

Helping English Learners Develop English Literacy Skills According to Science

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Objectives

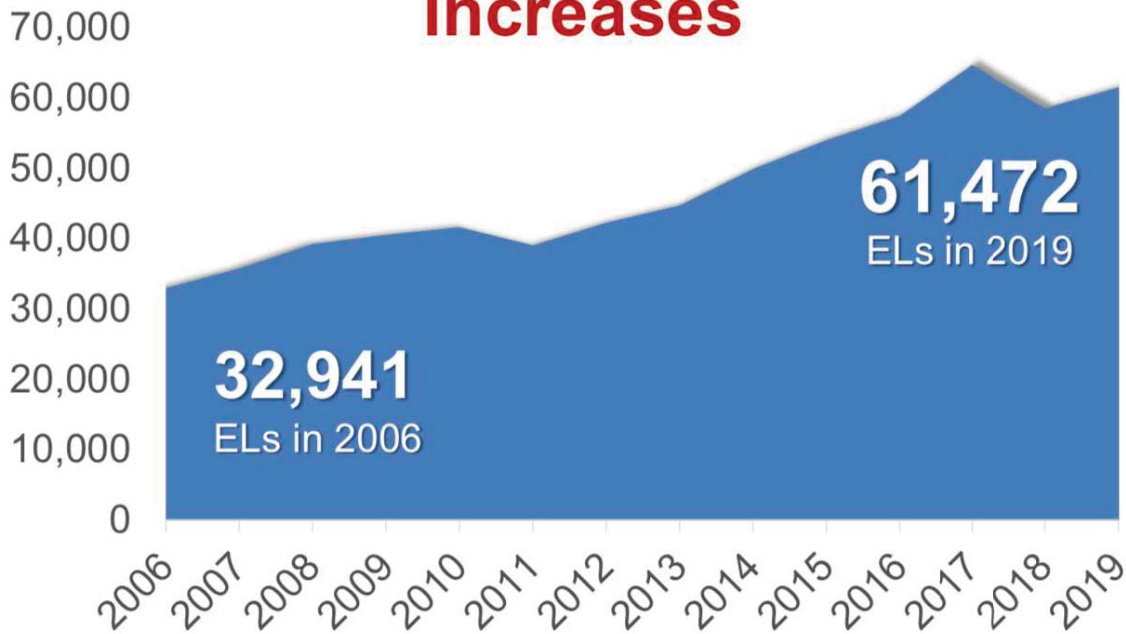
Content Objective:

Participants will build knowledge around how to apply the science of reading to meet the individual needs of English learners.

Language Objective:

Participants will discuss with their partner the ELP Standards and the components of literacy using the vocabulary from the Simple View of Reading and Scarborough's Reading Rope.

The English learner population increases



Ohio English Learners

Proficient

Progressing

Emerging

5

4

3

2

1

Listening

Speaking

Reading

Writing

2019 Top Languages

Spanish

Somali

Arabic

Swahili

Chinese

French

Japanese

German

Turkish

Vietnamese

The Reading Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

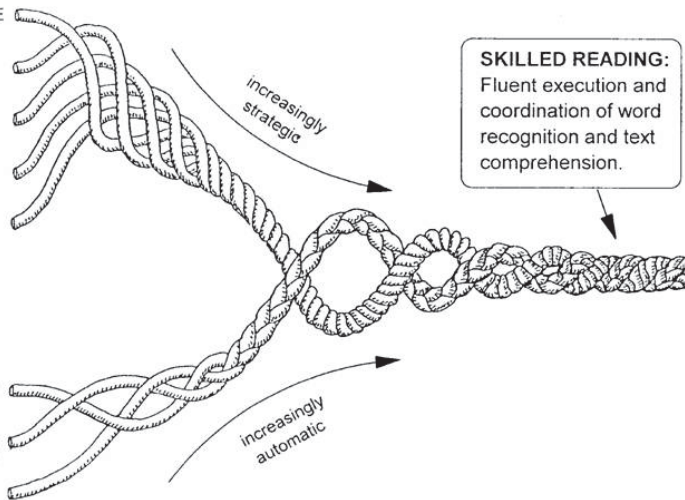
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Scarborough, 2001

The Simple View of Reading

**Word
Recognition**



**Language
Comprehension**



**Reading
Comprehension**

The ability to
transform
written
language into
spoken language

The ability to
understand
spoken language

The ability to
understand
written
language

Gough and Tunmer

The Simple View of Reading

**Word
Recognition**



**Language
Comprehension**



**Reading
Comprehension**

-Phonological
& Phonemic
Awareness
-Decoding
(phonics,
advanced
phonics)
-Sight Words
-Fluency

