

Welcome!

Thank you for joining us! The webinar will begin shortly.



Structured Literacy Instruction for English Learners

Presented by Elsa Cárdenas-Hagan, Ed.D., CCC-SLP, CDT, CALT, QI



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Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
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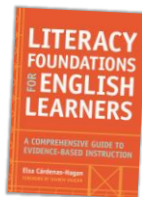
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Literacy Foundations for English Learners

Aligned with IDA's Knowledge and Practice Standards, this book prepares current and future educators to teach English learners the key components of language and literacy, as first described in the National Literacy Panel report.

<https://bpub.fyi/LiteracyFoundations>



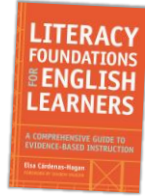
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Giveaway

We're giving away 3 FREE copies of
Literacy Foundations for English Learners

Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!



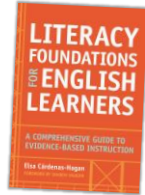
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Survey

At the end of the webinar, you'll be prompted to complete
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Let us know what you thought, and you could **win a free book!**

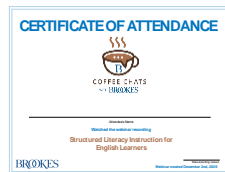


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Agenda

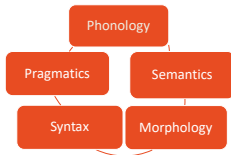
- ★ First and Second Language Components for ELs
- ★ Five Components of Literacy Development for ELs
- ★ Language and Literacy Connections
- ★ Explicit Instruction and Lesson Design
- ★ Next Steps



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Language Components



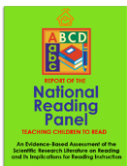
Bloom and Lahey, 1978



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National Reading Panel



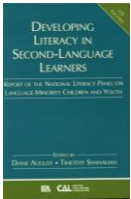
5 Essential Components

1. Phonological Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension



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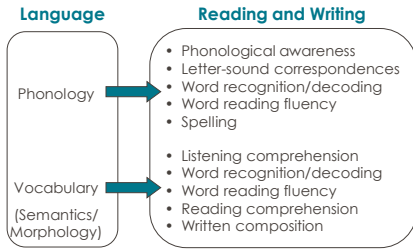


Highlights:

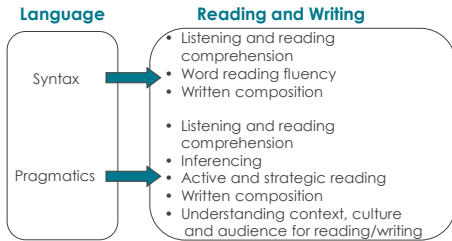
1. **Developing literacy for L2**
2. **Cross-linguistic relationships**
3. **Social cultural contexts**
4. **Instruction and professional development**
5. **Assessment**



The Language-Literacy Connection



The Language-Literacy Connection



Native Language Acquisition

- 1 year-old speaks first words
- 2 year-old speaks in 2-word phrases
- 3 year-old speaks in 3-word sentences
- 4 year-old speaks in 4-word sentences
- 5 year-old speaks in 5-word sentences
- 6 year-old speaks in 6-word sentences
- 7 year-old speaks in 7-word sentences
- 8 year-old and older speaks in 8 or 9-word sentences



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Second Language Acquisition Stages by Krashen and Terrell (1983)

- Stage 1- Pre-production
- Stage 2- Early Production
- Stage 3- Speech Emergence
- Stage 4- Intermediate Language Proficiency
- Stage 5- Advanced Language Proficiency



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Jeanne Chall's Stages of Reading Development

- Stage 0 - Pre-Reading
- Stage 1 - Decoding
- Stage 2 - Confirmation and Fluency
- Stage 3 - Read to Learn
- Stage 4 - Multiple Viewpoints
- Stage 5 - Construction and Reconstruction



(Chall, 1983)



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Phonological Awareness

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Phonological Awareness

- 1 The ability to process and manipulate the sound structure of oral language
- 2 This skill is linked to successful reading
- 3 It is not necessary for English learners to demonstrate advanced oral language proficiency in order to achieve phonological awareness skills in English
- 4 Phonological awareness skills can transfer across languages



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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, Garnaat, Bunta, & Francis, 2012)

It can be helpful during instruction to incorporate cross-linguistic connections (Cárdenas-Hagan et al., 2007)



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Phonological Awareness Skills

Phonological Awareness

Rhyming Alliteration
Sentence Segmentation
Syllable Identification, Deletion, Blending,
Segmenting

Phoneme Awareness

Phoneme Identification, Deletion, Blending,
Segmenting, Substitution



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Phonological Awareness Example for ELs

- 1 Today we will practice identifying sounds within words.
- 2 Say the word thumb. What are the sounds? /th/ /u/ /m/
- 3 Look at my thumb. Show me your thumb.
- 4 How do you say thumb in your native language? Say it in English.



