SIFE MANUAL

Bridges
to academic success

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INTRODUCTION

English Language Learners (ELLs), are a varied and diverse group of students all of whom are learning a new language at the same time that they learn the subject matter content for their grade. They have arrived in U.S. classrooms in increasing numbers over the last 20 years, galvanized by notions of promise and possibility instilled in their consciousness, sometimes from as far as 10,000 miles away (U.S. Department of Education, 2017).

Our public schools carry the responsibility to create programs that provide ELLs with rich and rigorous curricula that afford them "access to the highest quality educational opportunities, services, and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship" (NYSED, 2014). The New York State Education Department (NYSED) reaffirmed its commitment to access an equity in education for ELLs with its release of the *Blueprint for English Language Learner/Multilingual Learner Success* (The Blueprint) in April 2014 (NYSED, 2014). The Blueprint provides a framework that articulates how districts should prioritize and attend to the needs of ELLs.

One year later, NYSED Commissioner's Regulation (CR) Part 154, which outlines policy governing the education of ELLs, was amended to ensure that all ELLs, regardless of current language proficiency, have access to not only Stand-alone English as a New Language (ENL) classes aligned to their proficiency level, but also to Integrated ENL/content courses which target the development of English language skills integrated into core content areas. This policy highlights an understanding of the ways that language proficiency and content understanding are crucial to learning and ensures academic language standards in the New York State Next Generation Learning Standards will be met. Fang and Schleppegrell (2010) and Gibbons (2009), pioneers in focusing on academic language development in the context of teaching content, describe that such an approach ensures that ELLs are learning to use and navigate the language of complex academic texts at the same time as they learn new content. This guide explains the general

screening, identification and placement process for ELLs and potential SIFE (Students with Inconsistent/Interrupted Formal Education) and provides information and strategies specific to working with SIFE students.

UNDERSTANDING ELLs

In *The 6 Principles for Exemplary Teaching of English Learners,* "Know your learners" is the first and central principle around which all other principles pivot (TESOL International Association Writing Team, 2018). Getting to know ELLs' entry points enables educators to make better instructional and programming decisions by meeting students where they are and facilitating access to rigorous disciplinary language and content standards. Inevitably all ELLs experience the unease and frustration of developing multicultural identities and arrive in our classrooms with rich experiences and funds of knowledge from their home cultures and varied academic backgrounds. Nevertheless, we cannot make assumptions that the needs of all ELLs at a given English proficiency level, particularly at the Entering level, are the same. Although ELLs are held to the same accountability standards as their English-speaking peers, these students may be new to the U.S. and the trajectory that supports them to meet those standards may look different depending on the funds of knowledge. In many cases, students' previous experience does not always prepare them for the expectations of the U.S. classroom. It is important to look beyond the lens of language proficiency to understand and know our students.

New York State schools have assessments in place to help identify the English proficiency of new students who primarily speak a language other than English. One such assessment is the New York State Identification Test for English Language Learners (NYSITELL). This information has typically been used to guide ELL student programing; however, ELLs are diverse in more ways than their English language proficiency. Additional assessments are needed to measure these students' diverse educational background, so that schools can identify instructional supports that may be necessary for their success. The Intake and Assessment section of this guide provides more information about screeners and assessments available in New York State.

In many instances, schools do not look beyond English language proficiency to program and design instruction that meet ELLs' specific needs. Schools often assume the needs of ELLs who have similar English proficiency levels also bring similar background knowledge of the subject areas and similar familiarity with academic thinking and literacy skills. This is not the case. While ELL students may score at a particular English proficiency Level, their range of skills in each of the modalities, as well as their background knowledge and academic skills that they developed in their home language will vary. Schools should engage community members to help understand the diversity of these students' school and life experiences, which will contribute to their learning (Achieve.org, 2014).

Much research has been devoted to the ways that literacy skills gained in one language can be transferred to the development of proficiency in a new language (Cummins, 1981). Hakuta, Butler, & Witt (2000) found that the home language literacy level directly influences how long it takes to acquire academic language and literacy in another language. In other words, if an ELL has been taught in his/her home language to analyze the structure of a narrative and summarize a story, then that student can bring this literacy skill to a text when reading in English, with some modifications. The home language literacy skills of ELLs vary widely based on their different experiences. These discrepancies in academic skills that students may have developed in their home languages can significantly impact the students' experiences and performance in U.S. classrooms. These differences have helped us to understand the diverse instructional needs of ELLs—by looking more closely at their levels of home language literacy, alongside their English language proficiency, when they arrive in the U.S. The chart that follows illustrates the diversity of ELLS. SIFE, a subpopulation of ELLs, are introduced in detail in the next section.
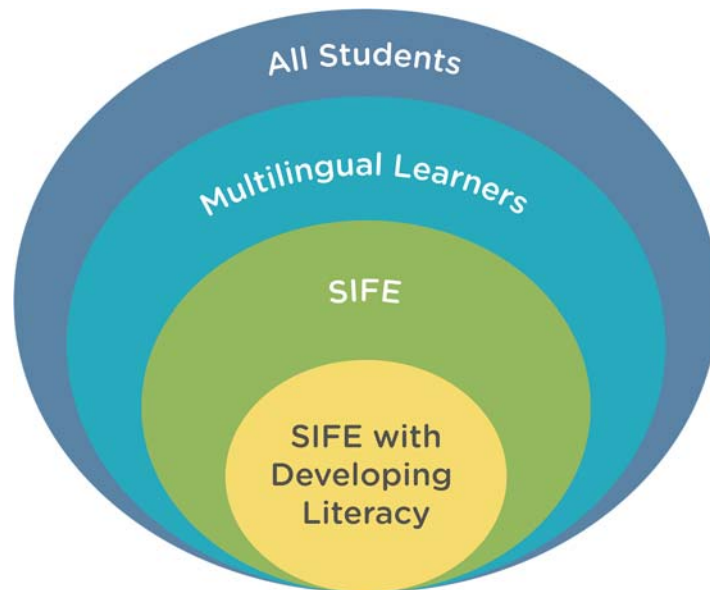
WHO ARE SIFE?

By 1996, the New York State Education Department began to look more granularly at ELLs to distinguish Students with Interrupted/Inconsistent Formal Education (SIFE) within the ELL subgroups.

The current NYSED definition of SIFE states:

> Students with Inconsistent/Interrupted Formal Education shall mean English Language Learners who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (NYSED Commissioner's Regulations § 154-2.2 (y)).

It is important to understand the heterogeneity of the SIFE population, because one program cannot successfully target the needs of all SIFE. SIFE, even as a subgroup of ELLs, span a huge range of home language literacy levels and bring varied levels of familiarity with academic content knowledge and academic thinking and literacy. For example, the needs of a student entering 9th

grade with 6th grade home language literacy differ in many ways from the needs of a student entering 9th grade with no literacy in his/her home language. Further, students' exposure to academic content expected in U.S. classrooms can make a difference in their ability to participate meaningfully in classrooms. Although many SIFE have attended school sporadically, the kinds of thinking that were valued during their prior schooling can differ from what is expected in U.S. classrooms. NYSED recognizes that SIFE students can be categorized into two subsets: SIFE with developing literacy, who do not yet use text as a resource to learn and have home language literacy and math skills at or below the 3rd grade level; and a broader category of SIFE whose literacy skills in the home language and math is two or more years below grade level.

SIFE with Developing Literacy

The sub-group of SIFE who have literacy at or below third grade in their home language upon initial enrollment in a New York State school is called SIFE with Developing Literacy (SDL). This distinct sub-group of SIFE have not developed foundational literacy in their home language. Many SDL students have had limited or no formal schooling and struggle to participate meaningfully in the classroom. Schools must provide these students with much more targeted support.

NYSED has established a protocol for screening, identification and placement of SIFE that includes a set of tools to support this process. In the next section the tools are introduced to help schools identify the diversity within the SIFE learner population and understand the implications for programming, services, and instruction for this sub-group of ELLs.

INTAKE & ASSESSMENT

SIFE who arrive into classrooms in secondary school face some of the greatest obstacles to graduation. An examination of the learner profiles in the following section highlights their varied needs. Because the needs of SIFE learners are so diverse, it is incumbent on schools to assess SIFE students carefully and use the information collected to make programming choices that accelerate SIFE access to content, as well as meaningful participation in the secondary classroom. Time is imperative, and schools cannot delay identifying targeted interventions until students are failing.

Research has demonstrated that assessments designed mainly for native English speakers may not be as reliable and valid for ELLs (Abedi, 2006). For students with interrupted/inconsistent schooling, it is even more crucial to consider the purpose of each assessment as well as the accommodations provided throughout the administration of the assessment.

In addition, instruction becomes more meaningful when teachers share information and data about their students. When educators collaborate to analyze results from both formal and informal assessments, this knowledge becomes a crucial part of understanding and planning for a student's placement in specific classes, the interventions they receive, and the way they respond and progress during classroom instruction. When students arrive, the district and schools are responsible for determining ELL and SIFE status.

The goal of this section is to increase assessment literacy for educators of SIFE in New York State and to outline some specific practices that have the potential to support their students. The following is an overview of NYSED-specific guidance and assessments for identifying SIFE. Combined with careful observation of students and conversations with families, in their preferred language and mode of communication, these tools work together to provide a snapshot of each student. With these tools, schools can then make immediate, informed choices about programming and provide the appropriate services.

