

Foundational Literacy For SLIFE

by

Allison Knutson

A capstone project submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language.

Hamline University

Saint Paul, Minnesota

May, 2021

Capstone Project Facilitator: Julia Reimer  
Content Expert: Korey Keeler

## Project Summary

Students with Limited or Interrupted Formal Education or SLIFE, have been called, “the highest of high risk students” (Walsh, 1999, p. 6). When researching the additional challenges they face, SLIFE having some of the most concerning high school dropout rates is more understandable. SLIFE must develop grade level academic language proficiency while learning grade level content knowledge like other ELs. Furthermore, they must develop basic literacy and numeracy skills and basic academic knowledge (DeCapua et al., 2007). Our schools and teachers need to approach SLIFE instruction more effectively. This led me to the research question of this capstone: *What strategies and materials are most effective for teaching foundational literacy to students with limited or interrupted formal education (SLIFE) with low English Language Proficiency at the secondary level?*


This capstone project is a professional learning workshop series intended for secondary teachers responsible for providing literacy instruction to SLIFE. Secondary teachers who work with these students need to be familiar with literacy development and teaching foundational literacy skills (Montero et al., 2014). These teachers may be ESL specific teachers or ELA teachers, therefore likely have a solid knowledge of best practices for ELs or teaching ELA, but there may be gaps in knowledge specifically for SLIFE and/or teaching foundational literacy. The desired outcome of the professional learning series is for teachers to be able to develop and share several new strategies they can implement in order to support literacy development for SLIFE.

The workshop will be conducted in five 90-minute sessions initially, and thereafter, the work will continue as a monthly PLC topic. The primary method of presentation for the workshop will be Google Slides along with handouts for the participants. Sessions will be every

three weeks, with tasks assigned at the end of each session and reflection included at the beginning of the following session. The first two sessions will inform teachers about the population of SLIFE and discuss their needs. It will also offer research-based strategies and suggestions for working with this population of students. The following three sessions will share information about foundational literacy instruction and interventions used at the elementary level and discuss how this information can be useful for literacy instruction at the secondary level with SLIFE. These sessions will focus on phonemic awareness, oral language development, and building background knowledge and vocabulary. These sessions will all include planning and guidance for incorporating effective foundational literacy strategies into daily instruction for SLIFE.

My hope is that this project can help SLIFE have better outcomes in school. If teachers are aware of research-based practices and feel comfortable using strategies and materials that have demonstrated success, I think that is a critical first step. Current educational practices are not meeting the needs of ELs and SLIFE. This is evidenced by a significantly higher dropout rate for ELs, and for refugee students it is more than 70% (DeCapua & Marshall, 2015). I believe there are strategies and resources available that can better support SLIFE as they develop literacy skills. This begins with teachers using best practices according to research, and then having resources and support available to implement what is best for their students.

**Session 1: SLIFE Introduction**  
90 minutes  
[Google Slides Link for Session 1](#)

| <i>Slides</i> | <i>Content</i>   | <i>Approximate time</i>   |
|---------------|--|---|
| Slides 1 & 2  | <p>Welcome</p> <p>Norms:</p> <ul style="list-style-type: none"> <li>● Be an active and attentive participant.</li> <li>● Listen and speak with an open mind.</li> <li>● Take risks.</li> <li>● Commit to a shared direction that focuses on results.</li> <li>● Begin and end on time.</li> </ul>  | 5 min.  |
| Slide 3       | <p>Introduce Today’s Learning Outcomes:</p> <ul style="list-style-type: none"> <li>● Understand SLIFE.</li> <li>● Identify a student as SLIFE according to Minnesota criteria.</li> <li>● Describe how SLIFE differs from other ELs.</li> <li>● Explore the cognitive, cultural, and values distinctions.</li> </ul>   | 2 min.  |
| Slides 4 & 5  | <p>Green Card Youth Voices introduction:</p> <ul style="list-style-type: none"> <li>- “Green Card Youth Voices is a non-profit organization dedicated to build inclusive and integrated communities between immigrants and their communities through multimedia storytelling.” -greencardvoices.org</li> <li>- Today we will watch two videos from Green Card Youth Voices: one attends Wellstone International High School in Minneapolis and the other LEAP High School in St. Paul.</li> </ul> <p><a href="#">Safiya video</a>: watch; think about similarities and differences to other students you teach; discuss in groups of 2-4.<br/><a href="#">(Think-Write-RoundRobin protocol)</a></p> <p>Possible responses could be for similarities or differences, depending on students:</p> <ul style="list-style-type: none"> <li>- Less English than peers</li> <li>- Speaks Somali</li> <li>- Spent time in a refugee camp in Kenya</li> <li>- Atlanta, GeA → Minneapolis, MN</li> <li>- Happy with new school and life with family</li> </ul> | <p>15 min.</p> <p>Protocol:</p> <div data-bbox="1247 1234 1425 1591" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: #e91e63; font-weight: bold;">Think-Write-RoundRobin</p> <p>The teacher asks a question or provides a task and gives think time. Students think, then respond independently in writing. Finally, students do a RoundRobin, each teammate taking a turn to share his/her response.</p>  </div> |

