

# **The Science of Reading Plus English Language Development**

Best Practices for Serving Your English  
Learner Population

# ★ UNITED STATES OF AMERICA ★



## Kerri Whipple

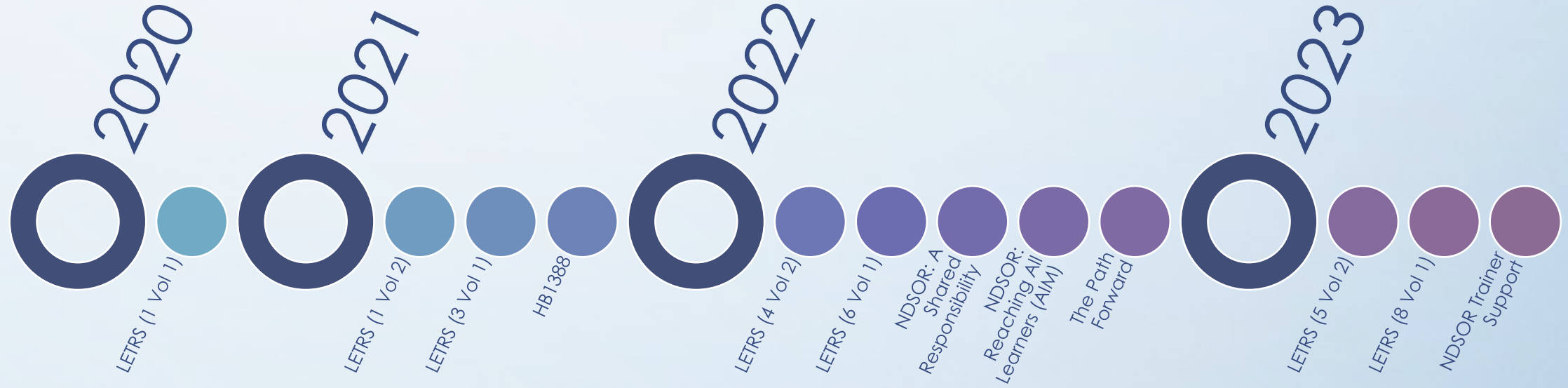
Director of Literacy

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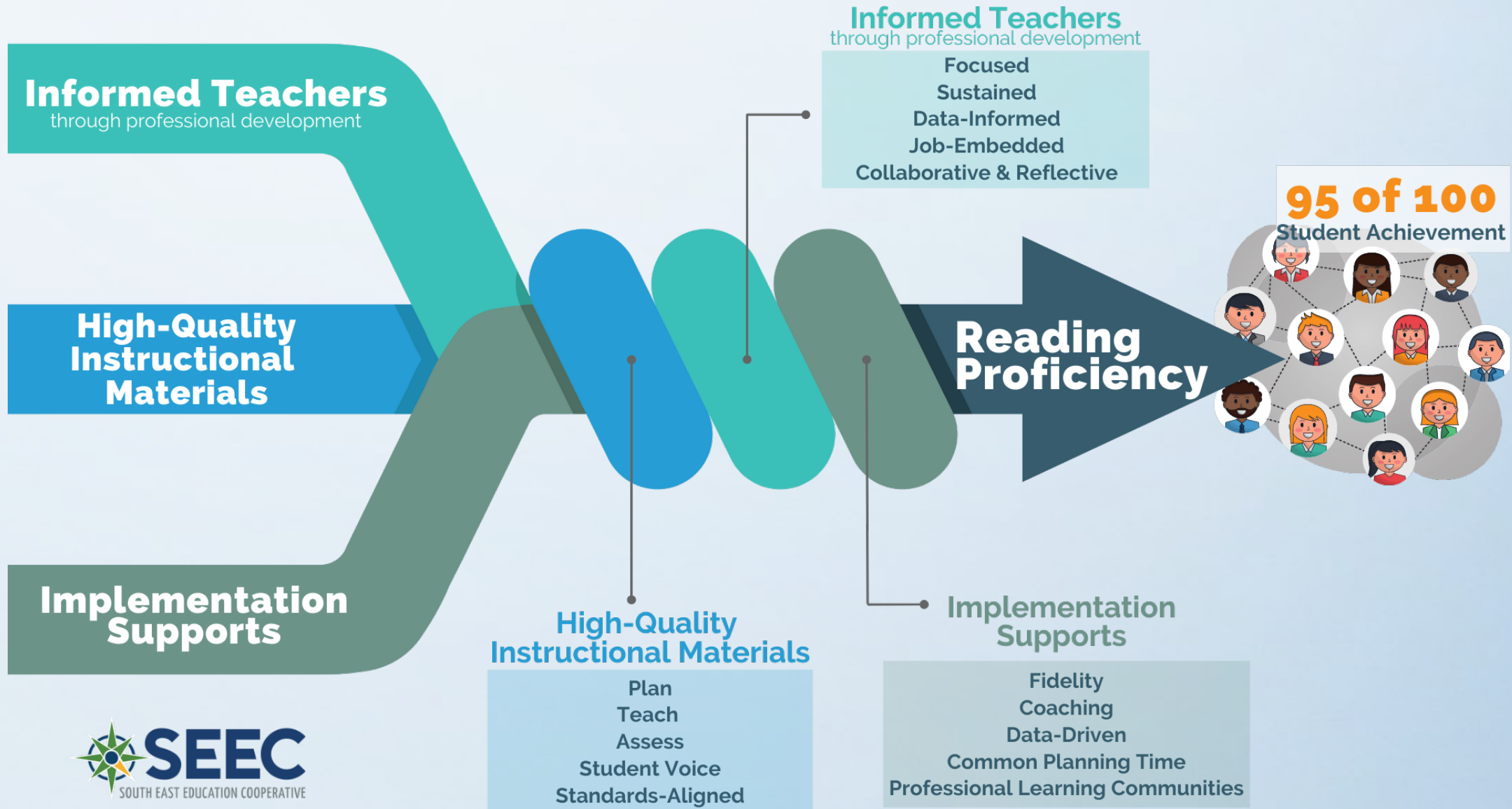
SE Education Cooperative

