



# EDVIEW360 WEBINAR SERIES

## Reading Intervention for Middle School English Learners: Changing the Trajectory



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EDVIEW360

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# Your Presenter



## Dr. Antonio Fierro

- Former Texas State Teacher of the Year
- More than 25 years in education
- Contributor to multiple literacy curricula
- Co-author of Kid Lips, curricula that teaches phonetics of English to young children
- English Learner himself!

# Agenda

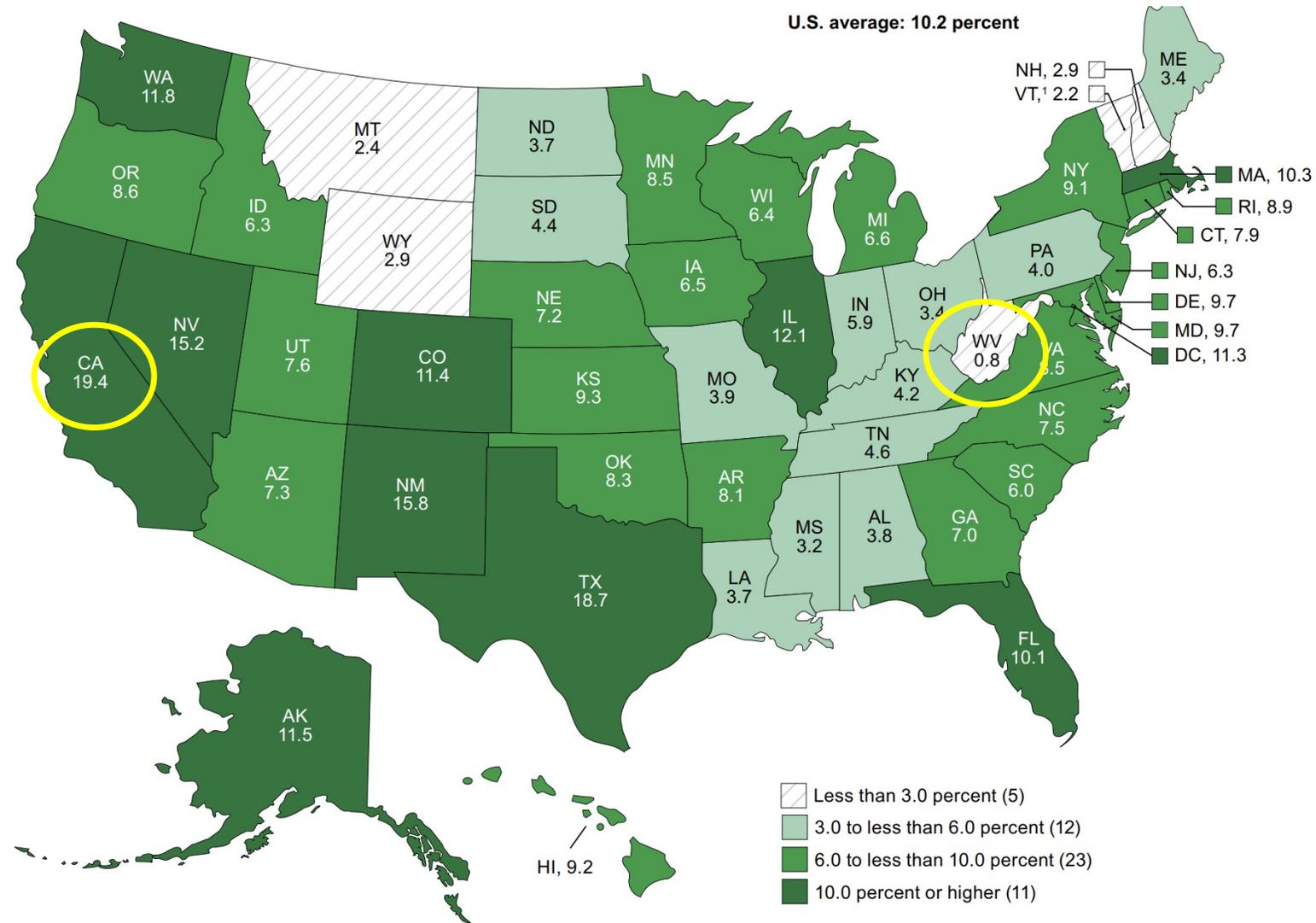
- On common ground—some background knowledge.
- Coverage of the key components of reading, as identified by the NRP, has clear benefits for English learners.
- The science of reading applies to English Learners.
- English language acquisition instruction supports literacy development.
- Literacy development support English language acquisition.
- Intervention may be needed in either construct or both.

# An English Learner

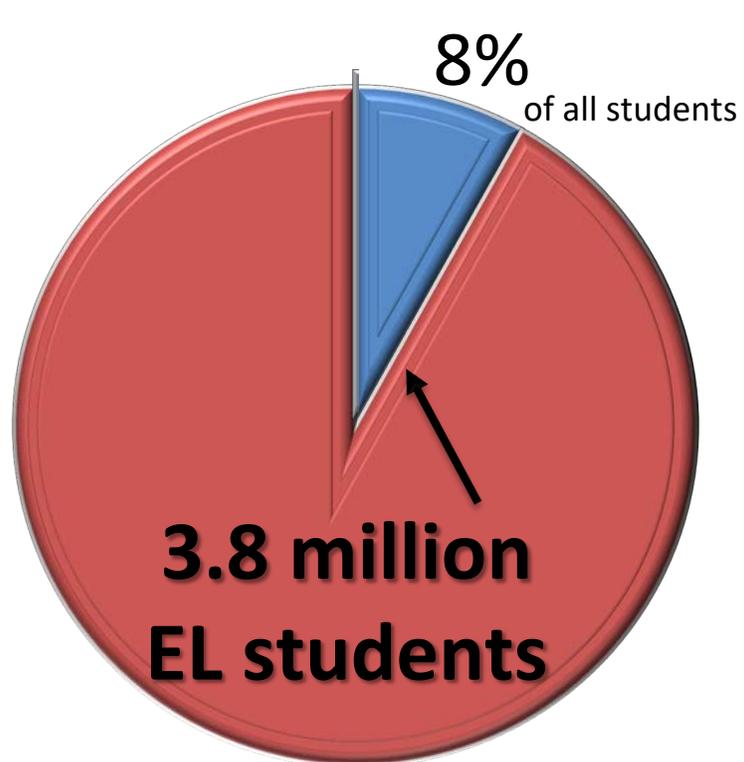
For the sake of today's session, a student who speaks any other language other than English at home, will be addressed as an English Learner.



