Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling

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Virginia Beach
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Topical Agenda

- Ensuring all students meet high standards
- Sound, pattern and meaning in written English
- Literacy development with English learners
- Challenges and support strategies
- Questions and burning issues
- Assessing word knowledge
- Best practices in word study
Goals for the day

• Examine connections between word study and the standards
• Understand the challenges of the English writing system for EL students
• Gain confidence in understanding how literacy proficiency is developed
• Increase repertoires for supporting word study
• Link assessment to differentiated instruction
Some sample demographics

- In the year 2000, 15% of the U. S. population between 5-17 had difficulty speaking English.
- The 2010 U.S. census reports more than 55 million people over the age of 5 speak a language other than English at home.
- ELL students constitute a relatively young group: over 44% of limited English proficient students are enrolled in PK-3rd grade.
- The Spanish-speaking population alone is projected to reach 51 million by the year 2025.
Some sample demographics

• In the year 2000, 15% of the U. S. population between 5-17 had difficulty speaking English. *Many English learners*

• The 2010 U.S. census reports more than 55 million people over the age of 5 speak a language other than English at home. *Multilingual nation*

• ELL students constitute a relatively young group: over 44% of limited English proficient students are enrolled in PK-3rd grade. *Young population*

• The Spanish-speaking population alone is projected to reach 51 million by the year 2025. *Spanish predominance*
At the same time...

- Rigorous standards are being revised and adopted throughout the country.
- Districts, schools and teachers are being held accountable for each student’s achievement based on standardized measures.
- There is a limited awareness of the effect that learning a new language has on access to content knowledge.
- The achievement gap widens for students who are learning to speak English as a new language, compared to those who are not.
**Turn to a partner and share:**

- How important do you think the staff with whom you work sees this crisis in opportunity/achievement for English learners to succeed with the core curriculum?
- Rate their level of concern on a scale of 1-10, with 1 being little or no concern, and 10 being extremely concerned.
How does word study fit?

The student will:
learn, demonstrate, apply, respond critically, interpret relationships...

Advanced vocabulary and complex sentence structures

Word origins, derivations, inflections

Use context, structure & connotations to determine meaning
To get to this advanced level, students need to build a strong understanding of the English writing system.
<table>
<thead>
<tr>
<th>Reading Stages</th>
<th>Spelling Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergent</strong></td>
<td><strong>Emergent</strong></td>
</tr>
<tr>
<td>Pre-K to middle of 1st</td>
<td>Pre-K to middle of 1st</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Letter Name - Alphabetic</strong></td>
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<tr>
<td>K to middle of 2nd</td>
<td>K to middle of 2nd</td>
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<tr>
<td><strong>Transitional</strong></td>
<td><strong>Within Word Pattern</strong></td>
</tr>
<tr>
<td>Grade 1 to middle of 4th</td>
<td>Grade 1 to middle of 4th</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td><strong>Syllables &amp; Affixes</strong></td>
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<tr>
<td>Grades 3 to 8</td>
<td>Grades 3 to 8</td>
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<tr>
<td><strong>Advanced</strong></td>
<td><strong>Derivational Relations</strong></td>
</tr>
<tr>
<td>Grades 5 to 12</td>
<td>Grades 5 to 12</td>
</tr>
</tbody>
</table>

*Synchrony of Literacy Development*

<table>
<thead>
<tr>
<th>Sound</th>
<th>Pattern</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>Emergent</td>
<td>Emergent</td>
<td>See page 9 in WTW EL</td>
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<tr>
<td>Beginning</td>
<td>Beginning</td>
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<tr>
<td>K to middle of 2nd</td>
<td>K to middle of 2nd</td>
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<td>Letter Name - Alphabetic</td>
<td>Letter Name - Alphabetic</td>
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<td>Transitional</td>
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<td>Grade 1 to middle of 4th</td>
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<td><strong>Reading Stages</strong></td>
<td><strong>Spelling Stages</strong></td>
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<tr>
<td><strong>Grade Range</strong></td>
<td><strong>Grade Range</strong></td>
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<tr>
<td><strong>Advanced</strong></td>
<td><strong>Advanced</strong></td>
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<tr>
<td><strong>Grades 5 to 12</strong></td>
<td><strong>Grades 5 to 12</strong></td>
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<tr>
<td><strong>Derivational Relations</strong></td>
<td><strong>Derivational Relations</strong></td>
<td></td>
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</tbody>
</table>
Layers of English Orthography