Fargo, North Dakota

# NDSOR Timeline



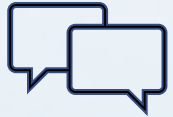
# NDSOR Strands of Success



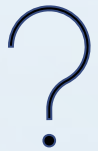
# Session Norms



phones off please



find a partner to chat with



keep 'em coming!



me if you need clarification before you can move on

# Session Objectives

- Educators will consider how their local systems are set up to support EL with both SOR plus ELD.
- Educators will practice using contrastive analysis to consider how an EL students' first language contributes to learning literacy in English.
- Educators will determine what other components to add to instruction to make education accessible for ELs.

# Process Partner

- Find a process partner – introduce yourself (what do you know about SOR and ELD, what are you hoping to learn?)



03:00

## 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

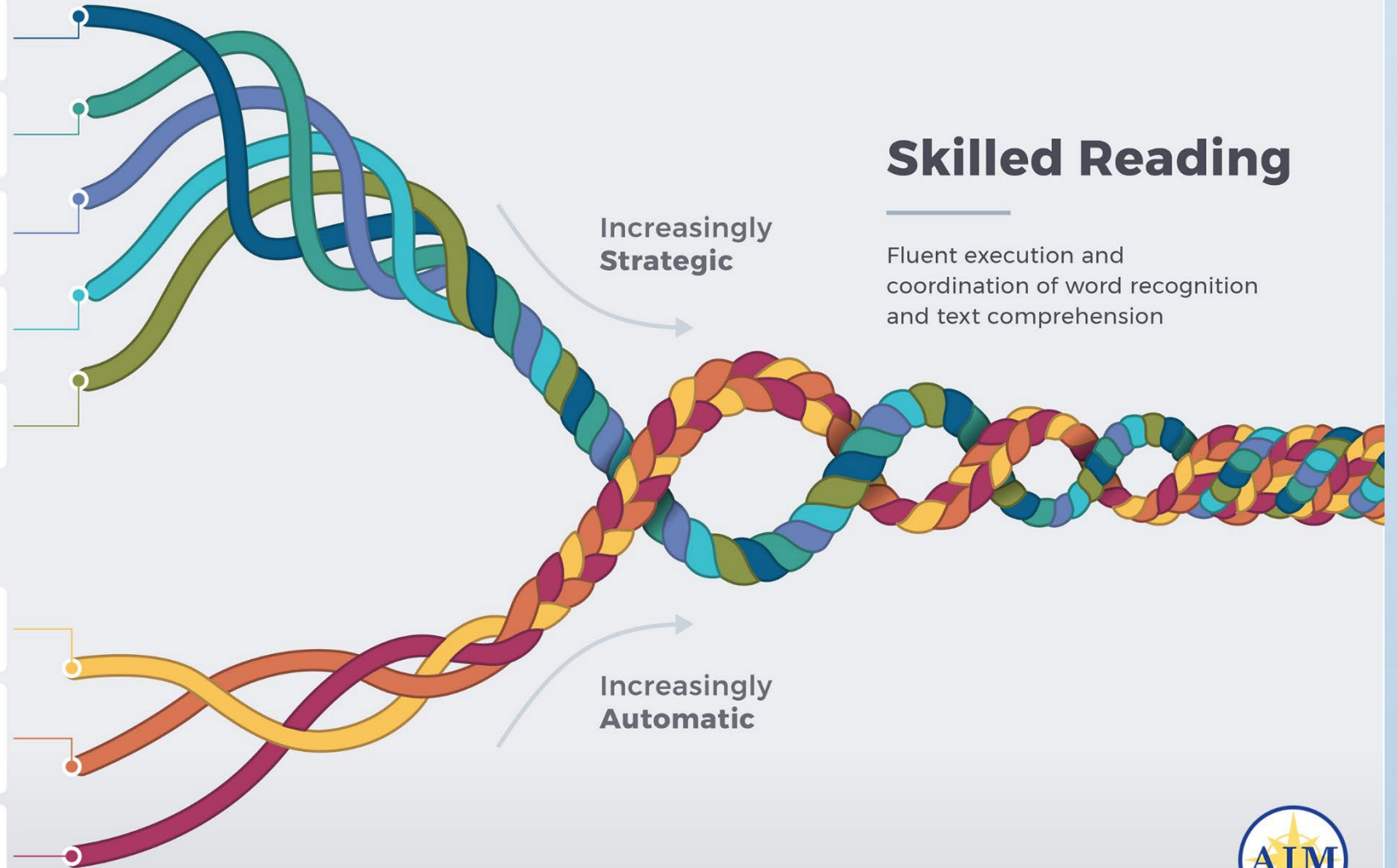
*(syllables, phonemes, etc.)*

### DECODING

*(alphabetic principle, spelling-sound correspondences)*

### SIGHT RECOGNITION

*(of familiar words)*



## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension

SOURCE: Scarborough, H. 2001. Connecting early language and literacy to later reading (disabilities): Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.



