

INTERVENTION IN A BILITERACY FRAMEWORK

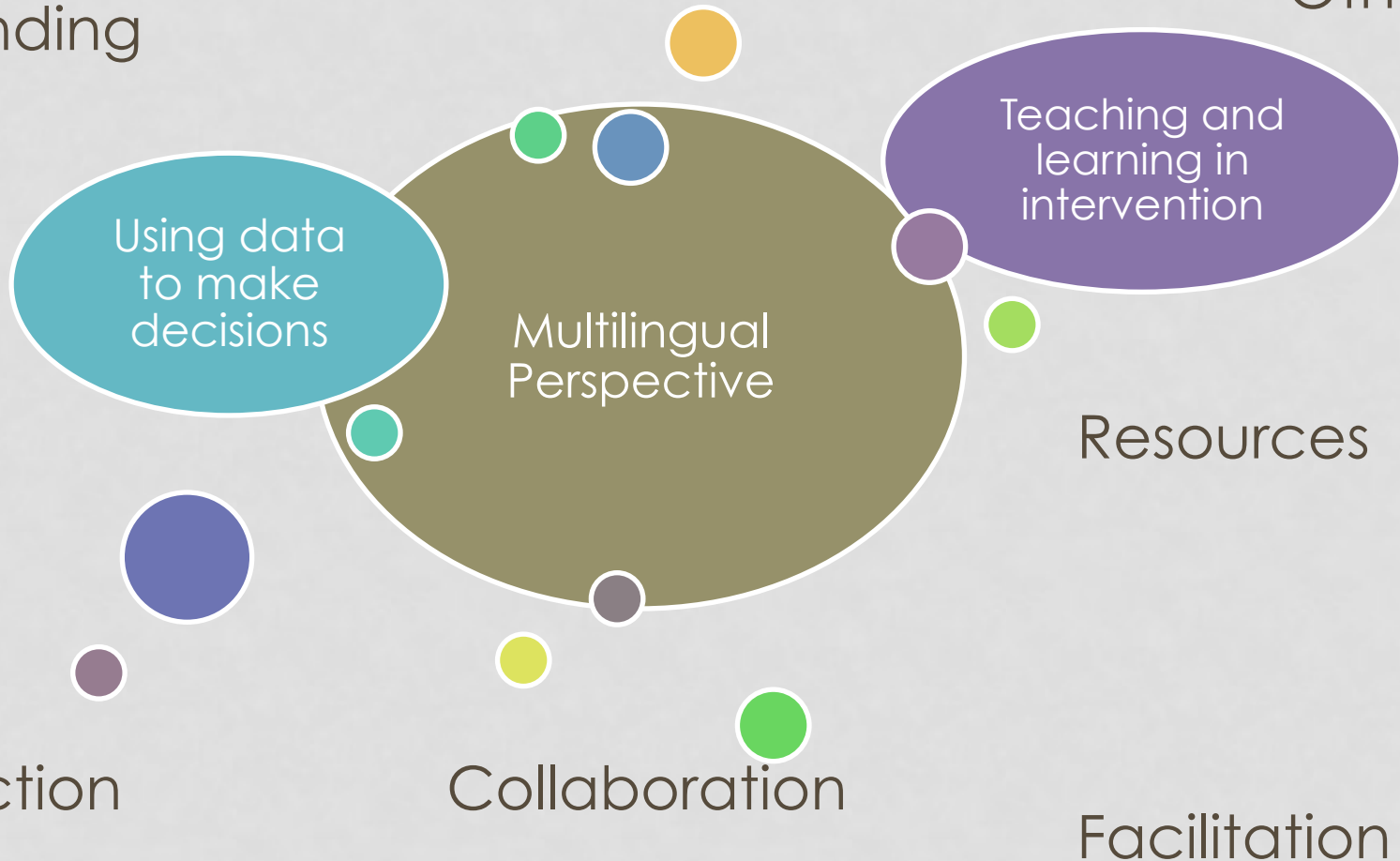
TEACHING FOR BILITERACY JUNE 22-23, 2015

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IN THIS SESSION...

