

Bridges to Literacy for Students with Interrupted Formal Education



Rebecca Curinga
Ingrid Heidrick

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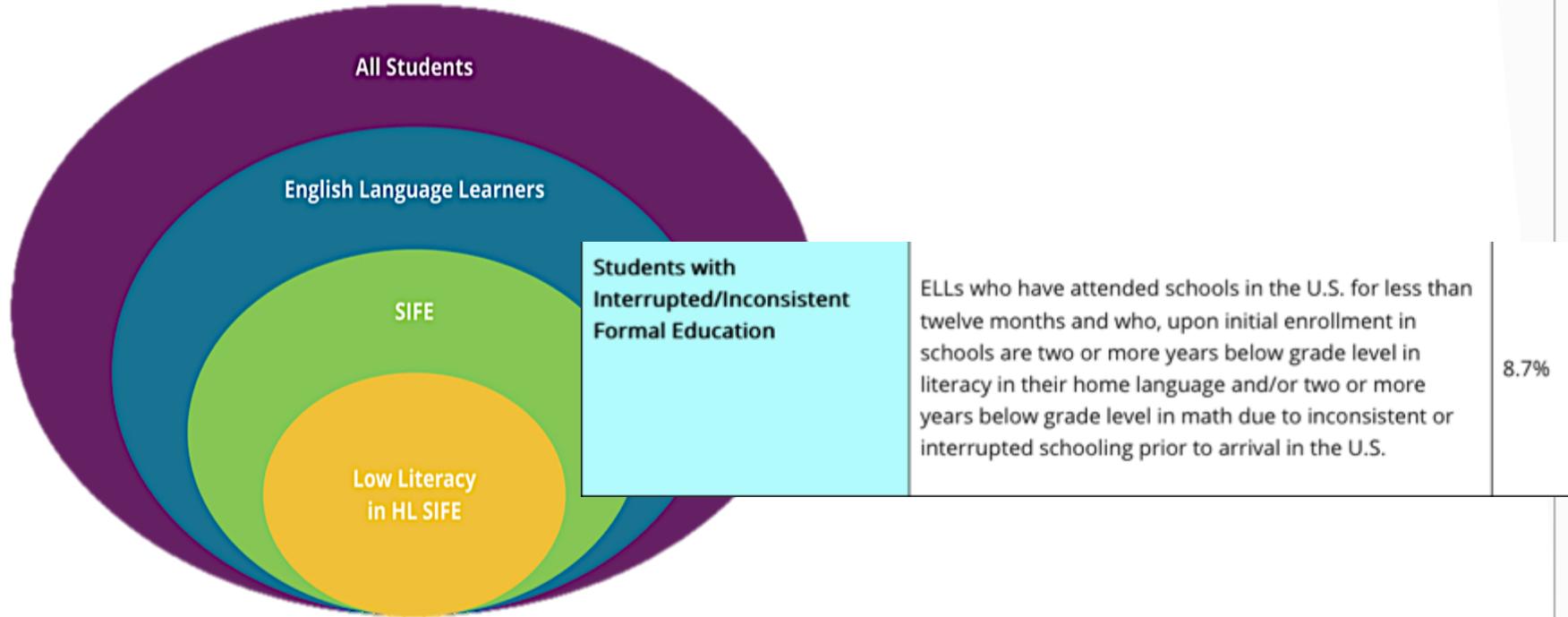
Overview

- A global, national and local picture of SIFE
- The Multilingual Literacy SIFE Screener (MLS)
- Academic challenges for Spanish-speaking SIFE
- Research on SIFE literacy
- Cross-linguistic Classroom Strategies

Who are Students with Interrupted/Inconsistent Formal Education (SIFE)?

- 1 in 5 children, adolescents, and youths globally is out of school (UIS, 2018)
- Out of 6.4 million refugees of school age, more than 3.5 million are out of school (UNHCR, 2017)
- English learners consistently perform below grade level in all content areas on accountability measures: in the 4th grade the achievement gap with non-Hispanic whites is 35%; in 8th grade it's 50% (NAEP, 2005)
- In NY State, out of a total graduation rate of 78%, **only 27%** of current ELLs graduate from high school (NYSED, 2017)
- Although SIFE make up only a small subgroup of NY State (and nationwide) ELLs, - *many ELLs are 'SIFE' without the formal designation, i.e., 2 or more grade levels behind their peers*

Who are SIFE in New York?



