





CGCS Vision for Foundational Literacy Skills Instruction for ELs

October 26, 2023

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Foundational Skills Instruction for English Learners

TIMELINE

- BIRE 2022: Feedback from EL program directors and publishers
- November 2022: Draft to working group & experts
- January-March 2023: Finalize
- BIRE 2023: Training and test drive

WORKING GROUP

- Clark County
- Dallas
- Los Angeles
- New York City
- Omaha
- San Antonio
- Tulsa

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Foundational Skills Instruction for ELs



Chapter I. Overview of Research



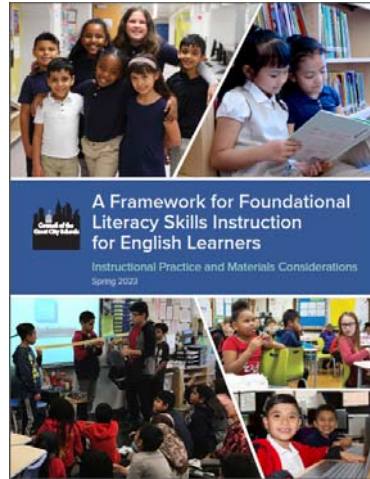
Chapter II. Envisioning Foundational Skills Instruction for English Learners: A Comprehensive and Connected Approach



Chapter III. What Teachers Need to Know about Language: A Linguistic Primer

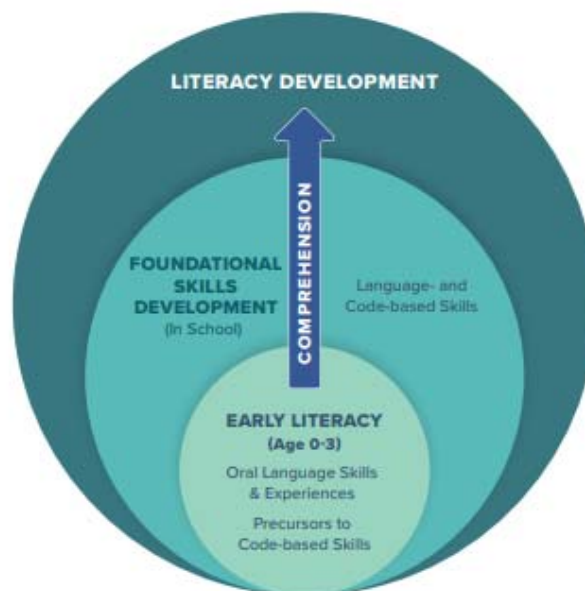


Chapter IV. Considerations for Selecting Instructional Materials to Teach Foundational Literacy Skills Instruction



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Notice and Wonder

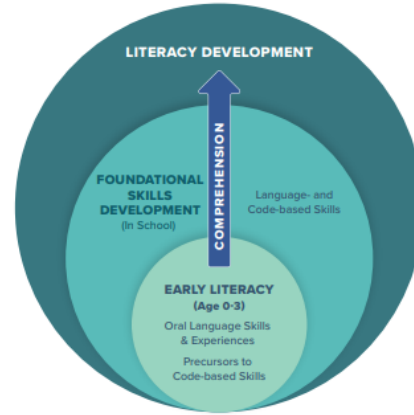


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Pathway to Literacy

- **English-speaking children:** Greater concordance between the oral language skills they possess and the language of instruction
- **English learners:** Non-concordance, making the transfer of their existing oral language skills less straightforward in supporting foundational literacy skill development in English

Figure 1. Pathway to Language Literacy



Based on Brown (2014), Storch & Whitehurst (2002), and Strickland et al. (2004).

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What are the building blocks of effective foundational skills instruction for ELs?

Nobody has responded yet.
Hang tight! Responses are coming in.