-Background
knowledge
-Vocabulary
-Listening
comprehension
-Oral language
-Verbal Reasoning
-Literacy knowledge

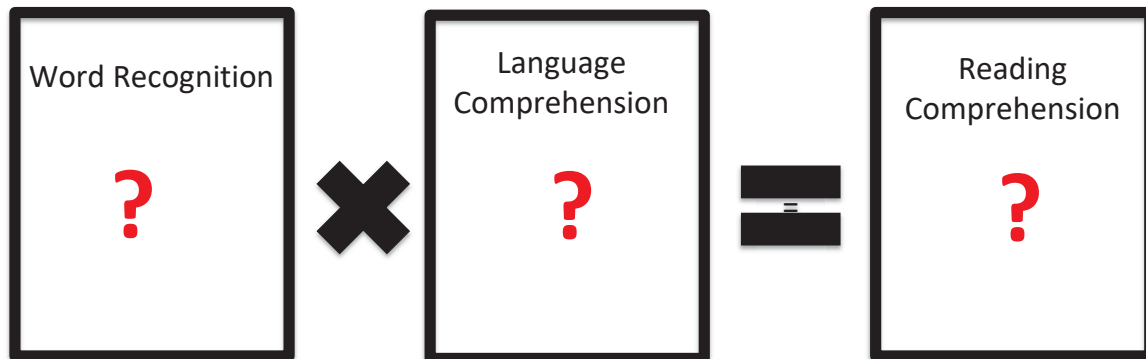
Gough and Tunmer

Ohio ELP Standards K-12

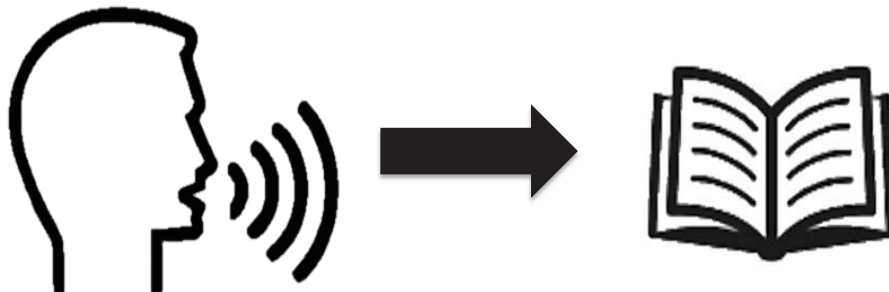
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3	Speak and write about grade-appropriate complex literary and informational texts and topics.
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
5	Conduct research and evaluate and communicate findings to answer questions or solve problems.
6	Analyze and critique the arguments of others orally and in writing.
7	Adapt language choices to purpose, task, and audience when speaking and writing.
8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
9	Create clear and coherent grade-appropriate speech and text.
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing.

EL Standards

Where do each of the EL standards belong in the Simple View of Reading equation?



Students learn to read
from speech to print



The Storage Systems In The Brain

The Phonological Lexicon

The Semantic Lexicon

The Orthographic Lexicon



If the **Spelling** (C,A,T)
links to the
sounds (pronunciation) (/k/ + /a/ + /t/)
and the **meaning** (furry animal that purrs),



**Then the word CAT will never again have to be
sounded out to read it or segmented to spell it.**

Phonological Lexicon

Phonemes: The smallest unit of sound in any language used to build words.



Phonemes are the anchoring points for remembering the spelling sequence of written words.

David Kilpatrick
Equipped for Reading Success

Semantic Lexicon

Semantics: Meaningful interpretation of words in and out of context.

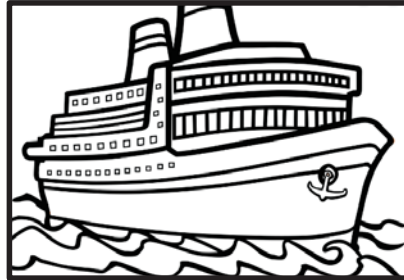


Semantics are the anchoring points for recognizing why the string of letters or sounds are meaningful.

David Kilpatrick
Equipped for Reading Success

Orthographic Lexicon

Orthography: Writing system representing oral language



Orthographic Lexicon accumulates and stores the exact letter sequence of each word the reader has learned **to recognize at sight.**

David Kilpatrick, Equipped for Reading Success

The Storage Systems In The Brain

The Phonological Lexicon

The Semantic Lexicon

The Orthographic Lexicon



60-70 % of students will naturally develop reading ability if they are engaged in literacy activities.

But what about the other 30-40%?