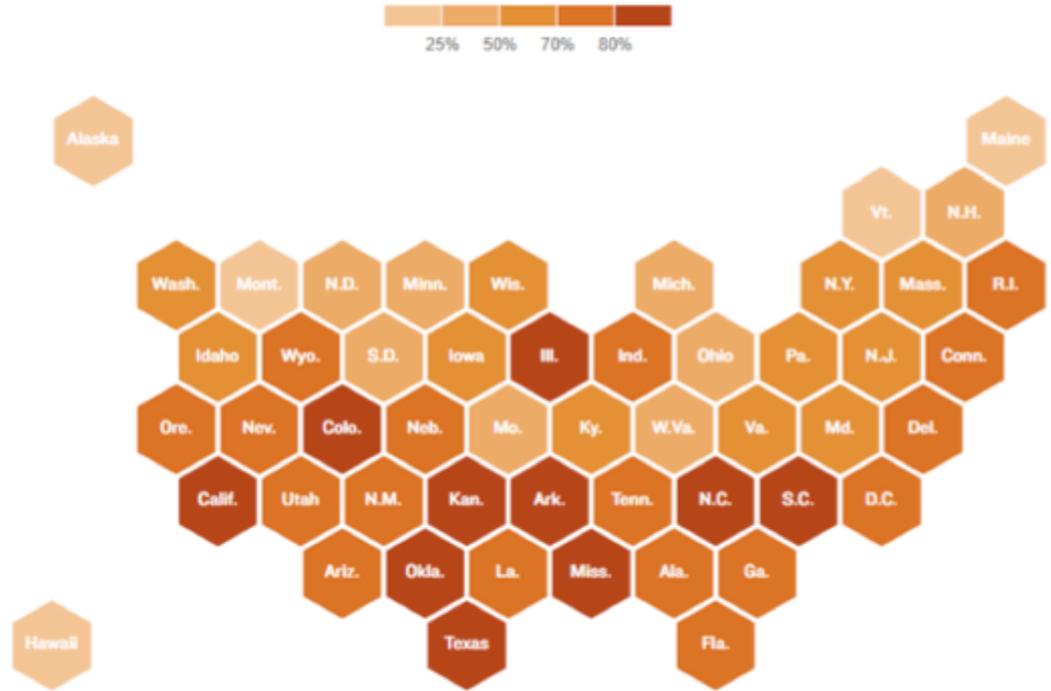
Spanish Speakers

Almost **4 million English Learners** are **Spanish speakers** - nearly 10% of students in U.S. public schools.

The **highest percentage of SIFE** in the United States come from Latin America, mainly Mexico, Central America, and the Caribbean. (Custodio & O'Loughlin, 2017)

Spanish Is The Primary Language For Most ELL Students

Of the top five most common foreign languages spoken among ELLs, Spanish ranks No. 1 by a large margin.

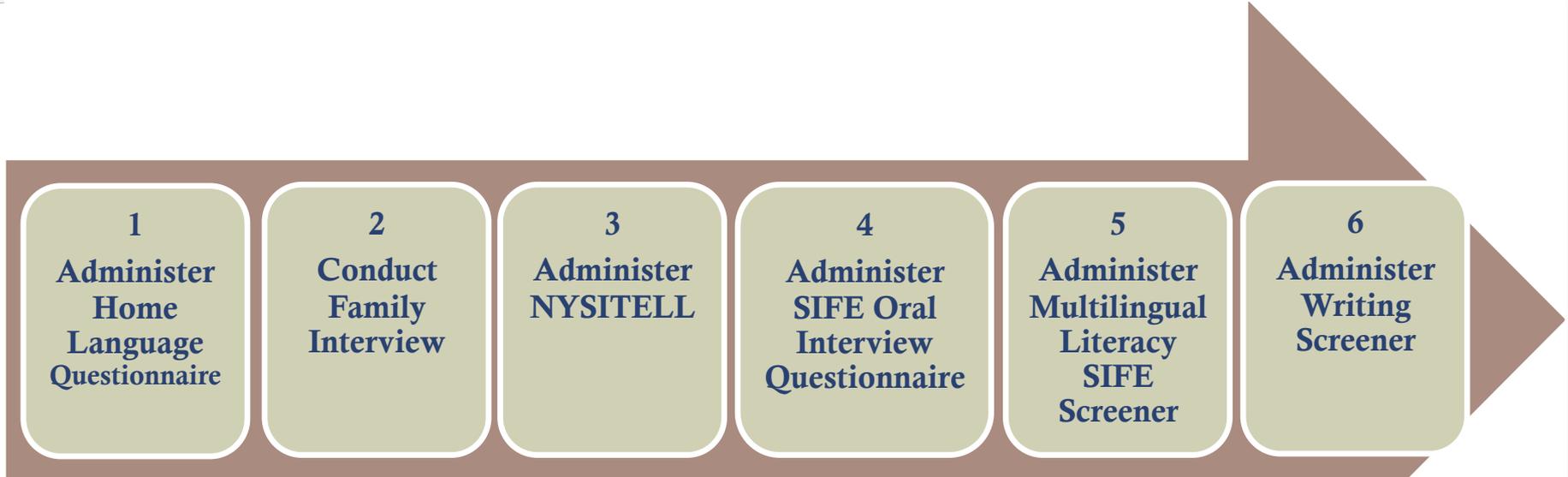


Bridges to Literacy

- **IDENTITY: Culture, History, Education & Migration**
- **LANGUAGE: Linguistic Features of home language compared to English**
- **CROSS-LINGUISTIC STRATEGIES: Making connections from identity through linguistic skills to literacy**

Identity: The academic, language, and literacy needs of Spanish-speaking SIFE

The Six Steps of SIFE Identification



Ongoing informal assessment of student must be carried out to ensure proper program placement.

