

SIFE: Emergent Literacy for Older Learners
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Are your LFS Students:

- students with limited formal schooling either in their home country?
- refugees or children and youth who have experienced political upheaval that curtailed schooling opportunities?
- separated from their natural family?
- students with interruptions and discontinuities in teaching approaches and even in the language used for their education?
- from isolated rural and often impoverished regions of the world?
- from economically impoverished families where all members must work, including the children?

Factors That Impact SIFE Students

- ☐ *Trauma*
 - ☐ Before flight
 - ☐ During flight
 - ☐ After arrival
- ☐ *Lack of Formal Education/Academic Gaps*
- ☐ *Literacy Needs*
- ☐ *Experience with Classroom Culture*
- ☐ *Culture Shock/Cultural Conflicts*

Successful Programs Include:

1. Literacy Instruction
 - a. Reading
 - b. Writing
 - c. Spelling
 - d. Handwriting
2. Counseling; Personal Support
3. Orientation to School
4. Study Habits
5. Academic Content Knowledge

Four-Pronged Approach (Linse, Yedlin & Stark, 1993)

1. Affective and Motivational Needs of Learners
2. Functional/Survival Needs
3. Addressing Students' Academic or Vocational Needs
4. Personal Needs of Students

Successful Program Features

- ☐ Students are placed on small teams who stay together for a period of years.
- ☐ Counselors work closely with teachers.
- ☐ There is a plan for primary language use and second language development.
- ☐ Classes are taught by experienced teachers who know how to teach initial literacy skills.
- ☐ Materials meet the literacy needs of students but are age appropriate.
- ☐ There are sufficient bilingual personnel to interact with students and their families.
- ☐ Schools interact with resettlement agencies so that all of the needs of students and their families are met.
- ☐ Links are provided between health care and social services in the community. Often community liaisons are an integral part of the school.

Learn About Your Students' Cultures

- Consult a Member of the Student's Home Culture About the Norms In Their Group
- Ask Fluent Speakers About Cultural Aspects of Language That Are Relevant to the Classroom—Physical Distance Between Speakers, Eye Gaze, Turn-Taking, Initiating Talk
- Read About the Various languages and Different Cultural Norms and Customs of Your SIFES

<http://www.press.umich.edu>

Flaitz: Understanding your Refugee and Immigrant Students
Understanding your International Students

- Meaning-centered
- Tap or build background knowledge
("funds of knowledge")
- Use familiar themes; topics
- Teach small skills in a story or book
frame
- Show how English works
(model/demonstrate)

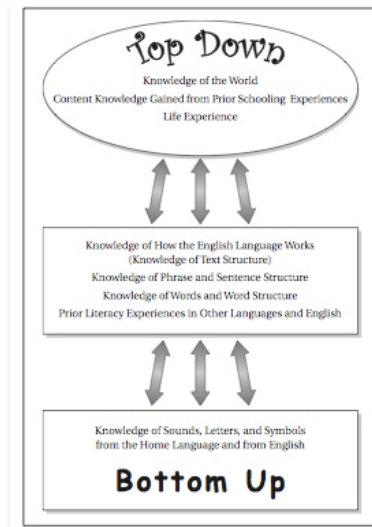


Figure 1.2 Top-Down/Bottom-Up

Home Language Literacy First

Component Literacy Skills

1. Getting Meaning Out of Texts (understanding that a book is about something meaningful—a story or a subject; using pictures and text features to make sense of texts)
2. Recognizing letters, words (and their parts) and phrases
3. Phonological awareness—breaking spoken words into their component sounds and blending sounds to make words
4. Forming letters (handwriting) and writing words and phrases
5. Receiving and communicating messages at the word level (initial decoding and encoding)