David Kilpatrick
Equipped for Reading Success

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Phonological Skills Correlate Strongly With Reading

Phonological Awareness & Word Reading

$r = .3 - .7$

Visual Memory & Word Reading

$r = .1 - .2$

David Kilpatrick
Plain Talk 2019

Phoneme Awareness Mastery

Deletion and Substitution PA tasks are better assessments of phonemic proficiency.

Segmentation Tasks correlate with reading .3 to .5

Manipulation Tasks correlate with reading .5 to .7

Assessment of segmentation is not enough!

David Kilpatrick
Plain Talk 2019

Phonological Tasks

Segmentation Task

Teacher: tell me all the sounds you hear in *fit*

Student: /f/ /i/ /t/

Explicitly involves conscious segmentation

The students do what they are asked to do!

David Kilpatrick
Equipped for Reading Success

Phonological Tasks

Manipulation Task

Teacher: change the first sound in *fit* to /b/

Student: /b/ /i/ /t/

Involves unconscious segmentation of the word

Teachers are assured that **segmentation is automatic and unconscious.**

David Kilpatrick
Equipped for Reading Success

Manipulation tasks are superior because other tasks are built in!



Change **sling** to **sing** by deleting /l/



Pull sling apart (segmentation)

Locate the /l/ sound is in the word (isolation)

Pull the /l/ sound out (manipulation)

Combine the remaining sounds (blending)

David Kilpatrick
Equipped For Reading Success

Sight Word Knowledge is Built From:

Phoneme
Awareness
Mastery
(Analysis)



Basic
Letter-Sound
Knowledge



Vocabulary
Knowledge

The Storage Systems In The Brain



The Phonological Lexicon

The Semantic Lexicon



The Orthographic Lexicon



We can only auditorily distinguish between sounds that we have at least some familiarity with.

(August & Shanahan, 2006)

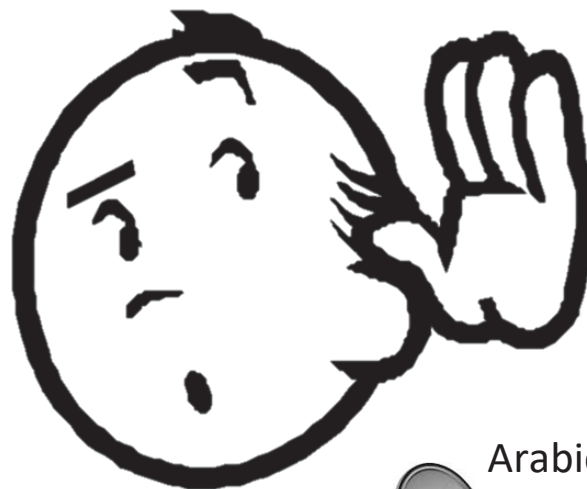
English Sounds Not Used In Other Languages

Language	Sounds
Spanish	/dg/ /j/ /sh/ /th/ /z/
Chinese	/b/ /ch/ /d/ /dg/ /g/ /oa/ /sh/ /th/ /th/ /v/ /z/
French	/ch/ /ee/ /j/ /ng/ /oo/ /th/ /th/
Greek	/aw/ /ee/ /oo/ /e/
Italian	/ a/ /th/ /ar/ /e/ /dg/ /h/ /ng/ /th/
Japanese	/dg/ /f/ /th/ /th/ /oo/ /v/