Alphabet/Sound
- cat
- man

Pattern
- meat
- fire
- bright

Meaning
- telephoto
- cyclical

See WTW EL pages 21-22.
Emergent writing
Older emergent-student copies from text

<table>
<thead>
<tr>
<th>AmIzXOma</th>
<th>Salem</th>
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<tbody>
<tr>
<td>oregon</td>
<td>SachaMEMio</td>
</tr>
<tr>
<td>california</td>
<td></td>
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<tr>
<td></td>
<td>Washington</td>
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<td></td>
<td>Wyoming</td>
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<td></td>
<td>utah</td>
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</table>
Students at the emergent stage:

- Use random marks, representational drawing, mock linear or letter-like writing, random letters and numbers, transcribes from written texts, or memorizes a few words.
- Are not yet using phonetic information to encode words.
- Need to learn the alphabetic principle.
Next steps for emergent learners:

- Learn the alphabetic code
- Develop a bank of sight words
- Work on oral language and use dictation and the language experience approach
- Learn survival English
Once students begin to learn letter-sound correspondence they use the sound system and become alphabetic spellers.
Students at the alphabetic stage:

- Have a growing sight word vocabulary
- Spell phonetically, accounting for the most salient sounds in a word
- Use letter names or the sounds of their home language to spell vowel sounds
- Finger point and read out loud

\[\text{cat} \quad \text{man} \quad \text{fast}\]
bed, ship, when, lump
<table>
<thead>
<tr>
<th></th>
<th>1. Fan</th>
<th></th>
<th>14. first</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Pat</td>
<td></td>
<td>15. chewing</td>
</tr>
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<td></td>
<td>3. dig</td>
<td></td>
<td>16. row</td>
</tr>
<tr>
<td></td>
<td>4. rob</td>
<td></td>
<td>17. wishes</td>
</tr>
<tr>
<td></td>
<td>5. Pok</td>
<td></td>
<td>18. thorn</td>
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<tr>
<td></td>
<td>6. Wat</td>
<td></td>
<td>19. shouted</td>
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<tr>
<td></td>
<td>7. gum</td>
<td></td>
<td>20. Spilun</td>
</tr>
<tr>
<td></td>
<td>8. sled</td>
<td></td>
<td>21. growl</td>
</tr>
<tr>
<td></td>
<td>9. Stik</td>
<td></td>
<td>22. third</td>
</tr>
<tr>
<td></td>
<td>10. Sin</td>
<td></td>
<td>23. camped</td>
</tr>
<tr>
<td></td>
<td>11. demn</td>
<td></td>
<td>24. tries</td>
</tr>
<tr>
<td></td>
<td>12. lad</td>
<td></td>
<td>25. clapping</td>
</tr>
<tr>
<td></td>
<td>13. Cogh</td>
<td></td>
<td>26. ridden</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
bed | bed
---|---
lip | lip
drum | drum
belt | belt
ring | ring
cake | cake
witch | witch
thumb | thumb
wheel | wheel
train | train
knife | knife
chair | chair
whale | whale
heart | heart
cheese | cheese
jacket | jacket
tractor | tractor
window | window
zipper | zipper
whistle | whistle

Spanish speaker from Mexico (boy) started at our school in March, 2009. Already had about 3 years elementary school. Is 14. School was interrupted.
Next steps for alphabetic learners:

• Discriminate and represent all sounds in words
• Increase known sight words
• Have numerous opportunities to read accessible text and write using developmental spelling
• Engage with explicit vocabulary instruction
English is an alphabetic language, but it has a deep structure that also uses spelling patterns.

meat

fire

bright
Students at the pattern stage:

- Spell most single-syllable short vowel words correctly
- Correctly use most digraphs and blends
- Attempt to use long vowel markers such as TRANE for *train*
- Work on long-vowel and other vowel patterns in single-syllable words
Next steps for pattern stage learners:

• Discriminate vowel sounds in words
• Refine perceptions and pronunciations of vowels, consonants, and blends in English
• Explore less-common vowel patterns
• Investigate homographs and homophones
At the intermediate level of English, students explore multisyllable words and prefixes and suffixes.
Students at the syllables and affixes stage:

- Spell most single-syllable words correctly
- Make errors at the syllable juncture and in unaccented syllables
- Work on endings, compound words, and open and closed syllables

merely   angle   soften
1. confusion
2. pleasure
3. resident
4. puncture
5. confidence
6. fortunate
7. decorator
8. opposition
9. prosperity
10. succession
11. emphasize
12. correspond
13. commotion
14. propellant
15. hilarious
16. criticize
17. indictment
18. reversible
19. category
20. adjourn
21. excerpt
22. camouflage
Let’s do our own syllables and affixes sort: running, standing, diving
Next steps for syllables and affixes stage learners:

- Study consonant doubling
- Study endings for plurals, past tense, and adjectives
- Explore stress and spelling of unaccented syllables
- Link spelling and vocabulary
- Explore grammar through word study
At the advanced level of English, students explore the meaningful units that compose words.

- telephoto
- mandate
- nationality
Students at the derivational relations stage:

- Have mastered high-frequency words
- Make errors low-frequency words derived from Latin and Greek
- Link spelling and vocabulary study

transfusion  locomotion
exceptional

“Words that are related in meaning are often related in spelling as well, *despite changes in sound*.”
column

columnist

resign

resignation

muscle

muscular
ignite  harmony  inspire
ignition  harmonious  inspiration
Morphology

“Knowledge of word-formation processes opens up vast amounts of vocabulary to the reader.”
(Nagy & Anderson, 1984)
“When you learn one word, you learn ten.”

courage

courageous

courageously

encourage

encouraging

encouragingly

discourage

discouraging

discouragingly

etc. ...
Between 3rd and 5th grade, over half of the words students know are learned through morphological analysis (Anglin, 1993):

**relate**: relates, related, relating, unrelated, relation, relations

Consider, however, the *additional* possibilities:
relative, relatives, relationship, relationships, relational, correlate, correlates, correlated, correlational, correlative
A derivational relations sort
Next steps for derivational relations stage learners:

- Join spelling and vocabulary studies; link meaning, spelling and grammar
- Investigate cognates, Latin and Greek
- Examine related words (decide-decision; marvel-marvelous)
- Explore etymology, especially in the content areas
What is word study?

Word study = phonics + spelling + vocabulary instruction
Word study is an instructional focus on the spelling, sounds and meanings of words.
Word study with English learners is more complex because we cannot assume students know the meanings of many English words, and their background languages may influence how well they differentiate and pronounce specific sounds in English or understand the English writing system.
How does word study fit into a comprehensive literacy program?
Word study should be part of a comprehensive program in which students have many opportunities to read and write connected texts.
In word study students categorize words and reflect on patterns
Words Their Way with English Learners provides an introductory chapter, an assessment chapter, an organization chapter, and five instructional chapters for each level of development. Follow along in your book as we review the developmental stages.
Chapter 1: The research base in word study

What are some key findings?
Research highlights

- The developmental spelling of preschool children reflected their growing knowledge of the English writing system (Charles Read, 1971).
Research highlights

- Spelling errors reveal students’ understanding of the English orthography (Ed Henderson, 1972).
Research highlights

• Students’ development in spelling reflects a growth in sophistication about the letters and sounds, letter patterns, and meaning units of English (Ehri, 1993; Henderson & Templeton, 1986; Bear & Templeton, 1998; Invernizzi & Hayes, 2004).
Research highlights

- Active lessons that include sorting and games help students make generalizations about words (Barnes, 1989; Perez, 1981).
Research highlights

- Word knowledge can be assessed through developmental spelling inventories (Schlagal, 1992; Ganske, 1999).
Research highlights

- The scores on these inventories have been related to other measures of spelling as well as reading measures such as word recognition, reading rate, writing and standardized assessment scores (Invernizzi & Hayes: Bear; Templeton & Morris).
Research highlights