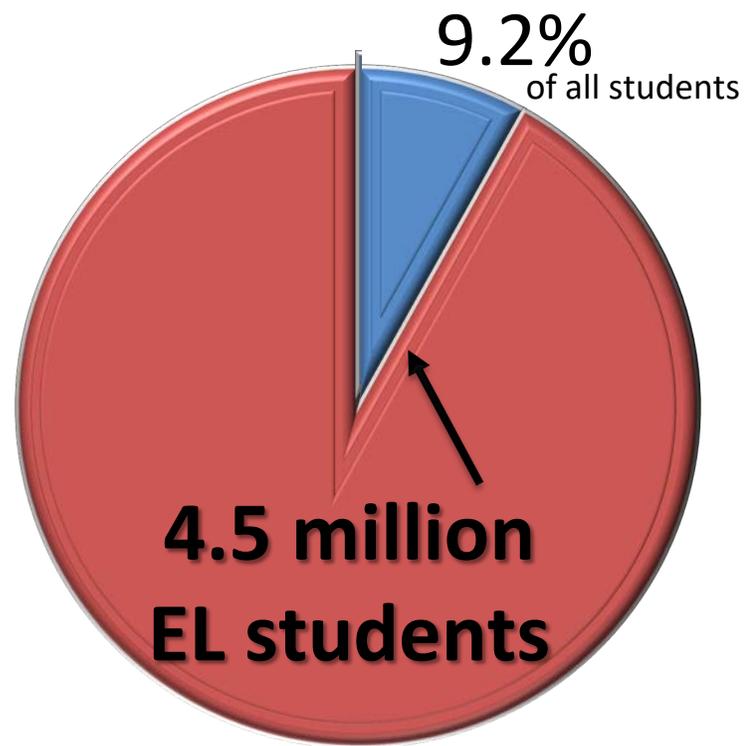
# Across the Country—Fall 2018



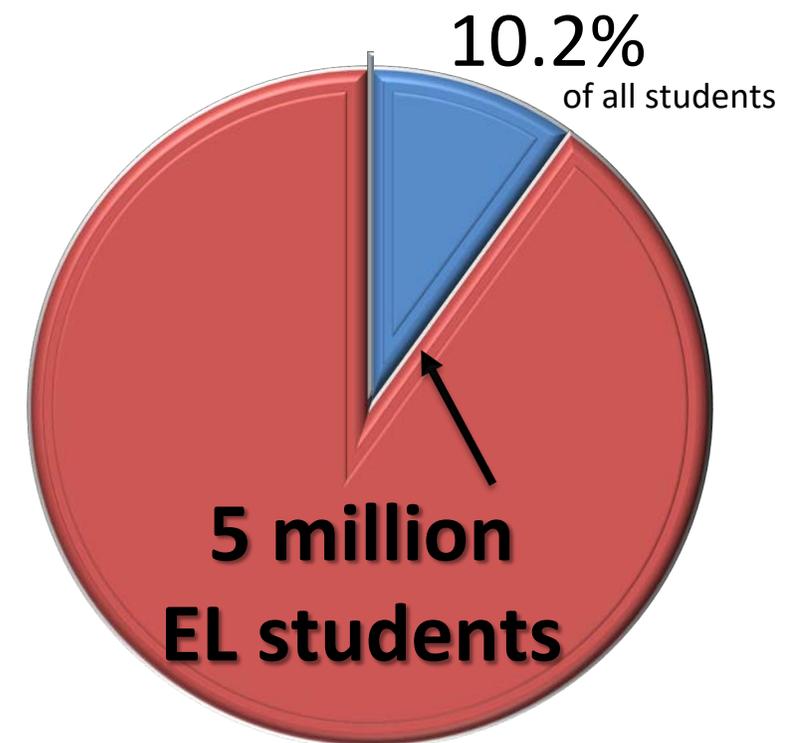
# EL Numbers Through the Years



Fall 2000



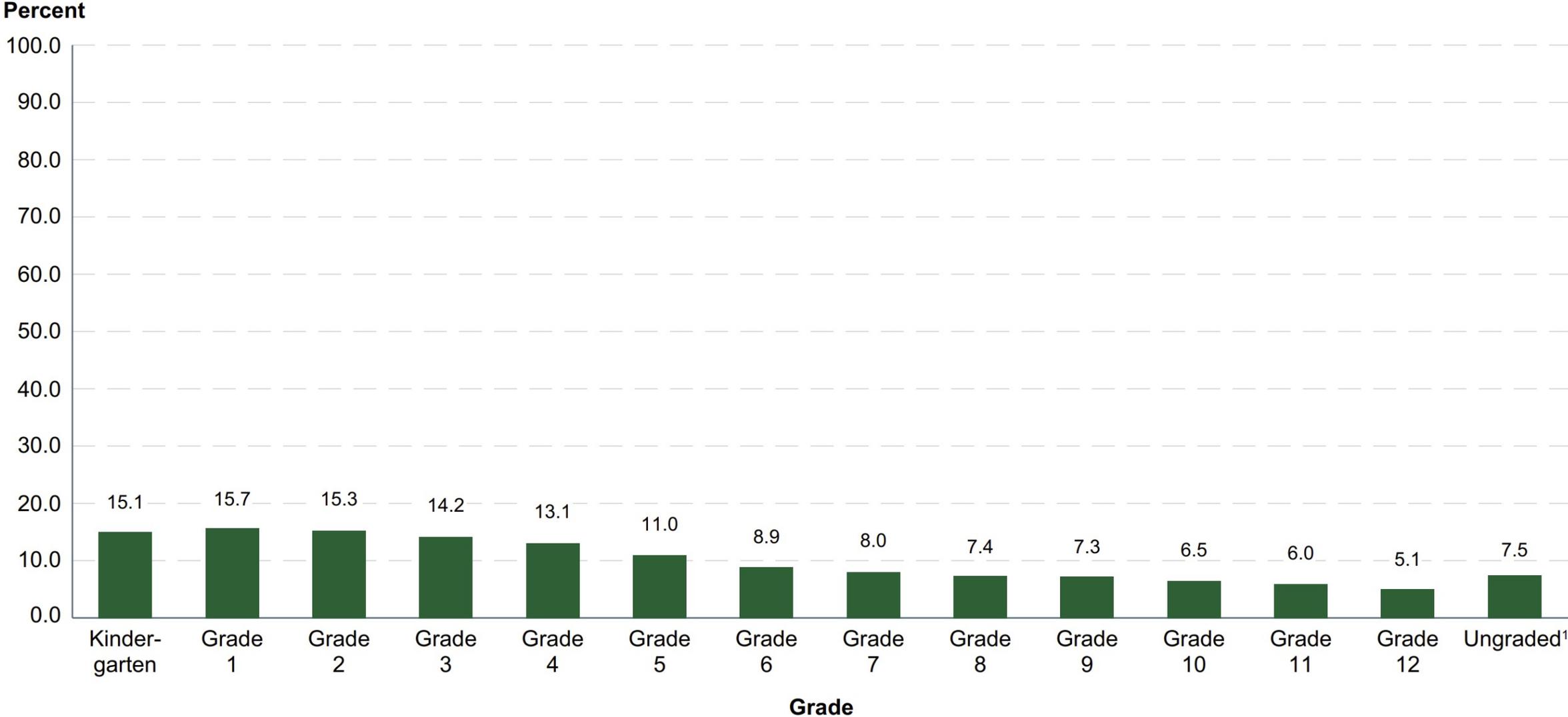
Fall 2010



Fall 2018

(Source: [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp) – May, 2021)

# ELs by Grade Level



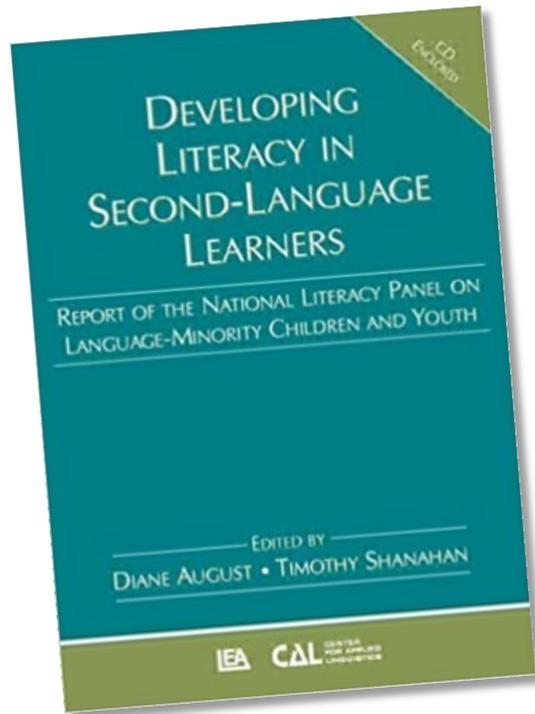
# Why Spanish?