Klingner and Eppolito

Listen for the Phonemes

Vietnamese



K'iche



Arabic



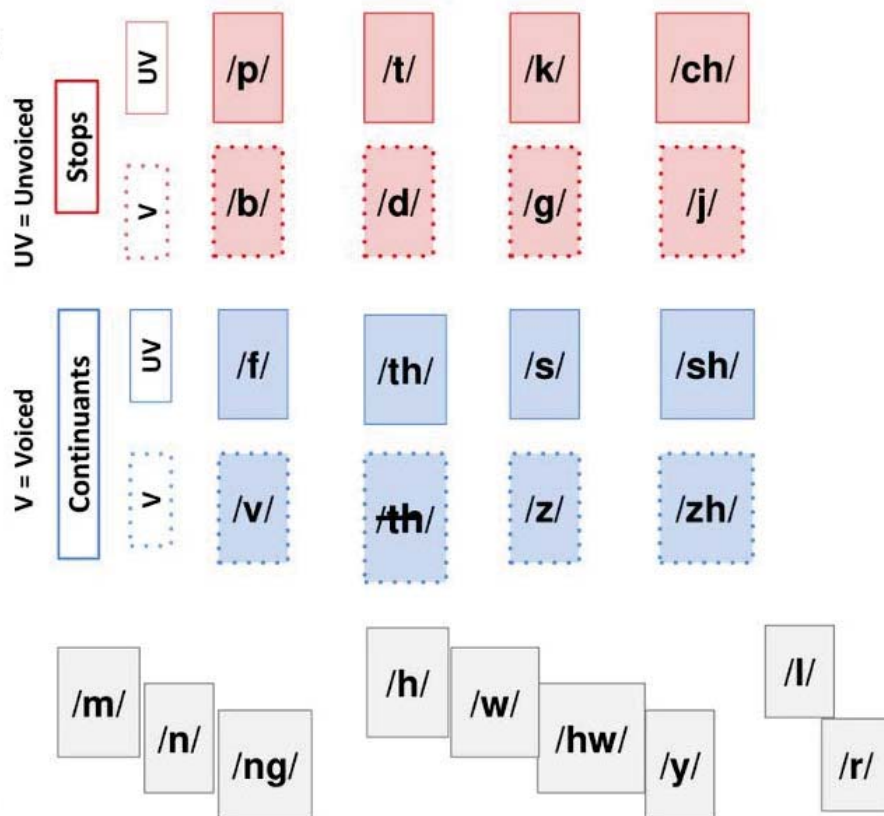
Phonemic Inventories and Cultural & Linguistic Information Across Language:

<https://www.asha.org/practice/multicultural/Phono/>

ELs need to practice recognizing & producing the sounds not found in their native language.

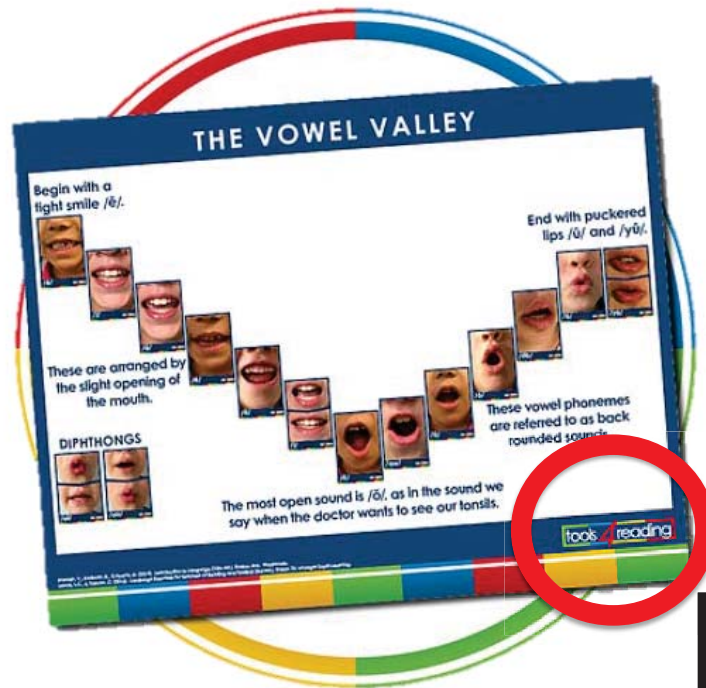
Klingner and Eppolito

Consonants
Phonemes



The Vowel Valley

All vowels are voiced



Vowels that make you smile

Vowels that make your mouth pucker

Vowels that make your mouth open

Practice with *minimal pairs* (i.e. words that differ by one sound) and isolate the sound of interest.

Kress 2008

pit/bit
pit/spit

Klingner and Eppolito

Phonological Resources

- Phonological Activities:
 - Florida Center For Reading Research
https://fcrr.org/resources/resources_sca.html
- Explainer Videos (The Five from Five Reading Project):
https://www.youtube.com/channel/UCr8NBUJSHJWYFhZBIDuQd_g
 - [Phonemes and Graphemes](#)
 - [Phoneme Isolation and Manipulation](#)
 - [Manipulation of Sounds](#)

Spanish phonological awareness
might actually be a better
predictor of English word
reading than English or Spanish
oral proficiency.

(Durgunoglu, Nagy, & Hancin-Bhatt, 1993)

The Storage Systems In The Brain

The Phonological Lexicon

The Semantic Lexicon



The Orthographic Lexicon



If we overemphasize correct word identification and underemphasize comprehension, we may end up with ELs who can fluently decode but may struggle with meaning.

(August & Shanahan, 2006; Crosson & Lesaux, 2009)

Phonemic Awareness Activities

With Images

Onset Fluency

Teacher says the word. Students repeat the word and isolate the onset (beginning sound).

