



Providing SRCL and CLSD Literacy Services and Activities to English Learners

May 12–13, 2021





Meeting the Literacy Needs of English Learners; A National Perspective

Office of English Language Acquisition

Supreet Anand, PhD

Acting Assistant Deputy Secretary and Director



Providing SRCL and CLSD Literacy Services and Activities to English Learners

Topics

- ❑ Federal Guidelines and expectations
- ❑ Research Overview
- ❑ Equitable Practices
- ❑ OELA/NCELA Resources



Case Laws and Federal Statutes

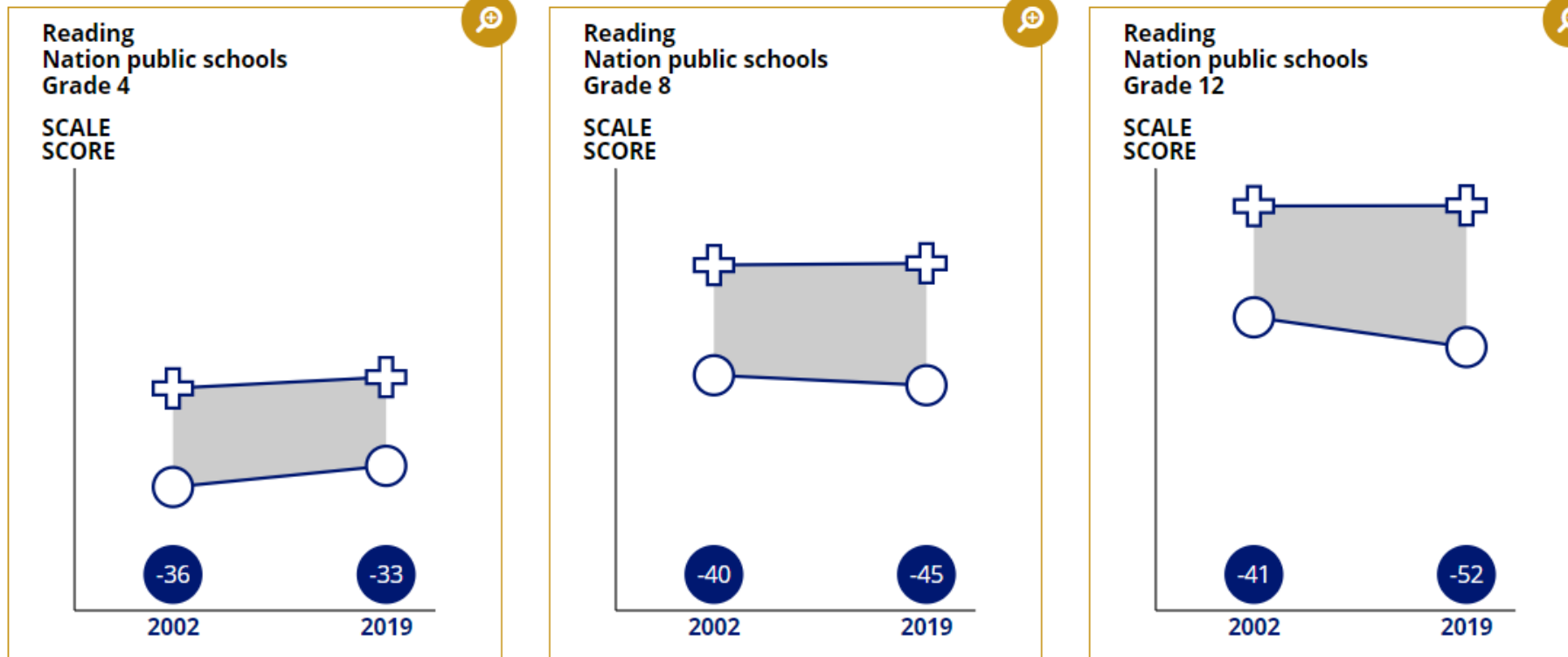
- ❑ Bilingual Education Act (1968), NCLB & ESSA Reauthorizations (2002; 2015)
- ❑ **Title VI** prohibits recipients of federal financial assistance from discriminating on the basis of race, color, or national origin. 42 U.S.C. § 2000d to d–7. **The EEOA** requires SEAs and LEAs to take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.” 20 U.S.C. § 1703(f).
- ❑ **Significant Case Laws:** Lau v. Nichols, Castañeda v. Pickard
- ❑ State Seals of Biliteracy



NAEP Reading Achievement Gap

English language learners–Not English language learners Score Gap

DELETE GAP



KEY: ○ English language learners + Not English language learners ● Significant difference

