

# Assessment to Intervention for English Language Learners

Elsa Cardenas-Hagan, Ed.D.

Texas Institute for Measurement, Evaluation, and Statistics

Valley Speech Language and Learning Center

Elsa.Hagan@times.uh.edu

# Who Are English Language Learners?

- **Definition:**
  - National-origin-minority students are limited in their English proficiency (LEP).
- **Demographics:**
  - Fastest growing portion of the school aged population.
  - 169% increase in last 20 years compared to 12% increase in total enrollment.
  - Represents 400+ languages of origin.
  - Spanish is the most common native language (75%).

# Important Point to Keep in Mind

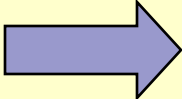
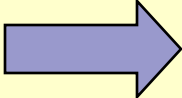
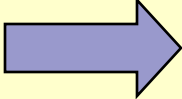
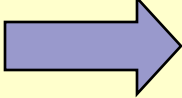
- ELL (LEP) membership is not static.
- As students become proficient in English, they lose their ELL/LEP designation.
- This may result in an underestimation of ELL performance scores because the ELL population consists of less proficient students over time



# Variability in English Language Learners

- Think about the ELLs enrolling at your school and the factors that influence their levels of preparedness for formal education and learning in English.
- What are some of the differences in your campuses' ELL population in terms of factors that influence preparedness?
  - **Example:** Level of English proficiency

# Essential Language Systems

1. Phonology  the basic sound units of language
2. Vocabulary  words and word meanings
3. Grammar  phrases and sentences that make sense and are correct
4. Pragmatics  the appropriate use of language; rules for communicating effectively in diverse social situations. Including: rules of politeness, conversational skills, and extended discourse (telling a story or giving an explanation).



# Language Milestones

- **1.5-2 years**
  - Comprehends 300 words
  - Listens to simple stories
  - Responds to yes/no questions
  - Uses 50 words
  - Names familiar objects
  - Says name on request
  - Combines two words into a phrase

# Language Milestones

- **2-2.5 years**
  - Comprehends 500 words
  - Listens to a 5-10 minute story
  - Carries out series of 2 related commands
  - Identifies Action Pictures
  - Uses 200 words
  - Names 2 numbers correctly
  - Answers simple what and where questions

# Language Milestones

- **2.5-3 years**
  - Comprehends 900 words
  - Listens to 20 minute story
  - Knows simple concepts such as: in, on, under, big, little.
  - Matches colors
  - Uses 500 words
  - Answers simple who, what, where, how many questions
  - Can ask simple questions
  - Repeats sentence of 6-7 syllables
  - Uses pronouns I, me, you, mine

# Language Milestones

- **3-3.5 years**
  - Comprehends 1200 words
  - Knows “in front of” and “behind”
  - Identifies circle and square
  - Uses 800 words
  - Irregular plural forms emerging\*
  - Regular plural forms are consistent
  - Mean length of response is 4.3 words

# Language Milestones

- **3.5-4.0 years**
  - Comprehends 1500-2000 words
  - Recognizes one color
  - Uses 1,000-1,500 words
  - Can do simple analogies
  - Tells two events in order of sequence
  - Answers “what if” questions
  - Possessive “s” consistent \*
  - Mean length of response 4.4 words

# Language Milestones

- **4.5-5 years**

- Comprehends 2,500 to 2,800 words
- Points to red, yellow, green and blue on command
- Uses 1,500 to 2,000 words
- Answers simple “when” questions
- Mean length of response is 5.7 words
- Combines five to eight words in sentences
- Tells long story accurately
- Counts 10 objects
- Can name first, middle, last
- Repeats days of week in sequence

# Language Milestones

- **5-6 years**
  - Comprehends 13,000 words
  - Can answer “what happens if” questions
  - Understands “opposite of”
  - All pronouns used consistently
  - Mean length of response is 6.6 words

