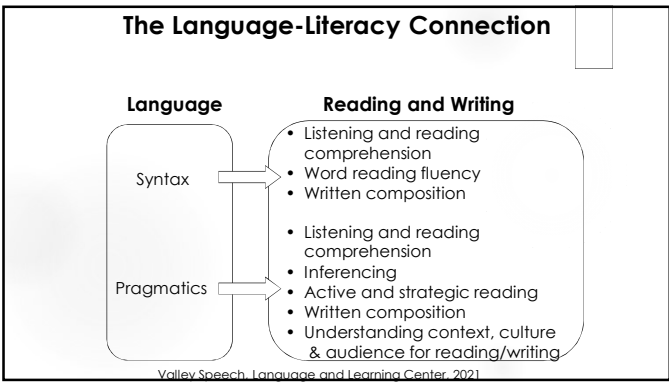
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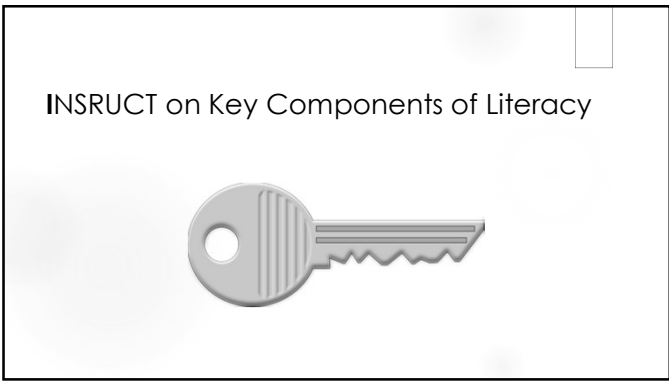
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## Key Components of Reading

Phoneme Awareness  
Phonics  
Fluency  
Vocabulary  
Comprehension

(National Reading Panel, 2000)

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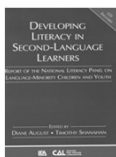
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## National Literacy Panel Report for Language-Minority Children & Youth

### Findings

- ▶ ELs benefit from reading instruction that includes the 5 pillars of the National Reading Panel but adjusted for language proficiency
- ▶ Oral language proficiency and literacy in the first language can facilitate the development of English literacy
- ▶ Individual differences contribute considerably to English literacy development (e.g., individual oral language proficiency, age, previous learning opportunities, cognition and similarities and differences between first language and English)
- ▶ Adequate assessments of ELs are essential for designing instruction that addresses individual needs
- ▶ Home language experiences can have a positive impact on literacy
- ▶ Little evidence for correlation between sociocultural factors and literacy outcomes (e.g., immigration status; parent & family influences; district, state and federal policies and language status or prestige)



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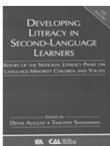
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## National Literacy Panel Report for Language-Minority Children & Youth

### Instruction Approach Findings

- ▶ EL students taught in a bilingual environment (their native language and English) perform better on English reading proficiency measures than those taught exclusively in English
- ▶ There is a similar proportion of poor readers in EL and English-speaking students
- ▶ ELs and English-speaking struggling readers exhibited difficulties in phonemic awareness and working memory
- ▶ Special considerations for EL literacy instruction
  - ▶ Incorporate first language and literacy knowledge
  - ▶ Opportunities to develop oral language



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## Phoneme Awareness and Phonics

- Phoneme awareness and Phonics are important skills that support the development of word recognition skills.
- Phoneme awareness is positively correlated across many languages, and the skills in this domain are similar across alphabetic languages (to varying degrees).



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## Phoneme Awareness

- ▶ Phoneme awareness is the ability to process and manipulate sounds.
- ▶ Phoneme awareness in many ELL native languages are highly correlated to English phonological awareness skills.
- ▶ Phoneme awareness skills are important to word decoding not only in alphabetic languages, but across the majority of ELL languages.



(Branum-Martin et al., 2012)

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## Phoneme Awareness

- ▶ Make Connections Across Languages
- ▶ Capitalize on Sounds that Transfer
- ▶ Explicitly teach phoneme awareness and implement with new sounds of the English language
- ▶ Extend phoneme awareness with visuals of word meaning and a simple explanation
- ▶ It does not mean that students are unable to complete task, but it can serve as a good extension of understanding

(Branum-Martin et al., 2012)

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## Phoneme 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 /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/. (jag)



(Adapted from Working with English Language Learners (WELLS) 2  
Copyright © 2016 Elsa Cárdenas-Hagan)

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## Phonics Skills for English Learners

- Capitalize on familiar letter-sound associations
- (e.g., complete overlap and those that are the same in English and Spanish).
- Explicitly teach unfamiliar letter-sound associations
- Explicitly teach unfamiliar letter-based phonemes
- Explicitly teach phonemes that do not exist in home language and apply to phonics instruction
- Teach the syllable patterns of the English language

(Cárdenas-Hagan, 2018)

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## Syllable Patterns Making Connections

	English	Spanish
<b>Closed</b>	ten	ten
<b>Open</b>	no	no
<b>Vowel-Consonant - e</b>	dame	dame
<b>Vowel Pair</b>	pie	pie
<b>Vowel r</b>	mar	mar
<b>Final Stable Syllable</b>	cable	cable

Words look similar, but have different meanings and different pronunciations



Cárdenas-Hagan, 2020

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## READ and Extend

Reading Practices for English Learners



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## Reading Practice

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

Adapted from Working with English Language Learners (WELL) 2  
Copyright © 2016 Betsy Cordova-Hogan

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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?