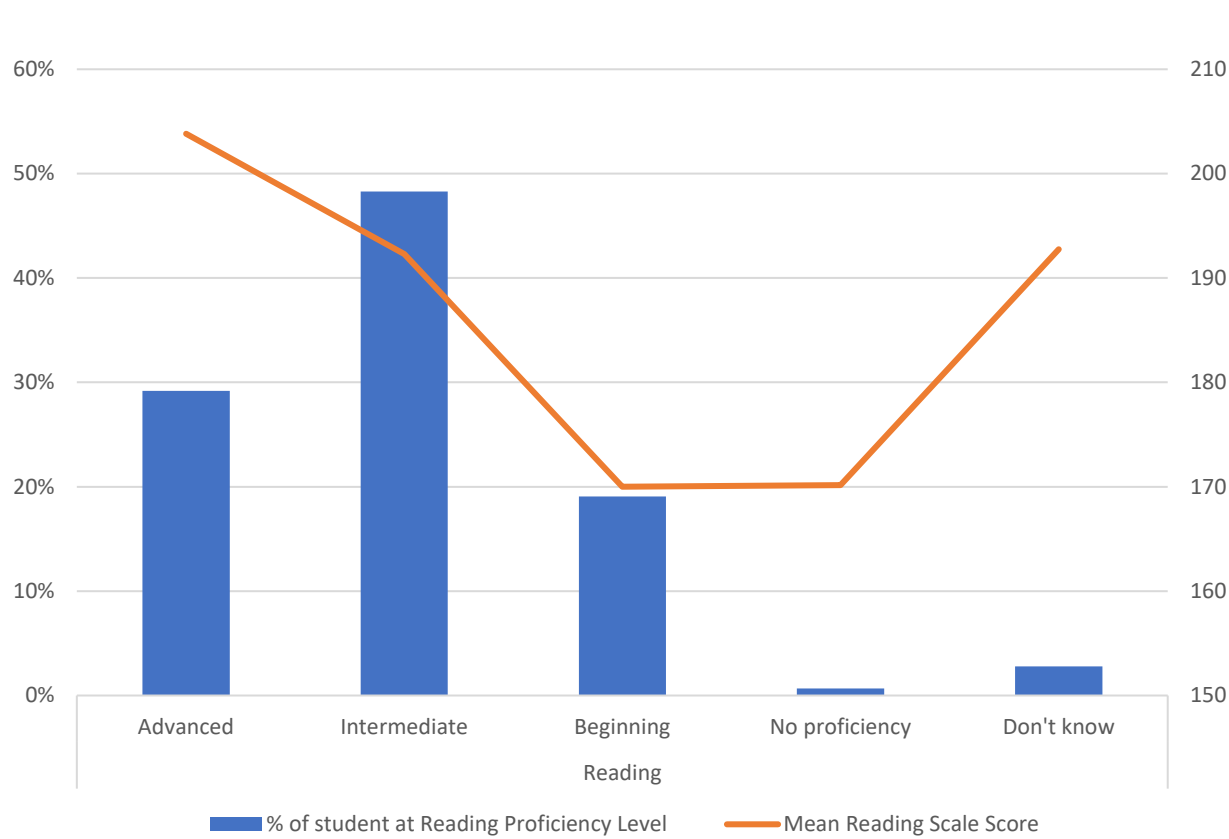
https://www.nationsreportcard.gov/dashboards/achievement_gaps.aspx



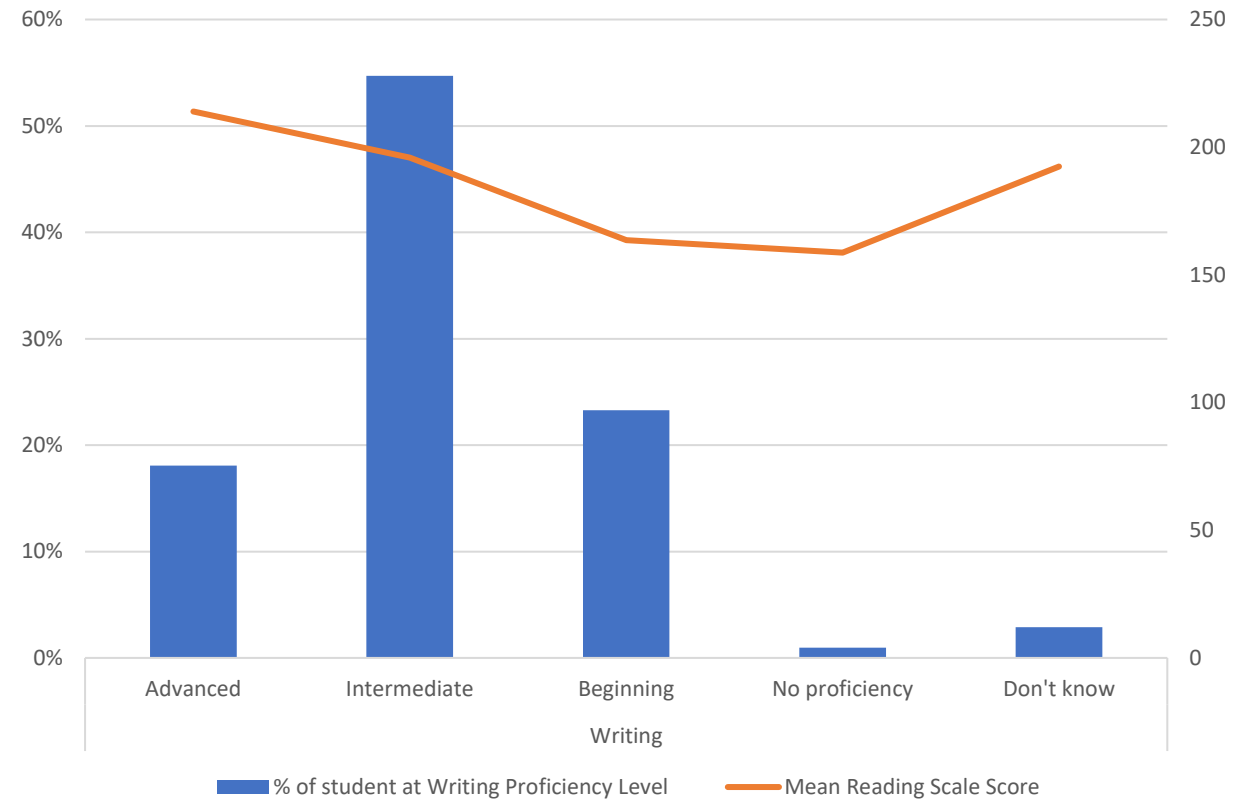
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2019 Grade 4 NAEP Reading