- Working at students’ developmental spelling level has been shown to produce more powerful learning than instruction beyond students’ conceptual understanding (Morris & Bloodgood, 2005).
Research highlights

- English learners proceed through the same developmental stages but at a slower pace and with influences from their home languages (Helman & Bear, 2007).
Chapter 2: Assessment
THE SYNCHRONY OF LITERACY LEARNING

LAYERS OF THE ORTHOGRAPHY:

<table>
<thead>
<tr>
<th>ALPHABET / SOUND</th>
<th>PATTERN</th>
<th>MEANING</th>
</tr>
</thead>
</table>

Reading and Writing Stages/Phases:

<table>
<thead>
<tr>
<th>Reading Stages/Phases</th>
<th>Writing Stages/Phases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergent</strong></td>
<td><strong>Pretend read</strong></td>
</tr>
<tr>
<td>Early</td>
<td>Read aloud, word-by-word, fingerpoint reading</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
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<tr>
<td>Late</td>
<td></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Pretend write</strong></td>
</tr>
<tr>
<td>Early</td>
<td>Word-by-word writing, writing starts with a few words to paragraph in length</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td>Late</td>
<td></td>
</tr>
<tr>
<td>** Transitional**</td>
<td><strong>Approaching fluency, more organization, several paragraphs</strong></td>
</tr>
<tr>
<td>Early</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td>Late</td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td><strong>Fluent writing, build expression &amp; voice, experience different writing, styles &amp; genre, writing shows personal problem solving &amp; personal reflection.</strong></td>
</tr>
<tr>
<td>Early</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td>Late</td>
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<tr>
<td><strong>Advanced</strong></td>
<td></td>
</tr>
<tr>
<td>Early</td>
<td></td>
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<tr>
<td>Middle</td>
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<td>Late</td>
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</table>

Spelling Stages/Phases:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Emergent</strong></td>
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<tr>
<td><strong>Letter Name-Alphabetic</strong></td>
</tr>
<tr>
<td><strong>Within-Word Pattern</strong></td>
</tr>
<tr>
<td><strong>Syllables &amp; Affixes</strong></td>
</tr>
<tr>
<td><strong>Derivational Relations</strong></td>
</tr>
</tbody>
</table>

Examples of misspellings:

- **bed**
- **ship**
- **float**
- **train**
- **cattle**
- **cellar**
- **pleasure**
- **confident**
- **opposition**
Chapter 3: Organization of instruction
Chapter 4: Emergent Learners
## Emergent Spellers

<table>
<thead>
<tr>
<th>Age/grade</th>
<th>Assessment</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| Ages: 1-7 or older students without formal schooling  
Grades: pre-K to mid-1 or newcomers without formal schooling at all grades  
Corresponding stage of reading and writing: Emergent | **Do your students spell this way?**  
Random marks, representational drawing, mock linear or letter-like writing, random letters and numbers, transcribes or memorizes a few key words. | Talk with and read to students to share the sounds and meaning of language; build vocabulary with concept sorts and explicit instruction; develop phonological awareness with picture sorts, songs and games; enhance alphabet knowledge with games, matching activities and sorts. |
Chapter 5: Letter Name-Alphabetic Spellers/ Beginning Readers
## Letter Name-Alphabetic Spellers

<table>
<thead>
<tr>
<th>Age/grade</th>
<th>Assessment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages: 4-9 or older students with limited formal schooling</td>
<td>Do your students spell this way? M MP MAP MIP MOP mop T TP TEP tip JB TP TAP CHAP TRAT trap S SD CHED SHED SHAD shade PT BT BUT BOT boat L LP LOP LUP LOMP lump</td>
<td>Engage students in rich interactions to share the sounds and meaning of language; build vocabulary as a part of each literacy lesson; compare and contrast initial and final consonant sounds first through pictures; provide explicit instruction for sounds that are difficult in English. When vowels appear regularly in students’ spelling, compare and contrast short vowel word families; focus on the sound and spelling of one short vowel; examine consonant-vowel-consonant (CVC) patterns.</td>
</tr>
<tr>
<td>Grades: K to early 3 and newcomers at later grades Corresponding stage of reading and writing: Beginning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word family sorts
Hands-on materials
Personal Readers

The Little Turtle
There was a little turtle.
He lived in a box.
He swam in the water.
And he climbed on the rocks.

