



Ellas Consulting

English Learner Leadership Advocacy Support

ORAL LANGUAGE AND LITERACY INSTRUCTION THAT SUPPORTS THE NEEDS OF CULTURALLY & LINGUISTICALLY DIVERSE LEARNERS

DR. LINDA CAVAZOS



SESSION OUTCOMES

- Identify the unique language and literacy needs and strengths of culturally and linguistically diverse students in the classroom.
- Review evidence-based strategies and best practices for language and literacy instruction to effectively meet the needs of culturally and linguistically diverse students.

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LANGUAGE AND LITERACY CONNECTIONS



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ORAL LANGUAGE AND LITERACY INSTRUCTION

- Oral language is the foundation for effective literacy development for all CLD students.
- Some CLD students will speak other languages; some will speak dialects of English.
- All will need to meet English language proficiency standards.
- Students who may experience literacy problems include:
 - English Learners (ELs)
 - Students who speak dialects of English
 - Students from poverty environments
 - Students who do not see themselves in the curriculum
 - Students with disabilities



THE ROLE OF L1 IN L2 ACQUISITION

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- The native language (L1) is the foundation for acquisition of English (L2).
 - Students with a strong L1 foundation are in a better position to acquire L2 skills than students with poor L1 skills.
 - Knowledge about language (metalinguistic awareness) can be transferred from L1 to L2.
- ELs rely on knowledge of their first language to make hypotheses about how the target language works. This is referred to as an interlanguage system or the interlanguage bridge.

(Coelho, 2004; 2016)



ORAL LANGUAGE-READING CONNECTIONS

- ELs who have good oral language skills in the home language (L1) are more likely to become effective readers and writers than those who do not.
- ELs with good L1 oral language and reading skills have the foundation to acquire those skills in English (L2).
- L1 oral language and reading difficulties will manifest in L2.

(Cavazos & Ortiz, 2020; Ortiz & Cavazos 2022)



BILINGUAL LANGUAGE ACQUISITION

- Children follow similar trajectories in development, even though they are acquiring different languages.
 - Variances are related to factors such as structural differences in the languages and cultural influences on language use.
- Bilingual children:
 - Learn the same number of words as monolinguals, but these are distributed across languages.
 - Apply their knowledge of multiple languages wholistically (e.g., translanguaging, codeswitching, language mixing); this represents their unique language repertoire, not errors.
 - Communicate following cultural norms and styles.



ENGLISH AS A SECOND LANGUAGE (ESL)

- For ELs taught in English, all lessons must simultaneously integrate oral language and reading goals and objectives
- Until ELs become proficient in English, teachers must continuously ask:
 - Does the student have the English skills needed to perform the task?

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ACADEMIC LANGUAGE

Academic language refers to higher-order, more complex language skills such as:

- Abstract language (e.g., intangible concepts, ideas, qualities)
- Language used to predict, infer, evaluate
- Discipline-specific vocabulary
- School narrative skills (e.g., story structure; text structure)
- School and classroom discourse (oral and written)
- Breadth and depth of vocabulary knowledge needed, including multiple meanings
- Specific academic vocabulary needed to compare historical events, state and reflect on different points of view, etc.
- Complex sentence structures
- Corresponding syntax

(Cavazos & Ortiz, 2020; Scarcella, 2003)

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SOCIAL COMMUNICATION

- Social communication is the language we use to interact with others,
- To engage successfully in conversations, the most common type of social communication, ELs must:
 - Understand messages
 - Formulate appropriate responses
 - Use language for different purposes (e.g., greeting, informing, requesting)
 - Use language appropriate to the context, topic, and person(s) with whom they are interacting
 - Repair communication breakdowns
 - Use age-appropriate linguistic structures



READING CHALLENGES FOR ELS

- ELs with reading difficulties may present difficulty in both L1 and L2 related to:
 - learning to read
 - slow and awkward reading
 - sounding out new words
 - reading out loud
 - word finding and word retrieval
 - pronunciation of long or unknown words
 - confusion of similar sounding words