EL Reading Proficiency and Grade 4 NAEP Reading Scores



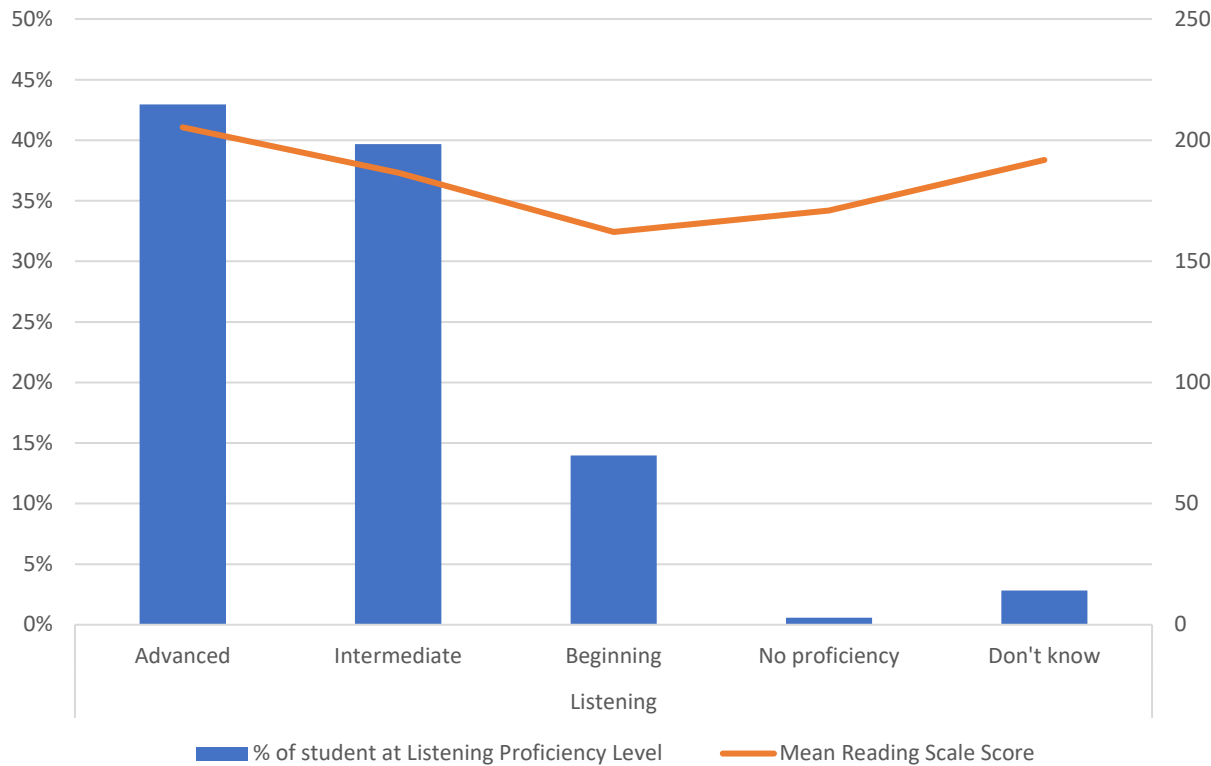
EL Writing Proficiency and Grade 4 NAEP Reading Scores



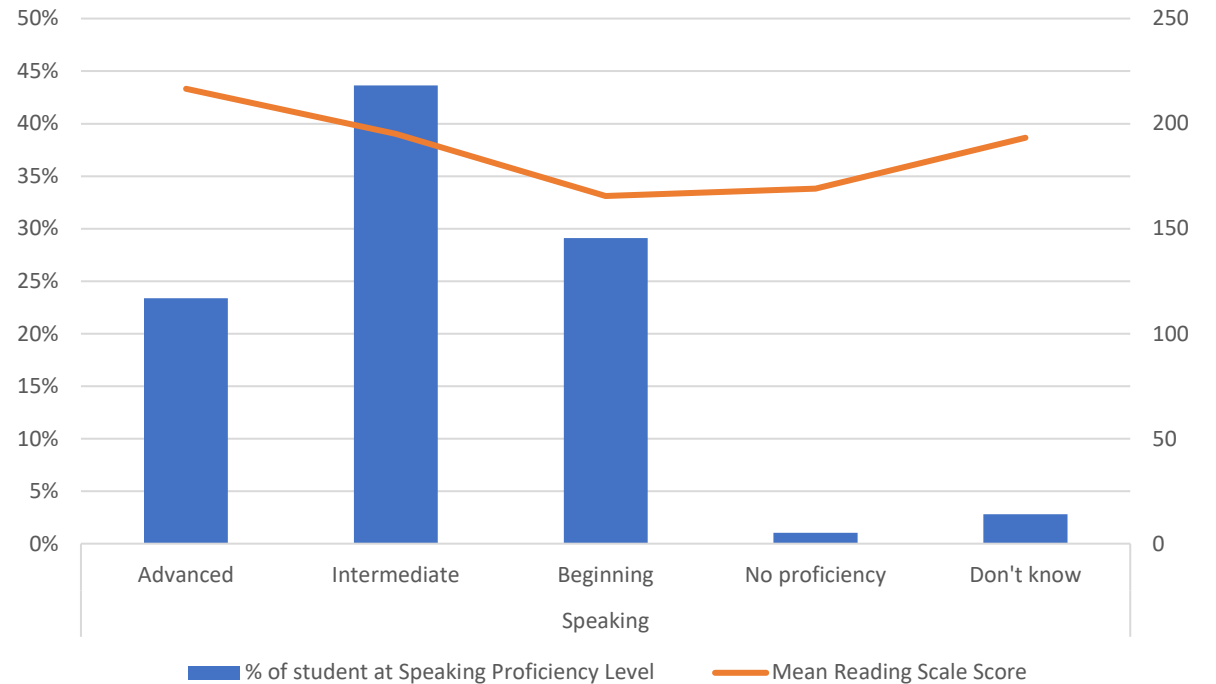
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2019 Grade 4 NAEP Reading