# Second Language Acquisition

- **Stage I: Silent or Preproduction Stage**
  - Comprehends up to 500 receptive words
  - Responds through gestures
  - Understands new words that are made comprehensible
  - Reluctant to speak



# Second Language Acquisition

- **Stage II: Early Production Stage**
  - Comprehends up to 1000 receptive words
  - Speaks in one or two-word phrases
  - Provides short answers
  - Answers simple yes/no, who/what questions

# Second Language Acquisition

- **Stage III: Speech Emergence Stage**
  - Comprehends up to 3000 words
  - Speaks in simple sentences
  - Asks simple questions
  - Grammatical errors are present in speech

# Second Language Acquisition

- **Stage IV: Intermediate Language Proficiency Stage**
  - Comprehends up to 6000 words
  - Speaks in complex sentences
  - States opinions
  - Asks for clarification

# Second Language Acquisition

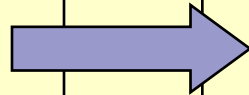
- **Stage V: Advanced Language Proficiency Stage**
  - Comprehends academic words
  - Participates fully in grade level classroom activities
  - Speaks with appropriate use of grammar
  - Vocabulary is comparable to same – age native speakers

# The Language-Literacy Connection

## Language

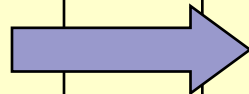
## Reading and Writing

Phonology



- Phonological Awareness
- Letter-sound correspondences
- Word recognition/Decoding
- Word reading fluency
- Spelling