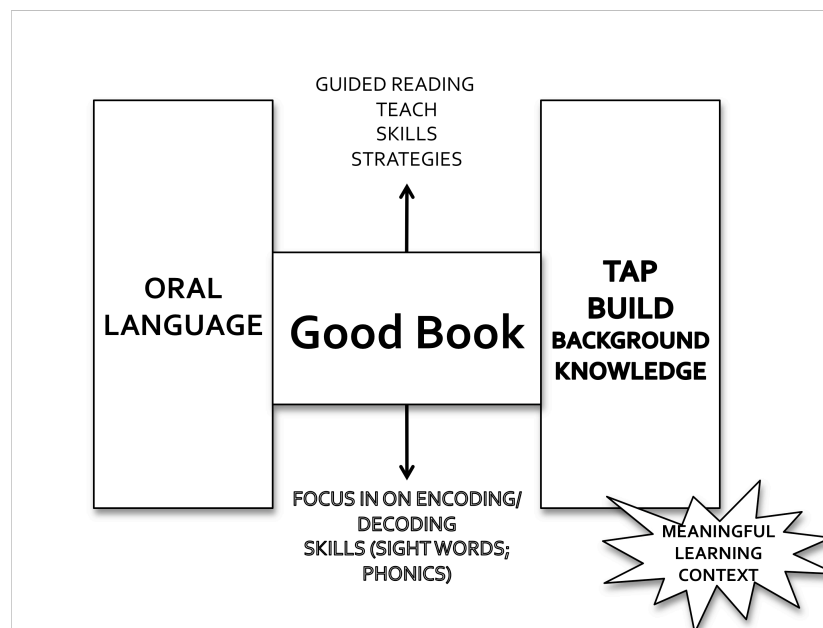
Principles of Emergent Literacy Instruction

1. Literacy activities should be meaningful, interesting and interactive to engage and motivate students.
2. Literacy instruction should build on and expand ELLs' oral language skills in English and link to their background knowledge
3. Reading and writing skills should be taught directly and modeled for students--in a meaningful way.
4. The component skills of literacy should be taught systematically, but in an integrated and meaningful fashion. High frequency words can be taught as sight words.

5. Reading instruction should be connected with writing instruction so that each can build on the other.
6. Give students lots of opportunities to read and write.
7. Literacy Instruction must address all aspects of literacy--both reading and writing-- for social and academic purposes.
8. Literacy at school must connect to and build on literacy experiences in the home and community.

Explicit Lessons: 3 Critical Components (Fawson, Utah State Univ.)

1. Explanations—explicit teaching of skills and strategies
2. Modeling and Demonstrations
3. Scaffolding (me—you & me—you)



Use Text Sets

- Provide students with opportunities to learn the same high-frequency vocabulary across a number of books, words they can use in their own writing.
- Permit students to develop schema associate with a particular theme and build networks of related concepts to talk and write about.
- Help students build confidence and fluency in reading; they have encountered these words and phrases before!
- Give them a chance to hear words with the same sounds so they can crate stable associations between sounds and symbols
- Develop comprehension skills so they can tackle new books

Selecting Texts

- Interest Level
- Authentic Text
- Text Features
 - Page Length
 - Size and Layout of Print
 - Language Structure
 - Text Structure and Genre
 - Predictability and Pattern of Language
 - Illustration Support

Include All Forms of Literacy

- Wordless books
- Simple picture books
- Poems, sayings, songs
- Texts with simple structure; rhythmic, repetitive patterns and rhyming words
- Fables and folktales
- Community oriented print (newspapers; flyers)

Wordless or Simple Text and Picture Books

1. Select books with pictures and themes that encourage language expression.
2. Model storytelling for learners with the same or another book. Demonstrate how to invent a narrative or dialogue page by page.
3. Have students view the book with you and then invite them to produce a story.
4. Let several students tell their versions of the story
5. Create the story and write it down.
6. Use the story for word work and reading comprehension activities.

Teach Content Vocabulary and High Frequency Words (spoken & written)

- Text features: word repetition rates, pacing, ration of new to total words
- Use words that represent familiar concepts; concrete, high-imagery words
- Consider 4 Vocabulary sets (Montgomery)
- Teach High Frequency Words (Fry, Dolch, etc.)

Teach Sound-Symbol Correspondence Systematically But Within A Meaningful Context

- Identify decoding skills to focus on throughout the theme.
- Reinforce the target decoding skills.
- Do word work using the target words. You might teach prefixes or suffixes, do picture sorts, or find rhyming words, for example.
- Use the words for handwriting practice.
- Teach letters in meaningful groups based on their utility for early decoding (e.g. initial consonants before final consonants, etc.)

Provide Models and Demonstrations

Enhance Fluency

- Rereading
- Choral reading
- Paired reading
- Recorded books/recording of reading
- Reader's theater

Provide Natural Redundancy and Practice

In the beginning, use simple but authentic texts; they have redundancy naturally built in.