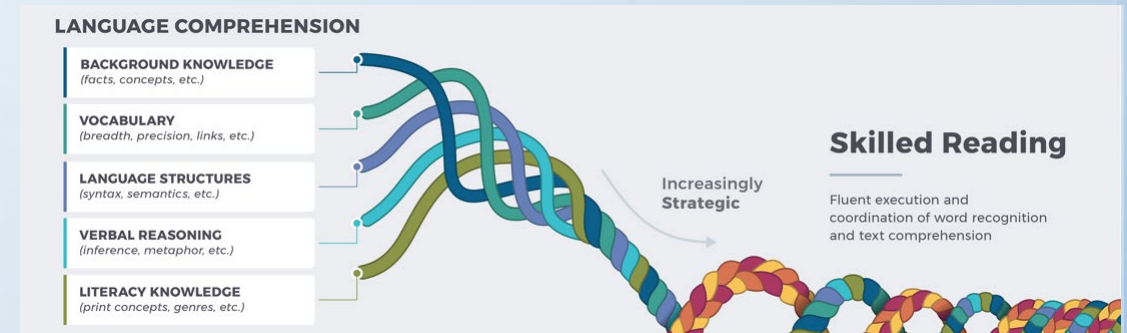
Adapted with permission of Hollis Scarborough

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# SOR + ELD

- ELs who receive early intervention in PA and word reading instruction (aligned with SOR) benefit in a similar way to monolingual English students (Richards-Tutor, 2016)
- ELs who receive interventions around vocabulary in the content areas produced modest effects on reading comprehension (Goldenberg, 2020)



- Although SOR benefits ELs, a gap remains...

# +ELD

# Notes on ELD instruction

- Students who received focused second language instruction made more than five times the gains than students who did not receive it (Norris and Ortega, 2000)
- When a separate block of time is devoted to ELD, teachers may be able to focus more on language (not as much on content) and gains were especially evident when ELD curriculum materials were used (rather than teacher-created or language arts integrated materials)
- ELD instruction should focus on academic language tasks (focus on grammar and language functions) that practice listening and speaking (several studies demonstrate positive relationship between oral language proficiency and English reading achievement)