|              |  |         |
|--------------|--|---------|
|              | <ul style="list-style-type: none"> <li>- Enjoys playing soccer and having friends here in the U.S.</li> </ul> <p>Key take-away: SLIFE have had unique experiences compared to other ELs</p>  |         |
| Slide 6      | <p><b>Introduce Andrea DeCapua:</b><br/> “Andrea DeCapua, Ed.D., is an educator, researcher, and educational consultant. She has over thirty years' experience in the field, having held academic appointments at various institutions, most recently at New York University and University of North Florida. Her interests include second language acquisition, culture, and pedagogy for second language learners. Dr. DeCapua specializes in teacher training for teachers of language learners and in developing intercultural awareness for classrooms in a global society. She has published numerous articles on a variety of topics ranging from grammar to sociolinguistics to addressing the needs of struggling language low-literacy learners. She is also the author of eight pedagogical texts, including the second edition of Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers , published by Springer.”<br/> <a href="https://www.alibris.com/search/books/author/Andrea-Decapua?aid=1234599#">https://www.alibris.com/search/books/author/Andrea-Decapua?aid=1234599#</a></p> <p><u>Tip #1 video:</u> watch; think about the definition of SLIFE</p> <p>Key take-aways: Like other ELs, SLIFE lack proficiency in English, but primary differences for SLIFE:</p> <ul style="list-style-type: none"> <li>- Lack content-knowledge of peers</li> <li>- No literacy or limited literacy skills</li> <li>- Different preparation for approaching academic learning</li> </ul> | 10 min. |
| Slides 7 & 8 | <p>Who are SLIFE in Minnesota?<br/> This is MDE’s definition of SLIFE, <a href="#">handout</a></p> <p>Also on handout, possible checklist for identifying SLIFE but there are discrepancies with MN definition. Note that states differ in definitions.</p>  | 5 min.  |
| Slide 9      | <p>Revisit another <a href="#">GCV video</a>, this time with the lens of thinking about if Eh Sa Kaw would be identified as SLIFE in MN (knowing that there is a great deal we still don’t know about him after only watching this one video). Can use the handout checklist while watching.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English. (yes)</li> <li><input type="checkbox"/> Enters school in the U.S. after grade six. (seems like it)</li> <li><input type="checkbox"/> Has at least two years less schooling than peers. (yes, only went to school through gr. 4)</li> <li><input type="checkbox"/> Functions at least two years below expected grade level in reading and math. (likely)</li> </ul>  | 15 min. |

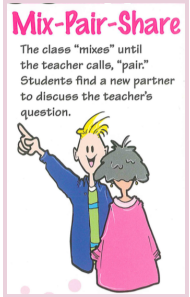
|                |  |         |
|----------------|--|---------|
|                | <input type="checkbox"/> May be preliterate in native language. (unsure)   |         |
| Slide 10       | Break  | 5 min   |
| Slide 11       | <p>Discuss statistics in the literature related to higher dropout rates for ELs but even more so for refugee students and SLIFE.</p> <p><b>Key points:</b><br/> Current educational practices are not meeting the needs of ELs and SLIFE. This is evidenced by a significantly higher dropout rate for ELs and for refugee students it is more than 70% (DeCapua &amp; Marshall, 2015). Walsh notes SLIFE to be “the highest of the high-risk students,” having some of the highest high school dropout rates (DeCapua et al., 2007). According to Hos (2016), ELs or SLIFE have a dropout rate three times that of peers who speak English at home. → From my Ch. 2</p> | 5 min.  |
| Slides 12 & 13 | <p>SLIFE in the Classroom</p> <p><a href="#">Tip #2 video</a>: watch; think about SLIFE’s unique needs in the classroom</p> <p><b>Key take-aways:</b></p> <ul style="list-style-type: none"> <li>- Prior learning experiences are from informal experiences</li> <li>- “Over-aged” or 16-21 yrs old</li> <li>- Have not had educational background</li> <li>- Come from all over</li> <li>- May be from a culture with no written form</li> <li>- Don’t have prior exposure to school, so lack the literacy, content area knowledge, and the cognitive processes formed in literacy for our education system</li> </ul>  | 10 min. |
| Slide 14       | Time to read the chart   | 5 min.  |
| Slide 15       | <p>Underlying Cultural Differences</p> <p><a href="#">Tip #3 video</a>: watch; think about how SLIFE are unique from other ELs and teaching implications; turn and talk</p> <p><b>Key Take-Aways:</b></p> <ul style="list-style-type: none"> <li>-Barriers: language, culture, previous schooling</li> <li>-Cultural issues are also academic</li> <li>-Orality vs. written word</li> <li>-Collectivism vs. individualism</li> </ul>   | 10 min. |
| Slide 16       | <p>Wrap-up:</p> <p>Explain what needs to be done between now and next session.</p> <ul style="list-style-type: none"> <li>- Article to read, take notes using the “Shaping Up”</li> </ul>  | 5 min.  |

|  |   |         |
|--|---|---------|
|  | <p>Framework (review each shape), be ready to share annotations at the beginning of the next session.</p> <ul style="list-style-type: none"><li>- Bring materials or learning targets for an upcoming lesson or unit you will be teaching. We will use this to begin planning a lesson during the next session.</li></ul> <p>Answer questions</p> |         |
|  | <p><a href="#"><u>Participant Self-Evaluation Survey</u></a></p>  | Post S1 |

