



# Special Topics in English Learner Programming Monthly Webinar

Improving Skills in the Four Language  
Domains: Reading

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Mar. 14, 2019

Anika Harris



Welcome

**Welcome to OSSE's  
Special Topics in English Learner Programming  
Webinar for  
March 2019!  
Improving Skills in the Four Language Domains:  
Reading**

**Anika Harris, Professional Development Specialist**



# Objectives

This monthly webinar series will cover a wide array of topics pertaining to English learners (ELs), English language acquisition, and EL program administrative and instructional activities.

Following the last two webinars on listening and speaking, this four part series on the four language domains within the WIDA English Language Development Standards framework will address:

- An understanding of the reading domain within the broader context of communication.
- Considerations for designing reading activities for both language and content development.
- Strategies to improve reading comprehension.



# Introduction to Reading: A Case Study



# Case Study

Sundari is a 12 year old 6<sup>th</sup> grader at ABC Middle School. She came to the United States from India at 5. She speaks English with ease with her friends, but her family speaks mostly Hindi, watches Indian channels online, and there is Sanskrit and English text in her home. Sundari qualifies for free and reduced lunch. Her most recent WIDA score is 4 with a 3.1 in reading.

Sundari's teachers have long suspected she has a disability because, despite reading fluently, she will not participate in any activities that call for comprehension of text. Specifically, she asks for the bathroom and has "stomach aches". Yesterday she put her head down when asked to solve the following PARCC math sample.



# Case Study

**24.** A company makes yellow golf balls and white golf balls. The table shows the company's sales of yellow golf balls for the last 3 years.

**Yellow Golf Balls**

Year	Number of Yellow Golf Balls Sold
1	204,132
2	225,624
3	237,108

- The company expects sales of yellow golf balls to continue to increase in year 4.
- The company also expects the ratio of yellow golf ball sales to white golf ball sales in year 4 to be about 1 : 5.
- The average selling price of a box of 12 yellow or 12 white golf balls is \$23.94.

Estimate the company's total sales, in dollars, of golf balls in year 4. Show all your work. Explain how you determined your estimate.

Enter your estimate, your work, and your explanation in the space provided.

## What about this text may have caused Sundari's reaction?



# The Four Language Domains



# Language Domains

**The four domains of language are:**

Reading

Listening



Writing

Speaking



# Language Domains Defined

## Language Domains



### Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

### Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences

### Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

### Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences



# Language Domains

Oral language (listening and speaking) is the foundation of literacy (reading and writing).

School is usually the setting where oral English skills develop for ELs.

Within oral language:

- Listening and reading are receptive
- Speaking and writing are active



## The WIDA/ELP Standards

Standard		Abbreviation
English Language Proficiency <b>Standard 1</b>	English language learners <b>communicate for Social and Instructional purposes within the school setting</b>	Social and Instructional <b>language</b>
English Language Proficiency <b>Standard 2</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The <b>language</b> of Language Arts
English Language Proficiency <b>Standard 3</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The <b>language</b> of Mathematics
English Language Proficiency <b>Standard 4</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The <b>language</b> of Science
English Language Proficiency <b>Standard 5</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The <b>language</b> of Social Studies



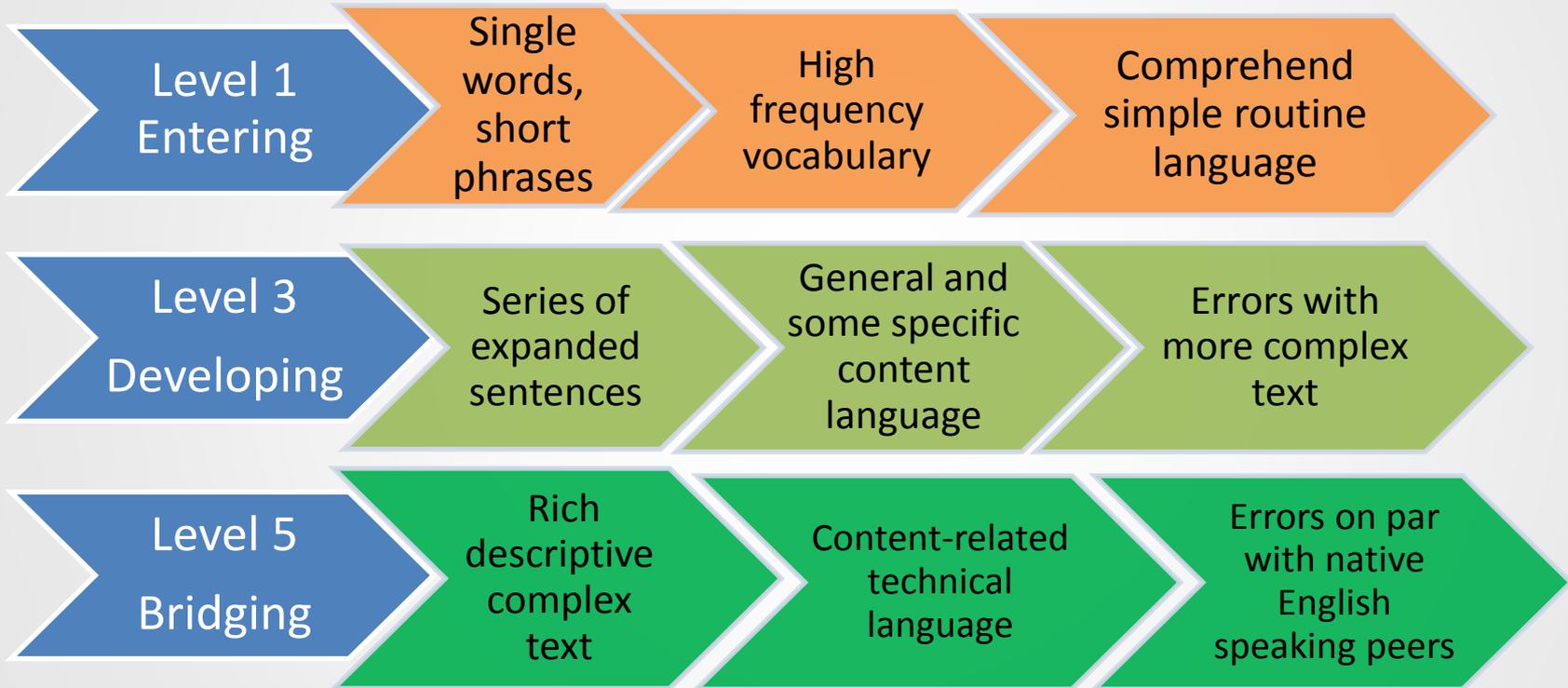
# WIDA English Language Proficiency Levels