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SHARED CHARACTERISTICS OF ELS AND STUDENTS WITH DISABILITIES

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- Articulation, pronunciation errors
- Poor comprehension
- Forgets easily
- Cannot follow directions
- Poor oral language skills
- Syntactical and grammatical errors
- Low vocabulary
- Reading below grade level
- Poor spelling
- Short attention span
- Frequently off task
- Cannot work independently
- Does not complete tasks
- Anxious
- Poor motivation
- Distractible
- Low self-esteem
- Shy, withdrawn





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IDENTIFYING STUDENTS STRENGTHS AND NEEDS



ELISEO - 3RD GRADE EL

Eliseo is a 3rd grade student whose family immigrated from El Salvador when he was in 1st grade. He speaks English and Spanish at home. He is in a bilingual English/Spanish classroom but has been transitioned to instruction in English. He speaks more English than Spanish. Language proficiency assessment results indicate that he is at emerging level of English. In both English and Spanish, he uses non-specific vocabulary, has difficulty finding words, and often switches between languages. Eliseo reads at a mid first-grade level. He reads slowly, often skipping or misreading words and has difficulty comprehending text. His teacher reports that he enjoys and is performing on grade level in math.

- What are Eliseo's strengths and needs?
- What are some priority considerations for instruction?
- Other factors to consider in planning instruction?



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DATA-BASED DECISION-MAKING

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- Language data are an important component of instructional planning. Data are used to:
 - Identify strengths and needs
 - Set oral language development goals
 - Direct and re-direct oral language instruction
 - Monitor progress
 - Identify students who are not meeting expectations
 - Plan intervention and monitor progress
 - Identify students who may benefit from special education referral
- Use authentic, classroom-based oral language assessments to supplement results of accountability assessments.
 - Establish oral language proficiency baselines
 - Track changes over time (e.g., beginning, middle, end of year; year to year)



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FORMAL AND INFORMAL DATA

- What type of data are useful for making instructional decisions?
 - Annual assessment data (e.g., language and literacy data)
 - Progress monitoring data (e.g., results of screenings and benchmark assessments)
 - Formative classroom-based assessment data (e.g., end of unit, concept and skill checks)
 - Teacher observation data (e.g., anecdotal notes, visual inspection and comprehension checks during instruction, analysis of oral responses)



MULTIPLE DATA POINTS

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- Use frequent and varied data to make instructional decisions
- Use multiple sources of data to profile oral language and reading skills
 - Triangulate data to confirm patterns of strengths and needs
- Be aware that computer-based assessment data may differ from observational and anecdotal data – determine the reasons why
- Data should not surprise you; you should already know what to expect based on available student data sources and daily instruction



TRIANGULATING LANGUAGE AND LITERACY DATA

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CARLOS-6TH GRADE EL

Carlos was enrolled in a bilingual education program in the U.S. through 3rd grade. He was then taken by his father to a rural area in South America and did not attend school. Carlos made his way back to the US on his own and is currently enrolled in 6th grade. Carlos is classified as an EL at an emerging level (low intermediate) of English proficiency. He is enrolled in mainstream classes and receives ESL instruction. He reads at a third-grade level in Spanish but has not developed English literacy skills. Although he is meeting ESL and literacy learning goals, the ESL teacher is concerned that Carlos will not pass the state assessments at the end of the year. His general education teachers say they do not have the skills—or the time—to meet his needs in their classroom.

1. Identify Carlos' strengths and needs.
2. What are some priority considerations for instruction?
3. Other factors to consider in planning instruction?