Home Language	Number of EL Students	Percentage Distribution of EL Students	Students as a Percent of Total Enrollment
Spanish, Castilian	3,777,926	75.2	7.7
Arabic	135,800	2.7	.3
Chinese	102,834	2.0	.2
English <sup>1</sup>	99,251	2.0	.2
Vietnamese	76,517	1.5	.2
Somali	40,115	0.8	.1
Russian	38,227	0.8	.1

<sup>1</sup> Multilingual households

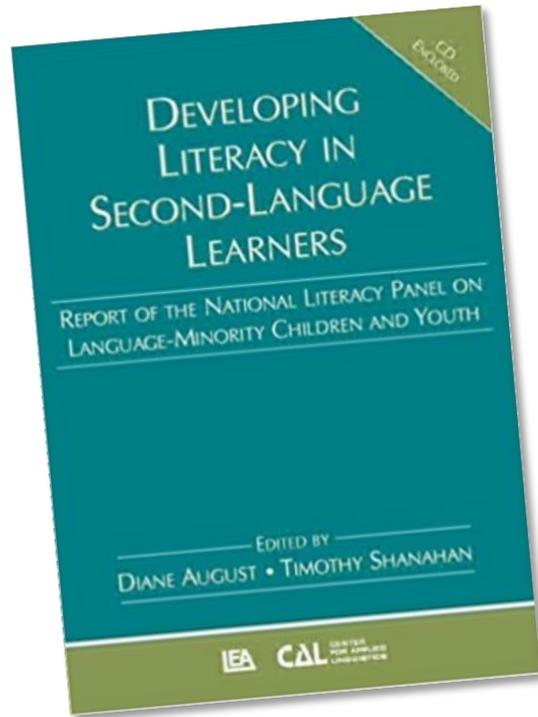


# National Literacy Panel on Language Minority Children and Youth



Instruction that provides substantial coverage in the key components of reading—identified by the NRP as phonemic awareness, phonics, fluency, vocabulary, and text comprehension—has clear benefits for English Learners.

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**However, research also suggests that adjustments to these approaches are needed to have maximum benefit for English Learners.**

# Scarborough's Reading Rope and ELs

Comprehensible  
Input

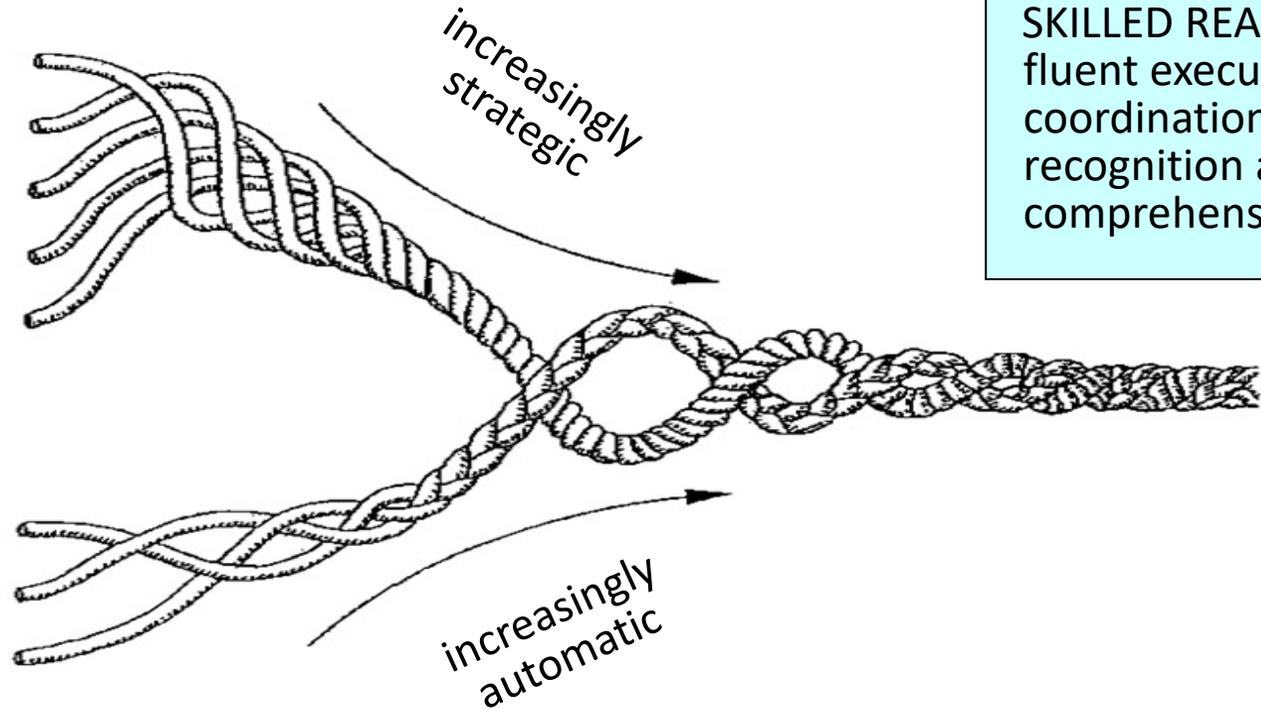
## LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Comprehensible  
Input

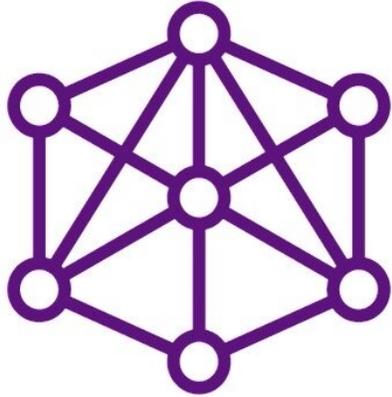
## WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



SKILLED READING:  
fluent execution and  
coordination of word  
recognition and text  
comprehension.

Oral Language Development



## The Science of Reading

### A Defining Movement

- Everything we know from the science (the psychology of reading) works for the English Learner. However, remember adjustments need to be made.
- Learning to read a language, helps a student learn the language.

[whatisthescienceofreading.org/partners](http://whatisthescienceofreading.org/partners)