SCREENING, IDENTIFICATION, AND PLACEMENT OF ELLS

Upon enrollment into a New York State school, students must be screened for ELL status within 10 days. New York State guidance for the screening, identification, and placement of ELLs and SIFE can be found on the OBEWL website and is described below. Because SIFE are a subset of ELLs, ELL status must be determined before SIFE status in accordance with NYSED guidelines. The order of assessments and screeners is in the figure below, and each assessment is described in detail.
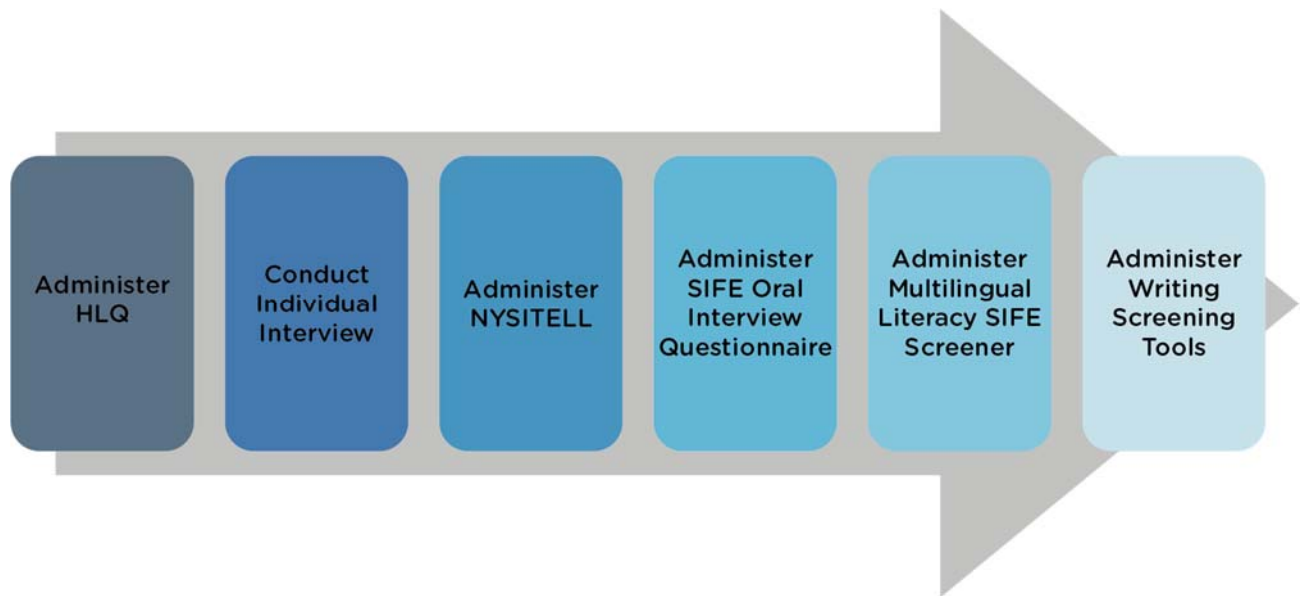
ASSESSMENTS FOR THE IDENTIFICATION OF ELLS

To determine ELL status, administer the Home Language Questionnaire (HLQ), Individual Interview, and the New York State Identification Test for English Language Learners (NYSITELL). The table below provides information on these three tools.

ASSESSMENT/SCREENER	LANGUAGES / ADMINISTRATION	PURPOSE
New York State Home Language Questionnaire (HLQ) (http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire)	Available in 41 languages. (See link to left.) Administered by qualified personnel to a person in parental relation to the student.	Determines if a language other than English is spoken in the student's home.
Individual Interview (http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire)	Conducted in English and in the student's home language. Administered by qualified personnel, and if necessary, a qualified interpreter who speaks the student's home language.	Confirms that the student speaks and/or understands a language other than English.
New York State Identification Test for English Language Learners (NYSITELL) (http://www.p12.nysed.gov/assessment/nysitell/)	Formal English language proficiency assessment.	Measures the English language proficiency level of a new student who may be an ELL.

ASSESSMENTS FOR THE IDENTIFICATION OF SIFE

If a student has been identified as having ELL status, the next step is to determine SIFE status by administering the SIFE Oral Interview Questionnaire, Multilingual Literacy SIFE Screener (MLS), and Writing Screener. The table below provides information on these three tools. It is important to administer assessments in a student's home language, even if home language instruction will not be provided in school. Understanding a student's literacy level in the home language provides a richer understanding of the skills and abilities a student brings to the classroom.

ASSESSMENT	LANGUAGES		PURPOSE
NYSED SIFE Oral Interview Questionnaire (http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/en_-quest_sife.pdf)	Conducted in English and in the student's home language. Administered by qualified personnel, and if necessary, a qualified interpreter who speaks the student's home language.		Assists with the identification of SIFE status. Gathers data about the student's family, educational and schooling background, language and literacy practices, and interests.
Multilingual Literacy SIFE Screener (MLS) Used in New York State and password protected. Only available to New York State schools (http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife)	• Arabic • Burmese • Bengali/Bangla • Chinese: Simplified Mandarin • English • French • Fula/Fulani	• Haitian Creole • Maay Maay • Nepali • Russian • S'gaw Karen • Somali • Spanish • Swahili • Urdu	Assesses students' home language literacy and math skills. The MLS is able to identify grade level according to literacy skills and abilities standards of the home country. Modules: • **Reading Comprehension** grades 3-9 in all languages • **Math** grades 2-9 in all languages • **Vocabulary** grades 3-9 in Urdu, Spanish, English, Chinese • **Early Literacy**[1] in Spanish and English. Early literacy is not used for grade placement and should only be administered to students scoring below grade 3 in reading comprehension.
NYSED Writing Screener Used in New York State (http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife)	• Arabic • Bengali/Bangla • Chinese Simplified Mandarin • English • French • Fula	• Haitian Creole Maay Maay • Nepali • Russian • S'gaw Karen • Somali • Spanish • Urdu	Assesses basic writing proficiency in home language. The screener must be evaluated by a speaker of the student's language.

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[1] The early literacy assessment will provide more details on the skills students have below the 3rd grade level.

ASSESSMENTS FOR THE IDENTIFICATION OF SIFE WITH LOW-INCIDENCE LANGUAGES

The following recommendations are for low-incidence languages not included in the home language literacy assessments listed above.

- Based on the resources available, collect information on home language, reading, writing skills, and math skills. Qualified personnel who speak the student's home language can use a writing prompt and ask the student to write in the home language. Reading comprehension and math assessment materials other than the NYSED writing screener and MLS can also be used for informal assessment and data gathering if those resources are available. Any information that can be gathered will provide information about the student's literacy and writing skills and behaviors, even if not all modalities can be assessed. See the section on foundational home language literacy behaviors below for more information. It may be helpful to note that math paradigms, notation, and measurement systems vary by country (Perkins & Flores, 2002).

- If necessary, call a translation hotline or unit in your district that can provide translation over the phone when you are using an assessment tool or conducting the SIFE Oral Interview Questionnaire. Your Regional Bilingual Education Resource Network can provide you with contact information for interpreters for various languages in your area.

- The assessments can be translated orally into other languages for those ELLs whose first language is one for which a language is not available from the Department.

- Schools/Districts may provide ELLs with oral translations when the language has not been provided by the Department. All translations must be oral, direct translations of the English version when there is no translated version provided by the Department. Written translations are not allowed. No clarifications or explanations can be provided.

ASSESSING WHOLE LINGUISTIC REPERTOIRE

Keep in mind that SIFE often speak several languages because they may come from countries with complex multilingual environments with a number of ethnic groups and strong oral traditions. It is important to gather information on a student's oral language proficiency in all the languages

they speak and create as comprehensive a linguistic profile of the student as possible. This information will provide a well-rounded picture of the student's abilities, strengths, and background as a learner.

Some ELLs who are not SIFE may be proficient in a language used in their country's education system (e.g., French, Spanish) as well as the language spoken by their family at home. For example, students from Guinea with strong educational backgrounds are often literate in the colonial language French but speak Fulani or other languages at home. Having a degree of oral language proficiency in a language other than the language spoken in the home, like French or Spanish, can provide opportunities for SIFE to use a common language with students who speak other home languages, or with other teachers or adults. For example, teachers in the United States are more likely to speak and understand French but not Fulani, and West African students are likely to speak French even if they do not all share the same home languages. However, do not assume a student speaks a national language based on his or her country of origin. This false presumption is particularly true for many SIFE from indigenous communities in Mexico and Central America, who may not be orally proficient or literate in Spanish.

It is critical to determine which languages SIFE can understand and speak, and which language(s) they have been exposed to in a school setting in the home country, since the language of learning and teaching may be different from the home language. Note that SIFE are often not familiar with the academic language used in formal school settings. Teachers can better identify the assets SIFE bring to the classroom by engaging them in writing and reading tasks in the language(s) students speak at home as well as languages of learning and teaching in the home country.

If a student's home language is typically not used in printed form, it is unlikely he or she can read and write in that language. Additional evidence such as transcripts, writing samples and student work based on reading in home language should help confirm a student's ability to read or write in a language not typically available in print. Educators should make every effort to find out what the student can or cannot do within the context of his or her linguistic repertoire.

ASSESSING SOCIOEMOTIONAL NEEDS

In addition to academic screeners, screeners that assess social and emotional health are also key. Schools can administer these early in the year to understand what kind of counseling or mental health services students may need, particularly those who may have experienced trauma or who may need additional support for a variety of other factors. For example, the World-class Instructional Design and Assessment (WIDA) Consortium provides a useful tool for schools to follow as a checklist (WIDA, 2013) and New York State (2019) provides SEL guidelines for all schools to follow in order to improve learning. School-based counselors or bilingual psychologists may have their own screeners to use with their students to inform a course of action. As appropriate, it is key for counselors and teachers and, in some cases, families to collaborate throughout the year to screen students for any social and emotional needs, as these needs may not be initially apparent (Auslander, 2018; Bryan & Henry, 2012).

FOUNDATIONAL HOME LANGUAGE LITERACY BEHAVIORS

When formal assessments and interviews are still insufficient to help you determine if a student is SIFE—or when the assessment tool you need is not available in the desired language—you can observe literacy behaviors or consider certain questions to help you better understand a student's literacy profile. This understanding can help you make an informed decision for instruction and placement of SIFE. The behaviors and skills below are best observed one-on-one by a speaker/reader of the home language.

Reading in Home Language (with a text at approximately 4th grade level)

Does the student…

☐ use textual and visual cues to help him/her read text?

☐ easily decipher words, either by instant recognition or sounding out in languages when applicable?

☐ read fluently, with appropriate speed and intonation, with attention to punctuation, and read in chunks rather than word-by-word?

☐ self-correct when reading a text aloud?

☐ appear to struggle with most vocabulary in the text?

Writing in Home Language

Does the student…

☐ express ideas that are clear and in response to the prompt?

☐ organize ideas for the reader?

☐ use topic-appropriate vocabulary?

☐ write fluently, not laboring with sentence formation?

☐ write legibly as evidence of someone who has been writing for several years?

☐ appropriately space between letters, characters and/or words?