Provide practice by offering varied reading and writing activities that make use of the language they have learned in meaningful ways, such as:

- writing messages that parallel a given text (to personalize it to the learner),
- rearranging the text,
- making personal copies of the text to read at home,
- making semantic maps of key words in the text,
- recording the text for others to hear; dramatic or choral readings of the text, and
- writing personal messages that employ some of the key words and phrases in the text.

Teach Handwriting/Provide Models and Demonstrations

See <http://www.hwtears.com/whyitworks/teachingorder>

Emergent Writing Strategies

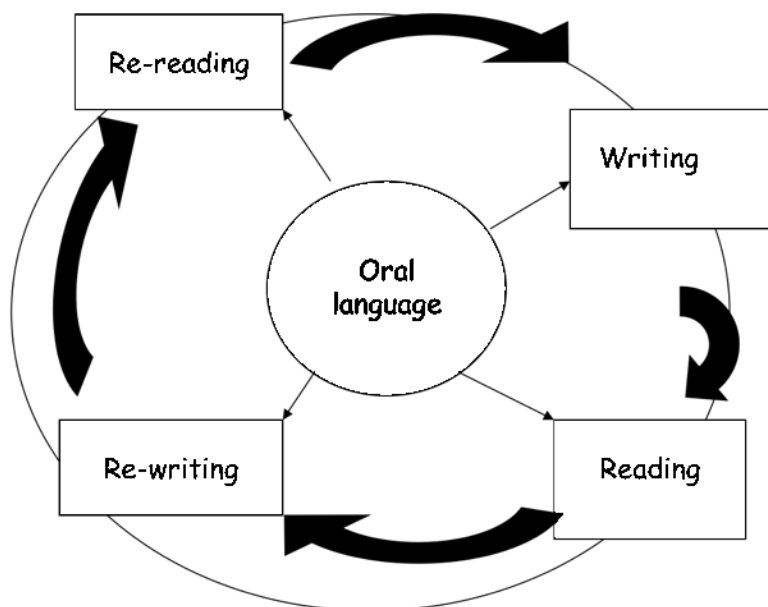
Stages of Writing Development

1. Pre-Writing—scribbling and drawing; scribbles reflect the orthography of the native language

2. Pretend Writing—strings of letters with no sound-symbol correspondence (pre-syllabic)
3. Pre-Phonetic—Use of letters to represent whole words, some sound-symbol correspondence; some correctly written high frequency words
4. Phonetic Writing—Emerging standardized writing; inventive spelling and punctuation
5. Conventional Writing—use of standard forms

Writing Strategies

1. Language Experience Approach



2. Digital Pictures and Text
3. Personal Stories
4. Drawing As Early Writing and Drawing Combined with Text
5. Personal Writing
6. Dialogue Journals

The 90-Minute Literacy Block for Emergent Readers/Writers:

ORAL LANGUAGE DEVELOPMENT	15 MINUTES
Wordless picture books Language experience activities TPR, chants, songs, poems	

READ ALOUD	20 MINUTES
Teacher/Librarian Cross-age student Recorded book; DVD	
WORD WORK	5 MINUTES
Word sorts Labeling pictures Teaching sight words	
READING PRACTICE	20 MINUTES
Guided reading Shared reading Partner reading Independent reading	
WRITING PRACTICE/WRITER'S WORKSHOP	25 MINUTES
Guided writing Collaborative writing Partner writes	
CONNECTIONS TO HOME AND COMMUNITY	5 MINUTES
Sharing activities Interviewing/ Collecting resources	

Study Skills Programs

- Note taking skills (including the use of voice recorders to "take notes")
- Notebook organization
- How to use highlighters and color coding to identify essential information
- How to use a calendar to manage assignments
- Where to study and how to study
- How to memorize and remember important information
- How to ask for assistance

Specialized Materials; Including Trade Books with Environmental Print

(Scholastic Welcome Books—Signs at the Store/Signs at School, etc. and Kids Can Press—City Signs)

Model Programs

- English Language Development
- Academic Development
- Assist with Acculturation

Support Services

- Counseling
- Health Services
- Parent Outreach
- Liaison with Community Services
- Special Programs and Extracurricular Activity
- Career Education

Planning for the Long Term Across K-12 and Adult Education Service Providers

Long-Term ELLs: Designing Literacy Programs for Students Who are Below Grade Level and At Risk of Dropping Out

Motivation Is Key

Important Background Characteristics of Learners

1. Previous schooling experiences in English or the L₁
2. Extent of literacy skills in the home language(s).
3. Extent of oral language proficiency and literacy in English.
4. Literacy skills of the parents by language
5. Literacy environment in the home (access to print).
6. Literacy practices in the home and community (purposes for which people read and write--oral story telling, sharing of other oral traditions, sayings, rhymes, folktales, etc.).
7. Home language literacy instruction provided in institutions other than school (e.g. church, community centers, private programs).