EL Listening Proficiency Level and Grade 4 NAEP Reading Scores



EL Speaking Proficiency and Grade 4 NAEP Reading Scores



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Accommodations on 2019 Grade NAEP Reading

Type of accommodation	Grade 4	Grade 8
Breaks during test	1.0	0.3
Cueing to stay on task	0.5	0.1
Directions translated into Spanish	0.6	0.4
Extended time	4.3	2.4
Must be tested in separate session	1.2	0.5
Preferential seating	0.6	0.3
School staff administers/Aide present	0.4	0.1

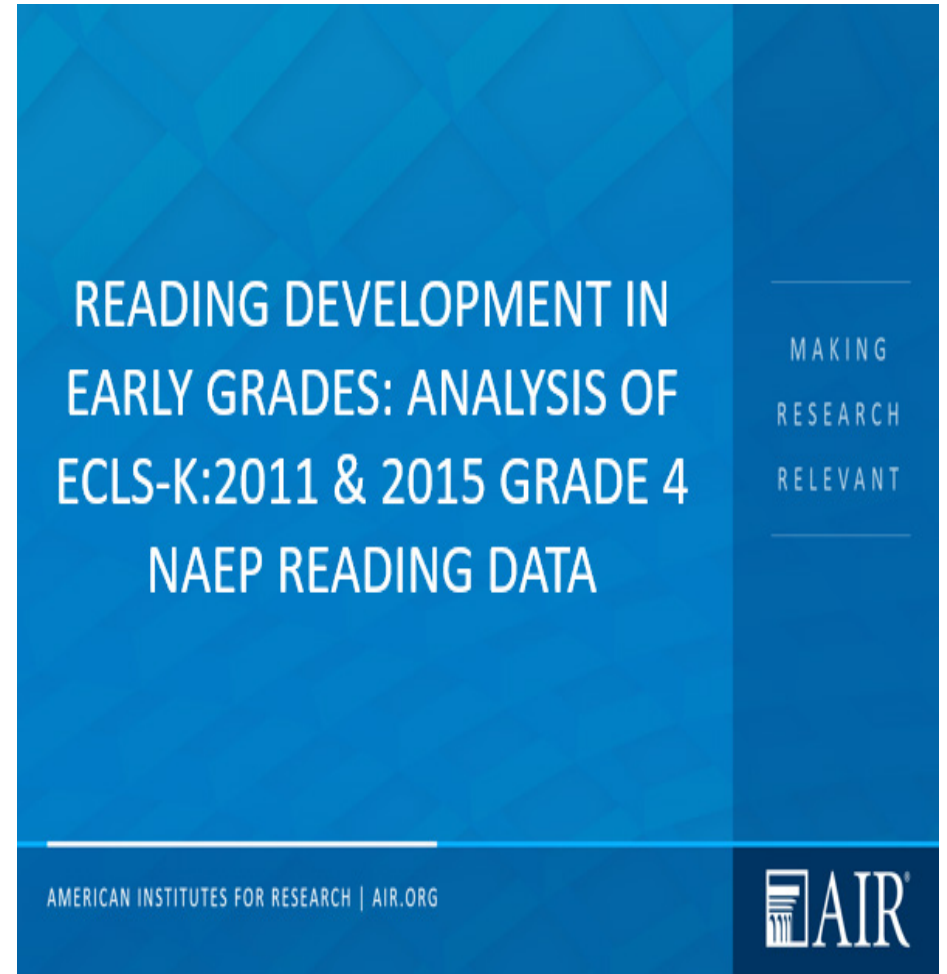
AIR NAEP Linking Studies

- Park, B. J., Sun, T., Zhang, Y., & Li, M. (2018, March). *How do young children develop reading skills: Analysis of a national longitudinal survey.*
- [Reading Motivation, Reading Achievement, and Reading Achievement Gaps: Evidence from the NAEP 2015 Reading Assessment](#)