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6</b> <b>Reaching</b>	<ul style="list-style-type: none"><li>• specialized or technical language reflective of the content areas at grade level</li><li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li><li>• oral or written communication in English comparable to English-proficient peers</li></ul>
<b>5</b> <b>Bridging</b>	<ul style="list-style-type: none"><li>• specialized or technical language of the content areas</li><li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li><li>• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li></ul>
<b>4</b> <b>Expanding</b>	<ul style="list-style-type: none"><li>• specific and some technical language of the content areas</li><li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li><li>• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li></ul>
<b>3</b> <b>Developing</b>	<ul style="list-style-type: none"><li>• general and some specific language of the content areas</li><li>• expanded sentences in oral interaction or written paragraphs</li><li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li></ul>
<b>2</b> <b>Beginning</b>	<ul style="list-style-type: none"><li>• general language related to the content areas</li><li>• phrases or short sentences</li><li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li></ul>
<b>1</b> <b>Entering</b>	<ul style="list-style-type: none"><li>• pictorial or graphic representation of the language of the content areas</li><li>• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li><li>• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li></ul>



# WIDA Reading Performance Definitions





# The Importance of Reading



# The Importance of Reading

## Reading Development in Phases

- Phase One: Student recognizes writing system, concept of text, orientation and directionality of text
- Phase Two: Student pairs sounds with writing system
- Phase Three: Student associates separation of letters as words and phrases
- Phase Four: Student produces sounds in accordance with the grouped letters; student makes meaning from the grouped letters.



# The Importance of Reading

## Reading:

- Exposes ELs to vocabulary
- Provides models of correct spelling and punctuation usage
- Demonstrates the constructs of the English language, i.e., word order, grammar,
- Provides models of conventions such as “First, next, then, last” and “Once upon a time”
- Informs differences in register by subject matter and context
- Allows for repeated (visual) review of the English language



# The Importance of Reading

Understanding how children learn a language helps us to:

- Know when a child is developing language well or needs an evaluation for a disability
- Create activities to help them progress in language acquisition
- Assess them and plan for further language acquisition progress

Remember...receptive **input** (listening and reading) alone will not make a language learner fluent – they need opportunities to practice **output**.

“Reading and writing float on a sea of talk.” – James Britton



# Reading Challenges

## Text

- Density
- Volume of assigned text
- Engagement (interest, font, visual support)
- Multiple meanings and false cognates

## Environment

- Distractions
- Lack of time
- Emotional state
- Physiological needs (hunger, illness)

## Reader

- Limited vocabulary
- Lack of background knowledge
- Poor reading fluency distorts words
- Scaffolds needed for comprehension



# Supporting Students in the Reading Domain



# Supporting Students in the Reading Domain

ELs can better comprehend what they read when:

- They can pronounce the words on the page
- The text is assigned in smaller chunks
- They are not rushed
- The reading material is engaging
- Teachers pre-teach vocabulary
- Teachers build background knowledge
- Teachers teach them reading strategies



## Preview the Text

Take a picture walk or page walk.

Ask students what they think the text will be about.

Allow students to identify tricky vocabulary or terms.

- Have them circle or highlight the words or terms
- Have them share out what they identified
- Teacher writes their responses

*Tip:* Use the students responses during this time to help you determine what background knowledge to build up.



# Supporting Students in the Reading Domain

## Build Background Knowledge

Read a brief text that is related to the content.

- Call attention to vocabulary they will likely encounter in the target text and work on creating definitions.