SIFE Oral Interview Questionnaire

Key Question: What can I learn about the student's family and home background, education history, personal language, and literacy practices and interests?

Now I am going to ask you questions about your school in your home country.

1. Tell me about your experiences at school. What was a typical school day in your country?
2. What do you feel that you do very well in school?
3. What was your favorite school subject?

The Multilingual Literacy SIFE Screener (MLS)

Computer adaptive

Research-based

Culturally competent

Helps educators identify SIFE levels in 3rd grade and above

Reading Comprehension, Vocabulary & Math

Los calendarios

Un calendario es un sistema de representación del paso del tiempo. La unidad mínima del calendario suele ser el día. Los días son las 24 horas que tarda la tierra en dar una vuelta alrededor de su eje. Los calendarios agrupan los días en años.

Hay muchos tipos de calendarios, como los calendarios lunares y los solares. Los calendarios lunares se basan en los ciclos de la luna. Los calendarios solares representan el tiempo que le toma a la tierra darle la vuelta al sol: 365 días, 5 horas, 48 minutos y 45,16 segundos.

El calendario que se usa de manera

2. Los calendarios solares consideran:

- las diferentes caras de la luna durante un mes
- el tiempo que tarda la tierra en dar la vuelta al sol
- el calentamiento global y la conservación del agua

SIGUE



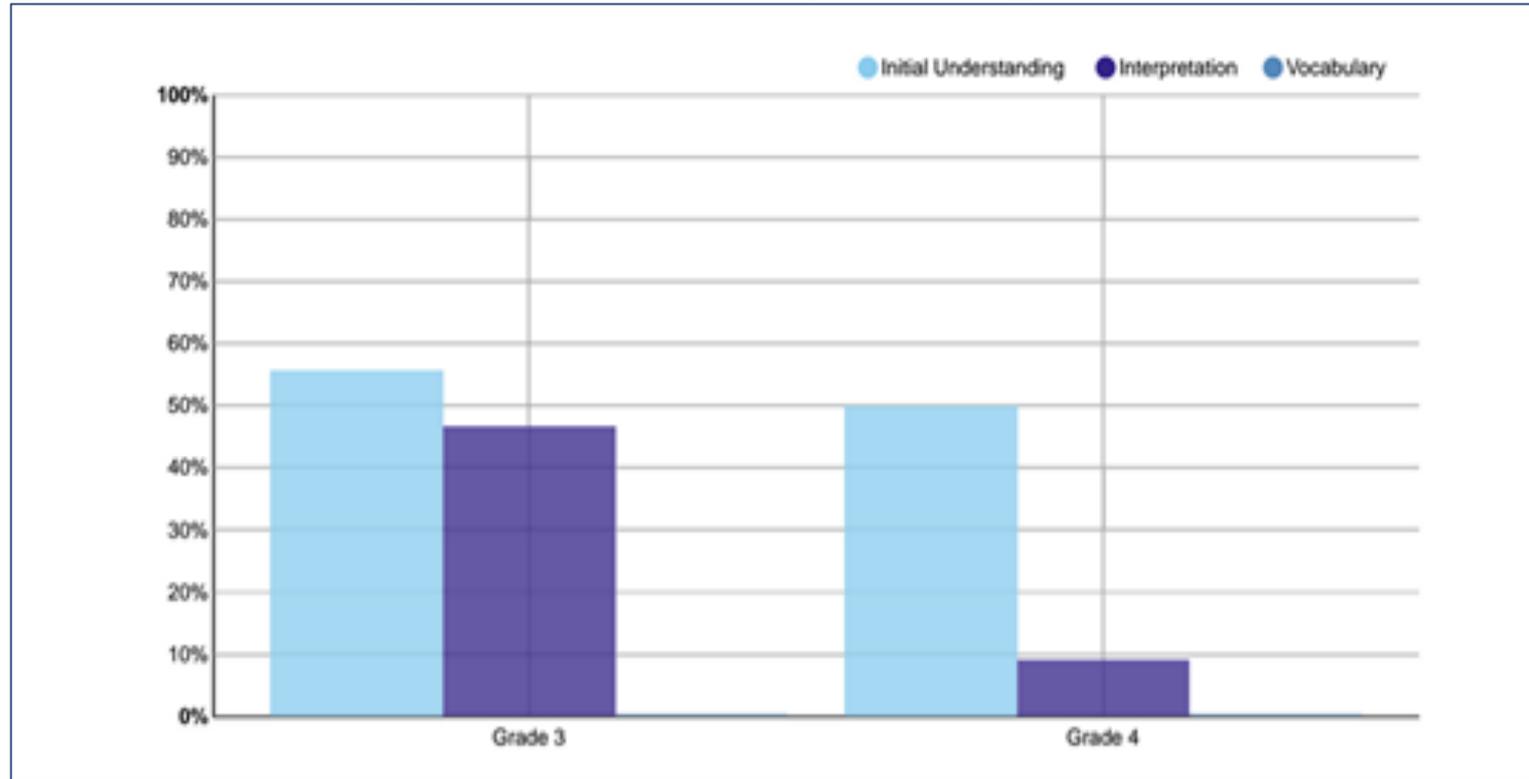
Sample MLS Report: Advanced 3rd Grade, Spanish