Ultimately, schools should use intake and assessment procedures for the purpose of learning about students. Schools should then triangulate and synthesize information from different assessments to form a holistic profile of a student, always balancing formal assessment data with close observations that teachers make through interactions. Anecdotal information and classroom behaviors can also provide additional information to help determine a student's SIFE status.

IDENTIFYING NEW-TO-PRINT SIFE

The New York State home language assessment tool, the MLS (described above), does not provide data for students who score below 3rd grade in home language, except in Spanish through the MLS Early Literacy Screener. Students who score below 3rd grade on the MLS may have different levels of literacy from each other, as will be described in detail in the next section. It is necessary, therefore, to use local assessments for languages other than Spanish to obtain a more granular understanding of the print literacy these students bring. The behaviors and skills below can help schools understand which SIFE students may be new to print.

Reading in Home Language

Does the student…

☐ struggle to decipher words (but might know some letters/ characters / sounds in their home language)?

☐ focus on words, but might ignore pictures or other information sources?

☐ read laboriously, word-by-word, without fluency?

☐ struggle to retell with basic comprehension?

Writing in Home Language

Does the student…

☐ write very little (a few words or sentences) or not at all?

☐ struggle to form letters/characters?

☐ not use spaces appropriately between words and sentences?

☐ make many errors in spelling (if applicable) in his or her home language?

☐ not use punctuation?

☐ use only the most basic vocabulary?

☐ use only the most basic sentence structure?

COLLABORATIVE INQUIRY & PROGRESS MONITORING

In addition to appropriate administration of early-year intake and assessment processes, schools should plan how they will share the data with one another, triangulate the data to avoid placement errors, and use the data strategically throughout the year to progress-monitor students. Below are sample questions to help design structures and processes for strategic assessment.

1) Are there any indications that the student may have more assets to bring than is measured by the assessments?

   Examples: work or farming experience, love of poetry in their home language, etc.

2) Are there follow-up or informal assessments that need to be conducted to find out additional information not surfaced through formal assessments?

   Examples: Classroom observations, anecdotes, attendance data, formative assessments, etc.

3) Is the student appropriately placed for their home language literacy level, based on multiple data points?

   Examples: MLS, SIFE Oral Questionnaire, Writing Screener, school transcripts, classroom observations, etc.

4) What are the systems of progress monitoring that will enable your school to continually assess the student's literacy levels, socioemotional and academic development?

   Teacher teams and schools must have systems in place to ensure they can surface new developments in student progress. One example of this kind of system is establishing practices for looking at student work, both in English and the home language (if possible). Another example is establishing planning time for curriculum development or adaptation of existing curriculum and texts based on information about students and the holistic repertoire of skills they bring to the classroom. If available, using progress monitoring tools in languages other than English can be useful. Finally, it is critical to continuously collaborate and screen for areas of social and emotional need that may surface due to various traumas experienced by students.

DIVERSITY OF SIFE LEARNERS

The five student profiles below are based on SIFE students in high school classrooms across New York State. Understanding the SIFE learner is important because decisions around SIFE programming, services, and instruction begin with understanding the experiences they bring and their resources and needs as learners. The profiles incorporate information and data from the SIFE Oral Interview Questionnaire and the MLS (see *Intake and Assessment* section for more information) which assesses home language literacy in sixteen languages, in addition to more anecdotal information shared in the context of the classroom. As you read the following profiles, consider the programming, services, and instructional implications for each of the students:

- What qualities do these students share and how are they distinct?
- What does each student bring to his/her classroom experience?
- What skills, competencies, knowledge and socioemotional support might they need to meaningfully participate in a secondary classroom and their communities?

SANDAR

Multilingual Literacy SIFE Screener – Reading: below 3rd Grade
This student has not reached the 3rd grade level in literacy.
Multilingual Literacy SIFE Screener – Math: below 2nd Grade
This student has not reached the 2nd grade level in math.
NYSITELL: Entering

Age: 15
Country: Burma

Sandar is 15 years old and a refugee born in rural Burma (Pye). Her first language is Burmese, though her mother is ethnic Karenni, so she understands spoken Karen. When she was four, her father—a tailor with an elementary school level education—took flight with his family to support the fight for democracy in Burma. Sandar lived with her family and a group of political activists in camps; they moved frequently throughout Burma to avoid the military.

As the eldest girl, Sandar helped her mother with cooking, collecting firewood and water. In addition, she took care of her younger siblings. When she was 10, her family moved to a refugee camp on the Thai border.
Sandar saw money for the first time when she arrived at the refugee camp. She understands the sacrifices her family has made to achieve democracy in Burma, though she cannot find Burma on a map.

Sandar arrived with her family in Utica four months ago. She can say "hello" and "thank you" in English. When she arrived in high school, her teacher noticed that she did not feel comfortable holding a pencil. Sandar does not read or write in Burmese or Thai, but she has quickly developed oral conversational English. She can name the letters of the English alphabet, but she is unable to identify the sounds associated with English letters. Copying words and sentences from the board is difficult, and she does not know how to attempt to decode the words she encounters. She successfully relies on memorizing familiar words or guesses words as she reads.

Sandar is eager to share her ideas and experiences, though the routines of school are new to her and it can be challenging to focus on school tasks. She struggles to form letters and does not always separate words on paper and sometimes seems overwhelmed. Her teacher often writes what Sandar dictates, which supports Sandar in getting her words on paper.

AICHA

Age: 16
Country: Guinea

Multilingual Literacy SIFE Screener – Reading: below 3rd Grade
This student has not reached the 3rd grade level in literacy.

Multilingual Literacy SIFE Screener – Math: 2nd Grade

- numbers and operations in base ten
- one-digit multiplication and division
- identify relationship between multiplication and division
- identify relationship between fraction and whole
- understand linear measure
- compute areas of two-dimensional regions
- identify perimeter
- differentiate linear and area measurements
- classify shapes according to sides and angles
- round to 10s and 100s
- estimate using data

NYSITELL: Entering

Aicha is 16 years old and from Conakry, Guinea. She has been in Rochester for six months. Aicha speaks Fula and some conversational French. She misses home, but she does not miss the chores she did to contribute to the household. She knows that her parents want her to marry soon and the pressure can sometimes distract her from school.

In Conakry, Aicha was enrolled in a private school when she was 9 but she did not attend often. She spent her days in the market with her good friend who sold fruit. Aicha was excellent at sales, and her friend often gave her a cut of the profits; however, Aicha's literacy was not at the same level as that of her peers in French private school. She remarks: "I used to love math, but I couldn't even divide 4 divided by 2, I couldn't do that."

She says, "I couldn't read much when I got here." Aicha describes reading as memorizing the text. "When you see a passage you just have to memorize it word for word. You can't skip a word. You can't miss a period. It's very hard to remember all those words!"

Aicha likes to speak in English and often supports her classmates with English vocabulary to help them communicate. She is active in class conversations and often initiates discussion; at the same time, however, she struggles to comprehend academic texts in French and to put her ideas in writing—either in French or English. She uses a French dictionary but often finds it hard to understand the concepts like photosynthesis or the study of the planets. It is also challenging for her to interpret information represented in timelines, graphs, and maps. She feels more comfortable with the narratives she reads in ELA.

JORGE

Age: 16
Country: Honduras

Jorge is 16 years old and from a coastal village in Honduras. He speaks Garifuna—the language of African descendants living in Honduras—and Spanish. His father left Honduras when Jorge was 8. There was no school in his village and after his father left he had to work in the fields to help to support his family. When he was 9 his mother moved to a larger town to secure more regular work and Jorge began school at that time. Although he was a good student, he often missed school to work.

He arrived in New York City three months ago, where he was reunited with his father and new stepmother. His father has been living in the U.S. for 15 years, is literate in Spanish, and has strong oral English skills. Jorge, however, is new to English. In Honduras, Jorge was active in his church and played soccer. In New York, he leaves his house only to go to school, because his neighborhood is dangerous. Jorge misses his friends and the tight-knit community where he grew up.

Jorge reads at a 3rd-grade level in Spanish, but he struggles to understand more academic texts in Spanish. Although many students in his class speak Spanish, he is the only Garifuna speaker and he often feels left out. He actively uses Google Translate on his phone to make sense of what he reads in English and keeps his own personal dictionary. He feels comfortable writing in Spanish to communicate ideas and occasionally inserts words in Garifuna if he does not know the Spanish word. When he writes in Spanish, he uses simple sentences and focuses on trying to organize his ideas into paragraphs. His teacher notices that he misspells common words in Spanish.

Jorge is engaged in class, often translating for his friends and helping them understand tasks. He can move fluidly between Garifuna and Spanish, and he is quickly learning English as his third language. Interested in history, Jorge avidly discusses social inequities in his home country, referring to a history of revolutions in Central America to illustrate his points.

Multilingual Literacy SIFE Screener – Reading: below 3rd Grade
This student has not reached the 3rd grade level in literacy.

Multilingual Literacy SIFE Screener – Math: 3rd Grade
• numbers and operations in base-ten and fractions
• one-digit multiplication and division
• identify relationship between multiplication and division
• identify relationship between fraction and whole
• compare unit fractions
• understand linear measure
• compute areas of two-dimensional regions
• identify perimeter
• differentiate linear and area measurements
• classify shapes according to sides and angles
• round to 10s and 100s
• estimate using data

NYSITELL: Entering

DARLYN

Age: 17
Country: Guatemala

Darlyn is 17 years old and from a mountain village in Guatemala. Her mother left for the U.S. when Darlyn was nine, and she heard little from her mother in the next seven years. She moved in with her aunt and her family in

Multilingual Literacy SIFE Screener – Reading: Advanced 4th Grade
• reads with fluency and accuracy to support comprehension
• summarizes the main points and identifies details in a text/story
• understands figurative language and analyzes abstract meaning in a story
• is learning strategies to understand and use unfamiliar words via context clues or past knowledge
• uses word knowledge and word relationships to understand new vocabulary
• developing a larger range of academic vocabulary

Multilingual Literacy SIFE Screener – Math: 4th Grade
• operations with fractions and numbers up to 10,000
• multi-digit multiplication and division
• add, subtract fractions with like denominators; compare to decimal equivalents
• multiply fraction and whole number
• convert and determine units of measure
• classify shapes based on parallel lines, perpendicular sides, symmetry, & angles
• find rectangular areas and fractions of shapes

NYSITELL: Entering

a nearby town. School was in Spanish and free through age 13. She did her best to stay in school, in spite of pressures to contribute to the household. As she got older she faced additional obstacles. Some of the most dangerous gangs in Guatemala plagued her town and threatened her older male cousins.