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Phonics

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Phonics for English Learners

- 1 Phonics is the study of the relationship between letters and sounds in order to read words in alphabetic languages
- 2 In English we have 26 letters and 44 sounds
- 3 Students must learn the 6 syllable types of the English language
- 4 It is important to make cross-linguistic connections



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Steps for Explicit Instruction

- 1 Teacher dictates 3 words with common concept. Students repeat and determine the common concept.
- 2 Teacher writes concept on board and discusses the features of the new concept
- 3 Teacher and students discuss the commonalities and differences of the concept regarding native language and English
- 4 Teacher provides opportunities for students to read and write with new concept



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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 home 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

- jam
- jog
- jet



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Six Syllable Types

- 1 Open Syllables end in a vowel and the vowel sound is long (A)
- 2 Closed Syllables end in at least 1 consonant and the vowel is short (son)
- 3 Vowel-Consonant and Silent E. The vowel is long and the e is silent (dame)
- 4 Vowel- R syllable has an R after the vowel and the sound is unexpected (origen)
- 5 Vowel Pair Syllable has 2 adjacent vowels (auto)
- 6 Final Stable Syllables are at the end of the word such as -fle and -sion (waffle)



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Fluency

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Reading Fluency

Reading Fluency includes the following features:

- 1 Reading words correctly
- 2 Reading words with automaticity and at an appropriate rate
- 3 Reading words with good expression or prosody



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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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Vocabulary

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Vocabulary Instruction for ELs

- 1 Build vocabulary knowledge by combining new information with what the learner already knows to produce higher cognitive learning
- 2 Integrate multiple opportunities for use and make connections to concepts and lived experiences
- 3 Integrate intentional opportunities for adult-child interaction around new vocabulary during content learning



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Learning to Read

As students learn to read, they must be taught to attend to the smallest units of sounds to decode and to the morphemes to understand the meanings of new words

(Carfisle & Stone, 2005)



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Cognates and Morphological Awareness

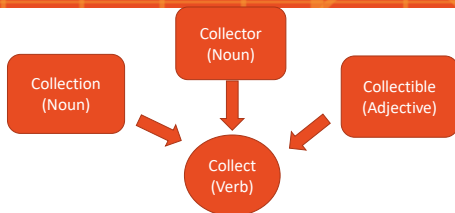
- 1 Cognates are words that are similar in spelling and meaning in 2 languages
- 2 Morphemes are the smallest units of meaning in a language
- 3 Many cognates includes morphemes and can serve as word-building and word- learning strategies



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Example of using a suffix to generate words:



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Comprehension

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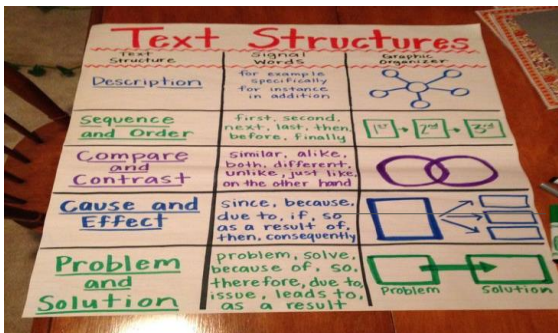
Comprehension Instruction for ELs

- 1 Ensure English learners can read words accurately
- 2 Build oral language and background knowledge while making connections to native language and their lived experiences
- 3 Use students' native language to preview new concepts prior to lesson in English
- 4 Provide explicit instruction of multistep reading strategies for ELs
- 5 Teach text structures
- 6 Teach metacognitive strategies to monitor comprehension



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Written Language

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Written Language Instruction for ELs

- 1 Be aware of unique spelling patterns of ELs related to native language
- 2 Teach and integrate grammar knowledge with native language structures
- 3 Work on expanding students' sentence structures
- 4 Use graphic organizers to facilitate paragraph structure knowledge

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Example for expanding students' sentence structures:

I see a man walking

I see a tall, slender man walking.

I see a tall, slender man walking in the park.

I see a tall, slender man walking his dog in the park.

I see a tall, slender man walking his dog in the park for exercise.

That was a complete sentence.

Now, can you describe the man? Is he tall?
Good, now I can get a better picture of the man. Where is he walking?

Very good. I now know where he is.
Why is he in the park?

Excellent. Now I know the man is walking his dog in the park. Why is he walking the dog?

Outstanding elaboration of a sentence.

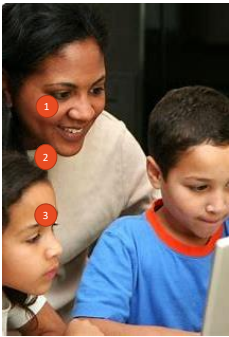


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Technology

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Technology for English Learners

- Understand the purpose of technology
- Determine the need for instructional and/or assistive technology
- Learn recommendations for successful implementation of technology

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Make a Goal



- How can you implement something from this session in the next week?
- Set a calendar reminder to review your progress
- Share your experience with your colleagues

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Questions?

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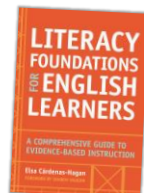
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COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

<http://bit.ly/COVID-education>



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