Advanced third grade reading incorporates **three main types** of reading material: **expository** reading material such as popular science pieces; **practical texts** such as invitations, **letters**, **interviews** or **surveys**; and literary passages such as **short autobiographies**, **mysteries**, **poems**, and **first-person narratives**.

Students at the advanced third grade reading level demonstrate **an ability to identify information that is stated explicitly in the text**, such as specific words or phrases. They are able to **piece together details throughout the text** to construct overall meaning; for example, they may be able to **summarize short paragraphs** and **select key points** that are relevant to **a theme or idea**. Similarly, students at this level are able to relate information from expository or informational texts to **broader real-world issues** or ideas. In literary texts, students **can make connections between characters and their actions to understand cause/effect** relationships. Furthermore, they can identify the underlying theme of literary passages using knowledge of a story, i.e. its structure, the characters and their actions.

Advanced third grade **readers understand the graphic organization of level-appropriate text types** and are able to refer to specific features of the text for information, such as the title, subheadings, dates, etc. Finally, they are able to infer the meaning of general and domain-specific words and phrases from level-appropriate contexts.

Sample MLS Report: Reading Comprehension Skills



This information shows the student's performance on the leveled texts, broken down by grade.

The minimum passing grade is 70%.

MLS Spanish-speaking SIFE in New York February 2016 – February 2018

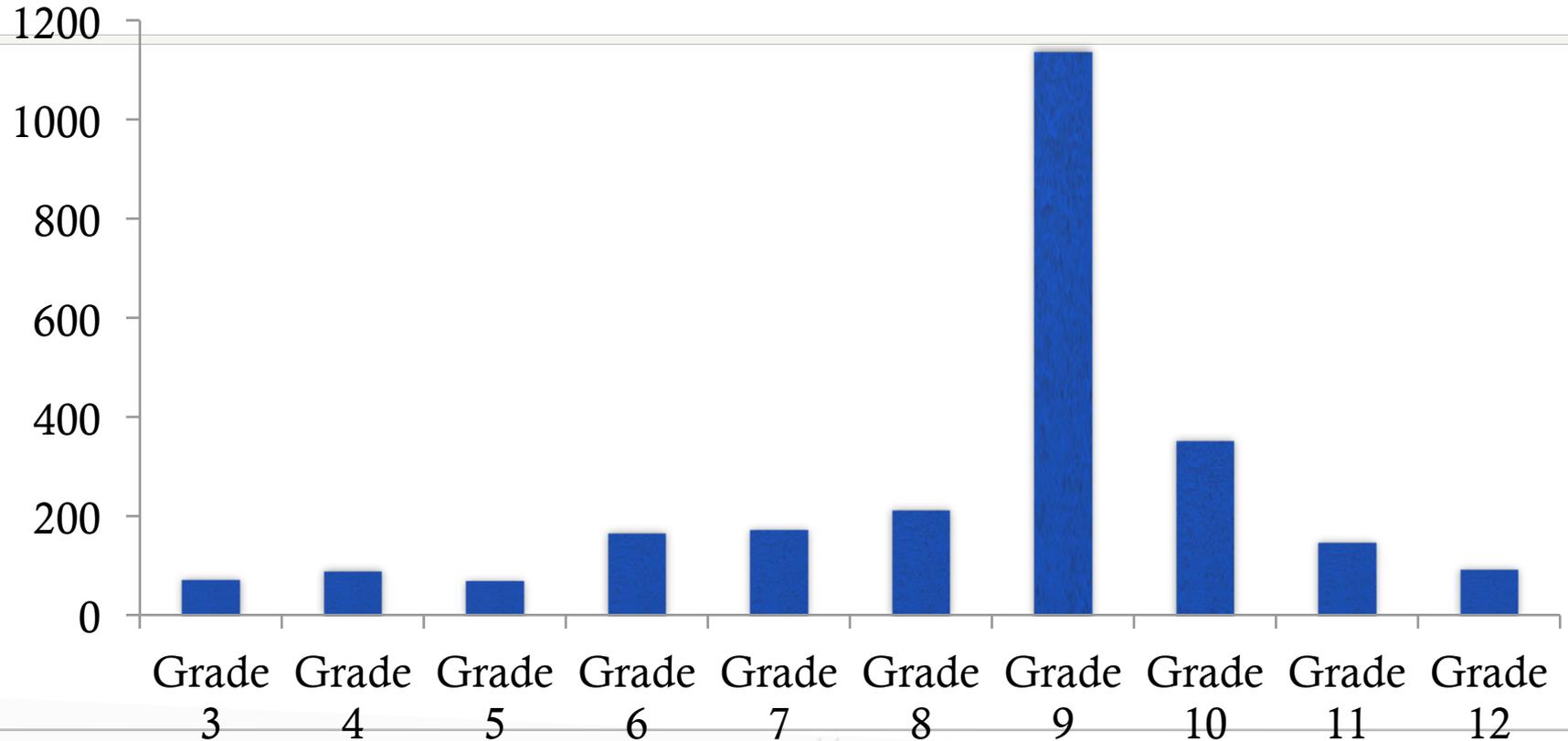
Reading Comprehension ($n = 2393$)