Promoting Literacy Growth in ELLs

1. Identify the student's stage of development.
2. Use scaffolded activities to help the learners acquire the behaviors associated with the next level.
3. Provide lots of modeling and time to practice.
4. Monitor the students' learning

Unique Challenges for ELL Readers

- Background Knowledge
- Unknown Words
- Unknown Patterns and Phrasing

Learner Engagement--Selecting Books Secondary Students Want to Read: Content and Proficiency Characteristics

Content:

- Age appropriateness and relevancy
- Cultural appropriateness and relevancy
- Genre appropriateness and relevancy
- Authenticity of simplified texts

Proficiency

- Range of proficiency in a class
- Rigor of texts; clear expectations and teaching in a way that upholds expectations

Multicultural Literature (See Resource Bibliography)

Six Practices That Promote Reading Engagement (P. 80-90 Freeman and Freeman)

1. Establish Knowledge Goals (Big Questions; Motivating Themes—e.g. How does global warming affect our lives?)
2. Real World Interactions (Fast food nation—engagement and motivation)
3. Many interesting texts (magazines, newspaper reports, internet articles); authentic reading and writing activities
4. Support for Student Choice (topic, text, partner, activity)
5. Direct strategy instruction (activate background knowledge; think alouds)
6. Collaborative Support

Activity with Fast Food Nation

Make Vocabulary Instruction Routine

1. Teach high and low frequency words
2. Teach word learning strategies
 - a. Word wheels
 - b. Active learning approaches (movement and actions, games)
 - c. Synonyms, antonyms, and semantic groupings
 - d. Vocabulary journals
3. Help Students Grasp Vocabulary While Reading
 - a. Glossed texts
 - b. Using cognates

Graves: 4 Part Vocabulary Program

1. Provide rich and varied language experiences
2. Teach individual words

3. Teach word-learning strategies
4. Foster word consciousness

Teach Text Structures and Signal Words

Use Graphic Organizers to Mirror the Text

Teach and Practice the Strategies Good Readers Use:

- ☐ Good Readers Preview the Text
- ☐ Good Readers Apply Prior Knowledge and Build their Knowledge Foundation
- ☐ Good Readers Make Predictions
- ☐ Good Readers Code, or Talk to, the Text (stop and jot, reader response stems; (C= comment, \leq = connection, ?= question)
- ☐ Good Readers Highlight
- ☐ Good Readers Make Notes
- ☐ Good Readers Reread
- ☐ Good Readers Summarize and Paraphrase

Provide Daily Experience with Authentic and Real World Texts to Enhance Fluency (Daily reading, reading student and peer work; keep them reading in L1)

Use Leveled Books (Level Books, Level Readers and Match Books to Readers)

Teaching Writing Skills: Challenges for ELLs

- Understanding and meeting high expectations (state writing standards)
- Expressing themselves in a new language
- Acquiring basic writing fluency and ease
- Learning English sound-spelling correspondence

Modifying the Writing Process for ELLs

- More time
 - More time to work on and conference about assignments
 - More time to revise and edit with support
- More Models
- More Focused Editing
- More Welcoming, Flexible Publication
 - Sharing a "golden line"
 - A favorite passage or paragraph
 - The entire piece

Develop Writing Fluency with Daily Writing

- "Do Now" Writing
- Captions
- Journal Writing
- Exit Tickets

Types of Writing by Proficiency Level

TABLE 8.2 Appropriate Writing Genres for Different Proficiency Levels

Beginner	Intermediate and Advanced
<i>Personal:</i> <ul style="list-style-type: none">• Recount• Simple narrative• Reader response• Short memoir	<i>Personal:</i> <ul style="list-style-type: none">• More extensive narratives• Reflective essays
<i>Factual:</i> <ul style="list-style-type: none">• Procedure• Directions• Retelling (i.e., of historic events)• Summary (basic facts as a single report)	<i>Factual:</i> <ul style="list-style-type: none">• Complex procedures• Detailed research reports
<i>Analytic:</i> <ul style="list-style-type: none">• Simple explanations• Comparisons	<i>Analytic:</i> <ul style="list-style-type: none">• Account• Explanation• Exposition• Persuasive essay