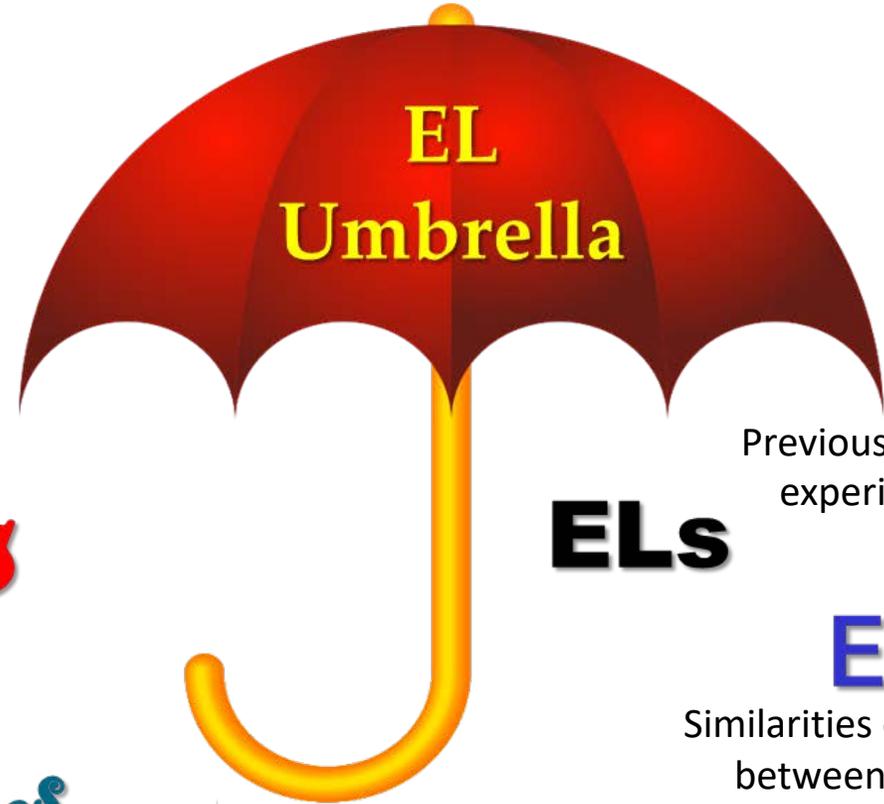


**ELs**

age

**ELs**

Oral language proficiency



**EL  
Umbrella**

Previous literacy experiences

**ELs**

**ELs**

Similarities or differences between L1 and L2.

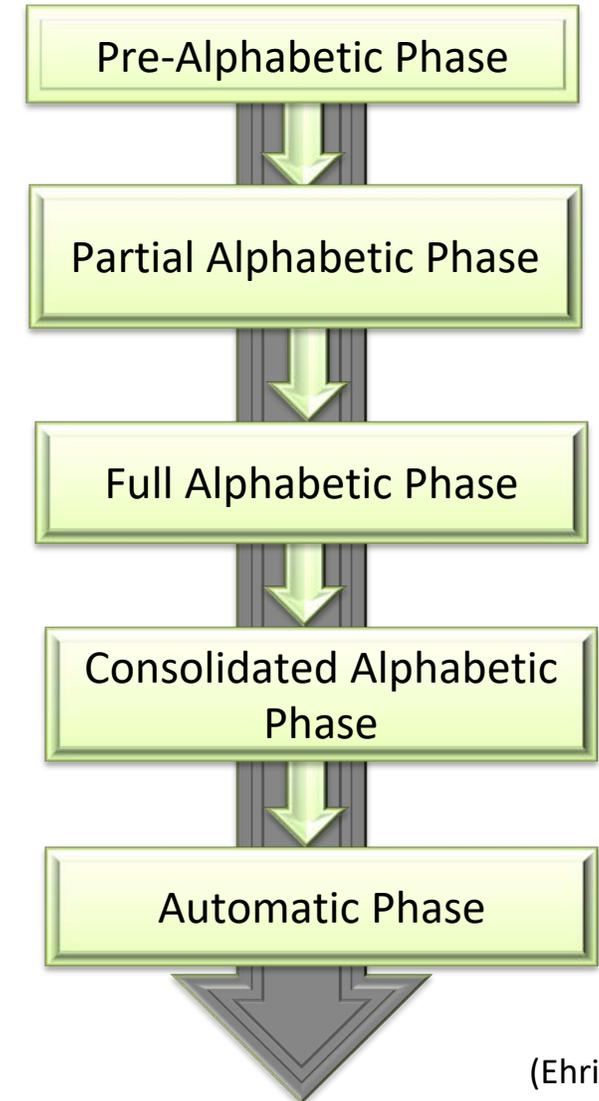
**ELs**

literacy levels in native language

# Second Language Acquisition vs. Reading Development

- I. Silent or Preproduction Stage
  - comprehends approximately **500 words**
  - nonverbal responses
- II. Early Production Stage
  - comprehends approximately **1,000 words**
  - communication is simple
  - one- or two-word utterances
- III. Speech Emergence Stage
  - comprehends approximately **3,000 words**
  - sentences consist of three or four words
  - more experimentation with language
- IV. Intermediate Language Proficiency Stage
  - comprehends approximately **6,000 words**
  - sentences are more complex w/few grammatical errors
- V. Advanced Language Proficiency Stage
  - can fully participate in an **academic setting**

(Krashen & Terrell, 1983)

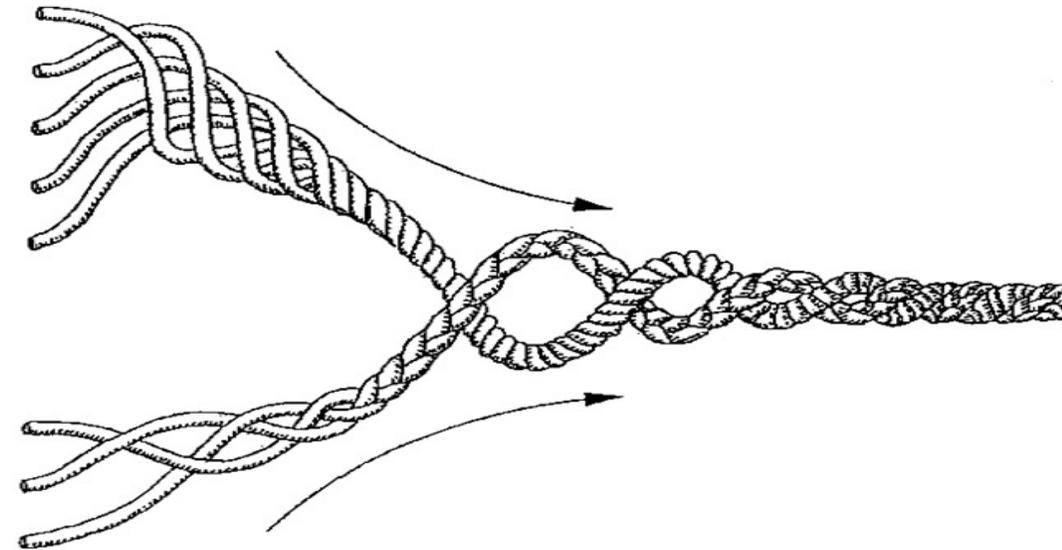


(Ehri, 2014)