Vocabulary

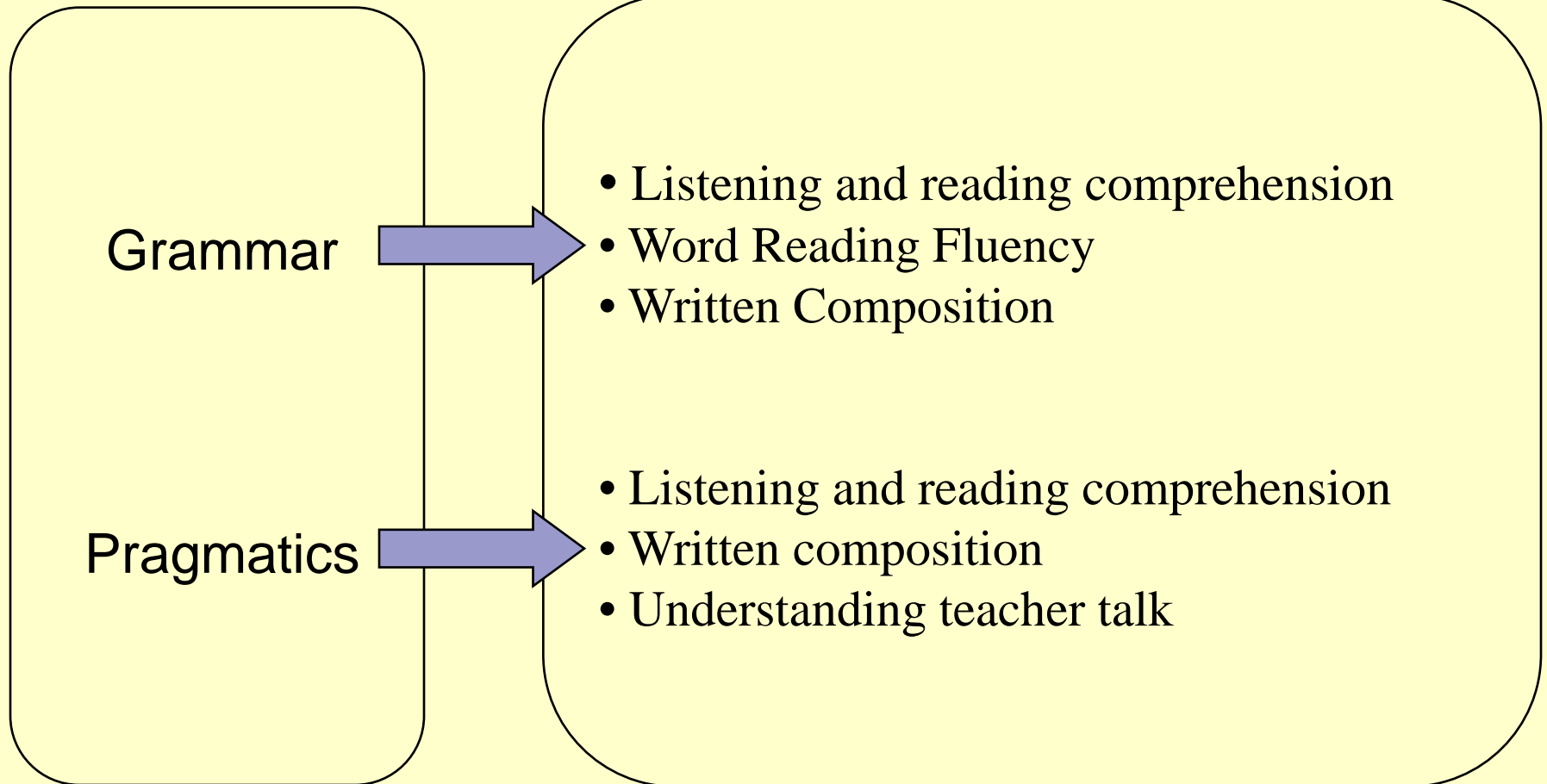


- Listening comprehension
- Word recognition/Decoding
- Word reading fluency
- Reading comprehension
- Written Composition

# The Language-Literacy Connection

## Language

## Reading and Writing



# Stage 0: Pre-Reading

- Ages 0-6 (native language age estimate)
- Language awareness
- Letter recognition
- Letter naming
- Word recognition
- Awareness of purpose for reading
- Relationship between pictures and print
- Relationship between written and spoken word
- Rhyming
- Alliteration
- Segmentation



# Stage 1: Decoding

- Ages 6-7 (native language age estimate)
- Alphabetic principle
- Letter to sound correspondence
- Graphic elements inwards
- Assimilation process
- Analyze whole to part
- Analyze part to whole

## Stage 2: Confirmation

- Ages 7-8 (native language age estimate)
- Confirms previous learning
- Fluency
- Phonics knowledge confirmation
- Word recognition accuracy
- Reading speed increases
- Attends to meaning of text

## Stage 3: Reading for Learning

- Ages 9-14 (native language age estimate)
- Motivation for reading
- Reads to learn new information
- Reads content area subjects
- Vocabulary is enlarged
- World knowledge expands
- Reads from one view point



## **Stage 4: Multiple Viewpoints**

- Ages 14-18 (native language age estimate)
- Reads text with layers of facts
- Reads text with multiple viewpoints
- Interacts with more complex text

# Stage 5: Construction

- Ages 18-adult (native language age estimate)
- Selective reading
- Forms opinions
- Forms Judgment
- Constructive reading



# The Language-Literacy Connection

When teachers have a strong understanding of the essential language systems and the development of literacy....

...and apply this knowledge to instruction....

... students have more opportunities to become proficient in language and in literacy.

# Second Language Literacy

- Developing oracy and literacy in a second language is not a simple task. Students are often required to:
  - develop conversational and basic reading skills at the same time, and then
  - quickly develop oral and written academic language skills to facilitate learning in all content areas.
- Students use knowledge of their first language when learning a second language. However, this knowledge can both facilitate and second language and literacy acquisition.

# Degree of Transferability

## Depends upon:

- The proficiency of native language skills.
- The degree of overlap in the oral and written characteristics of the native and second language.
  - Type of language (Alphabetic, Logographic, etc.)
  - Similar orthographies.
  - Overlap in sound-symbol correspondence.