## Session 2: SLIFE in U.S. Schools

90 minutes

[Google Slides Link for Session 2](#)

| <i>Slides</i>  | <i>Content</i>  | <i>Approximate time</i>  |
|----------------|---|--|
| Slides 1 & 2   | <p>Welcome</p> <p>Norms:</p> <ul style="list-style-type: none"> <li>● Be an active and attentive participant.</li> <li>● Listen and speak with an open mind.</li> <li>● Take risks.</li> <li>● Commit to a shared direction that focuses on results.</li> <li>● Begin and end on time.</li> </ul>   | 5 min.   |
| Slide 3        | <p>Introduce Today's Learning Outcomes:</p> <ul style="list-style-type: none"> <li>● Describe assets SLIFE bring to school.</li> <li>● Examine ways to create a safe classroom environment.</li> <li>● Become familiar with the Mutually Adaptive Learning Paradigm<sup>®</sup>.</li> <li>● Using the MALP<sup>®</sup> Teacher Planning Checklist to plan a lesson.</li> </ul>  | 2 min.   |
| Slide 4        | <p>Set-up <a href="#">Clock Partners</a> with "<a href="#">Mix-Pair-Share</a>" protocol:</p> <ul style="list-style-type: none"> <li>- Model moving around the room &amp; pairing up when it's called, then share what facilitator has asked (fun topics just to check in), and write the following time: <ul style="list-style-type: none"> <li>- 12:00- TV show you're currently watching</li> <li>- 2:00- Breakfast this morning</li> <li>- 4:00 Book you're reading</li> <li>- 6:00- Favorite joke</li> <li>- 8:00- Pets you have</li> <li>- 10:00- How many years you've been teaching</li> </ul> </li> </ul> | <p>15 min.<br/>Protocol</p>  |
| Slides 5, 6, 7 | <p><a href="#">Assets &amp; trauma intro video</a>:</p> <ul style="list-style-type: none"> <li>- Watch and think about connections to the notes you brought from last sessions article</li> <li>- Meet with 2:00 clock partner to share</li> <li>- Whole group share if any pairs would like</li> </ul>   | 15 min.  |
| Slide 8        | <p>Assets/<i>Funds of Knowledge</i> discussion:</p> <ul style="list-style-type: none"> <li>- Points maybe brought up from pairs sharing with whole</li> </ul>   | 5 min.   |



|               |  |         |
|---------------|--|---------|
|               | <p>group</p> <ul style="list-style-type: none"> <li>- Key take-away: students bring so much to the classroom; vital that we as teachers recognize, acknowledge, elevate, etc. but then also use these assets as building blocks for what we do in the classroom.</li> </ul>  |         |
| Slide 9       | Break  | 5 min.  |
| Slide 10      | <p>Creating a positive school experience:</p> <ul style="list-style-type: none"> <li>- A positive school experience in the U.S. has the potential to reestablish routine and order in the lives of traumatized students and help them rehabilitate and integrate into life in the U.S. (Hos, 2016). Minahan states that, “Small changes in classroom interactions can make a big difference for traumatized students,” (2019, p. 30). -From my Ch. 2</li> <li>- Pause to think about what you already do for these categories</li> </ul>                                     | 5 min.  |
| Slide 11      | <p>Read <a href="#">Hos, 2016 article excerpt</a> individually, thinking about the areas on the slide: assets, classroom routines, encouragement, modeling, and opportunities to practice. Which stand(s) out to you from Mrs. Smith?</p> <p>6:00 clock partners to discuss</p>  | 15 min. |
| Slide 12      | <p>Team effort:</p> <p>Due to the array of complex socioemotional needs these students may have, our schools need to be prepared to access not only internal school supports for students but external resources as well (Miles &amp; Bailey-McKenna, 2017).</p> <ul style="list-style-type: none"> <li>- Acknowledge the complex, unique needs</li> <li>- Internal supports → what the school has</li> <li>- External supports → what people in the school can connect us to for students/families</li> </ul>   | 5 min.  |
| Slides 13, 14 | <p>MALP<sup>®</sup> instructional model:</p> <ul style="list-style-type: none"> <li>- The Mutually Adaptive Learning Paradigm<sup>®</sup> is a model that can help SLIFE students transition from the high-context culture students are more acquainted with to that of the low-context of the U.S (Montero et al., 2014).</li> <li>- Using MALP<sup>®</sup> makes it more likely that students will engage in the learning due the teacher making the curriculum immediately relevant and the existence of a strong interpersonal relationship with the teacher.</li> </ul> | 10 min. |