Grounding

“Other”



IN RELATION TO THIS TOPIC,
I SEE MYSELF AS A __ BECAUSE __



TODAY'S TAKEAWAYS

Awareness/ Planning



To identify
core
components

Implementation



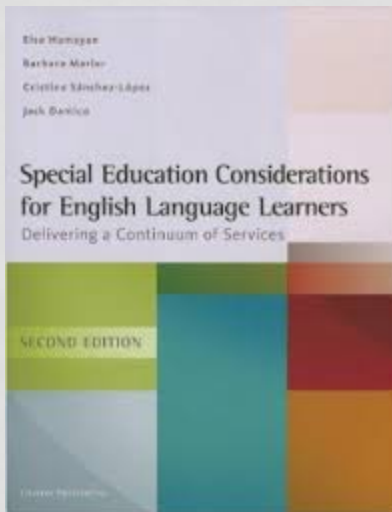
To reflect, refine, &
adjust

Leadership & Innovation



To build
capacity and
sustainability

7 INTEGRAL FACTORS TO OBSERVE, UNDERSTAND, AND GUIDE



1. The learning environment
2. Personal and family factors
3. Physical and psychological history
4. Previous schooling
5. Linguistic and literacy development
6. Academic achievement
7. Acculturation



Special Education Considerations for ELL's, Hamayan, Marler, Sanchez Lopez, and Damico, 2013

INVITATION TO UNDERSTAND RTI AS...

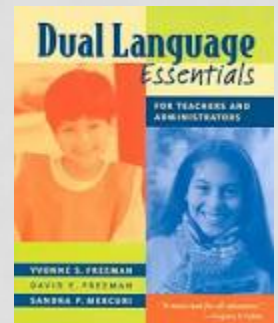
Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The *RTI* process begins with high-quality instruction and universal screening of all children in the general education classroom



WHAT'S YOUR READING THEORY?

Reading is a process of using skills of phonics, sight words, and structural analysis to recognize words and then combine the meanings of individual words to get the meaning of a text.

Reading is a process of constructing meaning while transacting with text. Readers use their background knowledge and linguistic cueing systems simultaneously to solve words in text.



3 LITERACY PRINCIPLES FOR LANGUAGE LEARNERS

#1 The most important thing about reading and writing is comprehension, not decoding letters or words or calling out words on a page (Beeman & Urow, 2013, Cambourne, 1988, Damico & Nelson 2010; Garcia 2003; Goodman, 2001, Keene, 2008; Paris, 2005; Smith, 2004)

#2 There is a strong connection between oral language development and learning how to read and write (Genesee, Lindholm-Leary, Saunders, & Christian, 2005, Krashen, 2004)

#3 A student's home language is a resource for developing literacy in English (or Spanish), not a hindrance (Beeman & Urow, 2013; Cloud et al., 2009; Genesee et al., 2006; Krashen, 2004)

← Do my practices align with my theory of reading? →

Multilingual Response to Intervention Self-Assessment

My problem-solving team members bring a lens of literacy OR language OR differentiation.	1	2	3	4	5	My problem-solving team members bring a lens of <u>biliteracy</u> , <u>bilingualism</u> , AND differentiation.
I make decisions based on universal screener data and progress monitoring data that are norm-referenced.	1	2	3	4	5	I make decisions based on universal screener and progress monitoring data comparing like peers.
I analyze reading data separate from oral language data.	1	2	3	4	5	I analyze reading data alongside oral language data.
I gather reading data in only one language, or analyze reading data in two languages separately.	1	2	3	4	5	I compare reading data across languages.
I provide intervention for a targeted skill.	1	2	3	4	5	I provide intervention for a targeted skill that fosters language development within a comprehensible context.
I offer opportunities for students to make literacy gains in one language.	1	2	3	4	5	I offer opportunities for students to make literacy gains and transfer skills.

PROBLEM-SOLVING TEAM MEMBERS WITH A LENS OF BILITERACY, BILINGUALISM, AND DIFFERENTIATION

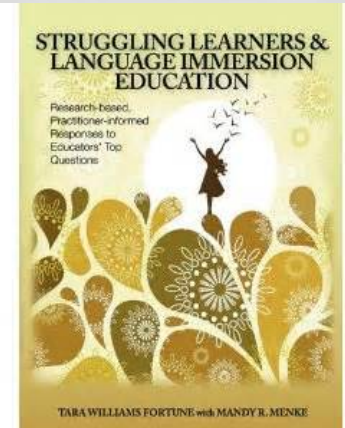
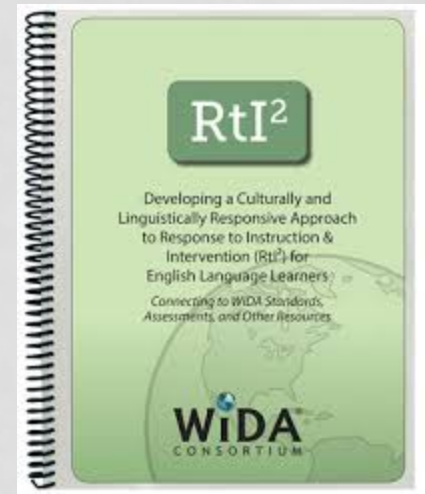


- Multiple perspectives
- Shared understanding
- How do we create this?