LINGUISTIC SCAFFOLDS AND ACCOMMODATIONS FOR ELS

- Oral language scaffolds are temporary modifications and supports provided to ensure ELLs develop oral language skills and that they understand social and academic discourse.
- Linguistic accommodations are changes made to lesson delivery and tasks to ensure that ELs access content and have equitable opportunities for participation.
- Linguistic Accommodations Checklist
 - Effective Instructional Practices for ELs
 - Linguistic Accommodations
 - Classroom Level
 - Teacher Level
 - Student Level



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EXAMPLES OF SCAFFOLDS AND ACCOMMODATIONS BY PROFICIENCY LEVELS

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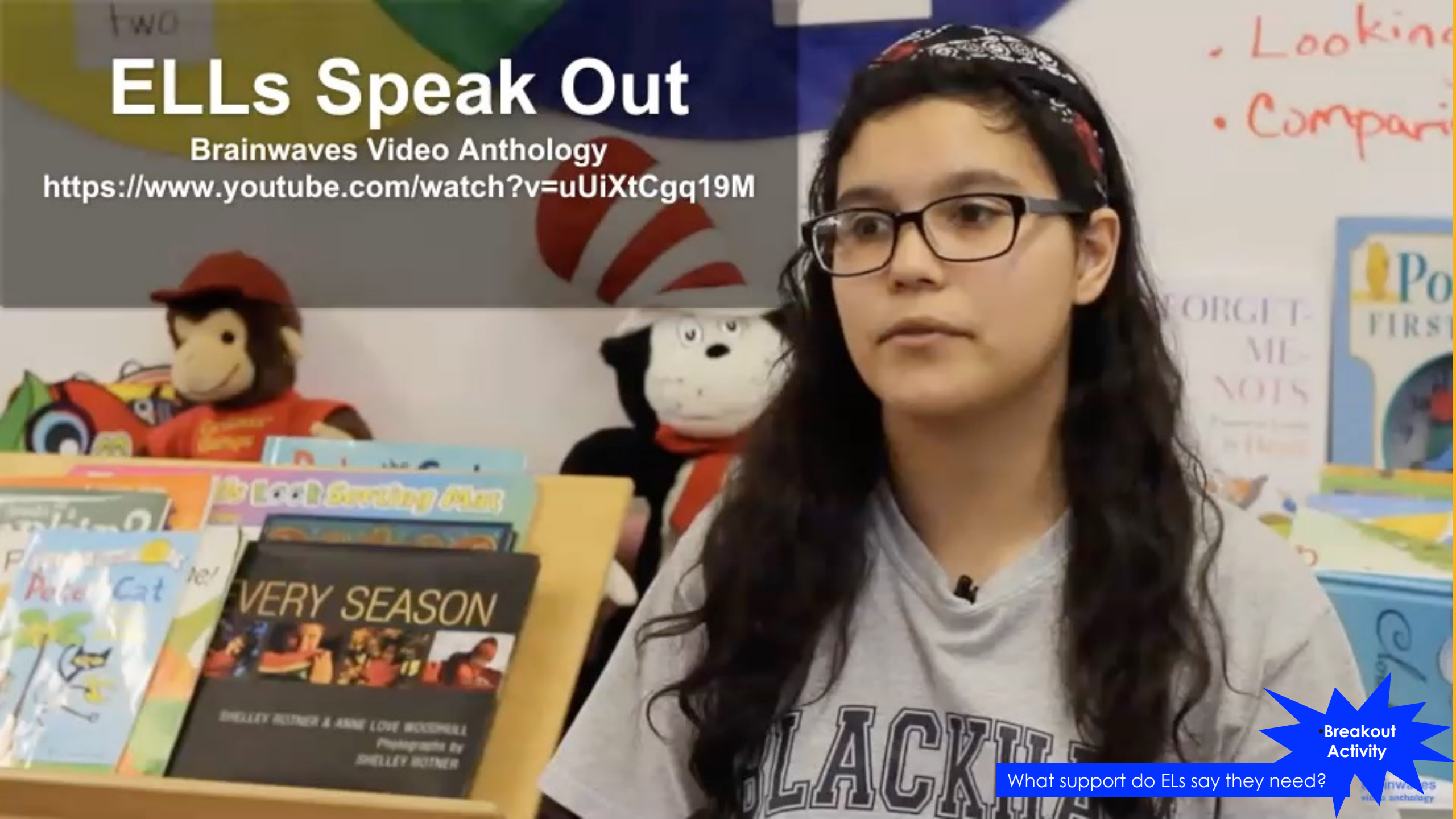
Entering	Emerging & Transitioning	Expanding
<ul style="list-style-type: none">• Functional language• Total Physical Response• Simplified language• Slower rate of speech• Simple WH questions• Non-verbal; one-word responses• Physical objects, actions, activities• Labels, visuals, objects• Think Alouds• Word banks; wall charts• Choral repetition• Read Alouds• Native language support	<ul style="list-style-type: none">• Discipline-specific vocabulary• Think-pair-share• Collaboration dialogues• Sentence frames• Common grammatical structures• Graphic organizers• Comprehension checks• Cloze passages• Anticipation guides• Wait time• Native language support	<ul style="list-style-type: none">• Abstract, higher order vocabulary• Complex sentence structure• Accountable talk• Restate, paraphrase• Story maps• Oral presentations• Role plays• Language learning strategies• Compare/contrast relationships• Native language support