Darlyn and her family saved money to hire someone to bring her to the U.S. Immigration agents detained her at the border, and a month later she was reunited with a mother she could no longer recognize. Being together brought up emotional challenges neither could have foreseen.

Darlyn entered school on Long Island five months ago. She works hard to develop and use English. She is single-minded and has actively pursued her teachers for help. When she struggled in math, she asked her environmental science teacher to help her understand algebra. She says that she has understood from a young age that she has to pursue what she wants in life and that she cannot wait for others to notice that she needs help.

Reuniting with her mother and adjusting to the school culture in the US has been challenging for Darlyn. She has been referred to a school counselor to support her transition. Darlyn likes to write and is conscientious. She has mentioned that writing is very different in her new school than it was at home. "For me, at school we learned writing by what we read," Darlyn says. "Then we memorized that, say a letter, and then we had to write that letter for the exam. Kind of as if it is our own writing, but it is not. We are using all the ideas from what we took, what we memorized. It doesn't go with your own life."

She writes long pages, sometimes copying, sometimes inserting her own ideas. She writes in Spanish and uses English whenever she can. Her Spanish compositions consist of thoughtful ideas, but she does not often use academic vocabulary. Her ideas are unorganized and generally not supported with evidence.

MOHAMMED

Age: 17
Country: Yemen

Mohammed is 17 years old and grew up in Sana'a, the capital city of Yemen. He moved to New York

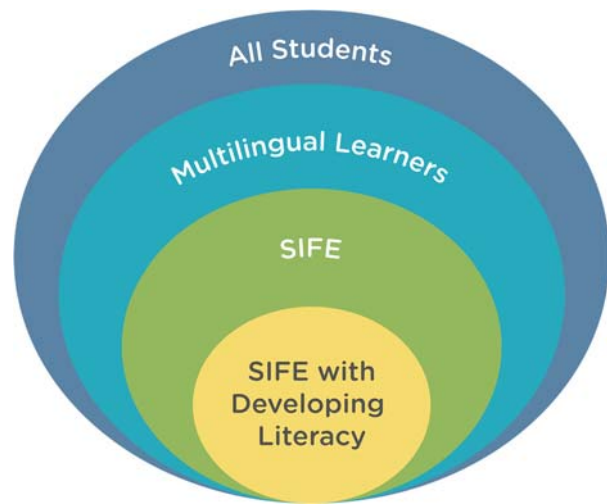| Multilingual SIFE Screener – Reading: Early 6th grade |
|---|
| • summarize main points in the text/story |
| • recognize emotional and ethical issues and social development within a text (narrative or poem), and be able to discuss/elicit ideas from them |
| • recognize how imagination, rhyme, and rhythm of poetry influence the reader |
| • define unfamiliar words by using familiar words |
| • identify synonyms, multiple-meaning words, and context clues |
| • recognize genres and text structures, using form to support comprehension |

Multilingual Literacy SIFE Screener – Math: 6th grade
• solve ratio and rate problems using fractions, multiplication, and division
• make judgments about relative ordering and absolute value of negative and positive rational numbers
• find unifying expression or equation
• derive single-variable equations from tables
• manipulate equations to find value of variable in single-step problem
• find area by decomposing odd shapes into triangles and quadrilaterals

NYSITELL: Entering

City following the uprising and subsequent Yemeni Revolution of 2011-12. He has been in the New York for six months. His father has a master's degree in economics from the University of Aden. His father was involved in the uprising and detained for several months by the government.

During the revolution, military and opposition forces occupied schools. After 5th grade, Mohammed attended school intermittently for almost two years during the political unrest. Following his father's release, the family decided to flee the country. They left through Turkey and spent six months in Italy before they were reunited with Mohammed's uncle in New York City. Mohammed spent another year out of school during his journey to the U.S.

In New York, his father runs a deli with his uncle, who has been in the U.S. for 25 years. Mohammed works behind the counter most afternoons. He has developed a relationship with his global history teacher, and he has learned enough English to stay after school and discuss politics with her. Mohammed is being transferred to an Algebra 2 class, as he clearly has more facility with math than many of his peers.

Mohammed enjoys writing to his family, and he reads and discusses articles in Arabic about Middle Eastern politics. Mohammed writes at an Emerging level in English. He tries to use advanced vocabulary to express ideas that demonstrate his conceptual understanding and higher-order thinking; however, he has trouble organizing his ideas in English. He often writes run-on or incomplete sentences, and he struggles to elaborate his ideas. "In school I did a lot of reading and writing," Mohammed says, "But my writing doesn't go into detail with like an analysis or something. I write about my life and what I think, not really like a compare and contrast essay or identifying an author's argument."

- They are of a similar age, which in the U.S. places them in high school.

- They are all newcomers to the United States whose profiles show a snapshot of their life in the U.S. during the first six months.

- English is a new language, and they will need to learn to access content knowledge and participate meaningfully in English-medium classrooms.

- As newcomers, it is likely that they experience cultural dissonance as they adjust to living in the United States.

- They will need to acclimate to the U.S. school system, which is one of the greatest challenges for ELLs (Short & Boyson, 2012).

- Though their home contexts are varied, they are all adolescents with cognitive capacity commensurate with their age.

Each of these students has been admitted to a U.S. high school based on his or her age. The work of the secondary classroom involves using text as a resource to learn. It is expected that students in secondary school have spent between five and eight years learning the skills they need to comprehend and analyze text and build knowledge about content through text. This is based on an assumption that students who arrive in secondary school have sufficient print literacy and content knowledge in the disciplines to facilitate the development of more complex understanding. With a clear understanding of these assumptions made of students in secondary schools, it would be useful to see how the skills and competencies of the students we have met

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match the expectations of secondary schools and the programs that are designed to be pathways for student achievement.

These five students profiled are also identified as SIFE, because after evaluation using the MLS, it was established that their home language literacy was at least two years below grade level. In a report for the Urban Institute, Ruiz-de-Velasco and Fix (2000) describe the population of under-schooled students who enter high school as "overlooked and underserved." Their research indicates that the absence of services to identify and address the needs of this population has resulted in high dropout rates. Further, they emphatically highlight that typical programs for ELLs are not designed to meet the needs of these learners. They describe Sandar, Aicha, Jorge, Darlyn, and Mohammed as "overlooked and underserved," yet they must meet the same rigorous academic requirements as peers with higher levels of literacy in their home language.

Late-entry adolescent immigrant students with interrupted or inconsistent formal schooling face the myriad social, cultural and linguistic challenges that all ELLs face. In addition, they often experience pressure to balance a work life with their schooling, do not bring the requisite academic literacy and content knowledge that students in secondary schools are assumed to have, and may grapple with the cultural adaptation process in a new environment, as well as the effects of various forms of trauma.

Mohammed & Darlyn: SIFE

While the similarities among the profiles listed above contribute to the identification of all five students as SIFE, there are important differences between the three students who are SIFE with Developing Literacy (Sandar, Aicha, and Jorge), and the two students (Mohammed and Darlyn) who are SIFE who have home language skills above the fourth grade level. Mohammed and Darlyn bring important school-based resources that Sandar, Aicha, and Jorge are still in the process of developing.

Mohammed, with a 6ᵗʰ grade literacy in Arabic as he enters 9ᵗʰ grade, is two years below grade level. Darlyn, with advanced 4th grade literacy, is between three and four years below grade level as she enters 9ᵗʰ grade. Mohammed and Darlyn, though different, bring solid foundations in both basic literacy and academic literacy in their home languages. Their understandings of school practices and academic ways of thinking will be resources in the secondary classroom, however; Darlyn and Mohammed will still need scaffolding and targeted differentiation and intervention to ensure that they participate meaningfully. In many school contexts this happens through bilingual programs designed to build students' content at grade level as students gradually learn English. In cases where bilingual programs are not available it is important that, in addition to ENL courses, content area teachers have been trained to scaffold language and content to make it accessible to ELLs.

Sandar, Aicha, & Jorge: SIFE with Developing Literacy

It is evident to any educator that Sandar, Aicha, and Jorge are a heterogeneous group. These three students have reading levels in their home language that range from pre-reader or new to print through 2ⁿᵈ grade. Jorge has literacy skills in Spanish that are not available to Sandar in Burmese. Though their differences may be obvious, it is important to understand the key characteristics that these students share. These students are similar because they have not yet consolidated the foundational reading and writing skills in their home language that they will need to navigate and learn from more complex texts. Secondary classrooms assume students have the skills in place to use text as a resource to learn and to communicate academic ideas in writing.

These SIFE learners with reading comprehension at or below 3ʳᵈ grade are at various stages of learning these essential skills. As such, they often do not have the pre-literacy skills or the background knowledge to access a rigorous curriculum and participate in school. These students must develop foundational literacy skills in English and content area knowledge in the new language and would benefit from a sheltered program across content areas. The *Programming* section discusses how these learner characteristics can inform instructional choices in more detail.

PROGRAMMING

NY STATE PROGRAMMING GUIDELINES FOR ELLs

Programming for SIFE needs to be responsive to their specific needs and literacy skills. Framing a plan for SIFE needs to start with the guidelines outline by Commissioner's Regulations Part 154 (CR Part 154), which apply to all students learning English as a New Language (ENL) in K-12 schools in New York State. CR Part 154 mandates specified number of minutes of ENL instruction each week depending on students' English language proficiency level as determined by the NYSITELL or NYSESLAT.

In addition, CR Part 154-2.3.h ensures that programming and services for ELLs includes both integrated content courses and Stand-alone ENL courses. The goals of both courses are equally important—developing academic English (building vocabulary, expanding sentence complexity and engaging in oral and written discourse development) and learning mandated grade level content (grade or content-specific knowledge and skills in ELA, Social Studies, Science or Mathematics). The language learning aspect of the class involves much more than learning content area terms related to each content unit (i.e. content vocabulary); it means that there must be dedicated time for language development. This chart shows those dedicated amounts of time and the modalities in which they are to be delivered. SIFE students fall into the "Entering" row.