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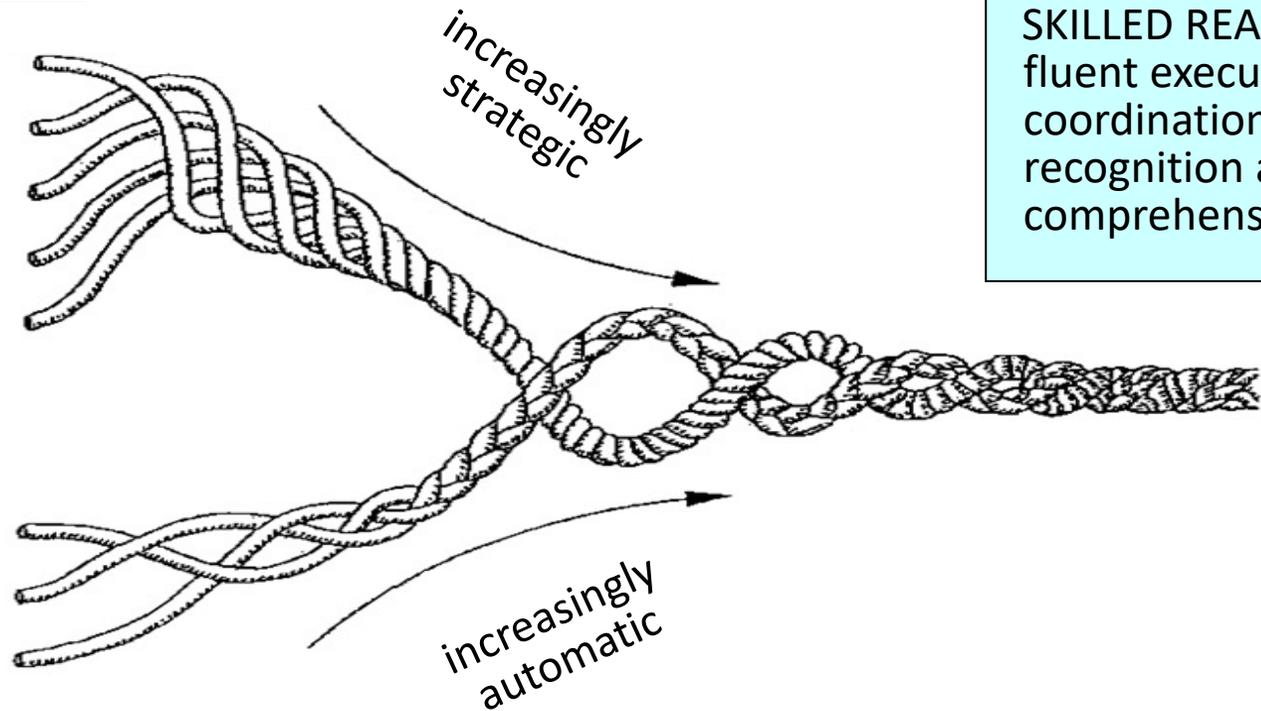
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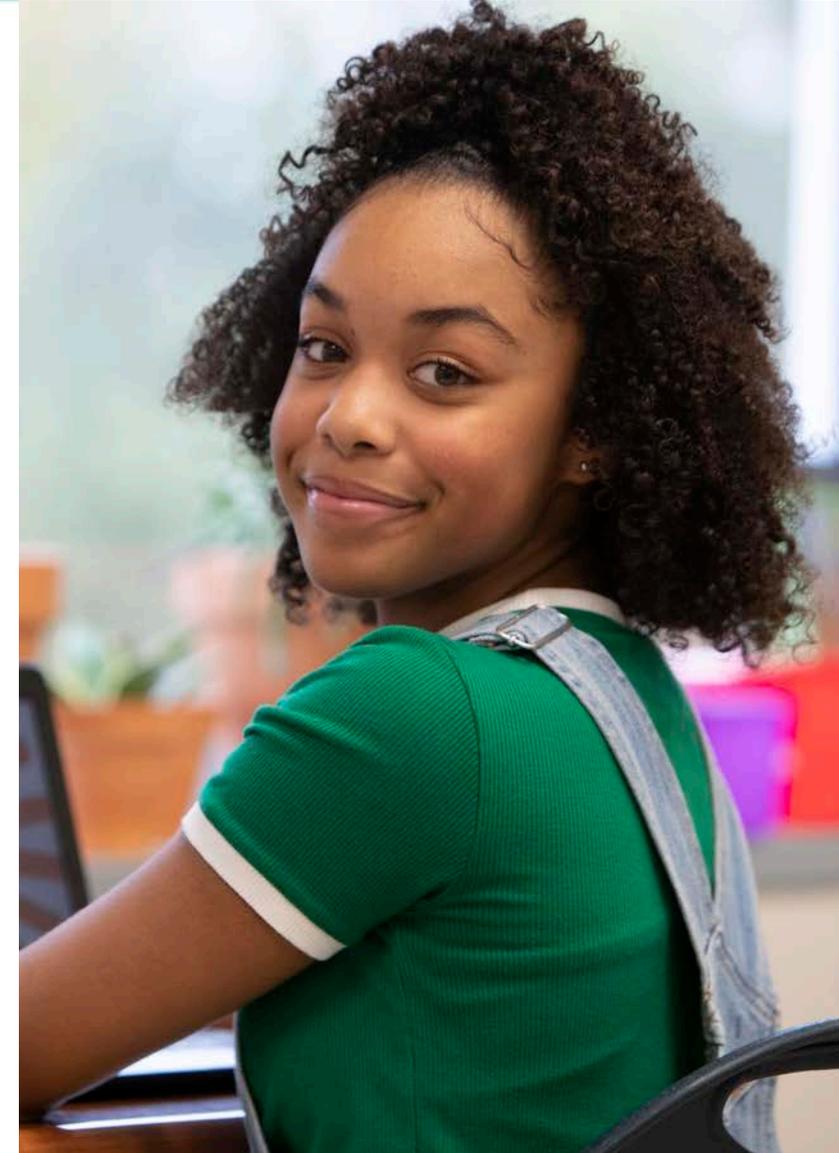


English Language Development

# Why Is This So Important?

## Long-term English Learners (LTELs)

- An LTEL usually refers to an EL student who has been enrolled in a U.S. school for six years or more and has not been reclassified as fluent English proficient.
- Definitions vary across school districts and states.
- Graduation rates also vary across the states but are considerably lower than their English-speaking peers—sometimes as much as 20% to 30% lower.



# Remember This Slide?

- I. Silent or  
• compr  
• nonve
- II. Early Pro  
• compr  
• comm  
• one- o
- III. Speech  
• compr  
• senter  
• more o
- IV. Interme  
• compr  
• senter
- V. Advance  
• can fu

## English Language Development



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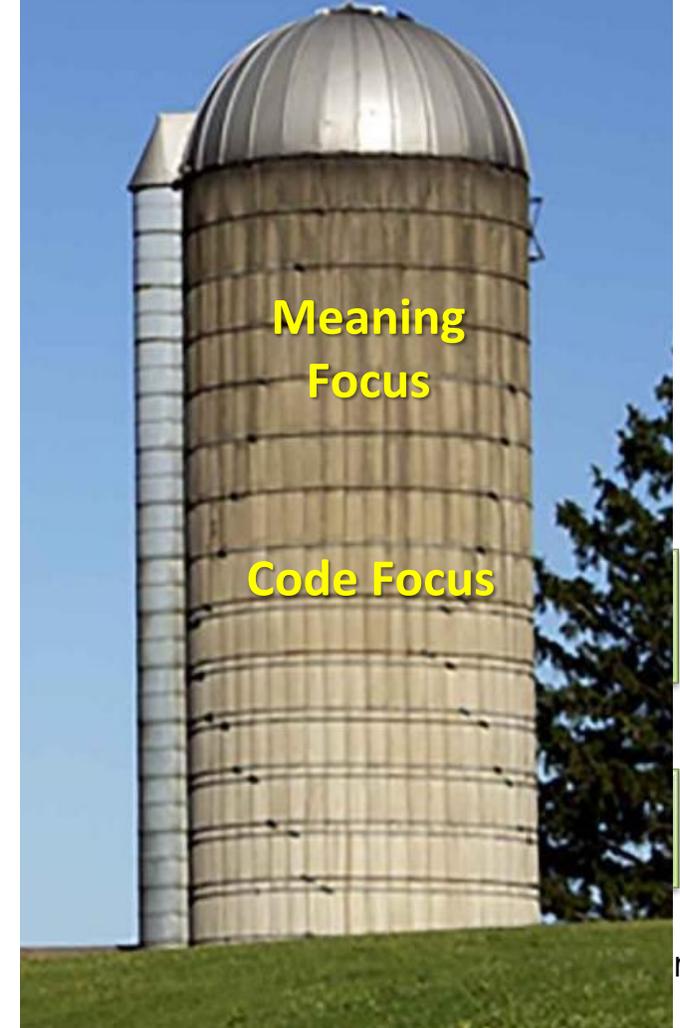
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grammatical errors