(Coelho, 2004; 2016; Levine, Lukens, & Smallwood, 2013)

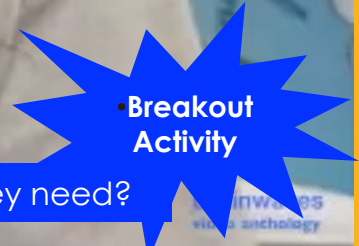
ELLs Speak Out

Brainwaves Video Anthology

<https://www.youtube.com/watch?v=uUiXtCgq19M>



Looking
Compari



Breakout Activity

What support do ELs say they need?

Brainwaves video anthology



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EVIDENCE-BASED PRACTICES AND STRATEGIES FOR ELS



CHARACTERISTICS OF EFFECTIVE INSTRUCTION FOR ELS

- Culturally and linguistically responsive instruction
 - Asset-based approaches to instruction
 - Affirmation of students' language(s), identities and cultural knowledge
 - Activation of students' funds of knowledge
 - Building of background knowledge
 - Instruction in the native language or native language support
 - Instruction using ESL strategies

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EVIDENCE-BASED ORAL LANGUAGE AND LITERACY PRACTICES

Focus on oral language development

- Differentiate for L1 and L2 proficiency levels.
- Address academic language demands of lessons.
- Teach specific oral language skills.
- Target vocabulary and grammar skills.
- Plan structured academic discussions for multiple group settings.

Provide explicit skill instruction

- Pre-teach vocabulary.
- Teach vocabulary strategies targeting morphemic awareness, multiple-meaning words, cognates for crosslinguistic transfer, and contextual analysis.
- Teach parts of speech.
- Teach sentence structures.
- Teach text structure.
- Teach learning strategies.

Monitor skill development

- Schedule regular formative and summative assessments for individual ELs and groups of ELs.
- Use frequent informal diagnostic checks to determine the effects of instruction and intervention.
- Make instructional adjustments when needed.
- Provide corrective and affirming feedback.

Use evidence-based strategies

- Integrate the four language domains.
- Provide systematic, explicit instruction
- Use a variety of scaffolds (visual, language, and concrete).
- Build/activate background knowledge.
- Use the gradual release of responsibility approach.
- Provide multiple opportunities for practice



CHARACTERISTICS OF EFFECTIVE INSTRUCTION FOR ELS

- Evidence-based instructional strategies for ELs
 - Differentiation for individual students and groups
 - Language scaffolding (e.g., linguistic support, visuals, graphic organizers, sentence frames)
- Data-driven
 - L1 and L2 language proficiency levels
 - Individual skill needs
- Systematic, explicit instruction
 - Consistent with the language of core instruction
 - Modeling, demonstration
 - Targeted goals based on assessment data
 - Targeted skill instruction
 - Oral language development;
 - Reading and writing



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CONSIDERATIONS FOR INSTRUCTIONAL PLANNING

- Understand the diversity of the EL population and the resources they bring to the classroom.
- Differentiate instruction to meet the language and reading needs of individual ELs and groups of ELs.
- Adapt curricula, instructional materials, and teaching approaches to ensure they are culturally and linguistically responsive and appropriate to the content and skills that are the focus of instruction for ELs.
- Monitor student progress in the native language and in English and evaluate the effectiveness of instruction specific to annual goals and objectives.
- Engage and collaborate within professional learning communities of special education, ESL, and general education personnel.



