CGCS Vision for Foundational Literacy Skills Instruction for ELs

October 26, 2023

Foundational Skills Instruction for English Learners

WORKING GROUP

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

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
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

Notice and Wonder
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

![Pathway to Language Literacy](image)

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

Nobody has responded yet.

Hang tight! Responses are coming in.
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.
What do these **SOUNDS** mean to you, if anything at all (in any language)?

- “coma”
- “don”
- “hoy”
- “san”
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.


What can a 🍣 teach us about the ability to distinguish words when learning new languages?
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**.
• 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).

<table>
<thead>
<tr>
<th>Sound</th>
<th>Common spelling</th>
<th>Spelling alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>oa boat</td>
<td>eau beau</td>
</tr>
<tr>
<td></td>
<td></td>
<td>oo moon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ew screw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ui fruit</td>
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<tr>
<td></td>
<td></td>
<td>aw paw</td>
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<tr>
<td>/o/</td>
<td>oe toe</td>
<td>o open</td>
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<td></td>
<td></td>
<td>ui o</td>
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<td></td>
<td></td>
<td>oor door</td>
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<tr>
<td></td>
<td></td>
<td>our four</td>
</tr>
<tr>
<td>/u/</td>
<td>ou shout</td>
<td>oor</td>
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<td>oug</td>
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</tbody>
</table>


Exploring the Research

<table>
<thead>
<tr>
<th>What do ELs bring to learning foundational skills (i.e., assets)?</th>
<th>What supports do ELs need to learn foundational skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

Council of the Great City Schools

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

Nobody has responded yet.

Hang tight! Responses are coming in.

What supports do ELs need to learn foundational skills?

Nobody has responded yet.

Hang tight! Responses are coming in.
### What aspect/s of language is/are addressed in your district's current foundational skills approach?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral language and broad-based language skills</td>
<td>0%</td>
</tr>
<tr>
<td>Understanding of the English language and how it may differ from home language</td>
<td>0%</td>
</tr>
<tr>
<td>Code-based skills to engage with texts in service of learning grade-level content successfully</td>
<td>0%</td>
</tr>
<tr>
<td>How academic English works to convey meaning</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 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
How ELs Learn English: A Comprehensive and Connected Approach
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

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.
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
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., to implement instruction characterized by the principle?
4. What support do teachers need to implement the instruction characterized by the principle?

What do teachers need to know about language?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Already Know</th>
<th>Need to Know</th>
<th>How We’ll Support Teachers</th>
<th>Needed Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language Development</td>
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<tr>
<td>2. Sentences and Discourse</td>
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<td>3. Stress Patterns</td>
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<td>4. Vocabulary: Principles of Word Formation</td>
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<tr>
<td>5. Syllabic System</td>
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<tr>
<td>6. Phonemes and Sounds</td>
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</tbody>
</table>
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

DL00  [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.

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
Instructional Materials Criteria

1. Define the district context.
2. Define the program features or approach for foundational literacy skills instruction (in general and specifically for ELs).
3. Define district needs.
4. Assess the underlying approach for EL instruction and the validity of proposed materials.
5. Determine alignment with the district’s approach to ELA/ELD and foundational skills instruction for ELs and student needs.
6. Decide which materials advance to Phase II.

**Figure 3. Phases of the Instructional Materials Review Process**

- **Phase 01: Overarching Considerations**
- **Phase 02: Key Considerations for English Learners**
  - Part I: Non-Negotiable Criteria (NNC)
  - Part II: Design Criteria
  - Part III: Teacher-specific Materials and Support

pp. 46-49
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
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
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.

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.
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.

CGCS EL Publications
https://www.cgcs.org/Page/631