|          |  |         |
|----------|--|---------|
|          | <ul style="list-style-type: none"> <li>- Another component of MALP<sup>®</sup> requires the teacher to use individual and collaborative learning experiences as well as oral and written. In this way, students are learning in ways that are more familiar to them as well as pushing them to learn in ways that are less familiar.</li> <li>- A final component of MALP<sup>®</sup> deals with making the input and cognitive load for SLIFE students manageable, for example, if students have a challenging, out-of-context task, the teacher should assist with students' native language or use familiar English in order for the student to solely focus on the challenging task at hand, not the language for example (DeCapua &amp; Marshall, 2010).</li> </ul> |         |
| Slide 15 | <p>Planning a lesson using the <a href="#">MALP<sup>®</sup>-Instructional Checklist</a>:</p> <ul style="list-style-type: none"> <li>- Go through planning handout together</li> <li>- Time to write lesson plan using this checklist</li> </ul>  | 15 min. |
| Slide 16 | <p>Wrap-up and for next time</p> <ul style="list-style-type: none"> <li>- Plan &amp; carry out lesson using MALP<sup>®</sup> instructional checklist</li> <li>- Be ready to discuss +/- from that lesson next session</li> </ul>   | 5 min.  |
|          | <a href="#">Participant Self-Evaluation Survey</a>   | Post S2 |

### Session 3: Phonemic Awareness

90 minutes

[Google Slides Link for Session 3](#)

| <i>Slides</i> | <i>Content</i>   | <i>Approximate time</i> |
|---------------|--|-------------------------|
| Slides 1 & 2  | Welcome<br>Norms: <ul style="list-style-type: none"><li>● Be an active and attentive participant.</li><li>● Listen and speak with an open mind.</li><li>● Take risks.</li><li>● Commit to a shared direction that focuses on results.</li><li>● Begin and end on time.</li></ul>   | 5 min.                  |
| Slide 3       | Introduce Today's Learning Outcomes: <ul style="list-style-type: none"><li>● Reflect on execution of the lesson planned with the MALP<sup>®</sup> checklist.</li><li>● Define phonemic awareness and how tasks build from simple to complex.</li><li>● Examine a secondary teacher's implementation of a phonemic awareness routine.</li><li>● Discuss how to incorporate phonemic awareness into future content.</li><li>● Plan a phonemic awareness routine for your students.</li></ul> | 2 min.                  |
| Slide 4       | Review MALP <sup>®</sup> checklist lesson in pairs: <ul style="list-style-type: none"><li>- Meet with 12:00 clock partner to discuss<ul style="list-style-type: none"><li>- How was your lesson?</li><li>- Strengths?</li><li>- Challenges?</li></ul></li><li>- Whole group share out</li></ul>  | 15 min.                 |
| Slide 5       | Research related to SLIFE literacy and skills secondary teachers may not have (The <u>why</u> of today's session) <ul style="list-style-type: none"><li>- "Due to gaps in schooling, poor schooling, or possibly no prior schooling, many SLIFE lack age appropriate literacy in their native language and English so secondary teachers who work with these students need to know about literacy development and teaching</li></ul>   | 10 min.                 |

|                    |   |         |
|--------------------|---|---------|
|                    | <p>foundational literacy skills” (Montero et al., 2014).</p> <ul style="list-style-type: none"> <li>- Most secondary teachers are unprepared for the foundational literacy needs of many SLIFE, and even ESL teachers tend to be trained in traditional ESL pedagogical practices, which often assume first language literacy (Montero et al., 2014).</li> <li>- Thoughts? (might be like one of emojis)</li> </ul>   |         |
| Slide 6            | <p>Supporting SLIFE literacy development at the secondary level:</p> <ul style="list-style-type: none"> <li>- We know that emergent literacy assumes there are developmental precursors to reading and writing, for example, phonological awareness, letter knowledge, language, and conceptual knowledge (National Reading Panel, 2000).</li> <li>- Components of literacy development that have been supportive for EL SLIFE are phonemic awareness, oral language development, vocabulary and building background, and comprehension (Hos, 2016).</li> <li>- These areas align with the five areas of reading development identified by the National Reading Panel ([NRP] 2000): phonemic awareness, phonics, fluency with connected text, vocabulary, and comprehension (Fien et al., 2011).</li> </ul> | 5 min.  |
| Slides 7, 8, 9, 10 | <p>Phonemic Awareness Introduction:</p> <ol style="list-style-type: none"> <li>1. Read <a href="#">Press article</a> individually</li> <li>2. Debrief whole group: <ol style="list-style-type: none"> <li>a. What is phonemic awareness? (slide 8)</li> <li>b. In what sequence do skills develop? (slides 9 and 10) Discuss the examples of each row on this continuum.</li> <li>c. What are some examples of phonemic awareness routines?</li> <li>d. What suggestions did the article provide for ELs?</li> <li>e. Review the research-based recommendations on page 6 of the article</li> </ol> </li> </ol>   | 20 min. |