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

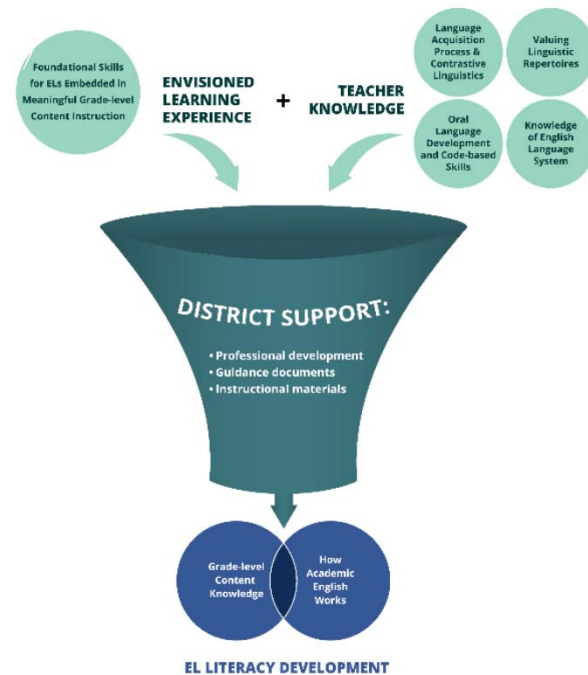
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Theory of Action

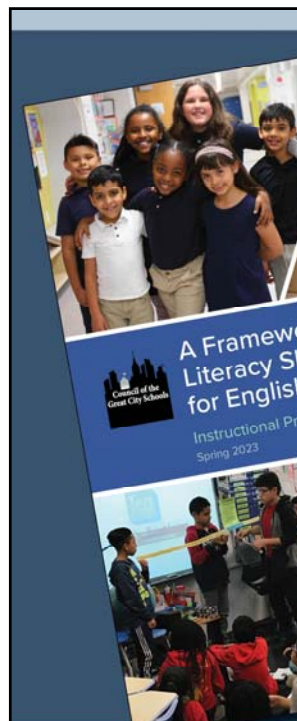
When **teachers value and leverage the linguistic repertoires** that ELs bring to school and teachers are **equipped with knowledge** about—

- (a) How the English language system works,
- (b) How ELs develop English as a new language, and
- (c) Comprehensive approaches to literacy,

teachers can **create learning experiences** that **build content knowledge** and **foundational skills instruction** that supports student understanding for how academic English works.



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How the English Language Works

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What do these SOUNDS mean to you, if anything at all (in any language)?

- “coma”
- “don”
- “hoy”
- “san”

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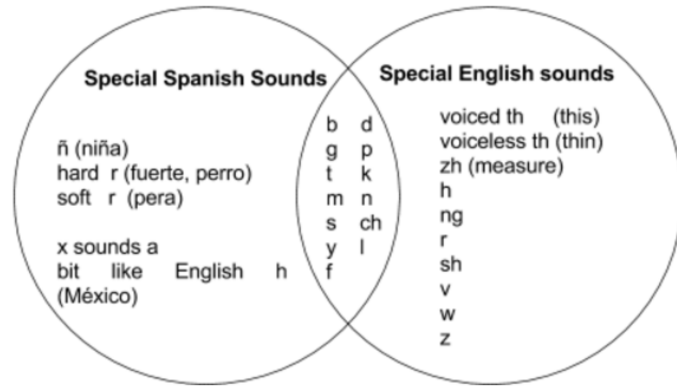


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English has many unique syllabic and word structures.

- ELs have an inventory of sounds in their home language.
- Some sounds are common, and some sounds are unique.
 - Consonant clusters (e.g., sixths, glimpsed, scream, etc.)
- When a sound does not exist in a home language, the EL might “hear” a similar but different sound.

Shared sounds do not need to be retaught.



Source: Kirschner, J. (2017, April 6). Does the Spanish Speaking Child in My Class Need Speech Therapy? CHCCS Speech-Language Pathologists. <https://chccslps.wordpress.com/2017/04/06/does-the-spanish-speaking-child-in-my-class-need-speech-therapy/>

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What can a 🧠 teach us about the ability to distinguish words when learning new languages?

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Transitioning to Reading







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What's so complicated?

- Once upon a time, in the woods, lived a peasant. He was a good man with a noble heart. He spent his time in the forest cutting down boughs from the trees.
- Cutting wood all day made his hands strong and rough.
- One day, he cut wood so fast that by 3 o'clock in the afternoon, his day's work was through.
- It started to rain on the way home, and he got so wet that his nose became red, and he developed a hacking cough.

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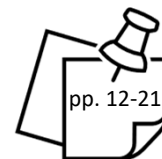
- In English, there are 26 letters that are combined to represent 44 sounds (phonemes).
- The five vowels are used to represent 20 unique sounds.
- These features of the English language contribute to **inconsistent sound-symbol correspondence** (e.g., Ziegler, Stone, & Jacobs, 1997).