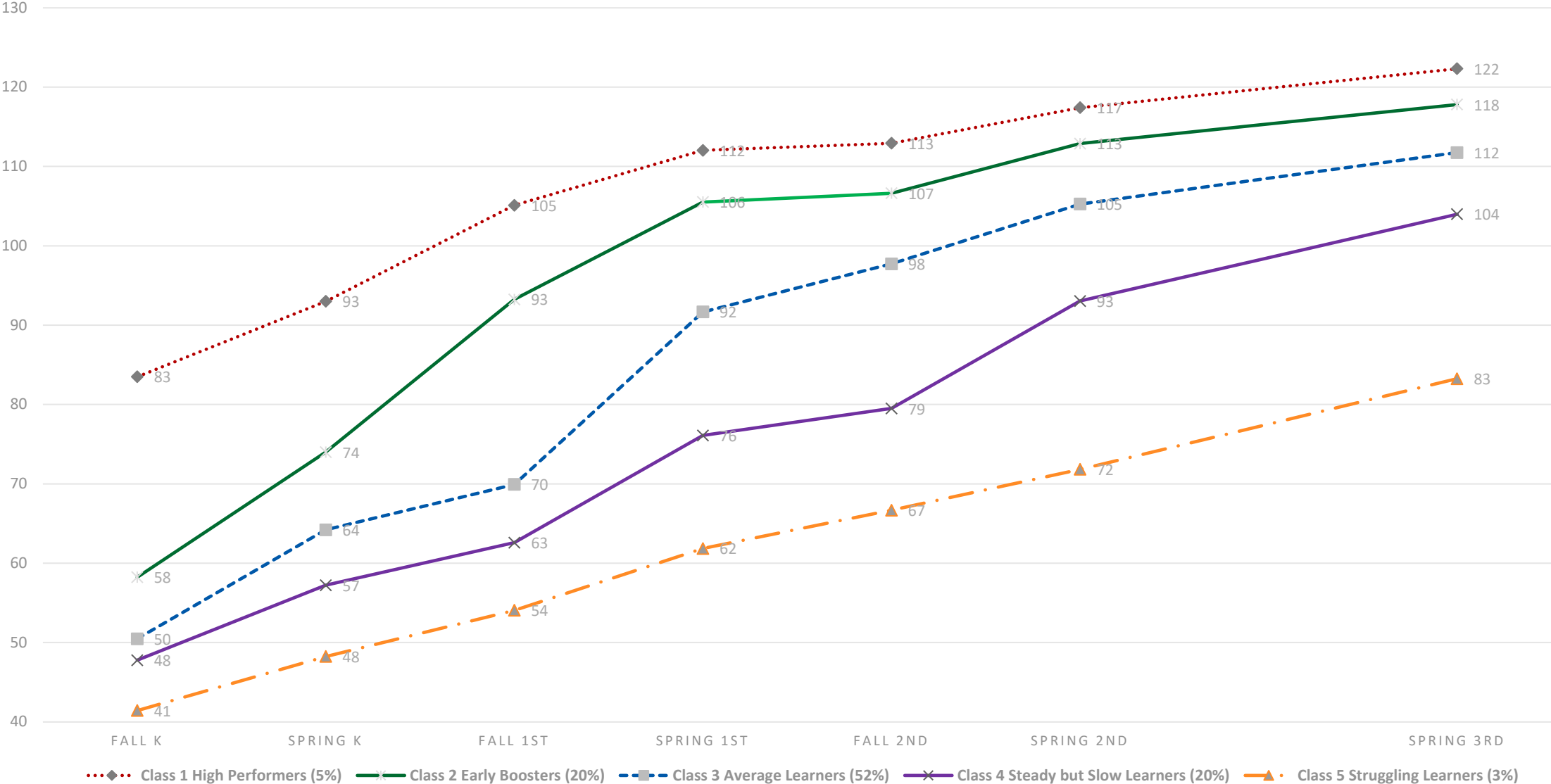
American Institute For Research Study

Park, B. J., Sun, T., Zhang, Y., & Li, M. (2018, March). *How do young children develop reading skills: Analysis of a national longitudinal survey.*



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Growth Trajectories



Putting it all together

- Skill profile analysis in grade K appear to help identify students who may be at-risk for reading difficulties (defined as performing below *Basic* on NAEP) in later grades
- Adequate growth in grades K and 1 is critical for being on the successful path
 - Mastery of Alphabetic Principal & Phonemic Awareness by the end of grade K
 - Skill gains in Comprehension and Sight Words in grades K and 1
- Moving “up” to a higher skill class appears difficult for low-skilled readers even as young as grades K and 1. This could be related to
 - Difficulty with an accurate early identification of students at-risk for reading difficulties
 - Students not receiving proper interventions targeting their skill needs and gaps

What can be done?

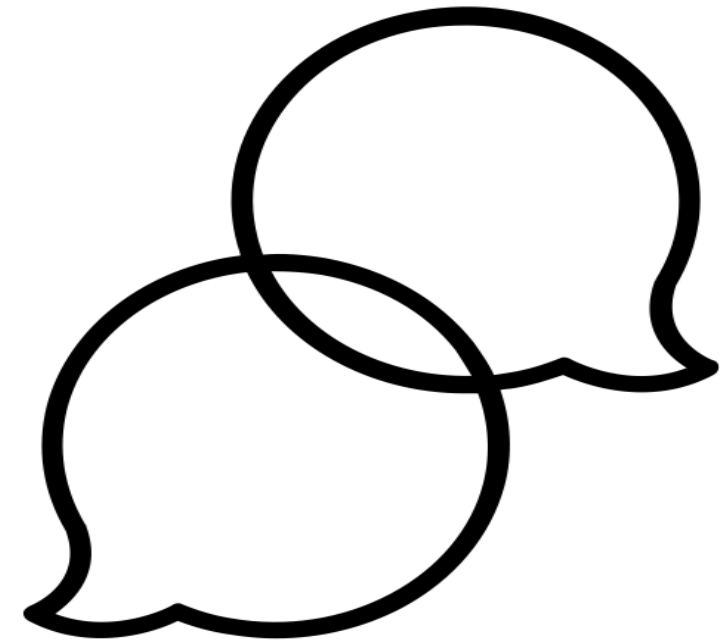
- High quality pre-K education may help as the mastery of Alphabetic Principles and basic Phonemic Awareness by the entry of grade K is a significant indicator of later reading development
- Identifying students for additional instructional support should occur
 - As early as possible
 - With an assessment of all reading subskills
 - With frequent monitoring of students' growth in addition to their initial performance

What can be done?