|                |  |         |
|----------------|--|---------|
| Slide 11       | Break  | 5 min.  |
| Slides 12 & 13 | <p>How to make phonemic awareness applicable at the secondary level:</p> <ol style="list-style-type: none"> <li>1. Revisit the <a href="#">Hos, 2016 excerpt</a> individually; think about what phonemic awareness task Mrs. Smith addresses in her lesson and how?</li> <li>2. Share thoughts with 8:00 clock partner.</li> <li>3. Option to share with the whole group after.</li> </ol> <p>Key take-aways: Mrs. Smith addresses phoneme isolation, looking specifically at the ending sound in words. She had them listen for the ending sound in words, then connected to phonics, asking the students to write the letter that makes that sound. Next, students played a “hot seat” game. Finally, she gave them 10 words that they wrote in sentences. One other thing to note, in middle and high school particularly, there is a lack of research, but the literature that is available addresses the importance of aligning EL literacy objectives with content area objectives (Snyder et al., 2017). Mrs. Smith did this, with her targeted literacy instruction tied to her content.</p> | 20 min. |
| Slide 14       | <p>Press intervention isolating final sounds:</p> <ul style="list-style-type: none"> <li>- Watch the <a href="#">video</a>, noticing the same concept as Mrs. Smith taught (recognize that this is the elementary level, but there are parts that definitely could be used in secondary.)</li> </ul>   | 5 min.  |
| Slide 15       | <p>Other ideas for teaching phonemic awareness at the secondary level:</p> <p>Briefly share an example of each:</p> <ul style="list-style-type: none"> <li>● Rhyming games</li> <li>● Elkonin or sound boxes</li> <li>● Finger or arm tapping</li> <li>● Clapping</li> </ul>   | 5 min.  |

|          |   |         |
|----------|---|---------|
|          | <ul style="list-style-type: none"> <li>● Mirror to show mouth for pronunciation of different phonemes</li> <li>● Realia</li> <li>● Picture cards</li> </ul>         |         |
| Slide 16 | <p>Planning for phonemic awareness</p> <p>HW- try a routine in class, several times with the same skill targeted, routine needs to include explicit instruction</p> | 5 min.  |
|          | <a href="#"><u>Participant Self-Evaluation Survey</u></a>   | Post S3 |

## Session 4: Oral Language & Background Knowledge

90 minutes

[Google Slides Link for Session 4](#)

| <i>Slides</i> | <i>Content</i>  | <i>Approximate time</i> |
|---------------|---|-------------------------|
| Slides 1 & 2  | Welcome<br>Norms: <ul style="list-style-type: none"><li>● Be an active and attentive participant.</li><li>● Listen and speak with an open mind.</li><li>● Take risks.</li><li>● Commit to a shared direction that focuses on results.</li><li>● Begin and end on time.</li></ul>  | 2 min.                  |
| Slide 3       | Introduce Today's Learning Outcomes: <ul style="list-style-type: none"><li>● Reflect on how my phonemic awareness routine and hear from others.</li><li>● Recognize the importance of oral language development and building background knowledge for SLIFE.</li><li>● Share ideas for developing oral language and building background knowledge.</li><li>● Plan a lesson using the Talk-Read-Talk-Write strategy.</li></ul>   | 2 min.                  |
| Slide 4       | Quick Write: about implementing phonemic awareness routine, share out with whole group if interested <ul style="list-style-type: none"><li>- What have you been doing? (what skill, when in your lesson, any materials needed, activities, etc.)</li><li>- How has the routine been going? What's working well? What has not gone well or as expected?</li></ul>  | 10 min.                 |
| Slide 5       | <a href="#">Young-Suk Kim Video</a> :<br>-Purpose: review what Oral Language is and give an overview of why it's important. Can stop video after story or at 4:22 (after that point still good but less applicable at this moment).<br><br>Key Takeaways: <ul style="list-style-type: none"><li>- Oral language proficiency is the key foundation to literacy acquisition.</li><li>- 1) essential for literacy acquisition, 2) complex skill, 3) should be taught explicitly and systematically → lead to improved reading &amp; writing development and improved</li></ul> | 10 min.                 |