etting

## Literacy Development

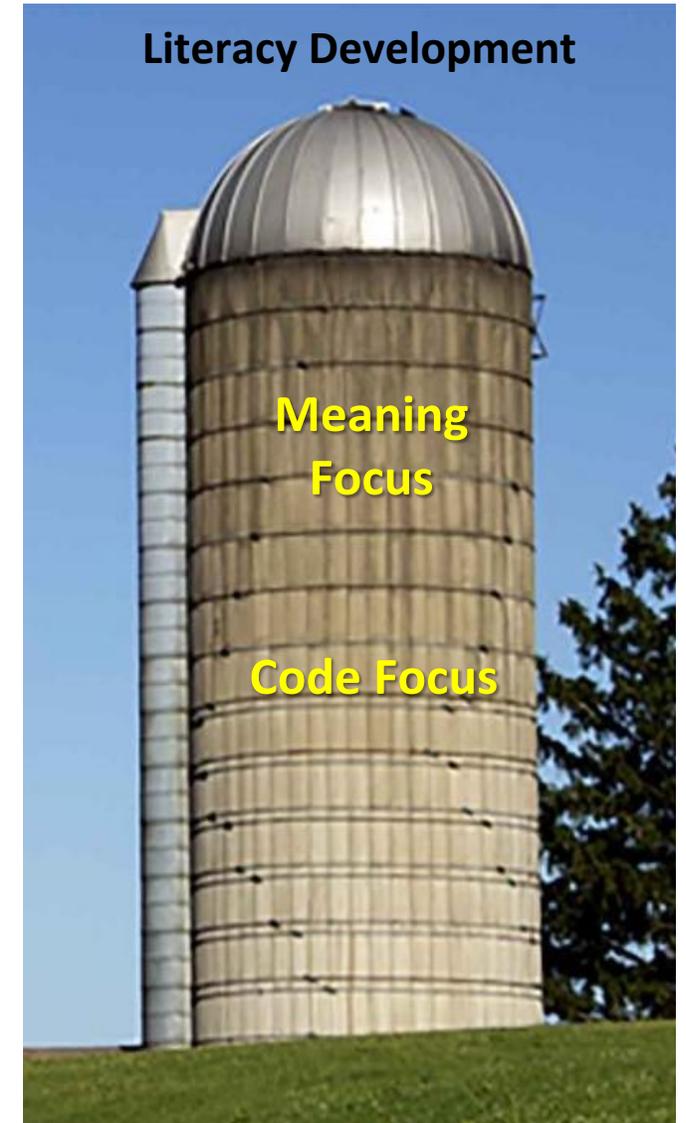


Meaning  
Focus

Code Focus

(Scribner, 2014)

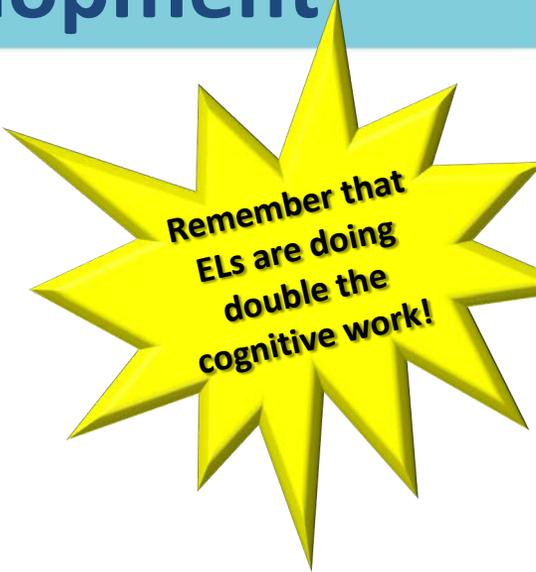
# Recommendations



# Recommendation No. 1—English Language Development

## Instructional Tools/Techniques and Strategies—The Oldies but Goodies

- Promote discourse and comprehensible Input
  - realia
  - Illustrations/visuals
  - short videos
  - graphic organizers
- Model proper language usage and provide time for the processing of responses, for rehearsal, and for repetition (**I Do, We Do, You Do**)
- Provide daily learning opportunities for talk, talk, and more talk
  - Small-group experiences are ideal as they provide opportunities for practice with less intimidating settings.
  - A more proficient speaker of English can be paired with another who is less proficient.
  - The intent is for the EL to hear correct use of language. 



Remember that  
ELs are doing  
double the  
cognitive work!

# Recommendation No. 1—English Language Development (cont'd)

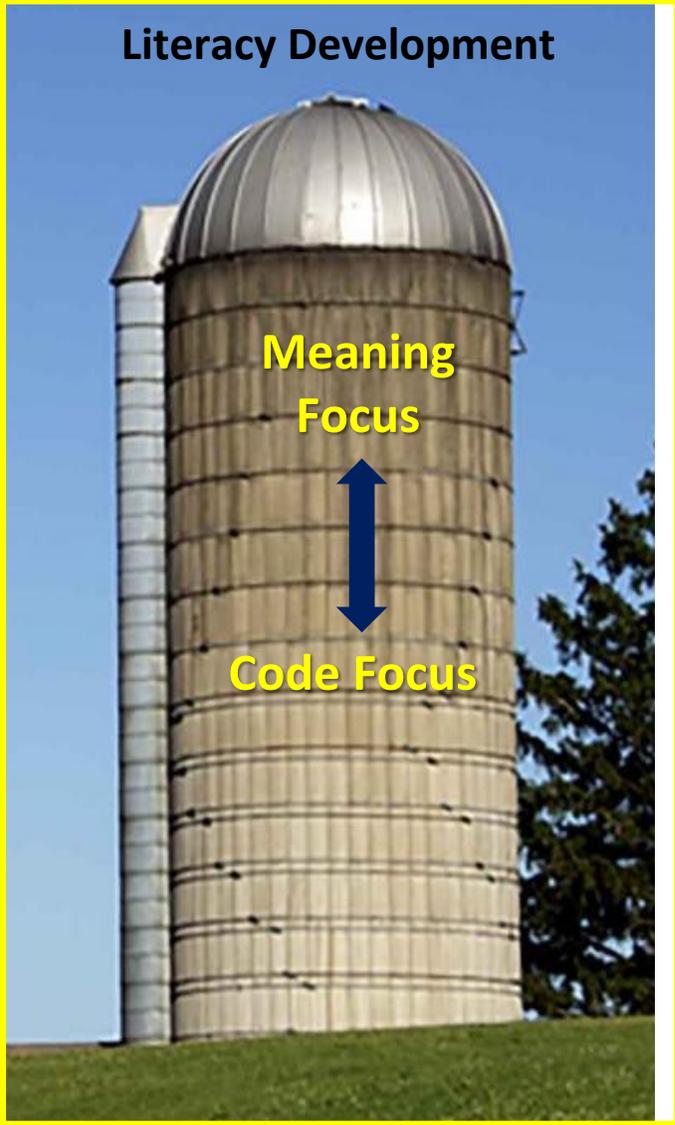
## Instructional Tools/Techniques and Strategies—The Oldies but Goodies

- Facilitating receptive language
  - self-talk—Teacher describes what he/she is doing.
  - parallel talk—Teacher describes what the student is doing.
- Facilitating expressive language
  - recast—Teacher repeats what the student inaccurately says with a correct model.
  - expansion—Teacher adds more grammatical structures such as adjectives and adverbs to simple sentences that English Learners might express.
- Provide writing opportunities to extend student learning and understanding

- LANGUAGE! Live is an engaging, Science of Reading-aligned program. Using a structured literacy approach, and guided by the International Dyslexia Association, LANGUAGE! Live incorporates the pedagogy and learning strategies proven to be effective for English Learners
- Designed for 5-12<sup>th</sup> grade adolescent learners reading below grade level and exhibiting gaps in their reading ability. Ideal for students who are often missing very basic foundational skills, have barriers to accessing complex texts
- Expert Authorship!