INSTRUCTIONAL CONSIDERATIONS

- Establish routines so that ELs understand what is expected of them.
- Provide native language support when giving directions or when students do not understand the task.
- Provide opportunities for repetition and rehearsal so that the new information can be learned to mastery.
- Adjust the rate of speech and the complexity of the language used according to the second language proficiency level of each student.
- Provide extra time for the EL to process the English language. This is especially necessary during the early stages of second language development.
- Provide extra time for the EL to formulate oral and written responses.
- Emphasize text that includes familiar content and explain the structure of the text.

(Cárdenas-Hagan, 2018)



KAI – 7TH GRADE EL

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Kai, a 7th grade EL, is acquiring English and making steady progress meeting his English language acquisition goals. He is at the transitioning language proficiency level in English. Kai’s mother reports he uses both Hmong and English at home. She says that he is very shy and does not like to read aloud. He is a good listener during family storytelling. He enjoys hearing his uncles and grandparents talk about their childhood and the old days. His English reading achievement is at 5th grade level. Kai reads very slowly and often misreads words. New words are challenging for him. His slow reading ability has impacted his comprehension. Kai avoids reading in all settings. He never volunteers to read in class and is reluctant to read in small group. His writing products are brief and characterized by simple sentences, limited vocabulary, and poor spelling. His teacher reports that he enjoys hands on science activities and using the computer.

1. Identify Carlos’ strengths and needs.
2. What are some priority considerations for instruction?
3. Other factors to consider in planning instruction?





UNIVERSAL DESIGN FOR LEARNING

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- Proactive elimination of barriers to student learning by assuring:
 - A welcoming and inclusive instructional environment
 - High expectations for all students
 - Instruction that is relevant, useful and accessible to individuals with diverse abilities and, if not identical, equivalent
 - Flexibility in how students obtain and share information
 - Effective communication of all necessary information
 - Anticipation of variation in individual students (e.g., skills, motivation, pace)
 - Instructional environment that promotes interaction and communication among students and between students and teachers



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PLANNING INSTRUCTION FOR ELS

- Preparation
 - Clearly defined subject/content objectives
 - Clearly defined language objectives
 - Subject/content concepts appropriate for age and educational background
 - Adaptation of subject/content for language proficiency levels
 - Meaningful activities

(Echevarria, Vogt, & Short, 2004)



INSTRUCTION FOR ELS

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- Building Background
 - Concepts linked to student's background experiences
 - Links made between prior learning and new concepts
 - Key vocabulary emphasized
- Comprehensible Input
 - Speech adapted to proficiency levels (e.g., rate, enunciation, simplification)
 - Clear explanation of tasks
 - Strategies to make content concepts clear (e.g., modeling, hands-on activities, demonstrations, gestures)

(Echevarria, Vogt, & Short, 2004)



INSTRUCTIONAL STRATEGIES

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- Tap into prior knowledge
- Advance organizers (e.g., key concepts)
- Pre-teach key vocabulary
- Use realia (visuals, manipulatives)
- Enunciate clearly
- Simplify the code
- Slow the rate
- Repeat, review
- Preview in the home language
- Explicitly teach elements of English (e.g., vocabulary, syntax, grammar)
- Use the home language strategically



INSTRUCTION FOR ELS

- Strategies
 - Model responses
 - Structure responses (e.g., sentence frames)
 - Elaborate/paraphrase students' responses
 - Give students opportunities to clarify key concepts
- Practice/Application
 - Hands-on materials and manipulatives
 - Activities for students to apply content and language knowledge
- Lesson Delivery
 - Content objectives clearly supported by lesson delivery
 - Language objectives clearly supported by lesson objectives
 - Students engaged at all times
 - Pacing appropriate to students' abilities
 - Sufficient wait time