|                 |   |         |
|-----------------|---|---------|
|                 | <p>academic achievement</p> <ul style="list-style-type: none"> <li>- Reading comprehension requires: word reading skills, oral language comprehension</li> <li>- Oral language comprehension is a complex task, requiring: understanding vocabulary, grammatical knowledge, working memory, inference making based on background knowledge, etc.</li> </ul>   |         |
| Slides 6 & 7    | <p>Summarize research and make connection to SLIFE:</p> <ul style="list-style-type: none"> <li>- “Oral language proficiency is also critical in aiding the development of reading and writing” (August &amp; Shanahan, 2006).</li> <li>- “Likely aligns with past teaching and learning experiences for SLIFE” (DeCapua &amp; Marshall, 2015).</li> <li>- Although SLIFE have gaps in their emergent literacy skills, many have previous oral literacy experiences and this can be built upon (Montero et al., 2014).</li> <li>- Falls in line w/ MALP<sup>®</sup></li> </ul>   | 5 min.  |
| Slides 8, 9, 10 | <p>Importance of connecting to background knowledge:</p> <ul style="list-style-type: none"> <li>- Again, utilize assets and <i>funds of knowledge</i></li> <li>- SLIFE possess remarkable <i>funds of knowledge</i> that teachers should be aware of and can use as building blocks for understanding. Funds of knowledge are historically accumulated and culturally developed knowledge and skills that are useful for household or individual functioning and well-being (Moll et al., 1992).</li> <li>- For example, students may have spent time in a refugee camp or a rural area and as a result know a great deal about agricultural practices, childcare, trading, or artisan skills (DeCapua et al., 2009).</li> <li>- Hos notes that resiliency is a trait of children who have been survivors of war, along with other traits such as having goals, resourcefulness, curiosity, and a vision for a better life (2016).</li> <li>- Key takeaway: teachers need to intentionally link to ELs’ experiences and link old and new topics.</li> </ul> | 5 min.  |
| Slide 11        | Break   | 5 min.  |
| Slide 12        | <p>Choice of article:</p> <ul style="list-style-type: none"> <li>- Give brief overview of each article before participants</li> </ul>   | 25 min. |



|                              |   |                |
|------------------------------|---|----------------|
|                              | <p>choose one to read:</p> <ul style="list-style-type: none"> <li>- 1) <a href="#">Background Knowledge: A Key to Close Reading with ELLs</a>- defines close reading and looks at how to build background knowledge within a close read of a text</li> <li>- 2) <a href="#">Accessing Students' Background Knowledge in the ELL Classroom</a>- provides four general suggestions for building background knowledge in your classroom</li> <li>- 3) <a href="#">A19. Designing Learning that Incorporates ELs' Experiences</a>- looks at a secondary example of a content lesson where teachers provided students with choice related to the topic, in order for them to be able to have background knowledge for the content</li> <li>- 4) <a href="#">Activating Prior Knowledge for ELLs</a>- more general article with brief research on background knowledge and strategies to try</li> </ul> <ul style="list-style-type: none"> <li>- After reading, connect with others who read different articles and summarize own so that everyone can hear more about each article.</li> <li>- Go over any questions or comments for the whole group.</li> </ul>   |                |
| <p>Slides 13, 14, 15, 16</p> | <p>Talk-Read-Talk-Write:</p> <ul style="list-style-type: none"> <li>- Overview: read through slide 13</li> <li>- Additional background: “Many leaders in the field of literacy, as well as those in educational research, contend that in order for students to achieve at the highest levels, they must actively participate in learning through conversation, reading, and writing (Wilkinson and Silliman, 2000; Tovani, 2004; Daniels and Zemelman, 2004; Gallagher, 2004; Zwiers, 2008). Students develop deep conceptual knowledge in a discipline only by using the habits of reading, writing, and thinking (McConachie et al., 2006; Schleppegrell, 2004).” so... TRTW = structured routine for students to discuss and write about content. All students talk with peers and this talk supports the next reading and writing tasks. TRTW can be differentiated in many ways too -the text, the graphic organizer, the writing students are asked to do, even the talking could be differentiated. Students are building academic language throughout the process.</li> </ul> <p><a href="https://www.languagemagazine.com/2019/07/22/talk-read-talk-write-2/">https://www.languagemagazine.com/2019/07/22/talk-read-talk-write-2/</a></p> | <p>20 min.</p> |

|          |  |         |
|----------|--|---------|
|          | <ul style="list-style-type: none"> <li>- Read example on slide 14 together</li> <li>- Look at <a href="#">sample templates</a> on side 15, use if helpful, can use own if not</li> <li>- Discussion → meet with 4:00 clock partner to share initial thoughts on the strategy and what lesson you may want to plan for using TRTW (slide 16)</li> <li>- Planning time (if any extra)</li> </ul> |         |
| Slide 17 | <p>Wrap-up:</p> <ul style="list-style-type: none"> <li>- Bring everyone back together</li> <li>- Make sure everyone understands what to do for next session</li> <li>- Answer any questions</li> </ul>   | 5 min.  |
|          | <a href="#">Participant Self-Evaluation Survey</a>   | Post S4 |