Required Instructional Time for ELLs

High School:

NYSESLAT Level	ENL Total Minutes per Week	Stand-alone ENL Minutes per Week	Integrated ENL Minutes per Week	Flexible Minutes per Week
Entering	540 mins (3 Units*)	180 mins	180 mins	180 mins
Emerging	360 mins (2 Units*)	90 mins	180 mins	90 mins
Transitioning	180 mins (1 Unit*)	0 mins	90 mins	90 mins
Expanding	180 mins (1 Unit*)	0 mins	180 or 0 mins	180 or 0 mins
Commanding (Former ELLs must continue to receive services for an additional two years)	90 mins (1/2 Unit*)	0 mins	90 mins	0 mins

*One Unit of Study is 180 minutes, according to CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements.

Kindergarten – 8th Grade

NYSESLAT Level	ENL Total Minutes per Week	Stand-alone ENL Minutes per Week	Integrated ENL Minutes per Week	Flexible Minutes per Week
Entering	360 mins (2 Units*)	180 mins	180 mins	0 mins
Emerging	360 mins (2 Units*)	90 mins	180 mins	90 mins
Transitioning	180 mins (1 Unit*)	0 mins	90 mins	90 mins
Expanding	180 mins (1 Unit*)	0 mins	180 or 0 mins	0 mins
Commanding (Former ELLs must continue to receive services for an additional two years)	0 or 90 mins (1/2 Unit*)	0 mins	0 mins	90 or 0 mins

Notes:

- Stand-alone ENL minutes must be taught by a K-12 certified ESOL teacher.

- In grades K-6, Integrated ENL minutes must be taught by both a certified ESOL teacher and a K-6 certified elementary school teacher (i.e., Common Branch) OR by a dually-certified teacher in ESOL and K-6 Common Branch. In grades 7-12, Integrated ENL minutes must be taught by both a K-12 certified ESOL teacher and a 7-12 Content area Teacher.

- Flexible minutes may be either Stand-alone ENL or ENL Integrated with ELA or another content area.

- Students identified as a Student with Inconsistent/Interrupted Formal Education as defined in section 154-2.3(a) shall continue to be identified as such until they are performing at the transitioning/intermediate level on the annual English language proficiency assessment (NYSESLAT). Once a student is performing at or above the transitioning/intermediate level on the NYSESLAT, the student's status as a Student with Inconsistent/Interrupted Formal Education shall be removed by the school district, even though the student may continue to be identified as an English Language Learner.[2] Despite this transition, former SIFE students may continue to need academic and social-behavioral interventions and support.

SCHEDULE CONSIDERATIONS

CR Part 154 encompasses policy that ensures that <u>all</u> ELLs receive targeted rigorous instruction in both content and language development. While CR Part 154 regulations must be adhered to, SIFE students need additional supports. Districts and schools have made great strides to identify SIFE students, but in many instances these efforts have not led to specific practices that address the unique needs of SIFE students. The distinctions among SIFE presented here, determined through the intake and assessment processes described in this manual, can serve to spotlight the ways

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[2] http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/terms-154-2-effective-2015-16-and-after.pdf

programming and services must be responsive to the specific needs of SIFE students. Although NYSED does not currently mandate specific programming for SIFE, assessments like the MLS that provide a clearer understanding of students' home language literacy and math skills reveal our professional obligation to adapt instruction to ensure that SIFE and SIFE with Developing Literacy are provided pathways to meaningful participation classrooms. The chart that follows provides the reader with the best practices and rationale as well as examples from districts and schools.

Best Practices for the Education of SIFE Students

BEST PRACTICES	RATIONALE	EXAMPLES
☑ **Conduct intake and identification that reveal SIFEs' needs, literacies and funds of knowledge.**	Immigrant students with interrupted education challenge our school systems to respond to their complex academic and personal needs. Serving the needs of SIFE effectively means developing assessment structures that focus on students' literacy in home language, English Language proficiency, but also their socio-emotional, mental health, financial needs, and immigration status as these are stressors that inevitably impact on students' meaningful participation in school.	NYSED Guidance • English Language Proficiency (NYSITELL and NYSESLAT) • SIFE Oral Interview Questionnaire • Home Language Literacy (Multilingual SIFE Screener) • Home Language Writing Screener, Math Screener Beyond NYSED[3] • Physical health and wellbeing screening with referrals • Intake interview with student and family at the school, in home language, to understand both personal and academic history
🌐 **Build environments that respond to the immediate social, cultural and linguistic needs of SIFE.**	Supportive environments for SIFE begin with an understanding of the historical circumstances that have impeded students' access to education and an appreciation for the shock and disorientation students feel while adjusting to a new culture, language and the demands of school. Further, the optimal environment for SIFE is welcoming and affirming of the rich and varied cultures, languages, experiences students bring, and it is culturally responsive.	• Linguistically diverse professional and support staff • Student support groups that address cultural transition and socio-emotional wellness • Bilingual counselors knowledgeable about students' cultures and immigration circumstances • Counselors, school psychologists, and other support staff trained to support students with trauma • Matching newcomers with peers who speak their home language and share the same culture • Choosing appropriate texts and balancing reading at their level with reading complex texts • Incorporating best practices and strategies to support all SIFE • Addressing early literacy concepts for SIFE with developing literacy • Summer programming to target school readiness • Professional development that trains staff to support students' socio-emotional needs and provide culturally responsive education • Looping in order to build community and allow teachers to follow

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[3] https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

		• students for several years • Extra-Curricular activities that draw on and develop students' home language and culture • Connections with the community and CBOs that support this population
BEST PRACTICES	**RATIONALE**	**EXAMPLES**
Create structures that transcend content areas to support simultaneous linguistic, academic, and personal development	The pre-literacy gaps of SIFE students must be reconsidered in order to ensure meaningful student participation and to accelerate their academic development. Often grade-level courses do not target the needs of SIFE. Programming and services need to align to students' specific needs, with attention to accelerating academic literacy and thinking skills. This may mean adapting critical material so that it is 'effective, accessible and age appropriate'.	• Sheltered, credit-bearing content instruction in English or home language • Instruction emphasizes building content knowledge, academic thinking, language and literacy emphasized in U.S. schools • Include courses that attend to foundational literacy development • Design courses in home language literacy development • Shared themes and academic skills focused across content areas • Team structure and shared planning time that includes support staff • Project-based units that culminate in portfolio presentations • Create dedicated Newcomer Centers to ease transition • Teach school protocols, study skills, vocational and life skills
Flexible scheduling to reflect the real needs and obligations of SIFE students	Provide a flexible schedule that accommodates the student demands of work, home and school. SIFE may not be able to meet traditional four-year graduation timelines in spite of their motivation to graduate. Schools that offer more inclusive scheduling create opportunities for SIFE to make up for time they have lost in school.	• Credit-bearing classes in early mornings, nights, weekends, and summer • Extended day, homework help, and Saturday • Summer school institutes • Daycare for students who are parents • Internships where students' home language is used as a resource and practice of workforce skills • PM School for credit recovery • Supports for students who require more than four years to graduate • Community service
Align high school programs with higher education and adult education	Expanding access and opportunity for SIFE means understanding that education is a continuum. Over-aged and under-credited youth need non-conventional avenues in order to graduate, for example the TASC program. Building aligned pathways between secondary schools and higher	• Communication and collaboration with adult and continuing education programs • Communication and collaboration with vocational institutions • Developing short term vocational career courses • Students earn high school and college credits in courses taken at community colleges while in high school • Schedule College Visits, Expos, etc.

	education or adult education means SIFE are more likely to pursue their education while attending to other adult responsibilities.	

BEST PRACTICES	RATIONALE	EXAMPLES
Use the full resources of the community to support SIFE	Partnerships with community organizations, refugee and social services groups and religious organizations widen the net of knowledge schools need to support SIFE. These institutions often have a rich understanding of the language, culture and circumstances of immigration and therefore, can be uniquely positioned to augment services for SIFE that can be crucial to both their transition to the US and their continued engagement in their education.	• Hire community liaisons and parent coordinators with cultural and linguistic understanding of students • Offer continuing education and ENL classes to parents • Pursue partnerships with social, physical and mental health services • Refer students and families to culturally responsive community health providers • Plan support groups to address family reunification or other common socio-emotional needs • Create partnerships with CBOs and other members of the community to mentor students.

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These best practices highlight programming at two schools that have significant numbers of SIFE and SIFE with Developing Literacy. By sharing these examples, we hope to encourage other schools and districts to begin to evaluate their programming and consider adjustments that are responsive to the varied needs of SIFE as we have articulated in this document.

School "A" Overview

School A is located in New York City, it is a small school of 422 students serving newly arrived high school immigrants from 30 countries, speaking 16 languages.

School "B" Overview

School B is a comprehensive high school of approximately 4,500 students on Long Island. Close to 1,300 are ELLs and 80 of those are SIFE. The school has approximately 30 ENL teachers and 30 Bilingual Spanish teachers. Over the last 4 years the school has seen an influx of students from Central America, many of whom have interrupted education.

Note

Programs included here are not specifically endorsed by Bridges to Academic Success or New York State Education Department OBEWL.