MAKE DECISIONS BASED ON UNIVERSAL SCREENER AND PROGRESS MONITORING DATA COMPARING LIKE PEERS.

Has the student had access to high-quality, research-based instruction (for language learners) by qualified staff?

Who might be the student's "like peers"? (same level of proficiency, acculturation, educational background) and where is student in relation?



ANALYZE READING DATA ALONGSIDE ORAL LANGUAGE DATA.

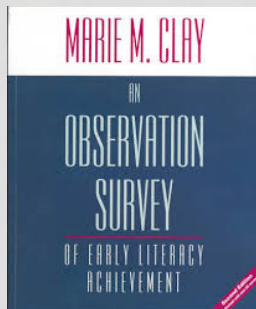
What Oral Language Data?

- Four domains in home language and English
- Conversational and academic language
- Multiple contexts
- Discrete aspects and holistic representations of language

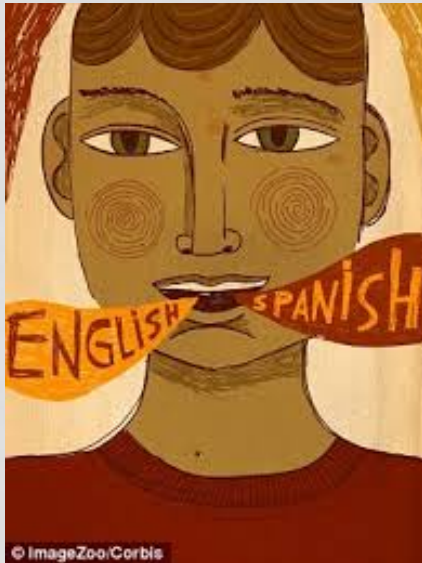


Alongside What Reading Data?

- Assessments that reveal the interaction of reading and speaking



ANALYZE READING DATA ACROSS LANGUAGES



-Can reveal **all** the child knows (multilingual perspective!)

-Can inform what strengths child has in one language that can be bridged

-What language should support be provided in?

PROBLEM SOLVING AROUND CARMEN:

Carmen is a first grader. She was born in Mexico and is a new immigrant to the U.S. at 6 years of age. She attended public school in rural Mexico.

Now Carmen attends a school where instruction happens solely in English. She receives support in English as a Second Language.

In the second semester of first grade, Carmen comes up for problem solving with a team. She has scored below benchmark in English on letter identification in English.

What questions would you ask?

PROBLEM SOLVING AROUND PAULO:

Paulo is a second grader. He speaks Spanish in the home and English outside the home. He attended Kindergarten through second grade in a bilingual program in the U.S.

Paulo receives instruction in a dual language immersion program where literacy instruction happens half in English, half in Spanish.

Paulo scored below the benchmark on reading nonsense words in Spanish and below the benchmark on reading nonsense words in English.

What questions would you ask?

PROBLEM SOLVING AROUND HANNAH:

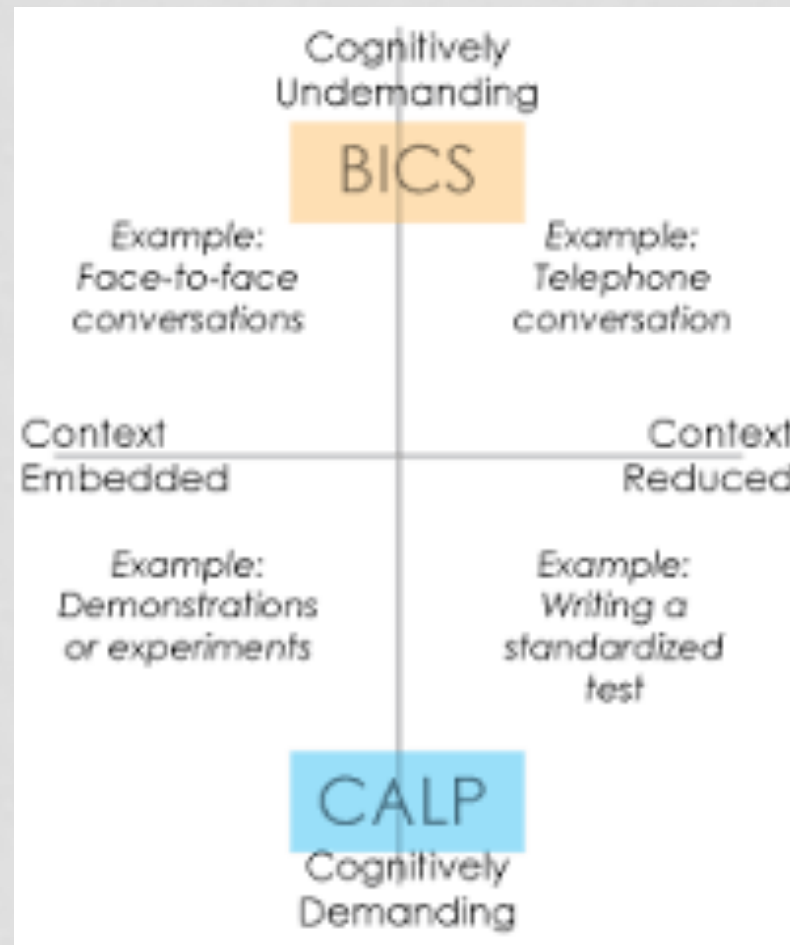
Hannah is a third grader. She speaks only English in the home. She has attended kindergarten through third grade in a dual language classroom.

Her program is a 90:10 model, where in primary years, literacy instruction happened primarily in Spanish.

At the start of third grade, Hannah took a reading fluency test in both Spanish and in English. She scored at grade level in Spanish, but below grade level in English.

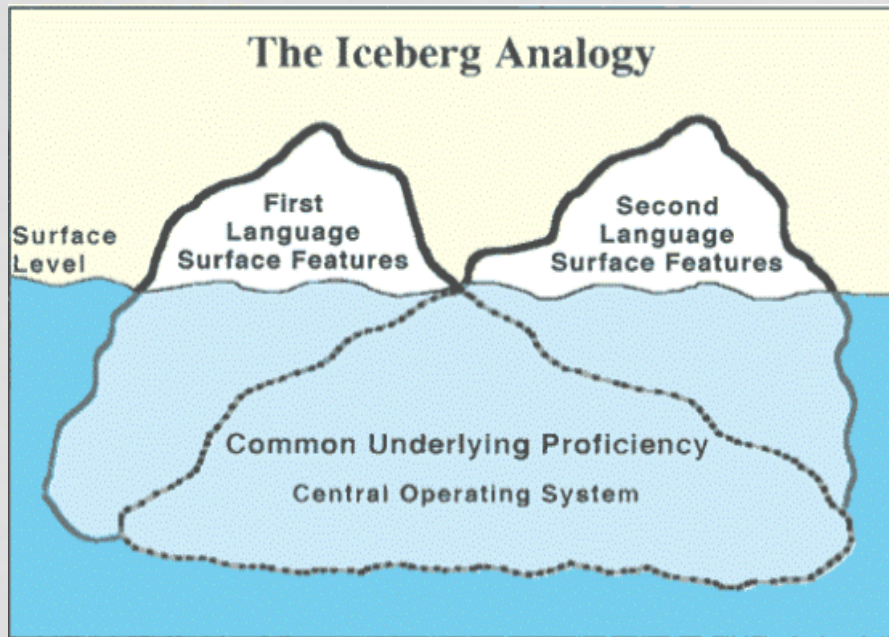
What questions would you ask?

PROVIDE INTERVENTION FOR A TARGETED SKILL THAT FOSTERS LANGUAGE DEVELOPMENT WITHIN A COMPREHENSIBLE CONTEXT.



An example
with Celia

OFFER OPPORTUNITIES FOR STUDENTS TO MAKE LITERACY GAINS AND TRANSFER SKILLS.