Provide visuals, graphics, or media that are related to the target text.

- Develop guiding questions that help students engage with the material and increase comprehension.





## Build Knowledge of Register

Plan time to guide students in understanding content-specific terms.

- “Once upon a time” ...in fairy tales
- “Just a theory”, “following procedures”, “form a hypothesis” ...in science
- “Groups of like terms”, “how many left” ...in math



# Supporting Students in the Reading Domain

...a word about vocabulary

Consider the following when determining which vocabulary to focus on:

- Does this word occur frequently?
- Are context clues readily available?
- Does this word have a cognate in the student's home language?
  - If so, is it a false cognate?
- Is the word easy to imagine?
- Is the word abstract?
- Is the word unique to America/American culture?
- Is the morphology of this word important?



# Supporting Students in the Reading Domain

## Engage Other Language Domains

Listening: Students can grapple with the text by listening to assigned chunks or related material, then responding to guiding questions. Allow for multiple opportunities to listen.

<https://www.simonandschuster.com/books/Stella-by-Starlight/Sharon-M-Draper/9781442494985>

When the author's grandmother was 10 years old, what happened?  
Why did her grandmother have to quit school?  
What did her grandmother do by the light of the moon?  
What kind of community do you think Bumblebee, NC might be?



# Supporting Students in the Reading Domain

## Engage Other Language Domains

**Speaking:** Students can grapple with the text by reading assigned chunks then discussing the meaning with small groups of peers. Task can be to orally present a summary, re-enact text, agree on the meaning and illustrate it.

**Writing:** Students can grapple with the text by reading assigned chunks then producing scaffolded written responses.

The setting in the first chapter was \_\_\_\_\_, but the setting in the second chapter is \_\_\_\_\_.

She discovered \_\_\_\_\_ in the frog's \_\_\_\_\_, so the frog was \_\_\_\_\_.

eggs/worms                      abdomen/intestines                      infested/pregnant



## Close Reading

### 1<sup>st</sup> Pass:

- What did you get out of it?

### 2<sup>nd</sup> Pass:

- How is the text organized?
- What does the author do to add meaning?

### 3<sup>rd</sup> Pass:

- What is the symbolism?
- What is the author's point of view?
- Do I have a text-to-self connection?



## Scaffolding for Comprehension

### Level 1:

- Sentence frames: “The setting is \_\_\_\_\_ and the characters are \_\_\_\_\_ and \_\_\_\_\_.”
- Word bank with visual support

### Level 3:

- Word bank
- Sentence starters: “The antagonist’s opinion changed because \_\_\_\_\_.”

### Level 5:

- Questions only



# Parent and Family Considerations

Encourage parents to model reading at home even if their literacy skills are low. This can look like:

- Reading age-appropriate text to their child
- Looking at text with pictures and talking about what they see with their child
- Read for themselves in front of their child
- Point out to their child where they see writing and what it means



# Case Study

**What could Sundari's teacher do in advance of PARCC to prepare her to tackle this math problem?**

- 24.** A company makes yellow golf balls and white golf balls. The table shows the company's sales of yellow golf balls for the last 3 years.

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Estimate the company's total sales, in dollars, of golf balls in year 4. Show all your work. Explain how you determined your estimate.

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# Additional Resources



# Resources

The updated publication [\*Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia\*](#) is now available for download.

The School Readiness Reflection Tool is found in Appendix E of OSSE's publication [\*Delivering Education Services to English Learners\*](#).

OSSE's new EL website is [www.osse.dc.org/page/english-learners-els](http://www.osse.dc.org/page/english-learners-els).

On-site technical assistance and EL program support is available! Contact [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov) or [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov).



# Upcoming Events

During the 2018-19 school year, OSSE hosts a monthly Special Topics in English Learner Programming webinar broadcast on the second Thursday of every month from 1-2 p.m. The next webinar will take place **Thursday, April 11, 2019**. Register here: <https://attendee.gotowebinar.com/rt/1800935569566896397>.

Place holder for April 12 SLIFE PD announcement.

Save the Date! The Office of the State Superintendent of Education (OSSE) is pleased to announce its first Multilingual Learner Conference to be held on **Friday, June 7-Saturday, June 8, 2019** in Washington, DC. This conference will convene teachers, school leaders and community partners who support preK-12 dual language and/or English language programs, all united as change agents empowering student success through language learning.



# OSSE EL Contacts

## **Assessment**

Michael Craig

Assessment Specialist, Special Populations, Division of Data, Assessment, and Research

[Michael.Craig@dc.gov](mailto:Michael.Craig@dc.gov)

## **Data**

Chandi Wagner

Education Research Analyst, Division of Data, Assessment, and Research

[Chandi.Wagner@dc.gov](mailto:Chandi.Wagner@dc.gov)

## **Professional Development and On-Site EL Program Assistance**

Anika Harris

Professional Development Specialist, English Language Acquisition (K-12)

Division of Teaching and Learning [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov)

## **English Learner Program and Policy Support**

Dr. Jennifer Norton

English Learner Program Manager, Division of Teaching and Learning

[Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov)



| Thank you!