45 min. Blocks	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15-1:00	1:00-1:45	1:45-2:30	2:30-3:15
Kind.	Core	Core	I/E	L/R	Core	Encore/Plan	Core	Core
Gr. 1	Core	Core	Core	R/L	Core	Core	Encore / Plan	I/E
Gr. 2	Core	Core	Core	Core	Core	R/L	I/E	Encore/Plan
Gr. 3	Core	Core	Core	I/E	Encore/Plan	L/R	Core	Core
Gr. 4	Core	I/E	Encore/Plan	Core	L/R	Core	Core	Core
Gr. 5	I/E	Encore/Plan	Core	Core	R/L	Core	Core	Core
Encore	Plan	Gr. 5	Gr. 4	L/R	Gr. 3	K	Gr. 1	Gr. 2
I/E	Gr. 5	Gr. 4	K	Gr. 3	Lunch	Plan	Gr. 2	Gr. 1

## Intervention/Extension (I/E) or What I Need (WIN) Time Block

What does your system look like? How do your EL students get the language development services that they need?

**03:00**

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Fluent execution and coordination of word recognition and text comprehension

Increasingly  
**Strategic**

Increasingly  
**Automatic**

SOURCE: Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.



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# Deep and Shallow Orthography

- English has a deep orthography. Our alphabet has 26 letters mapped onto 44 sounds with over 200 spelling patterns.
- Every language can be categorized as having a shallow, medium or deep orthography.

<b>deep</b>	<b>medium</b>	<b>shallow</b>
Arabic	German	Finnish
Danish	Korean	Indonesian
English	Polish	Italian
French	Portuguese	Quechua
Swedish	Russian	Ukrainian
Thai	Greek	
Urdu	Spanish	

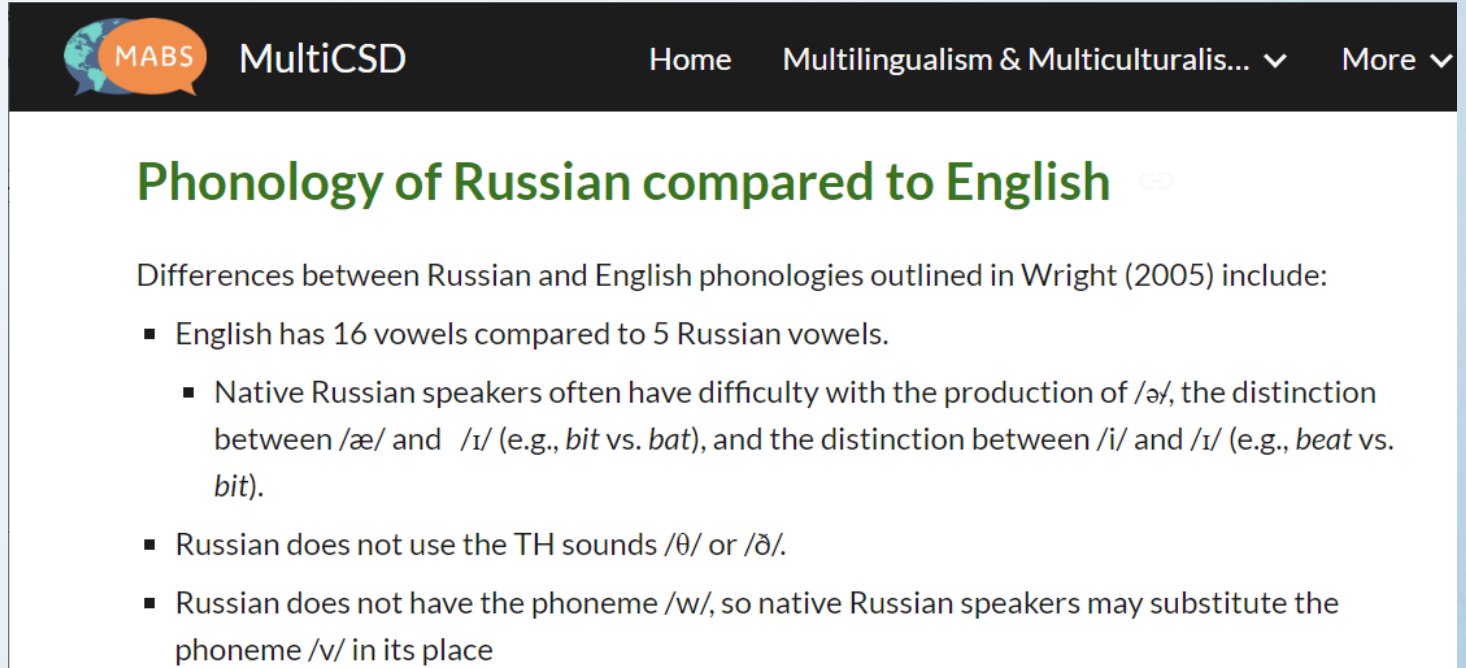
# Implications of Orthographies for Instruction

- “Seymour et al. (2003) found that the reading accuracy of students learning shallow orthographies reached 100% by the end of 1st grade, while reading accuracy in the deepest orthography studied (English) only reached 34% by the end of 1st grade.”
- Implication = Explicit, systematic, cumulative instruction

Shen, Y., & Del Tufo, S. N. (2022). The influence of orthographic depth on multilinguals' neural networks. *Neuropsychologia*, 164, 108095.