Teaching and Modifying Genres for ELLs (Cloud, et al, Chapter 8)

Personal Writing

- Reader Response
 - At first I thought..., but now I think....
 - This part is hard to understand because..
 - I wonder why the author...
- Memoir
- Narrative/Short Story
- Poetry/Imitation Writing

Factual Writing

- Procedures, Instructions, Directions
- Lab Reports
- Factual Retelling

Analytic Writing

- Summary
- Essay
- Persuasive Essay
- Comparison/Contrast Essay
- Historical Essay

ELL's Need Explicit Instruction and Models, Guided Practice and Feedback

Use Checklists and Rubrics

Checklist
<i>Summary Do's and Don'ts</i>
<i>Summary Do's</i>
<input type="checkbox"/> I included the title of the text.
<input type="checkbox"/> I included the names of the main characters, ideas, and concepts.
<input type="checkbox"/> I wrote 1–2 short sentences or paragraphs about the beginning of the text.
<input type="checkbox"/> I wrote 1–2 short sentences or paragraphs about the middle of the text.
<input type="checkbox"/> I wrote 1–2 short sentences or paragraphs about the end of the text.
<input type="checkbox"/> I used present tense.
<i>Summary Don'ts</i>
<input type="checkbox"/> Do not write, "I think . . .," "I feel . . .," or "In my opinion . . ."
<input type="checkbox"/> Do not use entire phrases, sentences, paragraphs copied from text.
<input type="checkbox"/> Do not use unnecessary details such as
• Lots of dates.
• Processes or steps in a process.
• Long descriptions.
• Dialogues between characters.

Memoir: Words Have No Borders: Student Voices on Immigration, Language and Culture (National Writing Project)

<http://www.nwp.org/cs/public/print/resource/2898>

Oral Language Skills Needed for Classrooms:

Discussion, Questioning and Oral Presentation Skills

Scripts/Sentence Starters and Transition Words

How to Start Academic Conversations (Freeman and Freeman 50–54)

- Collaborate and clarify
- Support ideas with examples
- Build on or challenge another's ideas
- Apply/connect other knowledge/experiences
- Paraphrase and summarize

Textbook Language (Freemans, Chapter 4)

- Hard to read; process
- Contain specialized, technical terms
- Present abstract concepts and ideas (justice; organisms)
- Use passive sentence structures
- Use complex, highly packed sentences
- Use an authoritative tone
- Often have changing styles direct to reader ("you may have seen..."), then authoritative statements of fact

Academic Registers

- Specific vocabulary
- Language structures
- Communicative functions

Hadaway: Narrow Bridge to Academic Reading

- Focus on one topic (increase background knowledge, recycle vocabulary)
- Use stair-step books (content, length, vocabulary, layout, amount of text)
- Branch out (build semantic webs as you go)
- Wide-angle to close-up (general to specific focusing in more and more)
- Concentrate on one author
- Channel reading into one subgenre (group books by genre or subgenre—e.g. diaries)

Stair Step Books

Alternate Texts (Benchmark, Millmark)

Adapted Textbooks

Select Words to Teach:

<http://tagcrowd.com/>

- Select words that are important for understanding the selection
- Do not exceed the number of words that a student can remember (around 6-10 per lesson depending on age and proficiency)
- Select words that can advance the student's word learning skills
- Teach words that are frequent, useful and likely to be encountered in the content area; highly transferrable to other units

Graphic Organizer as Mediator

--Reading Comprehension

--Writing Summaries

Teach Text Processing Strategies

- Focus on **reading/writing strategies and skills** you know students need.
 - using visual support and text features
 - setting a purpose for reading or writing
 - activating background knowledge
 - taking notes/summarizing
 - questioning self and others to ensure comprehension
 - making text to self, world, text connections
- Help students process text by: **Underlining or highlighting key terms and**

phrases. Write notes in the margin, if possible, to help students.

- **Identify major text structures and use graphic organizers that reflect these** (for example, for comparison/contrast text structure, use Venn diagrams; for enumeration text structure, use word webs.).
- Teach students to **identify the common transition words** that occur with the particular text structures in use, and what these terms indicate.
- **Give students models and use guided writing to show how to organize their written output**, provide word boxes and other aids (writing frames/templates) to help them speak or write about important content concepts they have been learning about.
- **Keep Learning Logs or Journals**

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