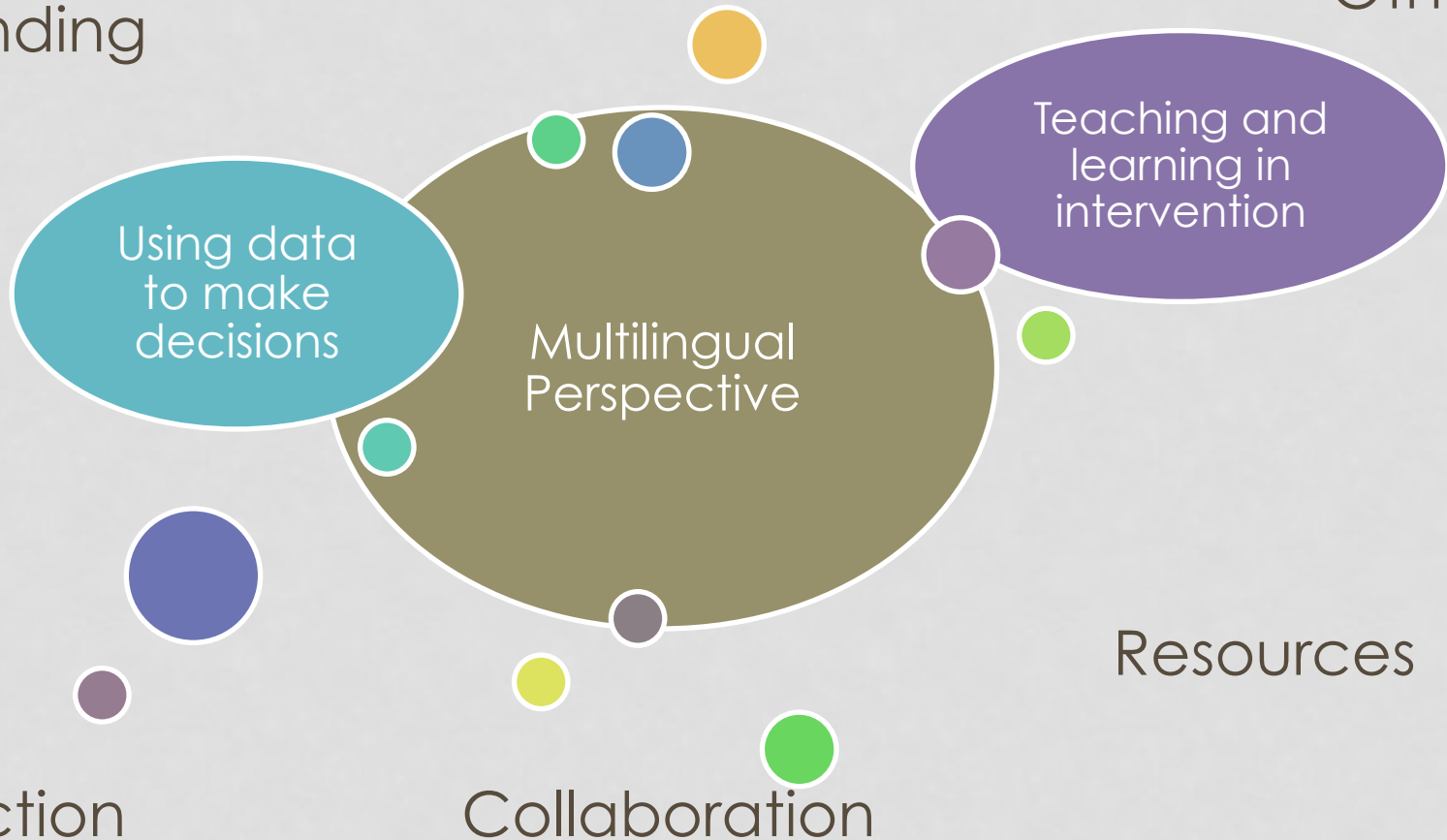
Teach for transfer...

- Within core instruction
- As a daily component of an intervention
- Over a period of time within the “round” of intervention

IN CLOSING

Grounding

“Other”



HOT TOPIC BUZZ

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ADDITIONAL RESOURCES

- 1) Special Education Considerations for English Language Learners (Else Hamayan, Barbara Marler, Cristina Sanchez Lopez, Jack Damico, 2007)
- 2) [Students with Academic Difficulties: Fix the Student? Fix the System?](#) Short article by Else Hamayan in Soleado 2011
- 3) Developing a Culturally and Linguistically Responsive Approach to Rti for Language Learners [RtI² - WIDA](#)
- 4) [Struggling Learners and Immersion Education – Center for Advanced Research in Language Acquisition](#), (CARLA) University of Minnesota

ADDITIONAL RESOURCES

5) Dual Language Essentials for Teachers and Administrators – Chapter 5: Literary Essentials (Yvonne S. Freeman, David E. Freeman, Sandra P. Mercuri, 2005)

6) Reading Support for Spanish-Speaking Students in Elementary Classrooms, 40 minute presentation, University of Texas

7) Learning About Mason: A Collaborative Visit with a Struggling Reader – Catherine Compton Lilly in the Reading Teacher, May 2010