# Phonics Lesson

- Phonemic Awareness warm up/review
- Letter formation/visual drill
- Heart Words/High Frequency or Irregular Words



The screenshot shows a website header with a logo for 'MABS MultiCSD' and navigation links for 'Home', 'Multilingualism & Multiculturalis...', and 'More'. The main content area features a green heading 'Phonology of Russian compared to English' followed by a paragraph and a bulleted list of differences between Russian and English phonologies.

**MABS MultiCSD** Home Multilingualism & Multiculturalis... More

## Phonology of Russian compared to English

Differences between Russian and English phonologies outlined in Wright (2005) include:

- English has 16 vowels compared to 5 Russian vowels.
  - Native Russian speakers often have difficulty with the production of /ə/, the distinction between /æ/ and /ɪ/ (e.g., *bit* vs. *bat*), and the distinction between /i/ and /ɪ/ (e.g., *beat* vs. *bit*).
- Russian does not use the TH sounds /θ/ or /ð/.
- Russian does not have the phoneme /w/, so native Russian speakers may substitute the phoneme /v/ in its place



# Deep and Shallow Orthography

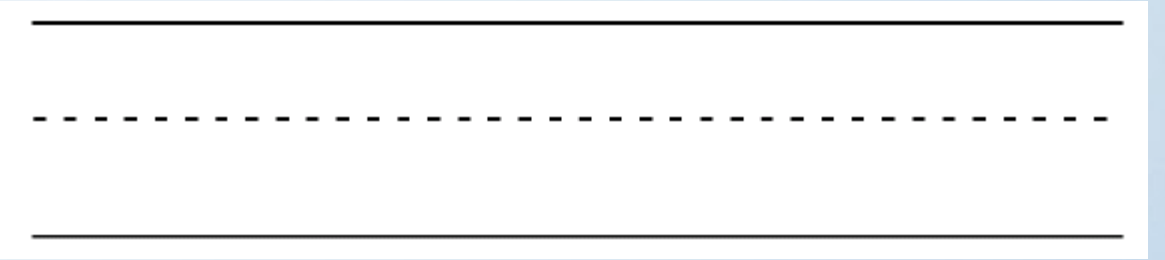
<b>deep</b>	<b>medium</b>	<b>shallow</b>
Arabic	German	Finnish
Danish	Korean	Indonesian
English	Polish	Italian
French	Portuguese	Quechua
Swedish	Russian	Ukrainian
Thai	Greek	
Urdu	Spanish	

# Phonics Lesson

- we do (blending drill)
  - /l/ /ă/ /sh/
  - /s/ /a/ /sh/
- we do (segmenting drill)
  - path
  - mash