Ex. T: summer S: summer /s/

baker	/b/
happy	/h/
candle	/k/
dinner	/d/
gentle	/j/

Heggerty Free Online Sample



The Storage Systems In The Brain

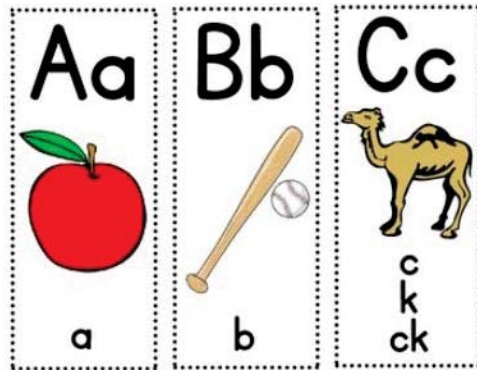
The Phonological Lexicon

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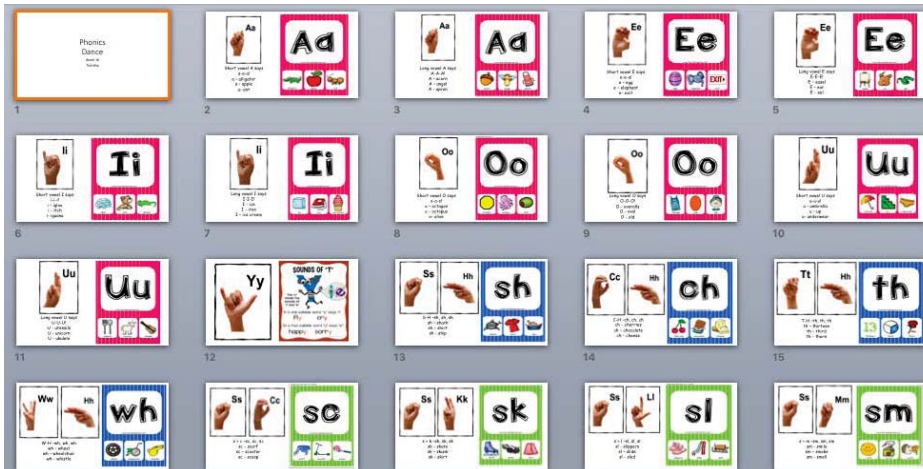



ELs are often being asked to learn new letter names and sounds along with new animal and object names.



Klingner and Eppolito

Differentiating Between Language Acquisition and Learning Disabilities








Ee

www.thisreadingmama.com

Short vowel E says
e-e-e!
e - egg
e - elephant
e- exit


egg


elephant


exit





English:
elephant



Russian:
"slon"

СЛОН



NL vs L2 Stages of Acquisition

Lucy Hart Paulson, PlainTalk 2020

Native Language	2nd Language
No Words (babbling) About 6 months	Preproduction About 6 months
First Words About 1 year	Early Production About 1 year
Short Phrases About 2 years	Speech Emergence About 1-3 years
Longer Sentences About 3 years	Intermediate Fluency About 3-5 years
Complex Sentences About 4 years	Advanced Fluency About 5-7 years

Long vowel sounds (Name of the letter):

a e i o u

Date, bake Pete, here bike, line, nine hope, joke, rope, bone rule, cute, cube

When the word ends with an E, the vowel is long.

Edgar's
Personal
Sound
Cards

Short vowel sounds:

a e i o u

apple Edgar in on up

When 1 vowel is closed in by a consonant:

cat, sat, bat,
get, met, let,
sit, hit, fit
stop, hot, top

cup, tub, mud

Russian & English

Alphabet Systems

А а Б б В в Г г Д д Е е Ё ё Ж ж З з И и Й й

a b v g d e/ye ё/yё ž/zh z i j/i/y

[a] [b] [v] [g] [d] [je/e] [jo/o] [ʒ] [z] [i] [j]

К к Л л М м Н н О о П п Р р С с Т т У у Ф ф

k l m n o p r s t u f

[k] [l] [m] [n] [o] [p] [r] [s] [t] [u] [f]

Х х Ц ц Ч ч Ш ш Щ щ Ъ ъ Ы ы Ь ь Э э Ю ю Я я

kh/h/x c/ts/tc č/ch š/sh šč/shch " y ' è/e/eh ju/yu/iu ja/ya/ia

[x] [ts] [tʃ] [ʃ] [ʃʧ/ʃʧʃ] - [ɨ] [ʲ] [ɛ] [juʲu] [jaʲa]

СЛОН

"slon"

elephant

A Mastery Focus for Phonics

It takes **hundreds** of exposures for letters and sounds to become fully automatic in long term memory.