- Designing interventions and instructional support to improve young children's reading skills should consider
 - Specific reading skills that students lack
 - Characteristics of students
 - Context of students' family and schools
 - Support beyond reading including other learning-related skills and other dimensions that are closely related to reading

Oral Language Development and Literacy

- Oral Language and Kindergarten Readiness
- Implications for Dual Language Learning



[Goldenberg, C. \(2008\). Teaching English language learners: what the research does — and does not — say. *American Educator*.](#)



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High Frequency Words

no	is	can	me	you	and	he	at
a	so	on	in	up	am	we	like
see	I	go	it	do	an	the	my
to							



Functional Vocabulary

I	me	you	we	he	it	my	
and	so	to					
at	on	in	up				
a	an	the					
is	am	can	like	Go	do	see	
no							



Reading Cues

- What looks right?
- What sounds right?
- What makes sense?



Critical Actions to Support Language & Literacy for Young English Learners

- Treat children's home languages as assets and leverages as a resource
- Encourage families to continue to use their home languages for many purposes including for learning academic content
- Encourage children to continue to use their home languages for many purposes including for learning academic content

Guadalupe Valdes(2018): Analyzing the circularization of language in two-way emersion education: Restating two cautionary notes, Bilingual Research, DOI Journal:10.1080/15235882.2018.5139886



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Resources for Schools and Families

Helping Young English Learners at Home – Simple and Fun Activities to Strengthen Language Development

<https://ies.ed.gov/ncee/edlabs/regions/west/Events/Details/369>

Center for Applied Linguistics

[Tips for Fostering Spanish Language and Literacy Development](#)



Providing SRCL and CLSD Literacy Services and Activities to English Learners

How may an LEA use ESSER and GEER funds to support English learners?

ESSER and GEER funds can be used to recover lost instructional time and services, support culturally responsive instruction, and support family engagement activities.

To address any lost instructional time, ESSER and GEER funds may be used for a variety of activities:

- Extended day and/or extended year activities designed to recover lost instructional time as a result of the pandemic, including costs associated with transportation services to support English Learners access to these services.
- Providing language accommodations to level the field for English Learners by increasing their access to content, and/or their participation in programs and services.

Activities that respond to the social emotional learning needs of English Learners, including professional development for teachers to support English Learners. For example; how to provide a welcoming, nurturing and supportive learning environment whatever the learning mode; and strategies that increase student collaboration and classroom community.

How may an LEA use ESSER and GEER funds to support English learners?

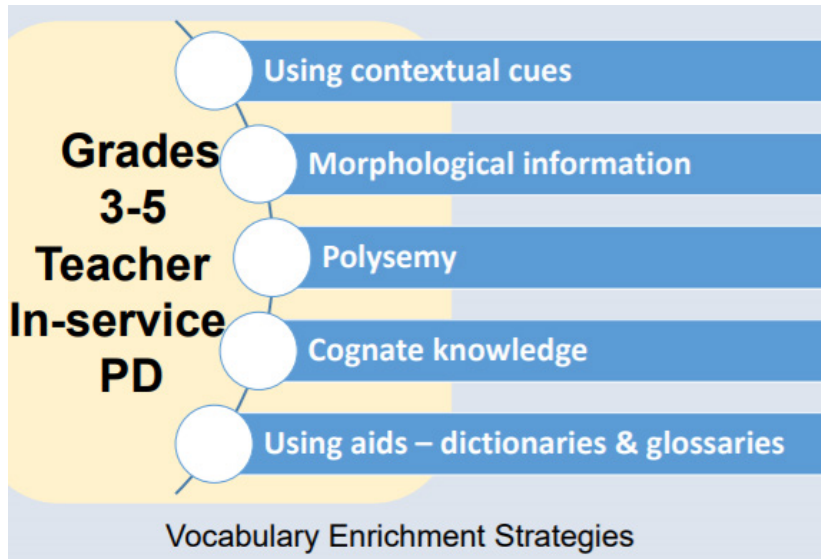
- LEAs may use ESSER and GEER funds to provide professional learning
- For content teachers on implementation of language accommodations during instruction in a variety of modes,
 - For all teachers on formative assessment strategies to monitor the progress of English learners in content and language instruction,
 - For guidance counselors and student service staff on asset-based scheduling practices,
 - For administrators and teachers on vertical articulation and collaboration practices to support the successful transition for ELs in critical stages such as grades KG-1, 5-6, 8-9,
 - Technology specifically focused on helping ELs access remote instruction or other tools that will help ELs better access the curriculum and provide enrichment; and
 - Personal Protective Equipment (PPE) that helps facilitate language instruction (i.e. transparent face shields or masks).

How may an LEA use ESSER and GEER funds to support English learners?