School A Analysis

BEST PRACTICES	SCHOOL A
☑ **Conduct intake and identification that reveal SIFEs' needs, literacies and funds of knowledge.** Immigrant students with interrupted education challenge our school systems to respond to their complex academic and personal needs. Serving the needs of SIFE effectively means developing assessment structures that focus on students' literacy in home language, English Language proficiency, but also their socio-emotional, mental health, financial needs, and immigration status as these are stressors that inevitably impact on students' meaningful participation in school.	**NYSED Guidance** Enrollment team at the school follows NYSED Guidance: • English Language Proficiency (NYSITELL and NYSESLAT) • SIFE Oral Interview Questionnaire • Home Language Literacy (Multilingual SIFE Screener) - Use data to program Bridges class (Students with home language literacy at 4th grade and below) • Home Language Writing Screener if applicable **Non-NYSED Assessments** • Academic Risk Questionnaire (Local tool created at the school to learn more about students) • Ongoing collaborative inquiry through team instructional and guidance meetings to address both academic and socio-emotional needs

BEST PRACTICES	SCHOOL A
Build environments that respond to the immediate social, cultural and linguistic needs of SIFE. Supportive environments for SIFE begin with an understanding of the historical circumstances that have impeded students' access to education and an appreciation for the shock and disorientation students feel while adjusting to a new culture, language and the demands of school. Further, the optimal environment for SIFE is welcoming and affirming of the rich and varied cultures, languages, experiences students bring, and it is culturally responsive.	**Summer School for Literacy and Numeracy** • All students who are identified as eligible for Bridges must also participate in the literacy and numeracy summer program. **Multilingual Staff** • Staff speak African languages, Arabic, Bengali, French and Spanish **Multilingual Guidance Counselors (2 on staff)** • Guidance counselors and/or social workers are linked to teams of students and teachers • Single Shepherds Chancellor's initiative—caseload of 100 students in social work program **Advisory** • Weekly for 9th, 10th and 12th graders • Use restorative justice practices to present issues and support discussion **Junior Institute** • 9th and 10th graders are part of a "team". Students are taught by the same teachers over the 9th and 10th grades mixed in heterogeneous classes. **College and Career Readiness through Art** • Two days a week all year for 9th and 10th grade **Clubs that draw on home language and culture** • Sauti Yetu: African girls leadership institute • Repertorio Español (Spanish Drama Intervention): Immigration stories with staged readings • French Heritage program: After school Home Language program for credit **Academic Enrichment** • Strategic Reading: Focus on kids with low literacy to develop reading, research and writing skills • Reading Plus: Reading intervention • Looking for an Argument: Social Studies writing and thinking intervention

BEST PRACTICES	SCHOOL A
⚙ **Create structures that transcend content areas to support simultaneous linguistic, academic, and personal development** The pre-literacy gaps of SIFE students must be reconsidered in order to ensure meaningful student participation and to accelerate their academic development. Often grade-level courses do not target the needs of SIFE. Programming and services need to align to students' specific needs, with attention to accelerating academic literacy and thinking skills. This may mean adapting critical material so that it is 'effective, accessible and age appropriate'	**Sheltered instruction for SIFE with Developing Literacy** Using data from the MLS, professional staff at this school identify students for their Bridges classes who score at 3rd grade or below on the MLS. Bridges classes are capped at 16. In 2017-2018 there were two Bridges classes. Bridges is taught by a team of five teachers who use the Bridges curriculum in Math, Science, Social Studies and ELA/ENL. These teachers have been trained in the implementation of the Bridges curriculum. The Integrated curriculum has a focus on developing ELA content knowledge and academic thinking language and literacy. The Stand-alone course targets the development of students' foundational reading and writing skills. Integrated ENL/ELA and Stand-alone ENL teachers are trained in the implementation of the Bridges curriculum and the school has incubated the early version of the Bridges curriculum. **SIFE with Higher Levels of Literacy: Cross-Grade structures** SIFE students with higher levels of literacy enter the Junior Institute which combines 9th and 10th graders regardless of age, home language, grade, academic ability, English language proficiency and previous schooling. SIFE students are supported by a number of the key features of the Internationals Network model which are designed to support ELLs: • Teachers are organized in teams/clusters and have time on a weekly basis to collaborate to create curriculum, plan common activities, and address the academic and social needs of the same group of students. • Curriculum is interdisciplinary. • Instruction is student-centered, draws on students' prior experiences, including their common experience of immigration and knowledge of their home languages and countries, and provides ample room for student discussion and collaborative work. • Projects are carefully structured but are also open-ended enough to provide multiple access points for different levels of students to meaningfully engage.

BEST PRACTICES	SCHOOL A
	• Class times are extended and additional supports are provided to students in order to enable deep and effective learning in a heterogeneous community (e.g. smaller classes, para-professionals or co-teaching with another teacher, carefully structured peer support, homework help after or before school, writing centers (staffed by other students), etc.). In addition to these structures, the teachers throughout the school, on all teams, use shared academic instructional approaches: annotation, discussion routines and self-regulation strategies.
Flexible scheduling to reflect the real needs and obligations of SIFE students	• **COOP Tech:** Half-day vocational program that offers hands-on training • **Life Center**: Daycare in the building for students with children • **Super Seniors:** Flexible schedule. Attend morning classes and often work in the afternoon.
Align high school programs with higher education and adult education Expanding access and opportunity for SIFE means understanding that education is a continuum and there is benefit for over-aged and under-schooled youth to have non-conventional avenues. Building aligned pathways between secondary schools and higher education or adult education means SIFE are more likely to pursue their education as the same time they attend to other adult responsibilities.	**CollegeBound** Initiative: College preparatory program **CUNY SIELP** (Summer Intensive English Language Program): 10th graders language development and Regents prep **One GOAL** (2 years) • College preparatory (apply at end of 10th and Intervention 11th and 12th • College preparation, exploration & application • Teacher follows student through freshman year **CUNY LINCT** (Lesson in Navigating College Transition): College access, transition and success program

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Use the full resources of the community and families to ensure success of SIFE	**Parent Coordinator** • Point of contact for families around attendance, socio-emotional and academic needs • Referrals to immigration legal clinics **Student Internships** • 11th grade students are partnered with community organizations for internships

School B Analysis

BEST PRACTICES	SCHOOL B
☑ **Conduct intake and identification that reveal SIFEs' needs, literacies and funds of knowledge.**	**NYSED Guidance** Enrollment team at the school follows NYSED Guidance: (this is done at the district and passed to the appropriate department head for programming) • English Language Proficiency (NYSITELL and NYSESLAT) • SIFE Oral Interview Questionnaire • Home Language Literacy (Multilingual SIFE Writing Screener) **Beyond NYSED** • Woodcock Muñoz to triangulate with MLS when applicable
Immigrant students with interrupted education challenge our school systems to respond to their complex academic and personal needs. Serving the needs of SIFE effectively means developing assessment structures that focus on students' literacy in home language, English Language proficiency, but also their socio-emotional, mental health, financial needs, and immigration status as these are stressors that inevitably impact on students' meaningful participation in school.	
🌐 **Build environments that respond to the immediate social, cultural and linguistic needs of SIFE.**	**Bilingual SIFE Mentoring Program:** Runs 8 months of the year and focuses on life skills and socio-emotional wellbeing. Both SIFE and former SIFE are welcome. Students who have been in the country longer help to mentor and guide more recently arrived students. **Linguistically diverse professional staff:** Staff, teachers, counselors and paraprofessionals are bilingual in Spanish and English **Bilingual Newsletter:** The school online newspaper has a Spanish section which fosters home language literacy in a meaningful context.
Supportive environments for SIFE begin with an understanding of the historical circumstances that have impeded students' access to education and an appreciation for the shock and disorientation students feel while adjusting to a new culture, language and the demands of	

BEST PRACTICES	SCHOOL B
school. Further, the optimal environment for SIFE is welcoming and affirming of the rich and varied cultures, languages, experiences students bring, and it is culturally responsive.	**Clubs:** C.O.P.A (Community, Obligation, Professionalism, and Achievement) is a soccer league. The league advisors create a familial environment, encourage respect and responsibility through participation in both the league, but also community events and fundraising. **Bilingual Counselors** Two Spanish Bilingual counselors
⚙ **Create structures that transcend content areas to support simultaneous linguistic, academic, and personal development** The pre-literacy gaps of SIFE students must be reconsidered in order to ensure meaningful student participation and to accelerate their academic development. Often grade-level courses do not target the needs of SIFE. Programming and services need to align to students' specific needs, with attention to accelerating academic literacy and thinking skills. This may mean adapting critical material so that it is 'effective, accessible and age appropriate'	**Summer Enrichment course for SIFE:** runs from 8am-12pm and students are given breakfast & lunch, backpacks and supplies. Emphasis is on English literacy and language to support transition to the school in the fall. **Sheltered bilingual instruction for SIFE** Using data from the MLS, professional staff at the district identify students for the schools' sheltered program for SIFE across content areas. The content classes are Spanish bilingual and credit bearing. Students are programmed for Bridges Integrated ENL/ELA, which targets the development of content knowledge and academic thinking language and literacy and Bridges Stand-alone ENL, which has a focus on developmental reading & writing skills. The Math course for SIFE targets general topics that are a necessary foundation for more advanced math. The same is true of the Science and Social Studies curricula. The emphasis is on the skills and content knowledge necessary for Living Environment and Global. In addition, there is an NLA class designed to build foundational literacy in Spanish and as well as language arts content and academic thinking. The school has begun to align themes across ELA and NLA to support the bilingual transfer of skills and ideas. The Integrated and Stand-alone ELA/ENL teachers lead a sheltered program for SIFE with developing literacy using the Bridges SIFE curriculum. • *When students reach the NYSESLAT **Transitional level** of English proficiency they work with their*

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BEST PRACTICES	SCHOOL B
	teachers to move from bilingual content classes to classes in English. **Enrichment Courses** • Academic Writing in grades 11 and 12 • Bilingual Math to Support the Algebra Regents
📋 **Flexible scheduling to reflect the real needs and obligations of SIFE students** Provide a flexible schedule that accommodates the student demands of work, home and school. SIFE may not be able to meet traditional four-year graduation timelines in spite of their motivation to graduate. Schools that offer more inclusive scheduling create opportunities for SIFE to make up for time they have lost in school.	**Math and Social Studies Enrichment After School:** these classes offer students extra help once they leave the sheltered SIFE program. **Bilingual ESL Student Academy for Raising Standards (BESARS):** After-school class to support the development of English reading and writing **Tutoring** After-school tutoring provides students help across content areas.
↓↑ **Align high school programs with higher education and adult education** Expanding access and opportunity for SIFE means understanding that education is a continuum. Over-aged and under-credited youth need non-conventional avenues in order to graduate. Building aligned pathways between secondary schools and higher education or adult education means SIFE are more likely to pursue their education while attending to other adult	**Community College Partnership** • Students attend college classes while in high school

BEST PRACTICES	SCHOOL B
responsibilities.	
🤝 **Use the full resources of the community and families to ensure success of SIFE**	**Parent-Teacher Liaison:** Teachers who speak Spanish work with families to navigate community resources and provide mental and physical health referrals

INSTRUCTIONAL METHODS

SIFE that enter our classrooms bring diverse experiences both inside and outside of school and these become the foundation for new learning. While all SIFE arrive with home language literacy that is below grade level, each student is an individual with diverse experiences, learning skills and background knowledge. Accelerating student academic learning starts with an understanding of each student's funds of knowledge and their identities as learners, as well as a belief in students' potential. In classrooms designed to meet the needs of SIFE, it is incumbent upon teachers to find ways to draw daily on student language, knowledge and experiences and use them as a bridge to help students access new content, new language, and foster the academic ways of thinking valued in U.S. schools.