The Big Tree

Cindy's Words

turtle
box
he
Within word pattern spellers / Transitional readers

- Chapter 6 in
  *Words Their Way*
## Within Word Pattern Spellers

<table>
<thead>
<tr>
<th>Age/grade</th>
<th>Assessment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages: 6-12 or older students who began literacy instruction in English at a later age</td>
<td>Do your students spell this way?</td>
<td>Build content-area vocabulary through concept sorts, picture dictionaries and language-rich activities; sort pictures and words to contrast long and short vowels; sort words to examine long vowel patterns; collect words in word study notebooks; look for cognates in students’ home languages; conduct word hunts for specific long and complex vowel patterns; teach the meanings of homophones as you play games with them; contrast r-influenced vowel words.</td>
</tr>
<tr>
<td>Grades: 1 to mid-4 or students at later grades who came more recently to English reading instruction</td>
<td>PLAYS PLASE place</td>
<td></td>
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<tr>
<td></td>
<td>DRIFE DRIBE drive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TRAYN TRIAN train</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NALE NAEL nail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BAKE back</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRIE cry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ROAP rope</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPOEOL SPOLE spoil</td>
<td></td>
</tr>
</tbody>
</table>
Word Hunts
Word Study Notebooks

came  clay  rain
wade  play  brain
name  ray  sail
make  day  pain
care  gray  mail
plate  mary  train
same

mail  male

odd balls  said  have

pain  pane

trade away  sailor
save today

ouch

Word hunt

have
Chapter 7: Syllables and Affixes
Spellers/
Intermediate Readers
### Syllables and Affixes Spellers

<table>
<thead>
<tr>
<th>Age/grade</th>
<th>Assessment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages: 8-18 Grades: 3 to 8 or students at later grades who came more recently to English reading</td>
<td>Do your students spell this way?</td>
<td>Investigate academic vocabulary in English throughout literacy activities; study consonant doubling and common affixes in sorts, hunts and games; examine past tense and plural endings in writing and speech; compare stress in words; interrelate spelling and meaning in word study groups; study words from readings by patterns in spelling and meaning; continue word study notebooks.</td>
</tr>
<tr>
<td>Corresponding stage of reading and writing: Intermediate</td>
<td>CARRYS carries</td>
<td></td>
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<tr>
<td></td>
<td>ATEN ATEND attend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLEASURE pleasure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BARBAR barber</td>
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</tr>
<tr>
<td></td>
<td>SIVOLIZE civilize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAPCHUR capture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CONFIDENTE</td>
<td></td>
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<tr>
<td></td>
<td>CONVERENT</td>
<td></td>
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<tr>
<td></td>
<td>CONPHEDENT confident</td>
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</tr>
</tbody>
</table>
Content teachers chart vocabulary:
Chapter 8:
Derivational Relations
Spellers/
Advanced Readers
## Derivational Relations Spellers

<table>
<thead>
<tr>
<th>Age/grade</th>
<th>Assessment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages: 10+ Grades: 5 to 12 Corresponding stage of reading and writing: Advanced</td>
<td>Do your students spell this way? SOLEM IMPHISIZE OPPOSITION BENAFIT AMMUSEMENT APPEARENCE appearance solemn emphasized opposition benefit</td>
<td>Examine the spelling-meaning connection, including cognates with words in students’ home languages; analyze words by bases, roots, and affixes; examine etymologies in the content areas; use root books and dictionaries to look up Greek and Latin forms and foreign borrowings.</td>
</tr>
</tbody>
</table>
Students use little etymologies to find related words.
Following the instructional chapters, WTW EL contains a series of appendixes with:

--assessment materials
--sound boards and alphabets
--pictures for sorts and games
--sample sorts
--word lists with translations
--templates and game boards
--reference materials
In the Words Their Way with English Learners 2nd edition (coming soon!) there is an interactive website that you can subscribe to for:

• Create your own sorts and games
• Videos of word study instruction
• Interactive word sorting
• Electronic assessment materials and classroom organization forms
• Hundreds of pre-made sorts spanning the full developmental continuum
After reviewing the book take a few minutes at your table to discuss ...