**T, t**  
Pull down straight  
Slide right

**h**  
Pull down straight  
Push up; curve  
forward  
Pull down straight



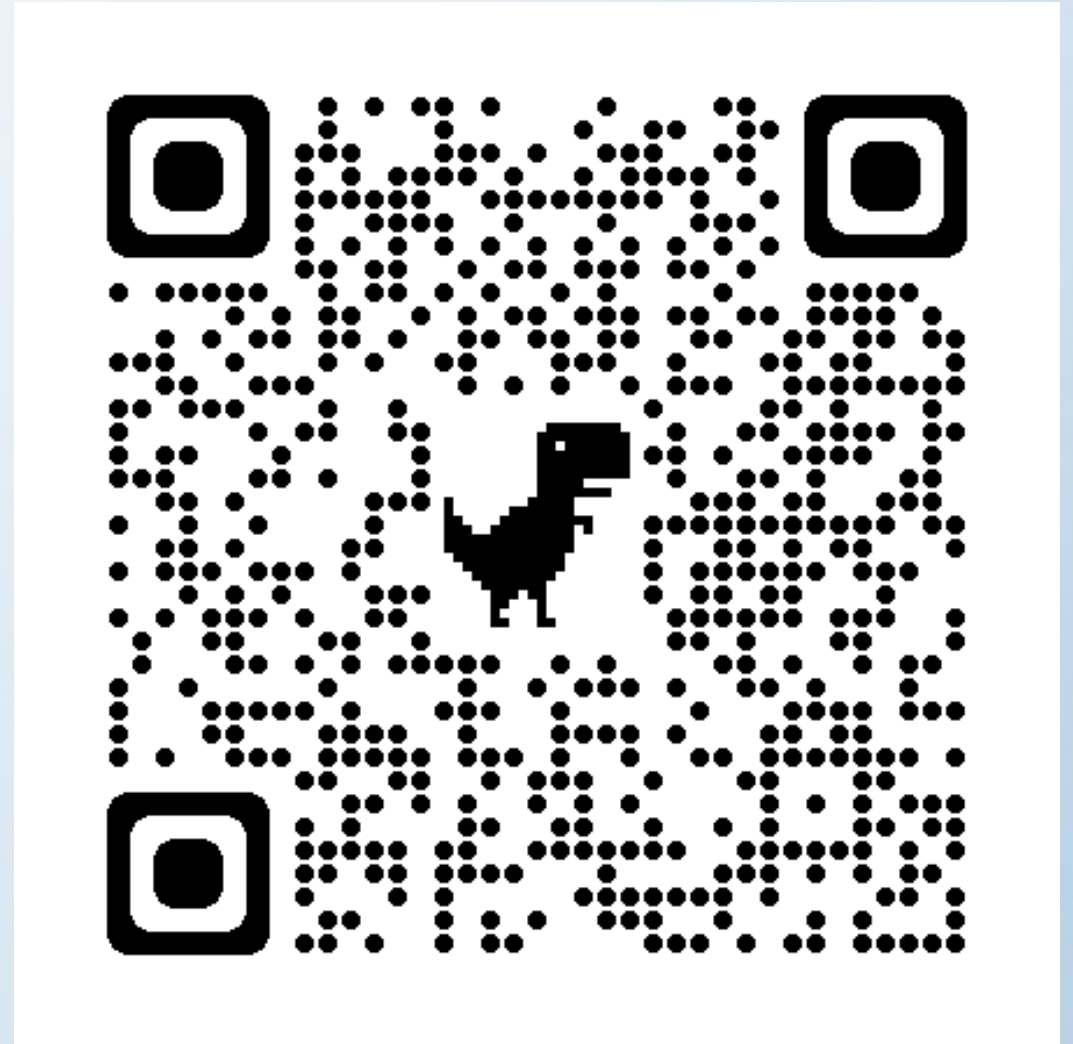
**fourth**



# You do with partner

- Find a language to study
- Find a sound that your student might have trouble with

03:00



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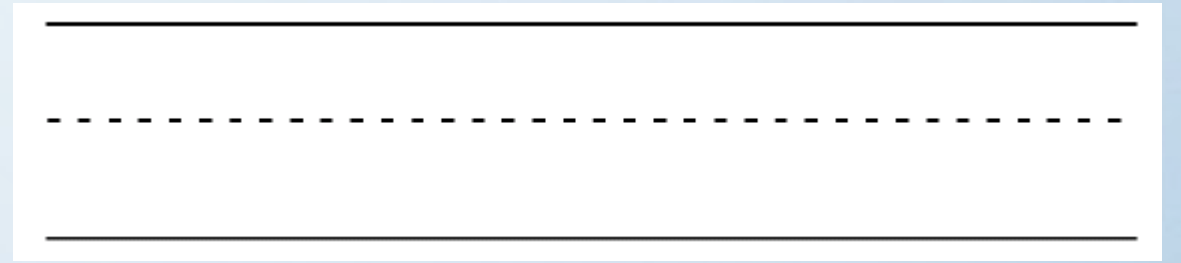
SOURCE: Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.



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# Phonics Lesson

- word tiles
  - ran
  - rant
  - runt
  - rust
- encoding/connected text
  - Teacher dictates “They left their snacks on the bus”
- reading decodable text
  - The ten small chicks run to Beth.



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# Language Comprehension

- Having crumbled to 214 all out, with Jonathan Trott's 84 not out the glue across an otherwise brittle English innings, the tourists were back in the contest when Paul Collingwood's brace had the hosts wobbling at 100 for five at the turn of the 21st over.