# Recommendations



# Recommendation No. 2—Choosing the Right Text

- Choose text that
  - is brief, interesting, and engaging for the students;
  - contains a variety of target academic words to focus on;
  - connects to a given unit of study and builds the student’s knowledge of a topic;
  - provides sufficient detail and examples for students to be able to comprehend the passage, and
  - contains ideas that can be discussed from a variety of perspectives.

(Source: National Center for Education Evaluation and Regional Assistance)

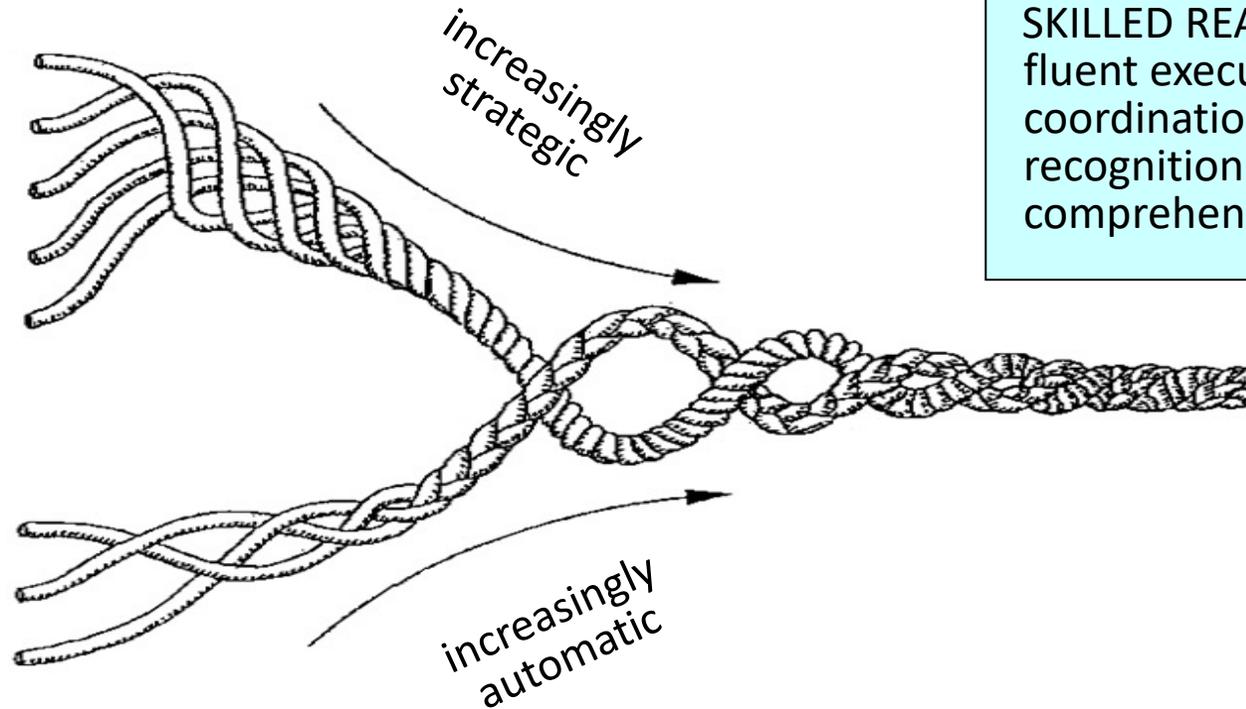
# Scarborough's Reading Rope and ELs

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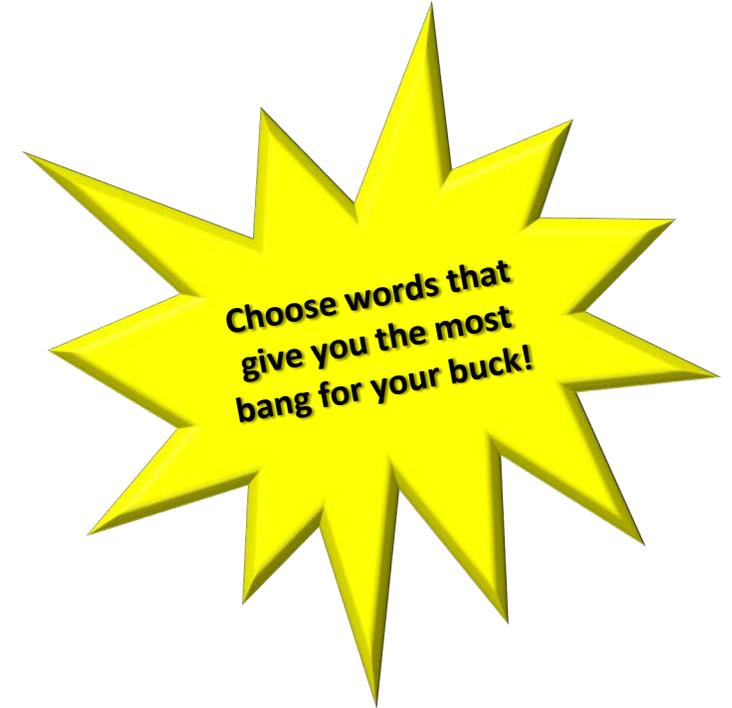


**SKILLED READING:**  
fluent execution and  
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Oral Language Development

# Recommendation No. 3—Choosing the Right Words

- Choose words that
  - are central to understanding the text;
  - are frequently used in the text;
  - might appear in other content areas;
  - have multiple meanings;
  - have morphemes that can extend the learning;
  - are cognates or cross-language potential.



(Source: National Center for Education Evaluation and Regional Assistance)

## Synonyms:

- light up
- brighten
- spotlight

## Antonyms:

- dark
- dull
- extinguish
- put out

illuminate

## Examples:

- turning on a light
- decorating your house for Christmas
- the moon shining at night

## Non- Examples:

- a dark basement
- a dark closet

## Phonology:

- I Say It; We Say It; You Say It (three-peat).
- Let's count the number of syllables (can break up the syllables via arm crawl, clapping, etc.).
- Identify the stressed syllable (for the purpose of identifying those syllables that might have a schwa in their spelling).
- Highly recommend a phoneme/phonemic awareness task (initial, medial, final phonemes).

## Orthography:

(can add etymology here)

- Spell the word.
- Box the prefix *il-*, underline the **Latin** root *lumin*. Circle the suffix *-ate*. Remember, this suffix will tell us the function or the role of the word in a sentence.
- The prefix *il-* is a special prefix; it's called a chameleon prefix. The actual prefix is *in-* but when it is followed by a root that begins with a letter "l," the n changes to an "l".

illuminate

## Syntax:

- Earlier, we circled the suffix *-ate*. The suffix *-ate* can tell us the role or the function of the word in sentence.
- The suffix *-ate* is generally found at the end of a verb or action words.
- So, *illuminate* has something to do with an action or something someone or something is doing.

## Extended learning:

- If you change the suffix to *-(t)ion*, the word's role changes to a noun.
- If you change the suffix to *-ous*, as in *luminous*, the word's role changes to an adjective.