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INSTRUCTION FOR ELS

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- Review/Assessment
 - Comprehensive review of:
 - Key vocabulary
 - Key content concepts
 - Feedback to students on their output (e.g., language, content, work)
 - Assessment of student comprehension and learning of lesson objectives (e.g., spot checking, group response) throughout the lesson

(Echevarria, Vogt, & Short, 2004)



IGOR

Igor grew up in Russia, where he attended school regularly, was an excellent student, and enjoyed his childhood and early adolescence. When he was 14, his family moved to New York. Igor knew only a few phrases in English. His father had been an elementary school teacher in Russia but could only get a job as a janitor in a department store. Igor has attended school in the U.S. for three years. A warm, open, and energetic young man, Igor made friends easily. He is at a *transitioning* English proficiency level. At school, he speaks primarily English, except when he talks with other Russian-speaking students who are new to the school. His English has developed rapidly, and he reads fairly well in English. He still does not understand everything in his school texts and makes many grammatical and syntactical errors in writing. Igor feels that he has enough of a foundation in English to succeed and has decided to obtain his GED rather than stay in school and graduate with his class.

- What are Igor's strengths and needs?
- What are some priority considerations for instruction?
- Other factors to consider in planning instruction?





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ORAL LANGUAGE AND LITERACY INSTRUCTION

Target identified oral language and literacy needs in L1, L2, or both

- Emphasize oral language and literacy connections
 - Integrate listening, speaking, reading, and writing
 - Connect language components with reading components (e.g., phonology, phonological awareness, vocabulary/morphology-reading comprehension)
 - Connect language components with writing components (e.g., planning, organizing, language structures, conventions)
 - Focus on crosslinguistic features and transfer skills



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- Use **multiple modes** of presentation.
- Use illustrations linked to a wide range of **cultures and experiences**.
- Use various support systems to maximize the opportunity for a full range of learner success when ELLs work with tasks and assessments.
- Encourage each EL to work at a **level of complexity** or degree of difficulty that is **challenging** to that student.
- Provide **academic and linguistic scaffolds** necessary for the student to succeed at the new level of challenge.
- Provide accommodations specific to the student's needs.



EFFECTIVE PRACTICES FOR ORAL LANGUAGE AND LITERACY INSTRUCTION FOR ELS

- Development of academic language
 - Vocabulary knowledge
 - Multiple meaning words
 - Word complexity
 - Discipline-specific language
 - Complex sentence structures
 - Abstract, higher-order language use
- Multiple opportunities for students to engage in academic discourse
- Affirming, corrective feedback
- Review and assessment of student learning
- Affirmation of students' language(s), identities and cultural knowledge

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WRITING SCAFFOLDS FOR ELS

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- Use graphic organizers and semantic maps
- Let ELs say orally what they want to write to help them organize their ideas in complete sentences
 - ask supplemental or clarifying questions to ensure ideas are well-developed
 - paraphrase and have ELs repeat
 - provide feedback
- Allow collaborative writing opportunities
 - To produce group products
 - To receive feedback on individual products
 - to develop ideas
 - to get feedback on drafts
 - to share finished products



AFFIRMATIONS FOR SUPPORTING ELS/CLD STUDENTS

- Based on today's session, develop 5 powerful affirmations for teachers or leaders related to providing evidence-based language and literacy instruction for ELs/CLD students.
 - I will...
 - I can...
 - I know...
 - I believe...
 - I must



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SUMMING IT UP

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- ELs/CLD students have unique language and literacy needs and strengths.
- Instruction for ELs/CLD students must be assets-based, data-driven, and interactive.
- Evidence-based strategies and best practices for language and literacy instruction support the needs of ELs/CLD students.
- Instructional planning incorporates clearly defined oral language and subject/content objectives and scaffolds appropriate to students' language proficiency levels.



QUESTIONS



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Linda Cavazos, Ph.D.

linda@ellasconsulting.com

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www.ellasconsulting.com