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## LANGUAGE COMPREHENSION

cricket

**BACKGROUND KNOWLEDGE**  
*(facts, concepts, etc.)*

brace

**VOCABULARY**  
*(breadth, precision, links, etc.)*

crumbled  
to 214

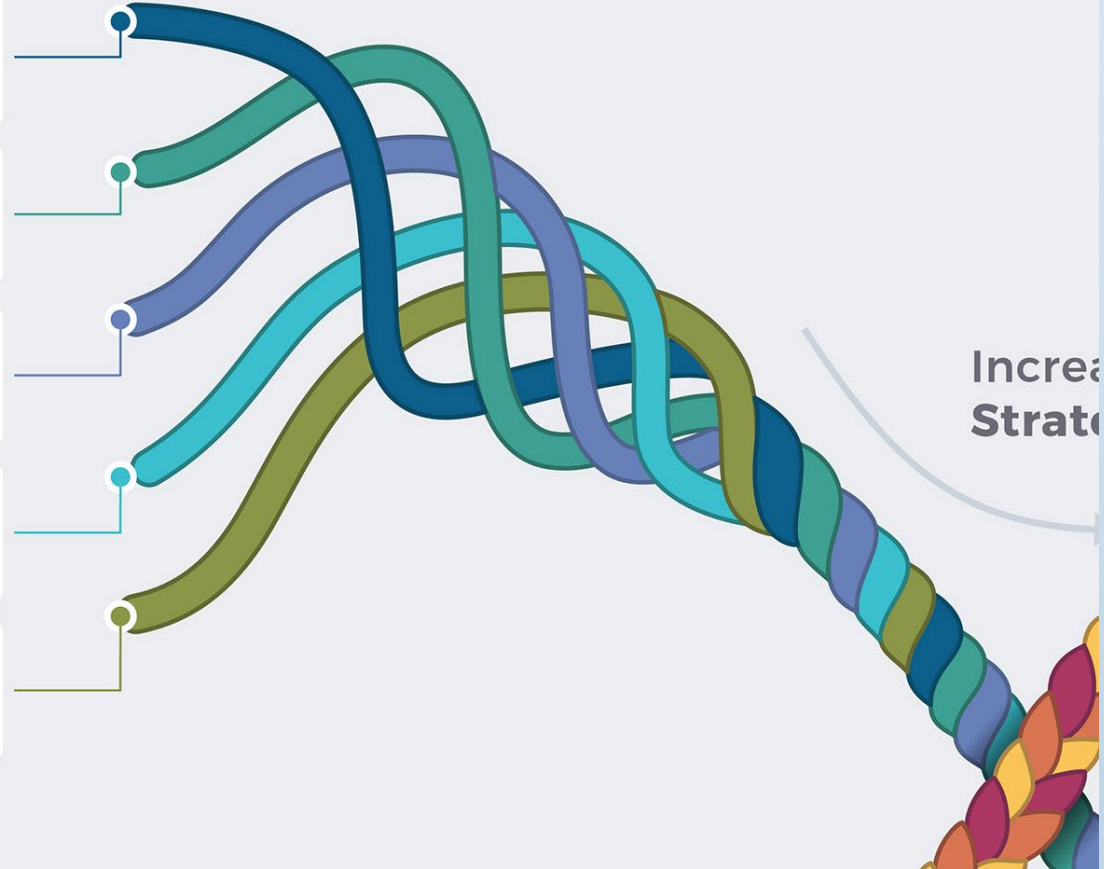
**LANGUAGE STRUCTURES**  
*(syntax, semantics, etc.)*

winner?