# Alphabetic Languages

- Use symbols (i.e., an alphabet) to represent sounds in speech and print.
- Individual sounds, when printed, are represented by individual letters, combinations of letters.
- **Examples:** English, Spanish, Russian

# Alphabetic Language Orthographies

Alphabetic languages differ in the number of ways to present a single sound in print.

*Transparent*

*Opaque*



- Languages that allow for fewer such mappings.
- More one to one mapping of symbols to sounds.
- Example: Spanish, Russian
- One sound can be represented in many ways.
- One letter or letter combination can be used to represent several sounds.
- *Example: (English)*
  - “ee”, “ei” and “ea” in *need, receive, and read*
  - letter *a* – *father, apple, name, banana* ).

# Alphabetic Language - Reading

- Phonological awareness and Phonics are important skills that support the development of word recognition skills.
- Phonological awareness is positively correlated across many languages, and the skills in this domain are similar across alphabetic languages (to varying degrees).

# ELL Assessment

- Assessments of content area knowledge and skills are also inherently tests of language proficiency.
- ELLs use significantly more cognitive resources processing the language of English assessments than non-ELLs who are proficient in English.
- As a result, fewer cognitive resources will be available to attend to the content being tested.
- While there may be gaps between ELL and non-ELL content knowledge, the size of these gaps are effected the language demands of the tests.

# Appropriate Accommodations

- Appropriate accommodations for ELLs should provide linguistic support to minimize the cognitive demands of the assessment that are not related to the content being tested.
- Testing accommodations should always match accommodations provided during regular instruction.
  - Students should be familiar with the process or the accommodation may actually increase cognitive demands.



# Assessment Language

- What language to assess ELLs?
  - Native Language
    - may give more accurate inventory of student's knowledge and skills
    - may be less predictive of English skills than a English assessment
  - English
    - may be more predictive of English skills than a native language assessment
    - may reflect issues of instruction and misunderstanding more than actual skills

# Assessment Language

- Benefits to assessing ELLs in native language and English:
  - Ability to identify student skills in both languages
  - Ability to identify which native language skills are developed enough to be capitalized upon when instructing in English.
- Overall, assessment in only one language will give incomplete picture of student's skills, abilities, and instructional needs.



# Useful Adaptations (Informal)

- Letter Sound Identification
  - Note those letters in Spanish for which the student does not already know the appropriate sound.
  - Make notes on the English assessment of the sounds the students are providing for the letters of the alphabet.

# Useful Adaptations (Informal)

- Some students will not know the information in their native language and therefore will not be able to apply it to a new language.
- Some students will apply their knowledge of the sound associated with the letter in Spanish to the same letter in English.
  - This is useful knowledge, as the student is applying known information to new situations. Instruction on new information is required.
- Some students will not apply their knowledge of the sound associated with the letter in Spanish to the same letter in English.
  - Students need to understand that application of known information is a useful practice, and over time they will learn those things that can not be applied in the same manner.

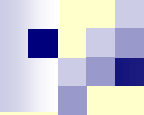
# Useful Adaptations (Informal)

In Listening and Reading Comprehension on the English assessment, the teacher or student (listening versus reading) reads the story in English.

- If the student says they do not understand oral questions in English, ask them in Spanish.
- If the student says they can not respond in English, ask them if they can respond in Spanish.
- If the student provides correct answers to the questions **regardless of the language of the response** they are showing comprehension of English text.

# Useful Adaptations (Informal)

- If the student provides correct answers to the questions in Spanish, ask the student if they can try to provide the answer in English.
  - If the student provides correct responses in both Spanish and English, then the teacher knows that the student has understood the story presented in English, and that the students productive English skills are also developing.
  - If the student provides correct responses in Spanish and not in English, then the teacher knows that the student has understood the story presented in English, but that the students productive English is not as strong.