Math ($n = 835$)

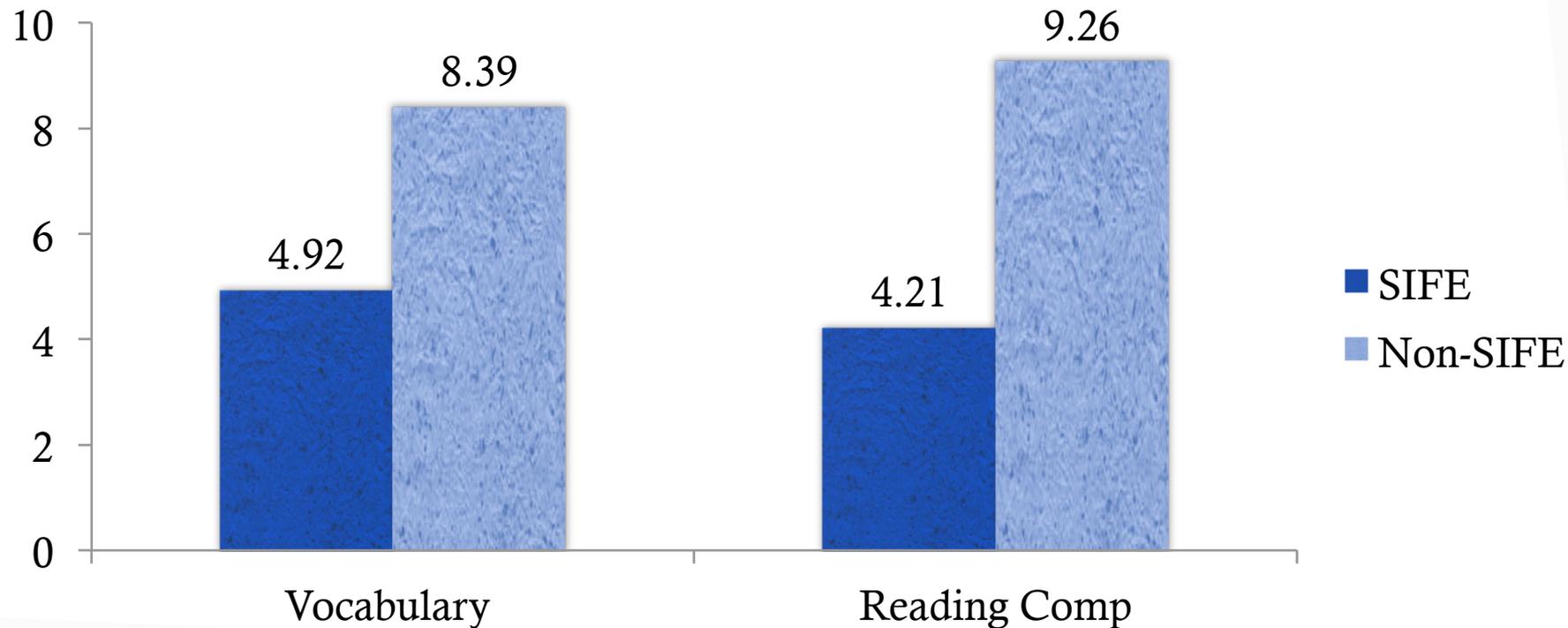
Vocabulary ($n = 424$)

In the first two years of implementation of the MLS, more than 2,000 students were assessed in Spanish as possible SIFE.