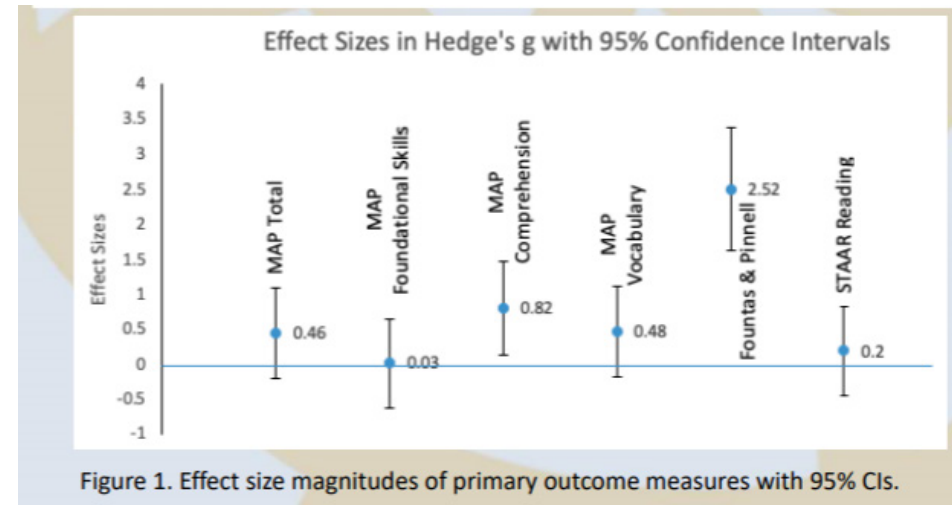
To address and promote family engagement and dual capacity building for staff and families of English learners. LEAs may use ESSER and GEER funds to provide:

- Outreach to families of ELs families during COVID-19 that includes them as partners in education. For example; LEAs might consider providing support to help parents balance work/family, navigate the online platforms, track student progress, and seek help/resources when needed. Allowable expenses may include translation and interpretation services. The Department's Fact Sheet: [Providing Services to English Learners During the COVID-19 Outbreak](#) is an extremely helpful tool in that it outlines States' responsibilities to ELs and their parents.
- Translation services to assist with communication around COVID-19-related to effective mitigation strategies, test screening, remote learning, and opportunities to address lost instructional time.

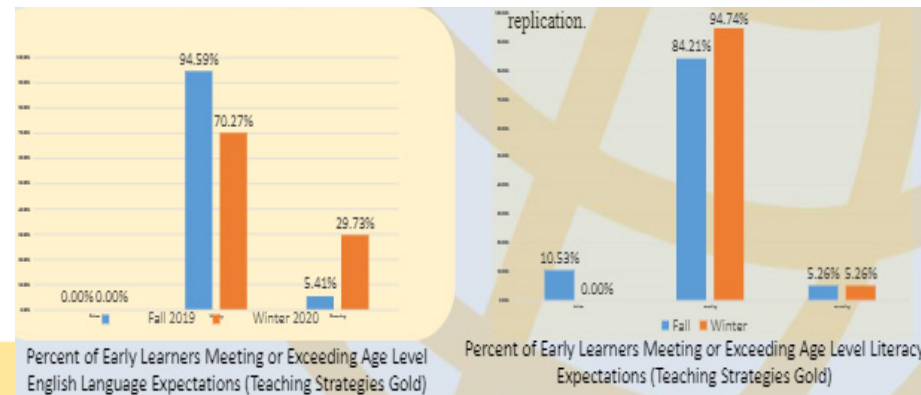
OELA Discretionary Grants: Teacher PD Improve Literacy Instruction for ELs



Research-Based Vocabulary Strategies: An Intervention of Training Teachers Working with English Learners, Texas Wesleyan University



Project SUCCESS in Language and Literacy Instruction, University of North Texas

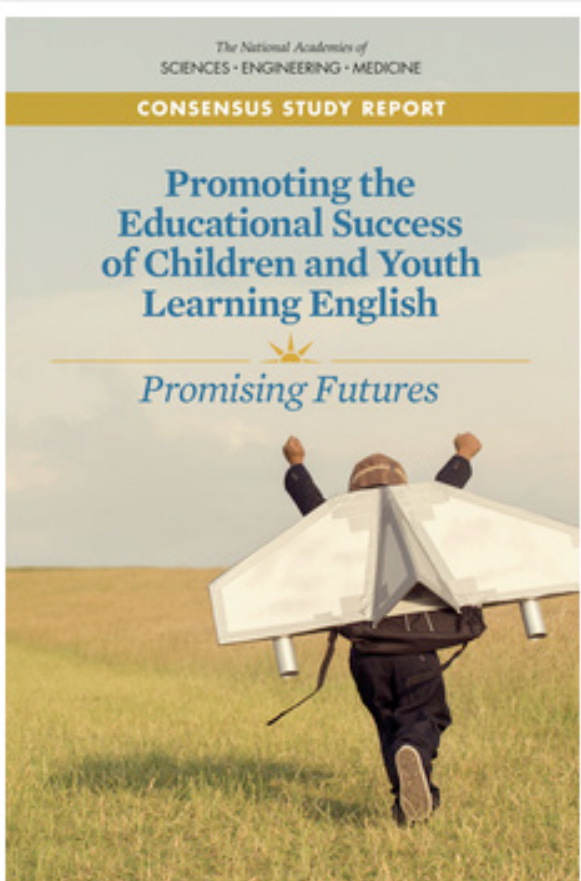


The Twulshootseed and English Language Learner Project, Puyallup Tribe's Grandview Early Learning Center



Providing SRCL and CLSD LITERACY SERVICES and ACTIVITIES to English Learners

Research on EL Literacy



Journal of Literacy Research, 41:432–452, 2009
Copyright © Taylor & Francis Group, LLC
ISSN: 1086-296X print/1544-8439 online
DOI: 10.1080/10862960903340165

Routledge
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**English Language Learners:
Developing Literacy in
Second-Language Learners—Report
of the National Literacy Panel on
Language-Minority Children and Youth**