- What you have already used
- What you think will be helpful
- What you want more of
- Questions or comments
Any thoughts to share?
Learning to read in English as a new language:

- In the short run, English learners can learn alphabetic and decoding skills at a similar pace to native English speakers.
- Reading comprehension skills are harder skills to “catch up” with.
- It is highly connected to the development of academic vocabulary and language structures.
- Reading proficiency takes an extended period of time as well as instruction that facilitates student understanding.
How does literacy development for second-language learners look the same or different from native English speakers?
A current study:

- 7 students from Somali, Hmong, and Spanish-speaking backgrounds, immigrant families
- Began first grade in an urban school in the fall of 2006, presently in sixth grade
- Goal is to document their literacy learning through the elementary school years because too often the data we have are from large-scale assessments and do not give educators the full picture of challenges and successes for student learning over time.
See Sing

Born 6/16/2000 in Thailand. Arrived in the United States in June of 2004. She attended Head Start and her current school beginning in kindergarten. See Sing speaks Hmong with her parents, but English with her siblings. Both parents read and write Hmong. She is one of five children. She tends to be quiet and work alone, but her participation levels and her interest and willingness to speak in English are increasing.
“See Sing writes stories and she loves writing. She writes cartoons, with bubbles and people talking. She likes to write about things she does.”
- SeeSing’s mom

“See Sing likes to read a lot and after she showers every night she likes stories so she just keeps reading and reading. Her brother and sister they don’t know that much English but she has them repeat after her. She is teaching them.”
- SeeSing’s mom
Spelling Development

- She spent two years using basic alphabetic strategies (Grades 1-2)
- Third grade saw the beginning use of patterns for vowels.
- Early fifth grade working on ambiguous vowel patterns in multi-syllable words (approx. 3rd-4th grade level)
Turn to a partner and share:

• Do you work with students like See Sing?

• How are your students’ growth patterns similar or different from hers?
Vocabulary and Language Development

BICs vs. CALPs

Idioms

Complex sentences

Needed for comprehension
Phonemic Awareness

Enhanced by larger vocabulary

ELLs can catch up

Transfers across languages

Begin instruction early
Equally as important

Connect to texts

Phonics

Explicit instruction

Cross-language interference
Does not equal comprehension

Fluency

Have specific linguistic needs

May not monitor progress well

Include language development
Teach strategies explicitly

Make meaning together

Comprehension

Teach key vocabulary and concepts

Check for understanding
How does a student’s specific home language affect his or her literacy learning?
What phonological areas of English may be difficult for Spanish-speaking students?
English consonant sounds that also exist in Spanish

- p
- b
- t
- d
- k/c
- g
- m
- n
- f
- s
- w
- y
- ch
- l
Possible areas of difficulty...

- Consonant sounds not present in Spanish (e.g., v, z, h, j, sh)
- Vowel sounds not present in Spanish (e.g., short a, e, i and u)
- Consonant clusters (e.g., sl)
- Ending sounds not present in Spanish (e.g., b, nt, mp)
## Vowel sounds and letter names

<table>
<thead>
<tr>
<th>Sound</th>
<th>Closest English letter name</th>
<th>Closest Spanish letter name</th>
</tr>
</thead>
<tbody>
<tr>
<td>a (ate)</td>
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An example word:

shade
What did the Spanish speakers do?

- Used E to represent the long A
- Spelled out the diphthongized sound (EI, EY)
- Confused ch and sh
- Had difficulty with the ending sound
<table>
<thead>
<tr>
<th>Word</th>
<th>Expected letter-name spellings</th>
<th>Variations in spellings made by EO students</th>
<th>Variations in spellings made by Spanish Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. shade</td>
<td>a/a-e SHAD s/sh SAD</td>
<td>SHAVD THAD</td>
<td>SHED (5X) ISAD CHAN SHAV SHEI THA CHED SHD SEID SEYD</td>
</tr>
</tbody>
</table>
Substituting closely-related sounds from Spanish

- DA for “the”
- PET for “paint”
- BREF for “brave”
- MI for “me”
- WICH for “wish”
Look to find the logic behind your ELL students’ developmental spellings.