# Normal Second Language Development

- Language loss when the students' opportunities in L1 are minimized
- Dysfluencies associated with lack of vocabulary, word finding difficulties, sequencing of ideas, and tension surrounding expressive attempts
- Code-switching is a natural stage in second language acquisition



# Normal Second Language Development

- It is not possible for a bilingual child to have a language disorder in L2 and not in L1.
- A disorder *may* exist if language is atypical when student is compared with peers from same group, who speak the same dialect and have had similar language opportunities.



# Language Delays

- Sometimes, dyslexic ELL students are not referred for assessment because it is thought that their difficulties stem from trying to learning a second language and trying to learn in that second language.
- This may delay the delivery of appropriate interventions.

# The Importance of the First Language

- If ELL students are strong in their first language (L1), then expect their linguistic strengths to transfer to the language of the school.
- If an ELL student experiences fluency and phonemic awareness/phonological decoding difficulties in L1, then there *may* be a learning disability or dyslexia and the students should be assessed in their first language.



# Characteristics of Dyslexia

- Phonological awareness
- Letter/sound correlations
- Reading accuracy
- Reading fluency
- Reading Comprehension
- Written Composition
- Spelling



# Assess Expressive Language

- Expressive language was found to show a stronger within- than across-language relationship to later reading.
- Children at risk for poor reading might be identified based on their expressive language performance in L1.

# Assessment of Word Recognition in L1

- It is often believed that poor reading performance is the result of poor oral language skills.
- Research does not support this (Juel, Griffith & Gough, 1986, Durgunoglu, Nagy & Hancin-Bhatt, 1993).
- Implication: Professionals should not wait to assess reading skills until oral language proficiency is strong.




# Data Gathering

- Educational Background
- Adequate Vision and Hearing
- Samples of School Work
- Parent Conference
- Teacher Conference
- Speech and Language Development
- Reading Inventories
- Progress Reports



# Data Gathering

- Language Proficiency
- Home Language Survey
- Educational History
- Language of Instruction
- Linguistic Environment
- Second Language Acquisition Development



# Domains to Assess in L1 and L2 if possible

- Phonological Awareness
- Letter-Sound Correlations
- Single Word Decoding (real and nonsense words)
- Rapid Naming
- Reading Fluency
- Reading Comprehension
- Written Spelling



# Five Core Areas of Literacy Instruction

- **The five core areas of literacy instruction that have been identified as being important to non-ELLs are also important for ELLs:**
  - Phonological Awareness
  - Phonics (Graphophonemic Knowledge)
  - Fluency
  - Vocabulary
  - Comprehension



# Understanding Strengths and Weaknesses

- Identify **strengths that can be built upon** to develop oracy and literacy in their native or second language.
- Identify the **potential source of the difficulty or weakness** of the individual or group of individuals.
- Strengths and weaknesses are not static. Needs change as literacy develops.



# ELL Instructional Strategies

- The implementation of effective instructional strategies becomes more complex when teaching English to ELL students because teachers must be knowledgeable in following areas:
  - The relationship between oral language proficiency and the development of oracy and literacy skills in both languages.
  - The similarities and differences between the first and second languages, and how to incorporate this knowledge into instruction.
  - The skills levels of the student in both languages.

# ELL Instructional Strategies

## For Example:

- In order to “Explicitly teach new skills and concepts” teachers must understand what skills and concepts are new for each student.
- This requires an understanding of the similarities and differences between the two languages as well as knowledge of the students skills in both languages.

# What we know

- Phonological awareness is the ability to process and manipulate sounds.
- Phonological awareness in many ELL native languages are highly correlated to English phonological awareness skills.
- Phonological awareness skills are important to word decoding not only in alphabetic languages, but across the majority of ELL languages.

# What we know

- ELLs need explicit, early and intensive instruction in phonological awareness to build decoding skills.
  - Roughly equal numbers of native and non-native English speakers encounter difficulties with word-decoding.
  - Many ELLs develop word decoding skills equal to those of their with their peers in early elementary years.