Sound	Common spelling	Spelling alternatives					
/ō/	oa boat		o-e bone	o open	oe toe	ow low	ough though
			eau beau	oo brooch	ew sew		
/ü/	oo moon		ew screw	ue blue	u-e flute	oe shoe	ough through
			ui fruit	o who	oeu manoeuvre	ou croup	
/ô/	aw paw		a ball	or fork	oor door	ore more	oar board
			our four	augh taught	ar war	ough bought	au sauce
/ow/	ow cow		ou shout	ough bough			

Source: Bates, M. (n.d.). The 44 Sounds (Phonemes) of English. The Reading Well: A Virtual Well of Dyslexia Resources.
<https://www.readingrockets.org/sites/default/files/the-44-phonemes-of-english.pdf>

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Exploring the Research



What do ELs bring to learning foundational skills (i.e., assets)?

What supports do ELs need to learn foundational skills?



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What do ELs bring to learning foundational skills (i.e., assets)?

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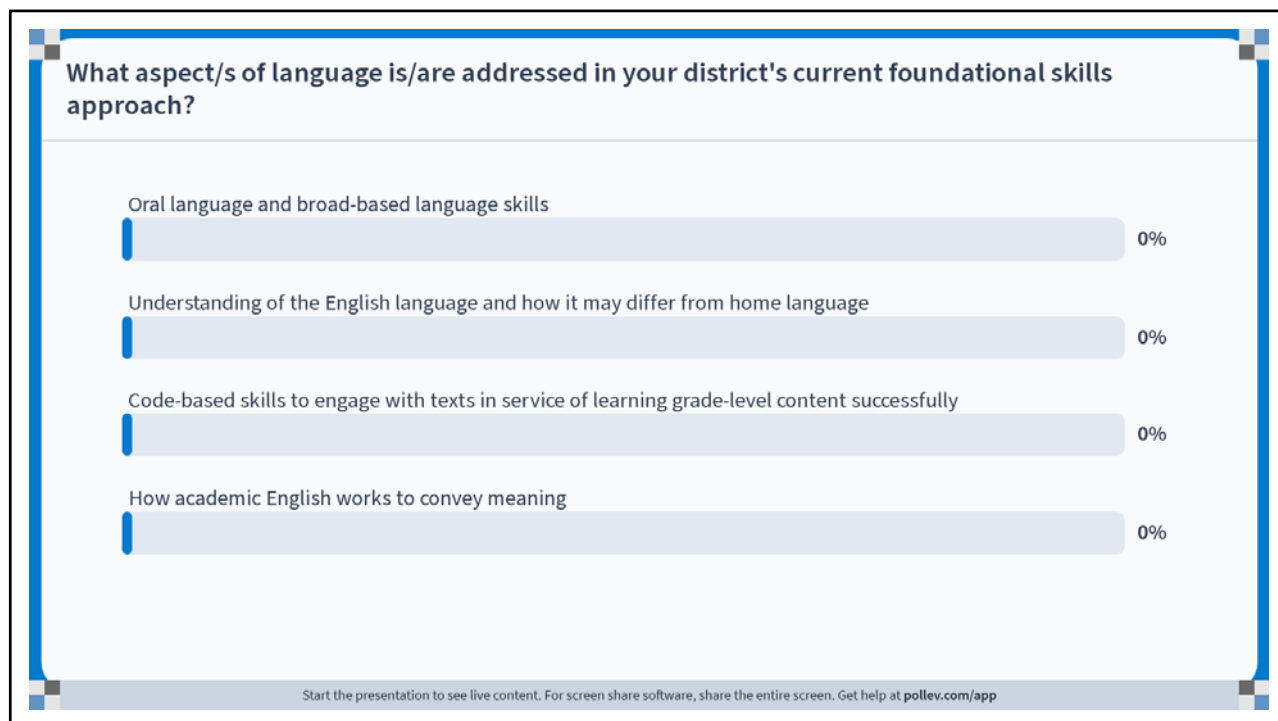
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What supports do ELs need to learn foundational skills?

Nobody has responded yet.
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What do students learn about language?

Thinking about your district's current foundational skills approach, reflect on...

- What are you currently addressing?
- What are you not addressing?