**VERBAL REASONING**  
*(inference, metaphor, etc.)*

sports  
article

**LITERACY KNOWLEDGE**  
*(print concepts, genres, etc.)*

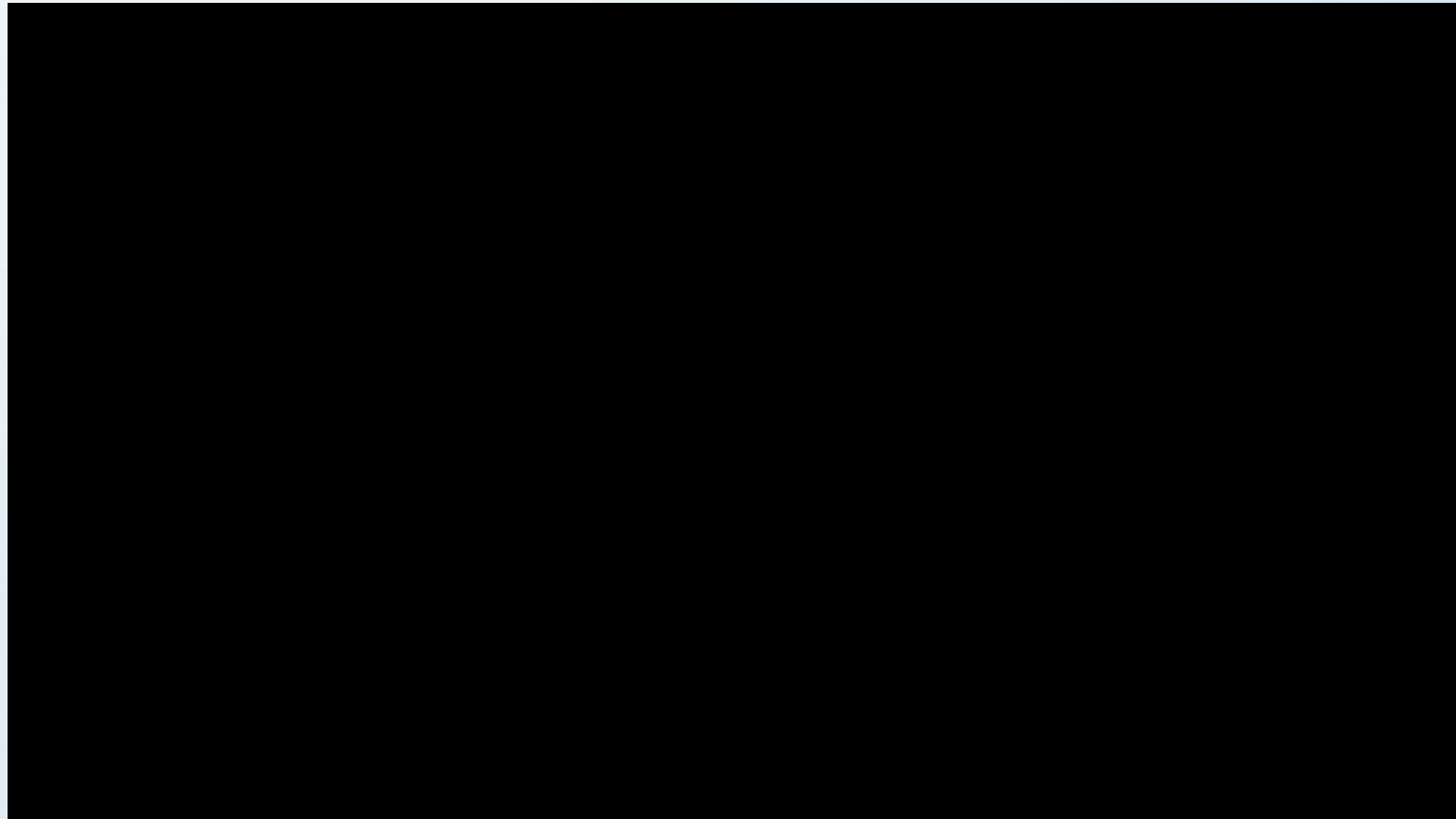


# Background Knowledge

- EL students DO have background knowledge
- Identify background knowledge needed for lesson
- Identify students' existing background knowledge

# Vocabulary

- Polysemous or multiple meaning words - Immersion



# Language Structures

- “There is only one way to acquire the language of literacy, and that is through literacy itself.”
  - Lily Wong Filmore, 2012
- Academic writing is informationally dense, may include multiple phrases and clauses and cohesive devices. The language used can be dense, abstract and technical. Many of these features are not found in everyday language – they are used specifically in formal, academic, written language.

ten

run

the

to

small

Beth

chickens

# Verbal Reasoning

- Having fun with metaphors and explicit teaching can benefit all students
- Quality SOR knowledge-based instruction should already include a focus on process as well as product (1<sup>st</sup> reads = think-alouds and wonderings) – this is essential for ELs to get to the **text base**



# Print Concepts

- Type of text will drive purpose for reading
- It is helpful to know what to listen for when trying to keep up with the pace of another language
- Narrative Structure
  - Narrative (when, where, who, what happened, how, why, problem solved, so what)
- Informational Text
  - Description (multiple ideas)
  - Classification (topic, ideas, conclusion)
  - Process (goal, steps in a sequence, result)
  - Cause/Effect or Problem/Solution (topic, cause/problem, effect/solution, conclusion)
  - Compare/Contrast (topic, differences, similarities, conclusion)

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# The Science of Reading Plus English Language Development

So, what is the best practice for serving your EL population?

- SOR works for ELs too! Overlap between effective instruction = (effective literacy instruction, effective language instruction, effective content instruction)
- Make language differences visible (first language and English)
- Consider how to be even more explicit to make complex text accessible to your ELs

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Thank You!