# Unique English Elements

- Provide additional, structured instruction on elements known to be unique to English and not part of the student's native language.
  - Draw attention to unique elements and provide additional practice and application.
  - Provide speech training for students who are unable to produce certain sounds in the English language.

# Combined letter sounds

<b>Shared consonant blends</b>	pl, pr, bl, br, tr ,dr, cl, cr, gl, gr, fl, fr
<b>English consonant blends not present in Spanish</b>	st, sp, sk/sc, sm, sl, sn, sw, tw, qu (kw), scr, spr, str, squ
<b>English sounds not present in Spanish</b>	man, pen, tip, up r-controlled vowels schwa sound caught, could, use
<b>Challenging final English sounds</b>	/rd/, /st/, /ng/, /sk/, /ng/, /z/, /oil/, /mp/, /dg/

# What we know

- **Graphophonemic knowledge involves:**
  - knowledge of the letters of the alphabet,
  - the understanding of sound-symbol relationships,
  - basic morphological elements of the language,
  - word reading, and
  - spelling.
- **Graphophonemic knowledge is developed through:**
  - explicit and systematic instruction
  - practice focusing on letter names, sound-symbol correspondences, and
  - using sound-symbol relationships to read and write words.

# What we know

- ELLs early graphophonemic skills (i.e., letter-sound correspondence and word reading) are often more developed than higher order skills such as spelling.
- Students who have difficulty developing phonics skills, require extra instruction and support in this area.
- ELLs with very early English language skills will benefit from phonics instruction.

# English and Spanish Letter-Sound Linking

- **In Spanish there are 30 letters in the alphabet**
  - W = Borrowed
  - CH, RR, LL and Ñ = Not in English alphabet
  - 5 letters represent more than one phoneme: C, G, R\*, V, Y
  - 2 letters can represent multiple phonemes across students because of dialectical variations in pronunciation): LL and V
- **In English there are 26 letters in the alphabet**
  - 11 letters represent more than one phoneme:  
A, C, E, G, I , O, Q, S, U , X, Y

# English and Spanish Letter-Sound Linking

- The 30 letters in the Spanish alphabet represent about 22 different phonemes
  - 13 letters share acceptable sounds with at least one other letter: C, G, I, J, K, LL, Q, R, RR, S, X, Y, Z
- The 26 letters in the English alphabet represent about 44 different phonemes
  - 14 letters share acceptable sounds with at least one other letter: A, C, E, G, I, J, K, O, Q, S, U, X, Y, Z

# Letter- Sound Instructional Considerations

- Capitalize on familiar letter-sound associations (e.g., complete overlap and those with partial overlap that are the same in English and Spanish).
- Explicitly teach unfamiliar letter-sound associations
- Explicitly teach unfamiliar letter based phonemes
- Explicitly teach phonemes that do not exist in Spanish

# High Frequency Words

- Exposure to words that will be encountered frequently is beneficial to ELLs
- Provide students with a list of common sight and spelling words.
- Select and teach those words that appear frequently in grade-appropriate literature and informational text.
- Practice the spelling of the high frequency words to reinforce students' recognition of the words, the letter patterns within the words, and their recall of the sounds.

# Morphological Elements (Word Study)

- Knowledge of morphology provides clues to the meaning and spelling of words.
- Students should receive explicit instruction on how to examine words for common patterns and distinctive features.
- Word study will help students develop efficient word reading and accurate spelling.
- Useful elements include: prefixes, suffixes, and roots.

# Spanish-English Spelling

- In Spanish there are approximately 22 phonemes, and in English, there are approximately 44 phonemes.
- In Spanish are very few ways to write the 22 Spanish phonemes, whereas in English, there are about 250 different ways to write the 44 phonemes.
- Most sounds in English have more than one spelling. In Spanish the number is significantly smaller.
- In English, many letters or combinations of letters can be used to represent different sounds in different words. whereas in Spanish, this occurs significantly less frequently.