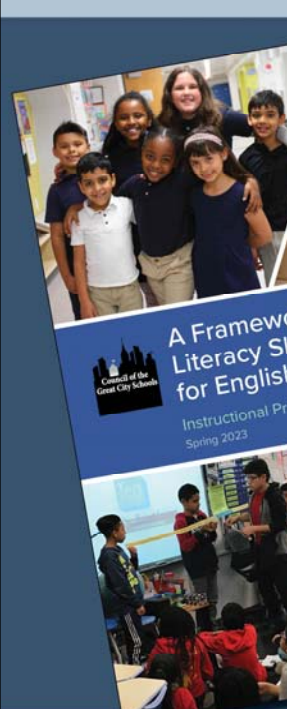
Oral language and broad-based language skills

Understanding of the English language and how it may differ from their home language

Code-based skills to engage with texts in service of learning grade-level content successfully

How academic English works to convey meaning


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How ELs Learn English: A Comprehensive and Connected Approach


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What is the current focus of your district's foundational skills approach for ELs? (Select a point on the green bar.)




Language-based Skills

- Oral Language
- Comprehension and Meaning-Making
- Word Knowledge



Code-based Skills

- Phonological and Phonemic Awareness
- Print Knowledge
- Decoding and Phonics
- Early Writing

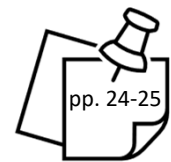


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GU1

Critical Components Emphasized



Language-based Skills

- Oral Language
- Comprehension and Meaning-Making
- Word Knowledge



Code-based Skills

- Phonological and Phonemic Awareness
- Print Knowledge
- Decoding and Phonics
- Early Writing



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Guiding Principles for the Foundational Skills Development of English Learners



The linguistic repertoire of ELs and registers of English are valued and leveraged.



Grade-level content serves as the anchor for foundational literacy skills development in service of mastering spoken and written academic language.



Meaning-making and comprehension are prioritized.



Mastery of academic English expands student linguistic identities.



Language-based and code-based skills are developed simultaneously.



Comprehension of text is signaled by students' ability to read with the proper expression to convey meaning, not solely speed and accuracy.

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Slide 23

GU0 [@David Lai] [@Farah Assiraj] important to insert the "message" that we are NOT siding with Code-based focused Science of Reading OR the Whole language.....ELs need BOTH
Gabriela Uro, 2023-10-20T14:00:32.088

DL0 0 [@Gabriela Uro] I made the see-saw horizontal. Does this enhance the point of balance visually?
David Lai, 2023-10-20T14:11:49.045

GU1 [@Farah Assiraj] to cover this slide?
Gabriela Uro, 2023-10-23T18:46:52.684

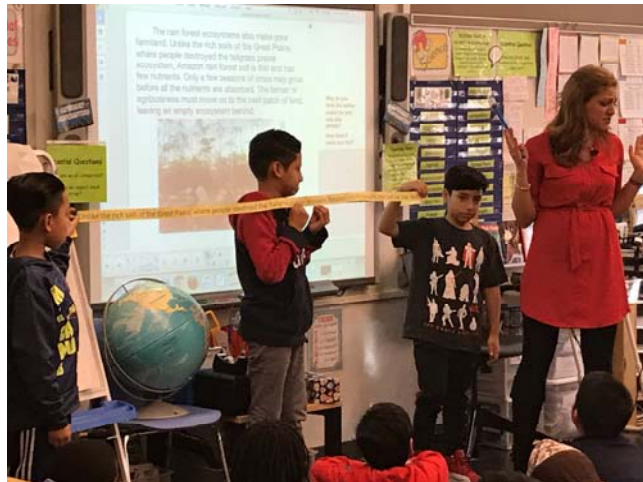
GU0

Getting to Know the Guiding Principles



Be prepared to present on the following—

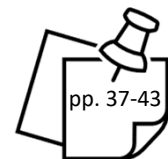
1. What is the principle, and what does the principle look like in the classroom?
2. Why does the principle matter?
3. What do teachers need to know about language, pedagogy, etc., GU1 implement instruction characterized by the principle?
4. What support do teachers need to implement the instruction characterized by the principle?



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GU0

What do teachers need to know about language?



Topic	Already Know	Need to Know	How We'll Support Teachers	Needed Resources
1. Language Development				
2. Sentences and Discourse				
3. Stress Patterns				
4. Vocabulary: Principles of Word Formation				
5. Syllabic System				
6. Phonemes and Sounds				

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Slide 25

GU0 [@David Lai] I recommend combining 19 and 20 and not just for extra credit. We need the folks to go beyond declaratory knowledge to conditional knowledge focused on supporting teachers.