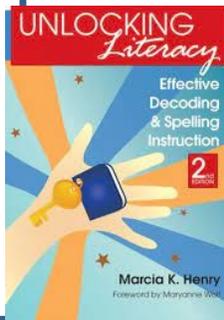
## Semantics:

(morpheme awareness can be added here)

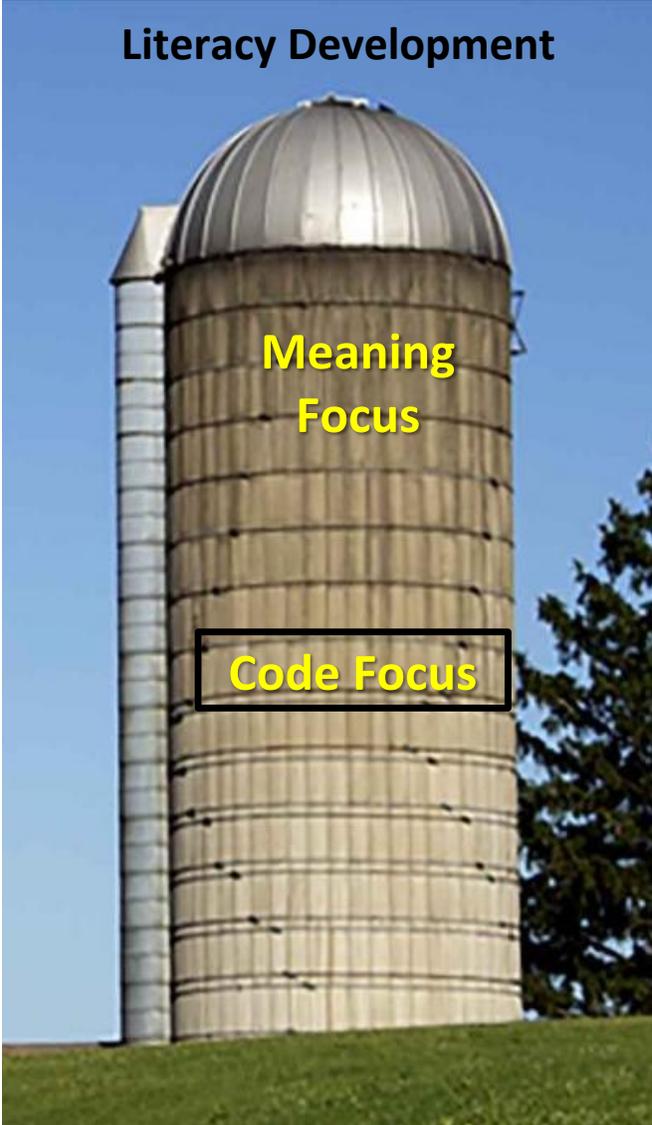
- Earlier, we boxed the prefix *il-*. I circled the suffix *-ate* and underlined the Latin root *lumin*. *Lumin* in Latin means *light*.
- The prefix *il-* means *to* or *upon*. Remember that the suffix *-ate* tells us that the word is a verb or an action word.
- So, when you illuminate something, you shine a light on it.

## Spanish Cognate:

- iluminar



# Recommendations



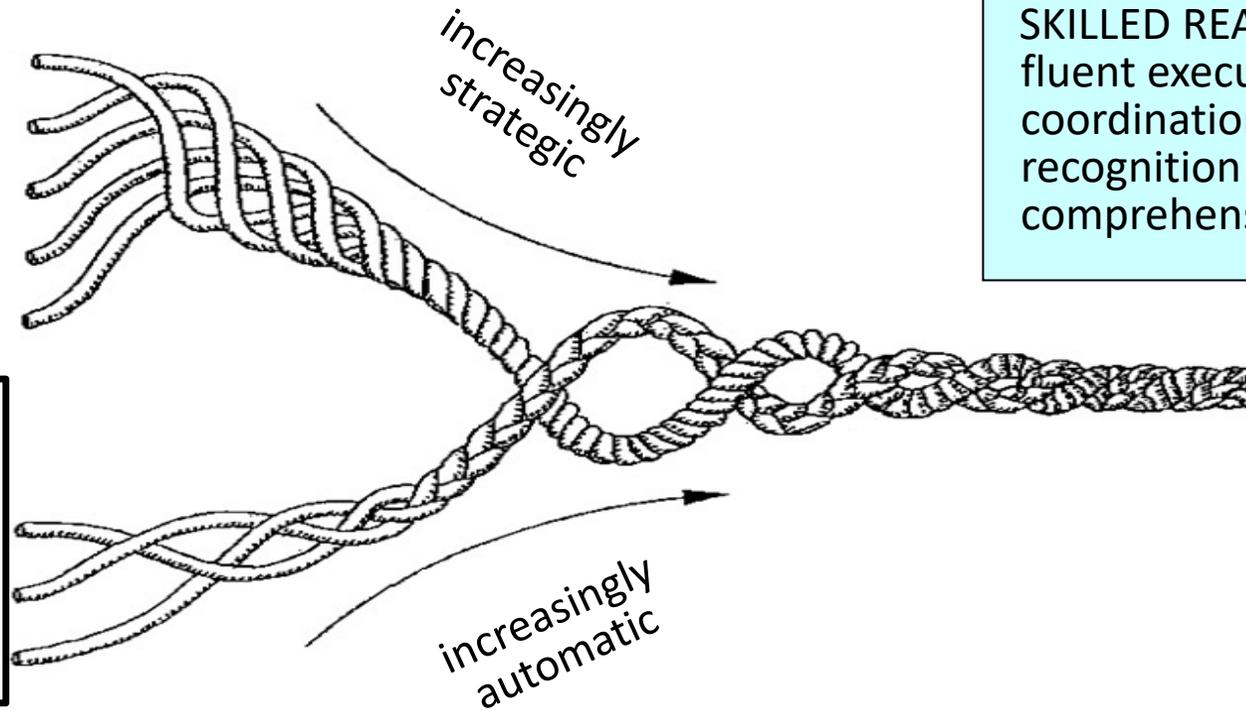
# Code-Focused Intervention

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Oral Language Development

# Key Takeaways

- The reading components identified by the NRP are essential for English Learners—with adjustments.
- The science of reading applies to English Learners.
- English language development and literacy development must work together.
- Intervention may have to focus on foundational skills.
- LTEs are at greater risk of dropping out.
- Let the “science” guide your instruction.



**LANGUAGE! Live**  
**Believe Literacy is Possible**  
Grades 5–12

### Effective

Research-based, structured literacy instruction.  
Blended program; online and teacher-led. Advanced and foundational skills in one program.



### Innovative

High-interest and age-appropriate content.  
Interactive and collaborative classroom. Motivating technology.



### Flexible

Self-paced with multiple entry points. Flexible implementation options. Multiple student populations.

[voyagersopris.com/literacy/language-live](http://voyagersopris.com/literacy/language-live)

# Q & A

Join us for  
upcoming  
webinars



**Dr. Kelly A. Powell-Smith**

## Your Literacy Assessment Toolbox: Effectively and Efficiently Informing Schoolwide Multi-Tiered Systems of Support

**Tuesday, February 15 | 3:00 p.m. (CT)**

Join education and assessment expert Dr. Kelly Powell-Smith of Acadience® Learning as she examines the critical issues educators face when making assessment decisions. Which assessments are necessary to support schoolwide Multi-Tiered Systems of Support (MTSS) in the area of literacy, and when should they be used?

[Register Now](#)

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Thank you  
for attending!

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