Edited by Diane August
Center for Applied Linguistics, Washington, DC

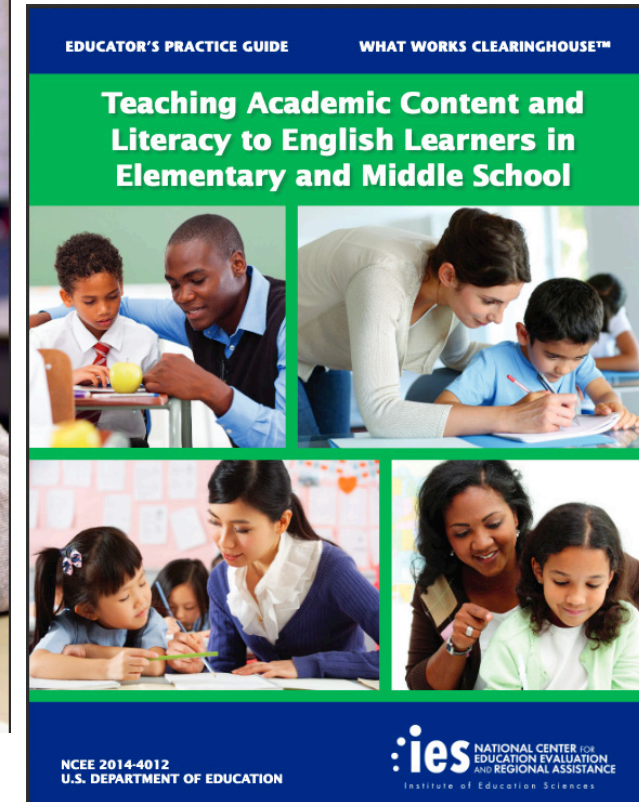
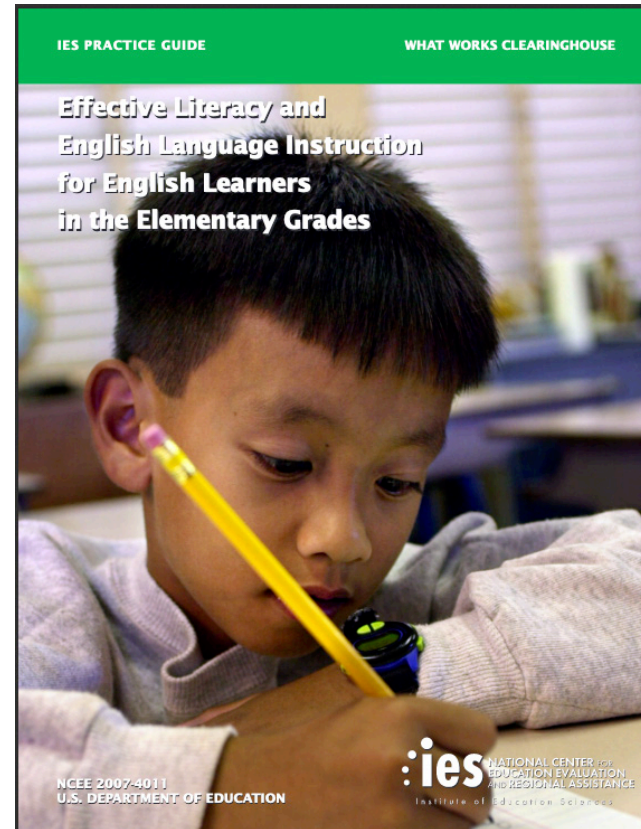
Timothy Shanahan
University of Illinois, Chicago

Review by Kathy Escamilla
University of Colorado, Boulder

Based on concerns about the increasing numbers of English Language Learners in U.S. schools and the documented academic underperformance of this group, particularly in the domain of literacy, the federal government provided funding for a panel of experts to synthesize the knowledge base in the field and provide recommendations for future research. In 2006, the long-awaited and much-heralded Report of the National Literacy Panel on Language-Minority Children and Youth was published in a book entitled *Developing Literacy in Second Language Learners* (August & Shanahan, 2006). The purpose of this essay review is to describe the contents of this volume, and to examine it through the dual lenses of theory and policy.

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NCELA Resources

Resource Library

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Bilingualism and Biliteracy for All: Celebrating Our Linguistic Strengths

Author: Lü, Chan

Year: 2020

Abstract

Do bilingual children suffer from cognitive and linguistic disadvantages, or do they enjoy advantages by being fluent in two languages? Does speaking, reading, and writing a home language other than English impede a child learning English? This article seeks to answer these questions through summaries of relevant research studies. The author discusses the findings in the context of school policies and teaching practices. This article offers strategies classroom teachers can use to support bilingual students and their families.

Dual Language Programs: Questions of Access in the State of Arizona

Author: Gomez, Laura M.; Cisneros, Jesus

Year: 2020

Abstract

This case study examines Dual Language Program (DLP) implementation in Arizona, a state that has legally mandated English-only education for English learners (ELs). It highlights the benefits of DLP such as bilingualism, biliteracy, and biculturalism, as well as the challenges DLP poses. Moreover, it questions the paradox of Arizona policies that exclude ELs from participating in DLP education despite valuing bilingualism for non-ELs.

Educator's Guide for Family and Caregiver Activities for Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide

Institutional Author: Regional Educational Laboratory West, IES

Year: 2020



- NCELA Resource Library: <https://ncela.ed.gov/resource-library>

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THANK YOU
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