The more you know about their home languages, the more connections you will find.
Your questions and burning issues...

• Considering the challenges we have discussed so far, what questions or concerns do you have?
• What is a burning issue you want to make sure to address this afternoon?
• Share your idea with a partner, and then write it on a post-it note for Lori to review at lunch.
Analyzing spelling assessment samples
Find a partner to score your spelling sample with

• Fill out the feature guide noting what the student does correctly
• Total points in each column
• Find the place where the student misses more than one in a column—that is the student’s developmental level.
At your table

- Discuss what you learned about your student from scoring the spelling inventory.
- Find out about another student at your table.
- What was similar or different?
Animal concept sort activity
Effective Teaching Practices for ELLs

- Combine interactive approaches with explicit instruction such as instructional conversations, sheltered instruction, vocabulary instruction, explicit skills instruction.

- Build on students’ bilingual experiences

- Involve families and communities

- Build on culturally familiar structures
<table>
<thead>
<tr>
<th>Explicit and Systematic Instruction</th>
<th>Engaging in a Learning Community</th>
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<tbody>
<tr>
<td>- Modeling</td>
<td>- Low Anxiety Environment</td>
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<tr>
<td>- Visuals and Contextualization</td>
<td>- Student-to-Student Interactions</td>
</tr>
<tr>
<td>- Guided Practice</td>
<td>- High Expectations</td>
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<tr>
<td>- Metacognition/Think alouds</td>
<td>- Student-to-Teacher Connections</td>
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<td>- Instructional Level Teaching</td>
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<tr>
<td>- Focus on Language and Vocabulary</td>
<td></td>
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<tr>
<td>- Simple to Complex</td>
<td></td>
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<tr>
<td>- Clustering</td>
<td></td>
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<tr>
<td><strong>Strategies to Support English Learners</strong></td>
<td></td>
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<tr>
<td><strong>Highlighting Connections</strong></td>
<td></td>
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<tr>
<td>- Whole to Part to Whole</td>
<td>- Hands-on Activities</td>
</tr>
<tr>
<td>- Oral and Written Language</td>
<td>- Purposeful Activities</td>
</tr>
<tr>
<td>- Schema building</td>
<td>- Time to Talk</td>
</tr>
<tr>
<td>- Graphic Organizers</td>
<td>- Modified Questioning Strategies</td>
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<tr>
<td>- Personal Experiences</td>
<td>- Multiple Intelligences</td>
</tr>
<tr>
<td>- Background Knowledge</td>
<td>- Music and Rhythm</td>
</tr>
<tr>
<td></td>
<td>- Total Physical Response</td>
</tr>
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</table>
Instruction for English learners is most effective when:

◆ It is explicit and systematic
◆ It allows students to interact with others in their community
◆ It helps students make connections to what they already know
◆ Students actively construct knowledge
Explicit and systematic instruction

The teacher clarifies, models, and organizes material for maximum student understanding.
A systematic and explicit map
Assess students’ development and use appropriate level instruction.
Follow a systematic sequence of phonics instruction
Clarify second language confusions
Use visuals such as sound boards and alphabets
Engaging in a learning community

There are opportunities for social interaction. All students are connected and held to high expectations.
Highlighting connections

Help students see relationships, and build on what they know.
Find texts that share familiar stories and people.
Help students identify cognates

bank
banco
banque
Active construction of knowledge

Involve students with hands-on activities, purposeful tasks, and using their bodies and voices.
For example...

- Personal Readers
- Word Study Notebooks
- Concept sorts
- “Work” the vocabulary
- Have many visual supports available
Embed concept sorts into your classroom activities
“Work” the vocabulary...
Two teachers who had great success with English learners’ reading comprehension
Helen: “Data freak”

◆ Using data to group students intentionally. Students were grouped less by categories such as ELL, and more by their reading level. Groupings facilitated the use of accommodations and adaptations.