Kilpatrick, Equipped for Reading Success

A Mastery Focus for Phonics

.7 effect size for “spaced practice”

(Hattie, Visible Learning)

Ebbinghaus' Forgetting Curve

- Learning is more effective when spaced out over time
- The rate of forgetting is at its highest when something is first learned and slows down over time

A Mastery Focus for Phonics

Wiley Blevin's Recommendation:

New Phonics skills should be systematically
& purposefully reviewed for the next
four to six weeks.

A Fresh Look on Phonics by Wiley Blevins

A common myth:

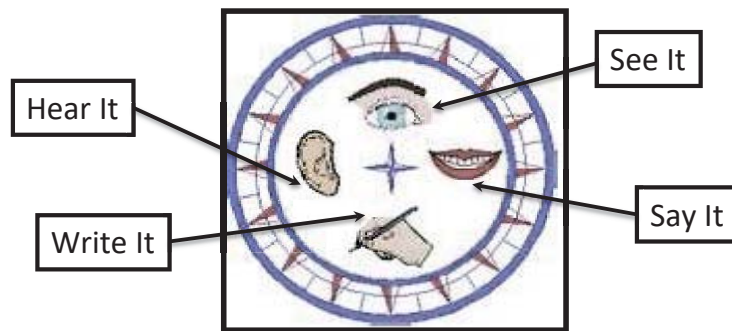
If a child has learned to decode in one language,
they will be able to decode the new language.

Transparent languages (Italian & Spanish) =
2-3 months to learn to decode

Complex languages (English) =
2-3 years to learn to decode

A Multisensory Approach

Research by the National Institutes of Health suggests that successful reading programs incorporate a spelling component and involve multisensory reinforcement.



West Virginia Phonics

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Place eight words on the chalkboard. As the teacher shines a flashlight on each word, the students will chorally read the word.</p> <p>Word List: make, good, every, always, read, over, please, soon, upon, there, they, yellow or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumb up if you hear /br/, thumb down if you hear something else. Teacher will model thinking aloud and hearing /br/ with ear and model not hearing /br/ with hand.</p> <p>Word List: bird, bar, barn, force, meet, gone, over, boat, lift, leg</p> <p>Articulation: Using a mirror, students will look at the position of their mouth while saying /br/. For explicit details on making the sound, refer to Week 1 lesson.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Letter/Sound: Using flashcards, the teacher will say each word. Students will raise the letter card when hearing the skill sound.</p> <p>Word List: fox, porch, born, short, tone, sport, more, sort</p>	2 min.
Word Reading Blending Routines (sound by sound or continuous)	<p>Word Reading List: Word Cards: Mart, lord, form, born, horn, stork, shore, nor, corn, lord, fort, tom, fox, thorn</p> <p>I Do: The teacher models with a think aloud how to decode Mart.</p> <p>We Do: Teacher will say, "Let's do some words together. Have students chorally read lord and form.</p> <p>You Do: Have students read word cards to partner.</p>	5 min.
Word Work	<p>Word Building Words: Using magnetic letters and individual magnetic boards, students will create a word chain: tom, corn, born, thorn, shore, shore.</p> <p>I Do: The teacher will demonstrate creating tom and then turning it into corn while thinking about.</p> <p>We Do: Together students will repeat what the teacher demonstrated.</p> <p>You Do: Students will begin the chain again with born and complete it individually while the teacher dictates the words and provides corrective feedback.</p>	5 min.
Dictation	<p>lord fort stork</p>	3 min.
Text Application	<ol style="list-style-type: none"> Have students identify the words in story one that contain the targeted skill. Read the identified words. Read Story One. 	n.

Explicit Instruction for Phonics Intervention

Skill: **Vowel r or**

Instructional Day: One

bit.ly/wvphonics

Explicit Instruction for Phonics Intervention

Target Words For **Vowel r or** Stories

Story 1	Story 2	Story 3
Skill Specific New Words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)
horn	north	horn
stork	core	shore
shore	sport	nor
nor	torch	fort
corn	Mork	force
lord		port
fort		cork
tom		fork
for		sworn
thorn		chord
		sword

Explicit Instruction for Phonics Intervention

Instructional Focus: **Vowel r or**

Story Number: 1

Stork and Corn

Stork likes corn. He will fly to the shore to find corn. Stork has a fort for his corn. In his fort is a bag to hold his corn. Stork blows a horn when he goes to his fort to get corn. He is lord of his fort. He is the lord who likes corn. Stork will not leave nor pass by corn. Stork will walk on a thorn to get to his corn in the fort. Stork will fly to go to his fort to get corn.