# Spanish-English Spelling

- Students can benefit from learning rules such as: doubling final consonants rule, the dropping rule, the changing y to i rule and the doubling medial consonants rule.
- Auditory discrimination practice of the minimal pairs is also helpful for English language learners.
- Spelling can be taught with attention and integration of the 4 domains of language
- English spelling is 85% predictable. Students **can** learn the irregular forms of words as patterns can also be found in irregular words (ball, tall, wall etc..).

# Common Points of Confusion

- **Vowels:**

- Spanish vowels represent different phonemes than English vowels. Spanish vowels have one sound, all English vowels have multiple sounds.

- **U combinations:**

- que, qui, gui, gue – the u is not pronounced in these Spanish combinations unless the u has a dieresis (ü). Words like queen, quiet, quick may be difficult to learn.

- **Vowel Digraphs:** ou, ow, aw, oo

# Spanish Does Not Have

- **Consonant Digraphs:** i.e., sh, th, wh, ph, -ng, ck, wr, kn. However, the sound may exist in spelling of words such as the letter N before K is pronounced /ng/.
- **Consonant Blends:**
  - **Final consonant blends:** e.g., nd, st
  - **Three-letter consonant blends:** e.g., str
  - **S- blends:** e.g., sl,
- **Silent-e pattern:** e at the end of a word is pronounced

# Spanish Does Not Have

- /ih/ as in pig – does not exist in Spanish
- /ae/ as in apple – does not exist in Spanish
- **Endings:** -ed (pronounced /d/, /t/, /ded/, or /ted/) and -s (pronounced /s/, /z/, /ez/, or /es/)
- **Contractions:** don't, isn't, weren't, etc.

# Spanish Does Have (Transfer)

- Hard C before A, O, U, and consonants rule
- Soft C before E or I rule
- Hard G before A, O, U, and consonants rule
- Soft G before E or I rule
- VCCV syllable
- VCV syllable

# Instructional Considerations

- Specific sounds and sound placement in words differ for different languages. Helping students hear English sounds that don't exist or are not salient in their native language is beneficial.
- Unfamiliar phonemes and graphemes make decoding and spelling difficult. Important to familiarize students with those patterns that do not exist in native language but will be encountered in English.

# Instructional Considerations

- For literate ELLs, English graphemes that have different sounds in L1 make decoding and spelling difficult. Important to teach and highlight these differences to students.
- Limited English vocabulary prevents children from using word meaning to figure out how to read a word. Word study provides students with word knowledge that will increase their reading, spelling, vocabulary and comprehension skills.

# What we know

- Fluent readers are those who read without much apparent effort; automatically decoding words and applying strategies for decoding unknown words.
- Fluent readers read with expression, and appropriate inflection and phrasing.
- Important to distinguish between **rate** and **fluency**
  - Rate = speed of decoding (can be single words or words in context)
  - Fluency = rate AND appropriate phrasing, inflection and prosody

# What we know

- Students who are fluent readers will be able to spend less time focusing attention on the process of reading words, and more time on what they are reading (comprehension).
- Instruction for students who have difficulties with fluency should include:
  - Increased practice reading text that is matched to the student's instructional level (90% decodable)
  - Goal of practice = deeper representations and more efficient access to words and their meanings in various contexts.



# What we know

- English language learners benefit from effective fluency instruction.
- Explicit and systematic fluency instruction can be implemented in English as well as Spanish.



# Fluency Instruction for ELLs

- Choral Reading
- Echo Reading
- Partner Reading
- Repeated Reading
- Rapid Naming
- Phrasing Practice

# What we know

- Vocabulary is the ability to understand words and their meanings.
- Vocabulary is essential for successful reading and comprehension.
- Vocabulary is an area where ELLS lag behind their peers.
- Majority of ELLs with reading difficulties struggle with skills related to fluency, vocabulary and comprehension.