Adapted from Working with English Language Learners (WELL) 2  
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**SELECT** story structure  
and culturally relevant texts




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### Culturally Relevant Texts

Texts that depict a culture in an authentic manner with accurate information

Texts that will have high interest of students in the classroom

Texts that will expand world knowledge and assist with cultural awareness

Texts whereby students will be able to relate and share their own experiences

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### Text Structures

Sequence or Chronological Order

Descriptive of an idea or topic

Compare and Contrast

Problem and Solution

Cause and Effect

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## Successful Vocabulary Instruction

### Steps for Explicit Instruction

- Say and write the word
- Provide definitions (with familiar terms)
- Discuss what is known about the word
- Provide examples (and non-examples)
- Engage in extended discussions/activities with the word
- Create sentences with the word

(August et.al., 2005)

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## Strategies for Vocabulary Instruction Among ELs

- Tier 1 words are described as common, basic, every day words.
- Tier 2 words are academic words used in texts across multiple contexts.
- Tier 3 words are academic words that are discipline specific and very narrow in their usage.

[Beck, McKeown and Kucan, 2002]

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## Multiple meanings of the word

run



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3PV3RQ  
Evidence-Based Reading Comprehension

- **Purpose**
  - **Prepare/Connect**
  - **Predict**
  - **Vocabulary**
- **Read**
  - **Review**
  - **Retell**
  - **Question**

(Cárdenas-Hagan, 2018)

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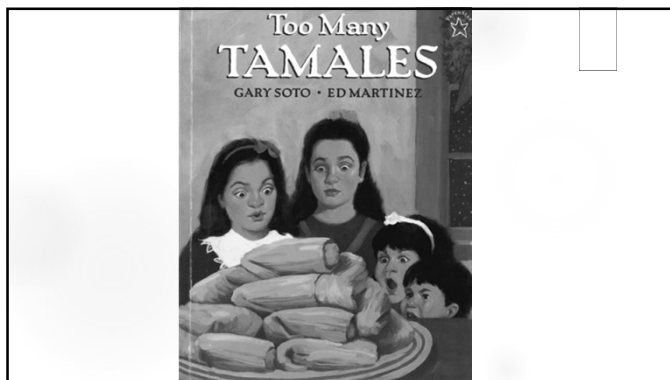
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<p><b>drifted</b></p> <p><small>Too Many Tamales 1</small></p> <p><small>© 2014 Elia Cárdenas-Hagan, Brownsville, Texas</small></p>	<p>carried away by the wind or water</p> <p>The snow <i>drifted</i> across the street.</p> <p>Spanish word: amontonando</p>
<p><b>dusk</b></p> <p><small>Too Many Tamales 2</small></p> <p><small>© 2014 Elia Cárdenas-Hagan, Brownsville, Texas</small></p>	<p>the time of day right before night</p> <p>The zoo closes at <i>dusk</i>.</p> <p>Spanish word: oscurecer</p>

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Snow drifted through the streets and now that it was dusk,  
Christmas trees glittered in the windows.

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## Text Structure and Retelling

- ▶ First
- ▶ Next
- ▶ Then
- ▶ Finally
  
- ▶ What was the problem? What was the solution?
- ▶ What was the cause? What was the effect?
- ▶ How does this relate to some of your own personal experiences?

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**Test for**  
Progress and Adjust Instruction

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## Test and Monitor Progress

How is student progressing in language structures and use? What are the features from a language sample and possible targets to expand language proficiency?

What sounds can students process and manipulate? What are some error patterns from instruction that provide opportunities for further instruction and practice?

What words, phrases, sentences or paragraphs can student read? Are there any challenges with particular patterns of English words? What about the student's reading fluency skills?

Has student been able to understand and use the vocabulary words from reading and listening to text?

Did student answer both simple and complex questions related to text? How did student summarize text?

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## Remember this session with acronym **FIRST**

- Focus on language proficiency
- Include instruction of key components for reading
- Read and practice necessary extensions for English learners
- Select story structure and culturally relevant text
- Test for progress and be diagnostic and prescriptive in teaching

<b>F</b> Focus on language proficiency	
<b>I</b> Include instruction of key components for reading	
<b>R</b> Read and Extend	
<b>S</b> Select story structure and culturally relevant text	
<b>T</b> Test for progress and be diagnostic and prescriptive	

Valley Speech Language and Learning Center, 2023

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## Resources

<a href="http://www.mtss4els.org">www.mtss4els.org</a>	
<a href="http://www.dyslexiaida.org">www.dyslexiaida.org</a>	
<a href="http://www.colorincolorado.org">www.colorincolorado.org</a>	
<a href="http://www.meadowscenter.org">www.meadowscenter.org</a>	
<a href="http://www.cselcenter.org">www.cselcenter.org</a>	

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