MLS: # Spanish-speaking SIFE by grade 2016-2018 NYS



MLS: Mean Vocabulary & Reading Comprehension Scores 9th Grade SIFE / Non-SIFE





Identity

Culture

History

Education

Migration

Factors that have affected education of Spanish-speaking SIFE *prior to arrival in U.S.*

Puerto Rico:

- In 2014, 84,000 Puerto Ricans left for the mainland U.S., a 38% increase from 2010
- severe economic crisis
- Hurricane Maria devastation
- school crisis: some reports of a severe drop out rate of middle and high school students; lack of teachers

Dominican Republic:

- school crisis: severe overcrowding leading students to attend school ‘in shifts’
- wide-spread transnational migration – “*va-ven*”
- 650,000 - 1 million people of Haitian descent living in the DR
 - 2013 law retroactively denying citizenship to people born to non-Dominicans between 1929-2010

Mexico:

- crisis of poverty in rural areas, nationwide gang/cartel violence
- “Since compulsory education ends with grade nine in Mexico, many students are confused and frustrated when they find out that U.S. laws and U.S. schools expect them to continue with their education until age 18.” (Custodio & O’Loughlin, 2017)

El Salvador, Guatemala, Honduras:

- humanitarian crisis spurred by gang/cartel violence, highest number of unaccompanied minors arriving at the US border.



Language: What ENL and content area teachers should know about the linguistic features of Spanish

Crosslinguistic Predictors

- Bilingual lexicon, both languages are simultaneously active (Kroll & Bialystok, 2013; Kroll & Rossi, 2013)
- Oral language and literacy skills in the home language aid in the development of English literacy skills (Curinga & Garrison-Fletcher, 2015; Carlo et al., 2004; Vinogradov & Bigelow, 2010)
 - Morphological awareness
 - Syntactic structures

Translanguaging Framework for SIFE

- When students' cultures and full linguistic ability are utilized, ELLs achieve higher success across subjects.
- Educators need training in developing multilingual modes of engagement with content and translanguaging practices

(García, 2009; García, Johnson, & Seltzer, 2016; García & Wei, 2014)

Phonology – Sound Contrasts

- Spanish-speakers need repeated and varied opportunities to develop phonological awareness in English. Teachers need training in how to linguistically analyze academic vocabulary and texts for words that may pose difficulty.
- Both Spanish and English have the five vowel sounds [a] [e] [i] [o] [u]
- English has six other vowels that Spanish doesn't use to distinguish meaning

peak p[i]k and *pick* p[i]k

pico p[i]k and p[i]ko 'beak'

Orthography

Spanish has a transparent, shallow orthography

English has a deep, opaque orthography

For English, there is a “many-to-few” relationship

live (v.)

vs.

live (adj.)

[lɪv]

[laɪv]

Syntax and Vocabulary

- Spanish and English share basic SVO sentence structure

- Spanish has more flexible word order

Maria fue a la escuela.

Maria went to school

Fue a la escuela (Maria).

**Went to school Maria.*

- Spanish has richer inflectional morphology (tense and aspect); English and Spanish share derivational morphological structure, with a number of cognates (in word roots, suffixes and prefixes)

information

información

university

universidad

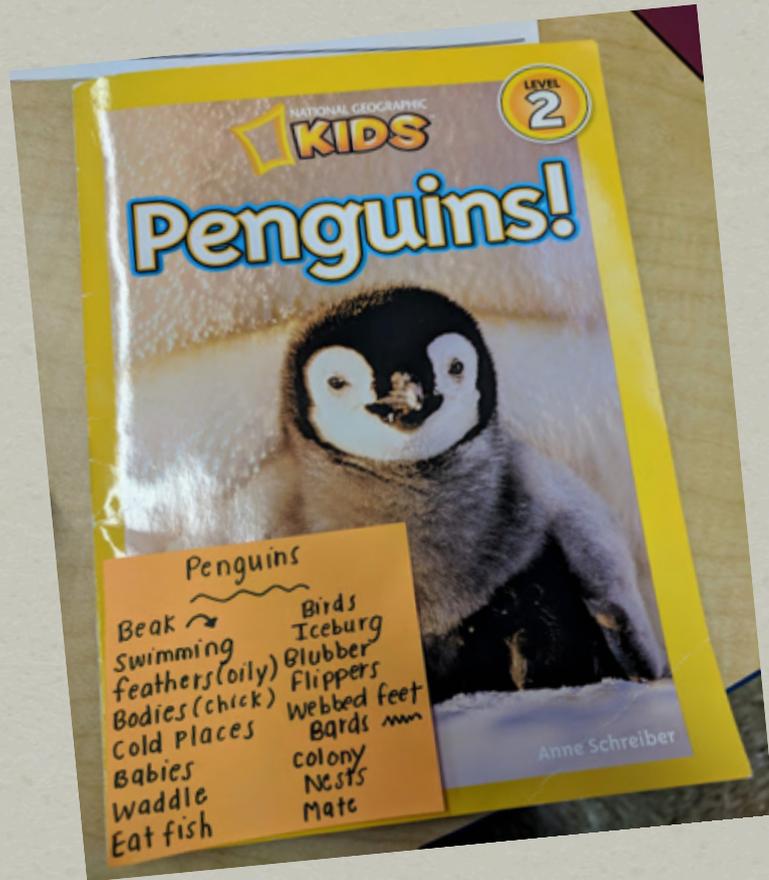
interview

entrevista

Cross-linguistic Strategies: Using Students' Identity and Language to Advance Literacy