# What we know

- Many ELLS arrive at school with a more limited English vocabulary than English-speaking students.
  - ELLs may lack labels in English for concepts they know and have labels for in their first language
  - ELLs and English speakers may have different concepts for the same label.
  - ELLs may have labels and basic knowledge of concepts but lack the depth of conceptual knowledge required for academic success.

# What we know

- Frequent and explicit vocabulary instruction is necessary for ELLs.
- Vocabulary instruction, while varied in nature and quantity, on average, does not receive adequate instructional attention.
  - 5-10% of instructional time is devoted to vocabulary development.
  - Focuses more frequently on labels and definitions.
- Repeated exposure to new and familiar words is important for students to learn and remember word meanings.
  - Students need 12-14 exposure to a word and its meaning, in multiple contexts (text, discussion, writing, etc.).

# Vocabulary Instruction

## Instruction should address learning:

- labels for words
- multiple meanings of words
- word parts
- how words relate to one another
- about words in multiple contexts
- strategies that allow for independent word learning



# Steps for Explicit Instruction

- Say and write the word
- Provide definitions (with familiar terms)
- Discuss what is known about the word
- Provide examples (and non-examples)
- Engage in extended discussions/activities with the word
- Create sentences with the word

# Native Language as a Resource

- Research has shown that instruction on the cross-linguistic relationships between words is beneficial for ELLs.
- This involves:
  - making students aware of the similarities between words in the two languages.
  - making students aware of words that are **cognates** (words that are spelled alike and have similar meanings in two languages).

# Spanish Prefixes and their English Correlations

<u>Spanish Prefixes</u>	<u>Meaning</u>	<u>English Prefixes</u>	<u>Meaning</u>
pre-	antes	pre-	before
re-	repetir	re-	again
sub-	debajo	sub-	under
tri-	tres	tri-	three

# Spanish Roots and their English Correlations

<u>Spanish Roots</u>	<u>Meaning</u>	<u>English Prefixes</u>	<u>Meaning</u>
audi	oír	audi	to hear
auto	solo	auto	by itself
cent	cien	cent	one
fono	sonido	phono	sound

# Spanish Suffixes and their English Correlations

<u>Spanish Suffixes</u>	<u>Meaning</u>	<u>English Suffixes</u>	<u>Meaning</u>
-ista	alguien que	-ist	one who
-itis	inflamación	-itis	inflammation
-osis	enfermedad	-osis	disease
-oso	lleno de	-ous	full of

# What we know

- **The ultimate goal of print is to communicate ideas and concepts.**
- **Effective reading comprehension is influenced by a variety of factors including limited:**
  - word reading accuracy
  - fluency skills
  - vocabulary
  - grammar and syntax
  - ability to use language to formulate and communicate ideas and thoughts
- **To some degree, students use all of these skills every time they are engaged with text.**



# What we know

- **In addition:**
- ELL readers must have a command of the linguistic structure of the text
- ELL readers must use meta-cognitive strategies to understand the content of text
- ELL readers must have adequate background knowledge for content and vocabulary of text
- ELL readers must have adequate language development

# What we know

- **Comprehension instruction tends to be uni-directional – focusing on products rather than process.**
  - Products: reading text and answering questions about the text geared toward checking if appropriate knowledge was gained.
  - Process: active strategies and self-monitoring that promote understanding of text.



# Comprehension Strategies

- Activate background knowledge
- Make personal connections
- Use context to teach words
- Use bilingual glossaries
- Use pictures
- Use graphic organizers
- Story Retell



# Wrap-Up

- English language learners can benefit from explicit instruction that will assist them in applying their structural knowledge of the primary language for the development of the second language.
- It is necessary for instructors to have knowledge of the shared and unshared components of the two languages in order to provide English language learners with sufficient opportunities to develop their language and literacy skills.