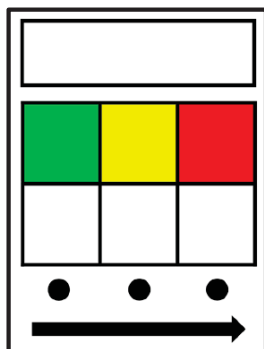
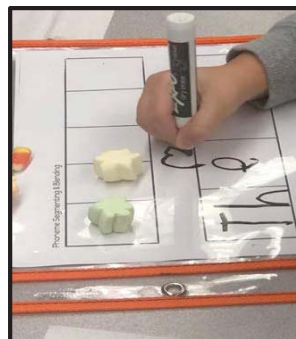
A Fresh Look At Phonics

Wiley Blevins

Short-Vowels

Line 1 (vary initial sound)	up	cup	pop	but	cut
Line 2 (vary final sound)	cup	cut	bug	bun	hug
Line 3 (vary medial sound)	cap	cup	pop	pup	bu
Line 4 (mixed set, target skill)	bus	dug	fun	gum	ju
Line 5 (review words for mastery)	map	led	hip	rock	c
Line 6 (review words for mastery)	fell	tap	fog	beg	
Line 7 (challenge words)	truck	stuck	struck	fluff	
Line 8 (connected text)	The big red bug hid.				
Line 9 (connected text)	The big red bug hid under the rug.				

Orthographic Mapping



Connected Text

Explicit Instruction for Phonics Intervention

Instructional Focus: Vowel r or

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Connected Text

The Colors



the blue shirt



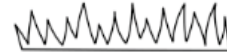
the red book



the yellow sun



the purple grapes



the green grass

(the white paper)



a brown dog



a pink marker



a black marker



an orange marker



the gray elephant

Putting it All Together




The Phonological Lexicon

The Semantic Lexicon



The Orthographic Lexicon



Word	Meaning	Examples	Images
lagniappe	synonym: -Something given as a bonus -A little gift -Something extra	The graduate received a lagniappe of money from grandma.	
Lagn• iappe <i>noun</i>			
	antonym: Requisite or normal amount	As a lagniappe, we added powdered sugar to the pizzelles.	
BONI 			

Phonology (Oral language, first)

Say - "lagniappe"

Let's say the syllables in lagniappe - /lan/ /yap/.

The letter "g" is silent

Adapted from Kate Kinsella



Verbal Practice (Think-Pair-Share-Write):

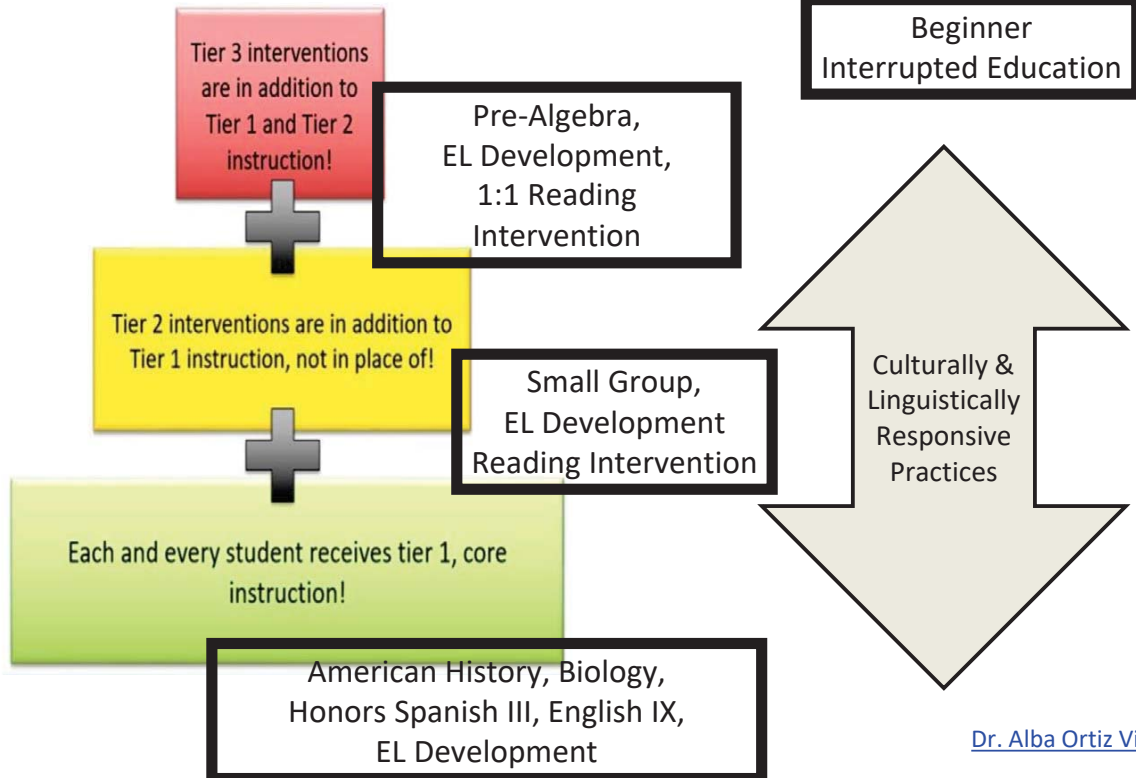
Each Happy Meal contains a meal and a **lagniappe** toy such as _____.