Content is the vehicle for engaging learners in ideas, expanding world knowledge, developing analytic thinking and building language and literacy skills, from basic to academic. SIFE learners should be exposed to questions that engage universal concepts and warrant thoughtful consideration. Organizing content into thematic units such as power, resources and beliefs provides space for students to process ideas, make further connections, and build rich conceptual understanding.

SIFE educators are teaching newcomers who have a range of exposure to formal education. It can be misleading to design courses focused on covering content with students who have low levels of literacy so that they can catch up. It is true, SIFE do need to learn a breadth of content knowledge (that they may have missed in their home country) in order to access mainstream content classes. However, coverage of content alone robs students of the opportunity to develop habits, skills, and dispositions they need to learn and cultivate identities as learners. Therefore, classroom structures for SIFE must move from focusing only on the reproduction of knowledge to actively support student engagement in the construction of knowledge around larger concepts.

In order to build these habits and skills with SIFE, teachers need to establish routines that give students repeated exposure to academic ways of thinking and acting that are expected in U.S. classrooms. The best SIFE instructional methods are explicit and transparent, overtly teaching the kinds of thinking that SIFE must internalize to become accomplished speakers, readers, and writers of academic language. In the context of rich thematic units, we encourage teachers to introduce and routinely practice methods that focus on highly active and transferable ways to process information. Once these routines are learned and become internalized habits, they can be applied to new contexts, and new content areas.

The brief *Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards* (NYSED, 2017) highlights the following hallmarks of advanced literacies. These are the skills and competencies that enable communication, spoken and written, in increasingly diverse ways for diverse audiences.
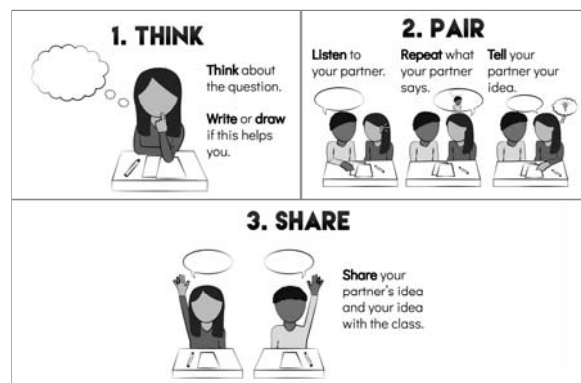
1. Work with **engaging texts** that feature **big ideas and rich content.**

2. **Talk/discuss** to build both conversational and academic language and knowledge.

3. **Write** to build academic knowledge.

4. Study a small set of high **utility vocabulary words** and **academic language structures** to build breadth and depth of knowledge.

PROTOCOLS FOR SIFE

The instructional protocols selected for this manual are listed in the chart on the following page. We align them to the Hallmarks of Advanced Literacy to highlight how these methods, when internalized as routines, become powerful classroom tools for developing advanced literacies across content areas. This is not an exhaustive list, only a select number of highly transferable methods to develop with SIFE in your classrooms. The number of instructional protocols must be limited if the goal is for students to internalize these routines through repeated practice and gradual release of responsibility. To strengthen your practice, it is recommended to participate in PDs that focus on best practices, strategies, and protocols that support SIFE.

Think-Pair-Share

Overview	Ways this Supports SIFE
✋**Think-Pair-Share** is a way for students to articulate, develop and own their ideas. **Think-Pair-Share** is also an opportunity for students to rehearse ideas and language with a partner before sharing with the whole class.	• Maximizes participation and accountability – rather than one student answering a teacher's question, **all** students are thinking, speaking, and listening in response to a question **at the same time**. • Provides time and structure for thinking, speaking, and listening. • Provides students with an opportunity to share their ideas with others in the classroom, work collaboratively and learn from each other. • Create partnerships to support each learner. Create prompts that are culturally appropriate. Take into consideration the previous experiences shared by SIFE.

Preparation

Have the ✋**Think-Pair-Share** prompt and accompanying frames or starters posted or projected for students to refer to. You can also provide these at each table.

Steps

Note: When you first introduce Think Pair Share it is important to model the process for students. Monitor and support students as they learn the steps.

1. Point to and read aloud the ✋**Think-Pair-Share** prompt.

2. **Think:** Students individually think for 1-2 minutes.

3. **Pair:** Students pair with a classmate, taking turns answering the prompt for 3-5 minutes. Encourage students to use home language when paired with home language partners, but also to practice responding in English to stretch their language skills.

4. **Share:** A couple of students share out with class.

   - Encourage students to use home language to communicate when necessary and work with students to find the English words that communicate their home language ideas. This develops classroom community and acceptance of linguistic diversity.

   - As students share out with class, say and record their key words and ideas in English in a **Semantic Map** or other Thinking Map.

Differentiate to Amplify	Differentiate to Extend
• Have students ✋**Think-Pair-Share** before a writing task. Oral language practice supports writing. • An anchor chart can support students to follow the protocol. • Students can pair with one student and then another before sharing using Inside/Outside Circle.	• **Think-*Ink*-Pair-Share (TIPS)** is a modification, where students take two minutes to discuss or write ideas before speaking. SIFE with higher levels of literacy often prefer to write notes as they think. Teachers may allow this for students who prefer it.

Notes

- As with all protocols, you will ✋**Model & Release** participating in a ✋**Think-Pair-Share**. In the beginning, prompt students to switch roles halfway through the allotted "pair" time. As students learn this routine, they will be able to switch roles without prompting.

- When the ✋**Think-Pair-Share** prompt focuses on content meaning, rather than language accuracy, encourage students to use home language with a home language partner. Home language lightens the cognitive load so students do not have to grapple with content and new language at the same time. With time, as their English language proficiency increases, students will say more in English without home language support.

- Whenever possible, explicitly connect ✋**Think-Pair-Share** prompts to daily targets so students feel motivated by the purpose of the prompt. Some teachers also find that recording student participation for each ✋**Think-Pair-Share** on a class chart or teacher clipboard promotes engagement. Other teachers prefer to use Equity Sticks (see note below) with ✋**Think-Pair-Share** because students have had time to practice before speaking. They can ask their partners for support. Timing, too, is an important element. Teachers should consider how much time they are allotting for paring and sharing. Allowing too much or too little time detracts from engagement.

✏️ ***Note:*** *Equity Sticks are a protocol for facilitating class conversation. Teachers write student names on popsicle sticks and place them in a cup. When it is time to call on a student to participate, teachers randomly choose a stick, announce the student, and place that stick in a different cup. This way all students get equal access to participate.*

See-Think-Wonder

SEE 👁	THINK 🧠	WONDER 💭
what do you see?	what do you think?	what questions do you have?

Overview	Ways this Supports SIFE
✋**See-Think-Wonder** focuses on observation, inference, and inquiry. Students practice and internalize these three steps to make sense of new input. Leave the chart posted and return to it throughout the text / unit to check inferences and answer questions.	• Builds keen observations skills • Emphasizes connection between observation and inference • Requires supporting inferences with evidence • Builds curiosity and inquiry • Can be used across all content areas • Can be used in a group discussion or individually.

Steps

1. **See:** Show the students the image, video, or dramatization. Ask, "What do you see?" prompting students to observe and describe. List students' observations.

2. **Think:** Chorally read the list of observations. Then, ask students to use some of their observations to make inferences. Ask, "Based on your observation of _____, what can you infer about _____?" Consider **Modeling** with the frame, *I see _____ so I think _____.* Teach students that we make inferences based on evidence, so our inferences in the "Think" column should connect to our specific observations in the "See" column. For example: *The people are fighting, so I think this is a war.*

3. **Wonder:** Invite students to ask questions about what they wonder about the content. Work to answer these questions throughout the unit.

Differentiate to Amplify	Differentiate to Extend
• Students first label a picture with words provided in a word bank. With video, give students a screen shot picture from the video. • Use sentence starters and frames to support thinking and language: *I see _____. This is a _____. The (person) is (action + ing).*	• Students complete chart independently, then share. • Encourage students to generate questions that connect to unit themes and essential questions. • Students write sentences (and later paragraphs) about their inferences, using supporting evidence from the observation column. • Use the Think-Pair-Share strategy to provide the opportunity to have a discussion with a partner and then have a whole class discussion.

References
Project Zero Classroom 2017. *Harvard Graduate School of Education.* Retrieved from http://www.pz.harvard.edu/

Daily Writing

Overview	Ways this Supports SIFE
✋**Daily Writing** is a routine where students write independently, integrating content, language, and literacy. The thinking and talking tasks during the lesson prepare students for the independent writing at the end of class. **Daily Writing** follows gradual release of responsibility. Always model a skill or strategy and give shared practice opportunities before asking students to apply it independently.	• Students review and consolidate understanding of concepts, as well as practice academic thinking, by writing about the concepts. • Students practice pre-writing to generate ideas and sentence-drafting to develop ideas • Students revise writing in response to targeted feedback • Students share writing with others • Students assess own writing using a checklist. • Students develop writing independence and stamina, as well as identities as writers

Steps

1. At the end of class, students turn their attention to the **Daily Writing Prompt**. The prompt should ask students about the daily target or objective and invite an answer in writing. Depending on your students and the content of the lesson, the prompt can vary from Picture Writing to pre-writing to drafting to revising.

2. **Write:** Students write in their Writers' Notebooks for about 5 minutes. They refer to their Resource Binder, the work they've done in class, as well as additional language resources in the room to support writing. Students should use home language to develop ideas, if they have sufficient home language literacy. Students should also be applying the English vocabulary and forms from the lesson to their writing.

3. **Share:** Invite partners to share their writing, and a few students to share a "golden line" or a short passage with the class. Socializing writing is important for developing writers' identities.

4. **Respond:** Respond to student writing:
   - Whenever possible, write back in response to ideas. This reinforces to students that their written voice matters and is effective at communicating ideas.
   - Occasionally, select learning examples from student work: either strong pieces or pieces that show common mistakes.