Targeting Academic Vocabulary and Phonological Awareness



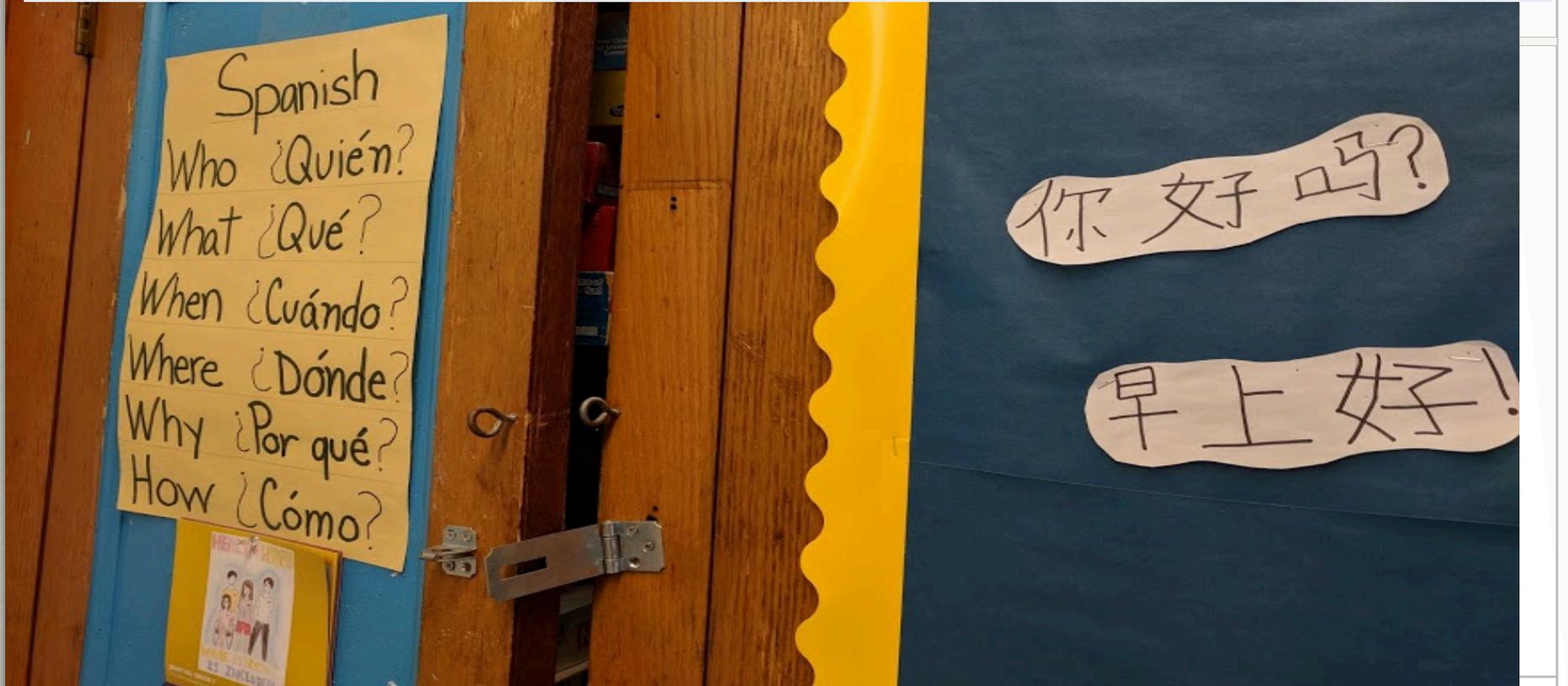
- *Frontloading targeted academic vocabulary before reading* builds schema and prepares students to learn the words they need to access text.
- models new and fluent language and gives students a chance to practice pronunciation.
- brings awareness around cognates.

Targeting phonological awareness in both the Home Language and English



- *Word walls around phonics* gives students a reference for sound to symbol correspondence.
- Exposes them to more vocabulary.
- SIFE can benefit from elementary school classroom practices.