Gabriela Uro, 2023-10-20T14:01:52.198

DLO 0 [@Gabriela Uro] I revised the questions and agree that the questions re: knowledge and support really should not be "extra credit," as they are most critical to implementation.

David Lai, 2023-10-20T14:22:19.518

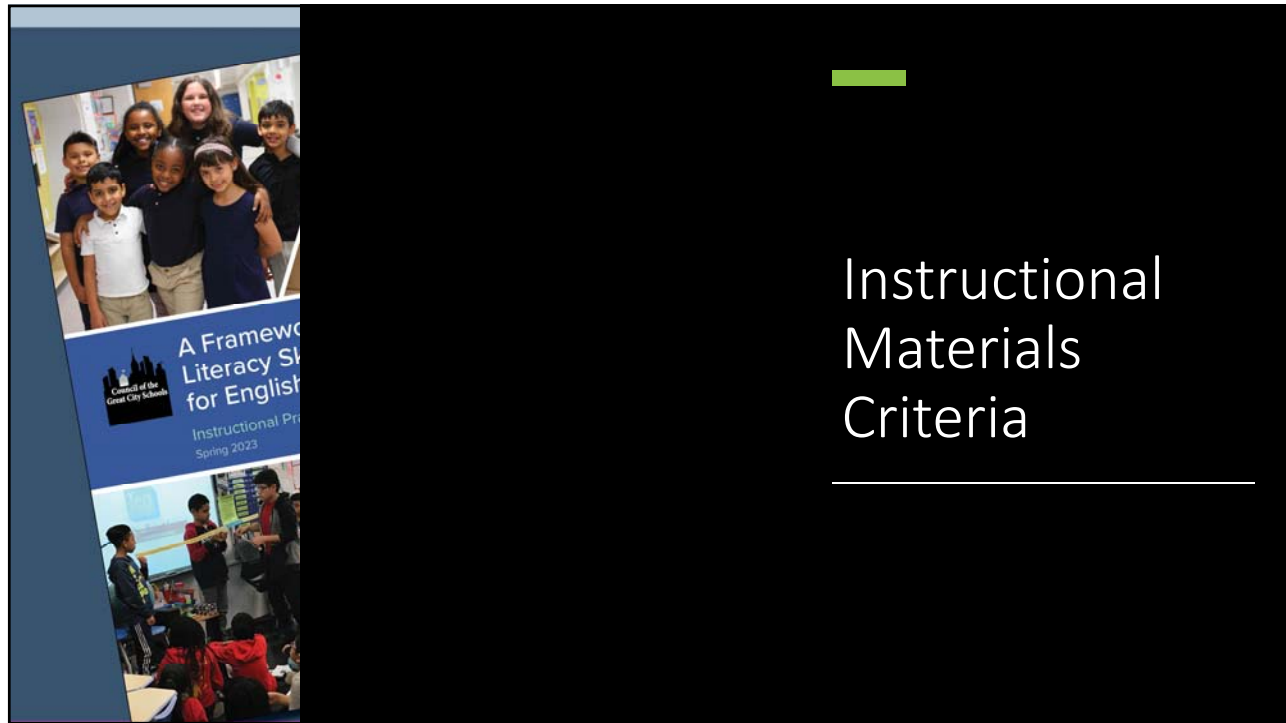
GU1 Maybe delete this question or combine it with #4?