## Session 5: Vocabulary

90 minutes

[Google Slides Link for Session 5](#)

| <i>Slides</i> | <i>Content</i>   | <i>Approximate time</i> |
|---------------|--|-------------------------|
| Slides 1 & 2  | Welcome<br>Norms: <ul style="list-style-type: none"><li>● Be an active and attentive participant.</li><li>● Listen and speak with an open mind.</li><li>● Take risks.</li><li>● Commit to a shared direction that focuses on results.</li><li>● Begin and end on time.</li></ul>   | 2 min.                  |
| Slide 3       | Today's Outcomes: <ul style="list-style-type: none"><li>● Reflect with colleagues on the Talk-Read-Talk-Write lesson.</li><li>● Connect strong vocabulary instruction with research-based SLIFE vocabulary strategies.</li><li>● Explore the PWIM vocabulary strategy and discuss how it may be helpful for SLIFE in particular.</li><li>● Synthesize learning from all five sessions and discuss next steps.</li></ul>  | 10 min.                 |
| Slide 4       | Activity to reflect on Talk-Read-Talk-Write lesson from last session: <ul style="list-style-type: none"><li>- 10:00 clock partners</li><li>- Begin with objective, then share how the lesson went... strengths, challenges</li></ul>   | 15 min.                 |
| Slide 5       | Introduction: <ul style="list-style-type: none"><li>- Begin with a story of copying definitions from a dictionary (my school experience, likely other participants' experience as well)</li><li>- Participants share more successful vocabulary teaching strategies</li><li>- Segway... vocabulary is a topic we are likely all very familiar with, but also an area to continually be adding new tools and improving.</li><li>- Goal today = hopefully new idea or two; SLIFE success</li></ul> | 10 min.                 |
| Slide 6       | Review:  | 5 min.                  |

|              |   |         |
|--------------|---|---------|
|              | <ul style="list-style-type: none"> <li>- Components of literacy development that have been supportive for EL SLIFE are phonemic awareness, oral language development, vocabulary and building background, and comprehension (Hos, 2016).</li> <li>- These areas align with the five areas of reading development identified by the National Reading Panel ([NRP] 2000): phonemic awareness, phonics, fluency with connected text, vocabulary, and comprehension (Fien et al., 2011).</li> <li>- Connect to content: Snyder et al.,(2017) conducted an extensive review of the literature related to reading interventions for ELs, and although found that there are few recommendations on what specific reading components should be emphasized to promote English reading skill development, some suggestions are provided. In middle and high school particularly, there is a lack of research, but the available literature addresses the importance of aligning EL literacy objectives with content area objectives.</li> </ul> |         |
| Slides 7 & 8 | <p>PWIM:</p> <ul style="list-style-type: none"> <li>- A process to teach beginning ELs content-specific vocabulary and simple sentence formation</li> <li>- Read through steps, along with where that step is shown on the image</li> <li>- Visit blog to read more about <a href="#">PWIM</a></li> <li>- Turn and Talk: <ul style="list-style-type: none"> <li>- How is PWIM particularly helpful to SLIFE?</li> <li>- An upcoming lesson you could use this?</li> </ul> </li> </ul>   | 10 min. |
| Slide 9      | <p>L1:</p> <ul style="list-style-type: none"> <li>- Acknowledge the benefit of incorporating students’ L1 but also recognize that we don’t always have the resources to do this as much as we would like or in the way that would most benefit the student</li> <li>- What’s in the literature: Although it may not always be possible, the benefits of first language instruction are well documented in the literature. We know that primary language reading instruction promotes reading achievement in English (August &amp; Shanahan, 2010). Hickey (2015) also discusses the benefits of providing instruction in students’ primary language, noting academic leaps that can be made by students once they become literate in their home language. This idea of early reading instruction in students’ primary language as a best practice for the overall development of literacy</li> </ul>  | 5 min.  |

|          |   |         |
|----------|---|---------|
|          | development for ELS is also discussed by Fien et al. (2011). Coleman and Goldenberg provide a list of possible primary language supports for English instruction, which includes previewing and reviewing new concepts in a student’s L1 (2010). (from my Ch. 2)  |         |
| Slide 10 | Break   | 5 min.  |
| Slide 11 | <p>Four Corners: play this game to get started wrapping up the work we have done over the course of the five sessions. Begin by explaining how the game works. Each corner of the room represents an answer: 1) strongly agree/agree 2) agree/somewhat agree 3) disagree/somewhat disagree 4) strongly disagree/disagree. I will read statements that review some of the learning we have done over the course of these past five sessions, and participants will move to the corner that best matches their feelings at this time. In that corner, participants will have a minute or two to discuss with colleagues and share out briefly before being asked the next question. (These leave room for interpretation, so the discussion in the corners and after is key).</p> <p>Statements:</p> <ol style="list-style-type: none"> <li>1) SLIFE are unique compared to other ELs.</li> <li>2) I have clear ideas for how I can lessen SLIFE cultural dissonance in my classroom.</li> <li>3) Phonemic awareness fits into the content I am already teaching.</li> <li>4) I can explain why oral language development and building background knowledge is particularly useful for SLIFE.</li> <li>5) I will use the PWIM vocabulary strategy again.</li> <li>6) I feel that I have new tools to better support SLIFE.</li> </ol> | 20 min. |
| Slide 12 | <ol style="list-style-type: none"> <li>1) Quick Write to reflect... What is something from the professional learning/what you have tried in your classroom from the learning that really stood out to you? Why? (Set stage for small goal)</li> <li>2) Now think about one small goal related to this that you want to set. For example, continue implementing a phonemic awareness routine. <ol style="list-style-type: none"> <li>a) Provide participants with cards for participants to write goals on and keep cards in a place they can see.</li> </ol> </li> <li>3) Choose an “accountability partner” to share your card with... This is a person that you will check in with</li> </ol>   | 15 min. |