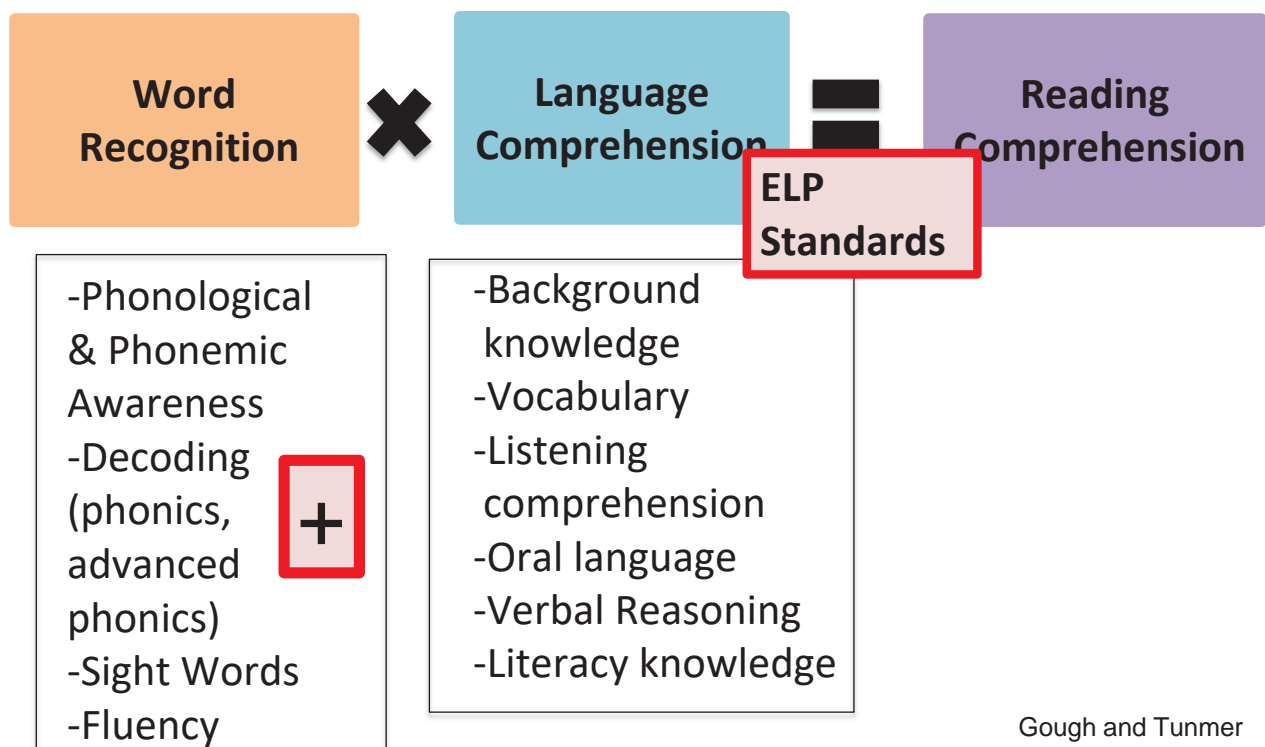
Writing Practice (Think-Write-Pair-Share):

An example of a _____ given to guests at a birthday party, might be _____ or _____.

Multi-Tiered Systems of Support for a HS Student



The Simple View of Reading



Evidence Based Practices

Latest Research – *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*

- Provide access to grade-level course content
- Build on effective practices used with English-proficient students
- Provide supports to help ELs master core content and skills
- Develop EL's academic language
- Encourage peer-to-peer learning opportunities
- Capitalize on students' home language, knowledge, and cultural assets
- Screen for language and literacy challenges, monitor progress, and support ELs who are struggling

Other strategies from IES Practice Guides for English Learners:

- Provide intensive small group reading interventions
- Integrate oral and written English Language instruction into content-area instruction
- Provide regular structured opportunities to develop written language instruction.



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Content Objective:

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