Gabriela Uro, 2023-10-20T14:02:38.739

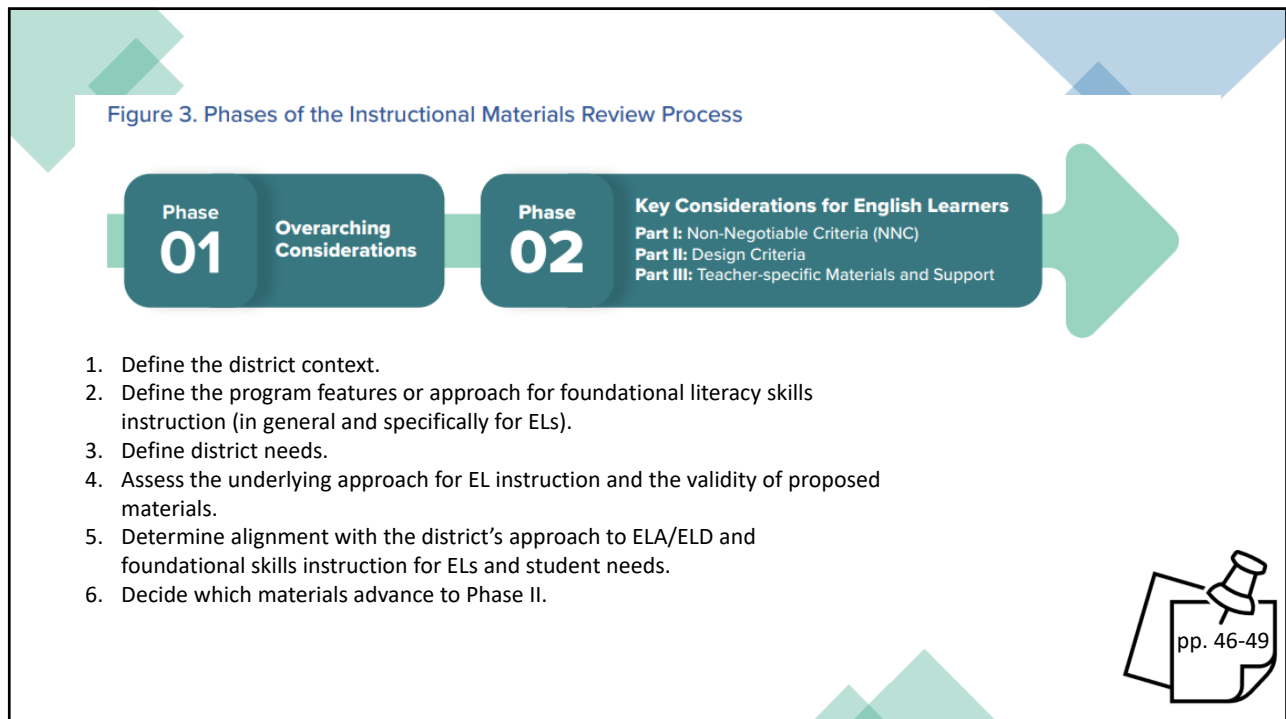
Slide 26

GU0 Great activity for which you want to privilege time.

Gabriela Uro, 2023-10-20T14:03:10.136



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Figure 4. Phase II Review Process



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Most Prevalent Concerns/Findings



Lacking connection to grade-level content in broad, multi-grade materials



Materials for upper grades tend to assume existing knowledge of book handling, early writing, etc.



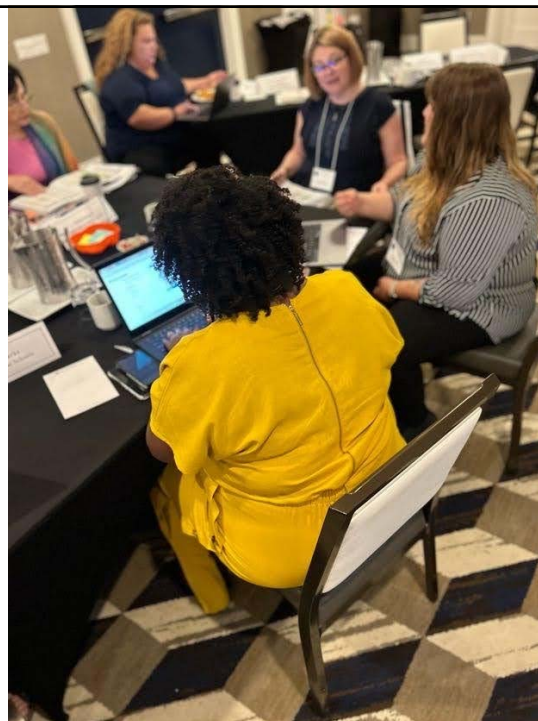
Many materials take isolated, skill-building approaches to target specific foundational skills (i.e., phonemic awareness)



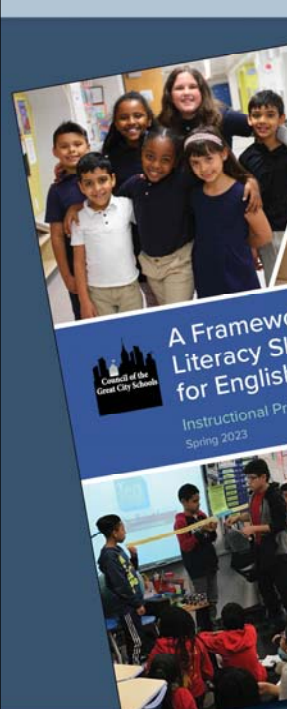
Skill-building focuses on code-based skills without connection to broader language