◆ Focusing on vocabulary instruction

◆ Building background knowledge
Lily: “Show me how smart you are”

- Collaborates with an ELL support teacher
- Thematic teaching
- Use of higher-level questions
- Organized and sequential
- High level of student engagement.
Motivating or engaging students

Trains students to understand classroom expectations: “...that they were supposed to be responsible learners, and when they were sitting in front of me I didn’t want rocks, I wanted learners. We talked about what a rock does. I asked them what does a rock do- it takes up space. Does it think? No it doesn’t. Mrs. H doesn’t want rocks, she wants responsible learners who take risks, and I get very proud of you when you take risks. And that’s how we talked.” (T)
Motivating or engaging students

Urged and prodded students to work to their fullest potential. “They want it to be right in front of their face, and I tell them, It’s not there. It’s not going to pop up at you all the time. You are going to have to dig for it, and that’s very hard for them.” (T)
Motivating or engaging students

Expects all students to share in class. “When you are in here- I know you’re shy, I used to be shy, too. But, in order for you to be ready for fourth grade you need to share your ideas and show me how smart you are. And that means you are going to have to share your ideas. Those are the expectations, and nothing more.” (T)
Video viewing

• What did you notice about this teacher’s instruction that supported English learners?
• What effective strategies were in place?
• How does this scenario apply to your teaching settings?
How do teachers create language-learning lessons and classrooms?
Language-learning classrooms

- Students need regularly scheduled, explicit language development lessons
- Oral language also needs to be taught within each instructional activity.
- Teach vocabulary as you learn words, sentences, and engage with texts.
- Scaffold speaking and writing tasks.
Provide opportunities for students to interact throughout the lesson.
Ways to get students talking

- Partner shares
- Read/chant along
- Small group discussions
- Games
- Individual conferencing
- Check for understanding
- Reflect on sorting
Select words to focus on in word study that are useful in students’ academic and personal lives, and are critical for understanding important content.
Ideas for Write With:

- Modeled writing
- Encourage developmental writing, and provide individualized feedback
- Language experience dictations
- Group experience stories
What are the best ways to support students’ academic vocabulary development and comprehension of reading materials?
To provide effective vocabulary instruction:

1. Build on what students already know (e.g., home language, cognates, background knowledge)
2. Tailor instruction to gaps in students’ language
3. Teach vocabulary in meaningful contexts
4. Go in depth
5. Set challenging but not overwhelming expectations
6. Select high-utility, conceptually important words for study
7. Organize word learning in themes
Sample Spanish-English cognates

- radio/radio
- baby/bebé
- mom/mamá
- technology/tecnología
- Greek/greco
| Experiences that would build on the background knowledge of your ELL students | Experiences that would be new for your ELL students |
Selecting and reinforcing important words

*Beginning English learners* need essential survival vocabulary—basic communication phrases and labels for common objects and school-related terms.
Selecting and reinforcing important words

Students who have a basic vocabulary need to learn words that are highly frequent in texts but less common in oral language. Choose words that:

◆ Are important to understanding the central theme being studied
◆ Are used over and over again in reading materials
◆ Foster conceptual learning
◆ Are part of students’ instructional reading programs
When selecting books consider:

- The age and language level of your students
- Interesting content worthy of class time
- Topics that lead to conversation
- Visually stimulating
Next steps

- Assess your students and form developmentally-appropriate groupings in reading and writing.
- Connect word study to your reading and writing lessons.
- Focus on highly useful vocabulary and practice important sentence structures.
- Notice the difficulties students have with learning standard English words and sounds, and share these insights with others.
Next steps

- Build collaborative structures among language teachers, specialist teachers, and classroom teachers.

- Set up a professional learning community or study group to read a professional article, view videotapes of classroom practice, or analyze student work together.

- Find a team to work with as you implement tailored instruction for English learners and collect data on their learning.
Putting it all together for English learners:

Classrooms in which students are actively engaged.

Students use language and literacy in purposeful ways.

Teachers are explicit and systematic.

New learning connects to what students already know.
Students are our guides to better understanding second-language literacy learning. Our colleagues work with us to put effective instruction into practice!
“We pride ourselves on that promise [of a better life], and to fulfill it, we must offer adequate- even excellent- education to all children, not just monolingual, native English-speaking children of native English-speaking parents.”

Shatz & Wilkinson, 2010
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