|          |   |         |
|----------|---|---------|
|          | <p>weekly about how your goal is going. Set date/time/location for your next meeting.</p> <p>4) This work will also continue in PLCs and can go in the direction best suited for each PLC team.</p> |         |
| Slide 13 | THANK YOU   |         |
|          | <a href="#">Participant Self-Evaluation Survey</a>  | Post S5 |

## REFERENCES

- A closer look at the five essential components of effective reading instruction: A review of scientifically based reading research for teachers.* (2004). Learning Point Associates.  
www.learningpt.org
- August, D., & Shanahan, T. (2010). Response to a review and update on “Developing literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth.” *Journal of Literacy Research*, 42(3), 341–348. <https://doi.org/10.1080/1086296X.2010.503745>
- Coleman, R., & Goldenberg, C. (2010). What does research say about effective practices for English learners? *Kappa Delta Pi Record*, 46(3), 106-111.  
<http://dx.doi.org/10.1080/00228958.2010.10516706>
- DeCapua, A., & Marshall, H. W. (2010). Students with limited or interrupted formal education in US classrooms. *Urban Review*, 42(2), 159–173.
- DeCapua A., & Marshall H. (2015). Reframing the conversation about students with limited or interrupted formal education. *NASSP Bulletin*, 99(4), 356–370.  
<https://doi.org/10.1177/0192636515620662>
- Fien, H., Smith, J. L. M., Baker, S. K., Chaparro, E., Baker, D. L., & Preciado, J. A. (2011). \*Including English learners in a multitiered approach to early reading instruction and intervention. *Assessment for Effective Intervention*, 36(3), 143–157. <https://doi.org/10.1177/1534508410392207>
- Hallock, P. W. ( 2012, September 17). *Using “Frameworks” to Enhance Teaching and Learning.* Faculty Focus.

<https://www.facultyfocus.com/articles/teaching-and-learning/using-frameworks-to-enhance-teaching-and-learning/>

- Hickey, P. (2015). Lingua Anglia: Bridging language and learners: Behind the acronym: Multilingual learners with interrupted formal education. *The English Journal*, 104(6), 81–83. [www.jstor.org/stable/24484443](http://www.jstor.org/stable/24484443)
- Hos, R. (2016). Caring is not enough: Teachers' enactment of ethical care for adolescent students with limited or interrupted formal education (SLIFE) in a newcomer classroom. *Education and Urban Society*, 48(5), 479–503. <https://doi.org/10.1177/0013124514536440>
- Lenz, L. (2016, September 11). *A Strength-Based Approach to Teaching English Learners*. Cult of Pedagogy. <https://www.cultofpedagogy.com/strength-based-teaching-esl/>
- Miles, J., & Bailey-McKenna, M.-C. (2017). Giving refugee students a strong head start: The LEAD Program. *TESL Canada Journal*, 34, 109–128. <https://doi.org/10.18806/tesl.v33i0.1249>
- Minahan, J. (2019). Trauma-informed teaching strategies. *Educational Leadership*, 77(2), 30–35. [http://www.ascd.org.ezproxy.hamline.edu:2048/publications/educational\\_leadership/oct19/vol77/num02/Trauma-Informed\\_Teaching\\_Strategies.aspx](http://www.ascd.org.ezproxy.hamline.edu:2048/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx)
- Moll, L. C., Amanti, C., & Neff, D. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31, 132–141.
- Montero, M. K., Newmaster, S., & Ledger, S. (2014). Exploring early reading instructional strategies to advance the print literacy development of adolescent



SLIFE. *Journal of Adolescent & Adult Literacy*, 58(1), 59–69.

<https://doi-org.ezproxy.hamline.edu/10.1002/jaal.318>

Shanahan, T. (2005). *The national reading panel report: Practical advice for teachers*. Learning Point Associates/North Central Regional Educational Laboratory. <http://www.ncrel.org/>

Snyder, E., Witmer, S. E., & Schmitt, H. (2017). English language learners and reading instruction: A review of the literature. *Preventing School Failure*, 61(2), 136–145.

<https://doi.org/10.1080/1045988X.2016.1219301>