High expectation/burden for teacher planning to integrate foundational skills and connect to grade-level content



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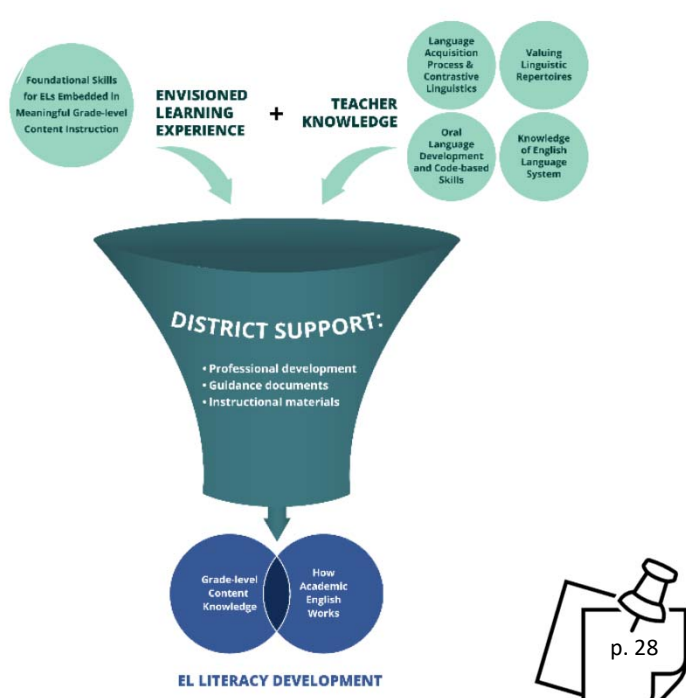
District Instructional Support and Resources

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District-aligned Instructional Supports and Resources Explicitly Addressing EL Needs

Teacher-designed and -led instruction anchored in grade-level content that dynamically responds to the evolving needs of ELs requires the following targeted and multi-layered district resources and supports:

- Professional Learning
- District Guidance
- Instructional Materials



Foundational Skills for ELs Embedded in Meaningful Grade-level Content Instruction

ENVISIONED LEARNING EXPERIENCE + TEACHER KNOWLEDGE

Language Acquisition Process & Contrastive Linguistics

Valuing Linguistic Repertoires

Oral Language Development and Code-based Skills

Knowledge of English Language System

DISTRICT SUPPORT:

- Professional development
- Guidance documents
- Instructional materials

Grade-level Content Knowledge

How Academic English Works

EL LITERACY DEVELOPMENT

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District Instructional Support: Professional Learning



Professional learning. Teachers need high-quality, relevant, and ongoing professional learning that continues to build their capacity around providing foundational skills instruction to students whose home language is not English, equipping them to respond to the educational needs of ELs (California State Board of Education, 2012). Professional development must also be aligned with (and/or complement in a coherent way) the district's overall professional development plan, particularly around foundational skills and literacy.



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District Instructional Support: District Guidance



District guidance. Any district guidance and resources provided to teachers for developing literacy and grade-level content knowledge should also be coherently articulated or aligned to meet the needs of ELs.



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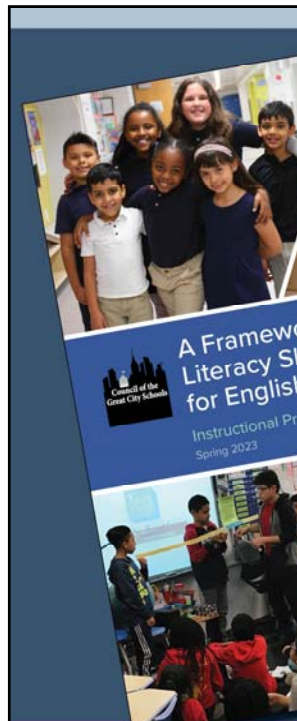
District Instructional Support: Instructional Materials



Instructional materials. The central role that teachers play is supported by quality instructional materials that facilitate engaging learning experiences. These learning experiences build grade-level content knowledge and simultaneously develop oral language and foundational skills for ELs. District-adopted materials, approved lists of texts, or guidance for the adoption of instructional materials to support foundational skills instruction should explicitly include features that address the needs of English learners.



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CGCS EL Publications

<https://www.cgcs.org/Page/631>



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