Targeting vocabulary necessary for communication and academic inquiry



Targeting academic content vocabulary

Order of Operations
运算顺序

PARENTHESES
(括号)

$(4+2) \times 3 = 18$

Exponent
指数

$3^2 = 3 \times 3$ $2^3 = 2 \times 2 \times 2$

TIMES
乘法

$5 \times 5 \times 5 = 125$

Division
除法

$10 \div 2 = 5$ $36 \div 3 = 12$

ADD
加法

$14 + 26 = 40$

Subtraction
减法

$48 - 12 = 36$

Assess Yourself

I am very confused.

I need a little help.

I've Got It!

ELA WORD WALL

Determine	حدّد	Justify	تبرير
Identify	حدّد	Assess	تقييم
Inference	الاستنباط	Theme	الموضوع
Evaluate	تقييم	Text Structure	بنية النص
Central Idea	الفكرة المركزية	Moral	الدّرس
		Explain	أفسر

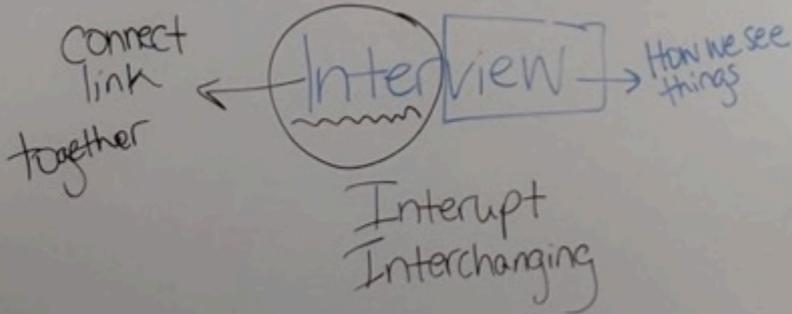
Targeting vocabulary through morphological awareness

I.259
720

3/15/2018

Learning Target: I can learn interviewing skills

Opening Activity: What is an interview?
مقابلة
Why are interview's important?

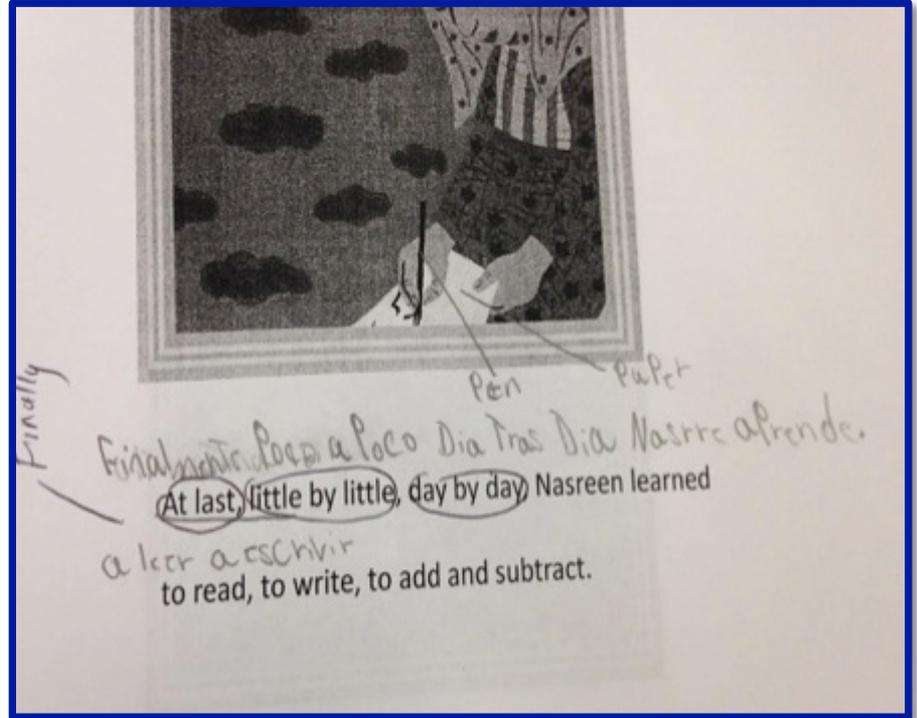


Key Terms
interview

- Explicitly teaching prefixes, suffixes, root words, and compound words gives students another means through which to recognize vocabulary.
- Morphological awareness can be incorporated into a minilesson, close reading, as well as group activities around word work.

Targeting vocabulary through annotation

- HL is a cognitive tool
- Externalize the invisible process of making meaning
- Students as active readers



Summary

- Bridges to Literacy for SIFE consists of
 - Identification of who the students are – identity, culture, language and factors that have affected their education and migration
 - Home language literacy and reading and vocabulary subskills they possess
 - Going beyond use of the home language to using it in a targeted way to advance literacy

Acknowledgements

- CUNY Graduate Center Second Language Acquisition Lab
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- Bridges to Academic Success

SIFE languages in New York schools