Differentiate to Amplify	Differentiate to Extend
• Students ✋**Think-Pair-Share** in response to the prompt before writing so they have additional oral practice. • Students label an image related to the daily target and then write sentences about it. • Before writing, students use a concept map to organize terms and phrases they may need.	• Students build from writing sentences to writing paragraphs. • Students connect Daily Writing prompt to the essential question of the unit to synthesize their learning. • Students can use the text to expand their thinking and provide specific examples.

Hot Seat

Overview	Ways this Supports SIFE
✋**Hot Seat** is a role-playing protocol. This is a fun activity, where students take on the roles of characters and sit in the "hot seat" to answer questions from their classmates. It encourages students to consider and probe a situation or circumstance from a character's point of view. By the time students engage in **Hot Seat**, they have studied the texts well enough to be able to pose meaningful questions and answer them a character's point of view.	• Engages students and fosters collaborative discussion skills • Integrates content knowledge and builds academic oral language • Engages language production for an authentic purpose • Encourages students to review content and explore deeper connections to essential questions • Dramatic and engages students who otherwise may not participate in class discussions • Supports inference, elaboration, and analytical thinking • Helps students to understand different perspectives on topics or themes

Steps

1. Connect **Hot Seat** conversations to the lesson's **Guiding Question**. Encourage students to explore questions that address the themes in the unit.

2. ✋**Think-Pair-Share**: *What do you know about (character)?* As students share out, record key words and ideas in a semantic map about the character. These will support students to generate questions for the character.

3. ✋**Model & Release** generating questions for the character. Record on board.
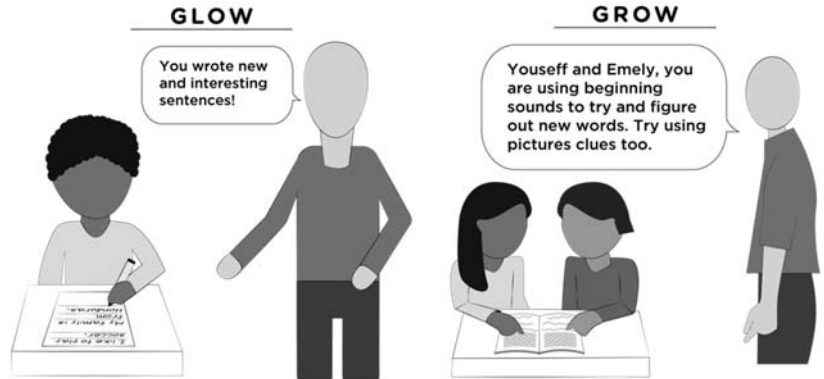
- Questions should be at both literal and inferential levels.

- The focus is on meaning before accuracy. Students will stumble with the grammar of asking questions in English. Repeat their questions to them correctly and write the question correctly when recording on the board. Also, allow students to ask questions in their home languages. This is not a grammar lesson in question formation; the goal is to generate meaningful questions.

4. Students rehearse asking and answering questions in small groups. They work together to prepare to be in the **Hot Seat**. Only a few students will be in the **Hot Seat** per class, but at this point, all students should have a role in preparing.

5. Invite one volunteer at a time to be in the **Hot Seat.**

6. Classmates ask the student questions and the student answers, using evidence, as the character. If the student in the **Hot Seat** needs help, group members can support.

7. The next student takes a turn in the **Hot Seat** and the protocol repeats. Guide students to ask new questions.

Differentiate to Amplify	Differentiate to Extend
- Students across a range of literacy levels can participate in this mostly oral activity. - Students who struggle with oral English can answer questions first in the home language. They can also have a translator, or language buddy, with them in the Hot Seat. - In both roles, students "stretch" their language development with as much English as they can to express what they just said in home language.	- With a model and guidance from the teacher, students write in the role of the **Hot Seat** character in response to the Guiding Question for the set. - To compare different points of view on the same question you could have a panel (group of students) in the hot seat.

References:
Willhelm, J. (2002). Action Strategies for Deepening Comprehension. New York: Scholastic Inc.

Glow & Grow

Overview	Ways this Supports SIFE
General comments such as "Great job!" and "You need to work harder" do not support or motivate students to improve and grow. Specific feedback with ✋**Glow & Grow** does! *Glow* refers to positive, specific feedback to students about student performance, effort, and growth. For example: • *Jose used vocabulary from today's lesson to say sentences!* • *Miriama is using picture clues to figure out that new word!* *Grow* refers to stretching and improving in any of the areas above. For example: • *In addition to using vocabulary words, also try to use transition words like but and so.* • *Another strategy to work on is looking for cognates. Ask yourself does this world look or sound like a word in my language?*	• Builds teacher observation skills • Provides targeted feedback to students • Motivates and empowers students; gives students a voice • Models how students can also provide feedback to each other • Builds class community • Increases the knowledge the teacher has about the students • Provides the teacher the information needed to teach or re-teach skills • Allows teachers to create groups based on skills

Steps

1. **Observe:** Observe students throughout the lesson, especially when they are working collaboratively.

2. **Take Notes:** Write notes on what students are doing well and need to improve; provide ongoing checks for understanding (CFUs).

3. **Share:** Take one minute to share glow comments at the end of class. Invite students to also share *glow* comments about other students. Note that sharing grow comments in front of the whole class can publicly embarrass students.

Differentiate to Amplify	Differentiate to Extend
• Home language partners translate glow and grow after the teacher shares, so all students have access to the messages the teacher communicates.	• Students with stronger academic habits support grow areas for more struggling students. • Students keep a reflection log on grow comments and progress towards them. • Students can use the strategy when providing feedback to one another.

Notes

- Share 🖐**Glow & Grow** observations that relate to academic knowledge and skills as well as habits, effort, attitude, collaboration and progress. Make sure the feedback is specific and sincere.

- Share grow comments in one-on-one interactions with students, but always lead with glow feedback first.

- Vary the students you share glow about publicly, to make sure it is not always the "strong" students in the spotlight. Pay attention to and highlight fine-grained progress that even the most struggling students are making.

- Build student support of each other by encouraging applause at the end of glow sharing and inviting students to notice and share about other students.

Language Experience Approach (LEA)

Overview	Ways this Supports SIFE
The ✋**Language Experience Approach (LEA)** is a literacy technique designed for emergent readers as well as for students learning a new language. It is a collaborative activity between teachers and students, where the class co-constructs from a shared experience that students discuss and the teacher scribes as a text. The shared experience can come from analyzing a series of images, watching a video, participating in role play or simulation, creating a project, or going on a trip. The teacher then elicits student oral language and transcribes it as print. This creates a new text that can be used to develop various skills. Through LEA, the four modalities work in concert, as students talk and listen, and contribute to a collaborate text that is said by students, repeated, scribed by the teacher, then read back.	• Shows students that listening, reading, speaking and writing are reciprocal and integrated • Moves students, (through teacher facilitation) from experience (doing), oral (listening & talking), and print (reading & writing) • Supports development of content, language, and literacy because it is generated from student oral language • Highlights reading as an active process of sense making from shared experience, not just about word calling • Models writing with correct word order, spelling of sight words and key vocabulary, and use of conventions like capitals and periods • Creates a text that can support foundational skills development (see *LEA Extension Activities)*

Steps

1. **Share an experience:** The whole class shares a learning experience (video, trip, image series, etc.).

2. **Discuss the experience:** The group discusses the experience informally. Write words on a Semantic Map, providing words in English where needed, and organizing related ideas into clusters on the map.

3. **Talk more and ask questions:** Partners discuss and share sentences about the experience. Ask specific questions if needed.

4. **Dictate and write:** Write sentences as students dictate (chart paper, smart board, etc.). Keep as much student language as possible.

5. **Review the Text:** Prompt students if they are missing key ideas. Limit the text to a full chart paper, to keep student attention.

6. **Review or teach grammar points in context:** Choose one or two grammar points to review or teach that are will support students' language development.

7. **Read aloud the text:** Read the full text aloud, pointing to words while reading. Use a natural voice, but slow enough so students can hear and see the words you are reading at the same time.

8. **Students read text aloud:** Students read the whole text chorally. Correct pronunciation as needed.

9. **Chunk the text in phrases:** Next, "chunk" words into meaningful phrases to be read for fluency, how we would naturally read. If the sentence says, Nasreen's grandmother brings her to a secret school for girls, draw "scoop" marks underneath like this:

    Nasreen's grandmother brings her to a secret school for girls.

    Read each sentence aloud, then students read chorally. Scoop under each chunk as you read them and as they read back.

10. **Choose title:** Ask the group for a good title and write it on top.

11. **Partners read text:** Partners read the text to each other, taking turns, helping, and asking clarifying questions if any parts are not clear.

After the Lesson

12.   **Type the text:** Use this for partners to read (for fluency practice) during the warm up of the next lesson and to use for any LEA Extension Activities.

Differentiate to Amplify	Differentiate to Extend
• See *LEA Extension Activities* on the following page. • Use LEA one-on-one with students who are new to print. • Link new readings to the shared experience: poetry, procedural/informational texts, stories, picture books, news articles, etc.	• Students copy the LEA text and generate questions for other students to answer in the next day's warm-up as they read the text with partners.

Notes

• In the original LEA model, experience is input that gets processed through the senses (class trip, experiment, art project, etc.) that students can and want to explain through talk, which is then be transcribed as text. Students' own words are used to create a text about a shared experience. This new collaborative text, using now-familiar words and concepts, becomes what the students read. For SIFE, however, we expand "experience" to mean any shared activity where students are exposed to content. This includes simulations/role-plays, read-alouds, viewing a video, doing a gallery walk, listening to music, and creating art. With this, our version of LEA is modified, with a more general definition of "experience." To keep our language simple, however, we continue to refer to the method as LEA, rather than *modified* LEA.

• Foundational reading and composing skills develop as the teacher scribes, modeling skills such as spelling, letter formation, using capitals and periods, and leaving spaces between words. As the teacher reads the text back, he/she ✋**Models** one-to-one tracking of text, reading in meaningful phrases, pronunciation, and attention to punctuation.

References

Dixon, C.N. and Nessel, D.D. (2008) *Language Experience Approach with English Language Learners: Strategies for Engaging Students and Developing Literacy*. Corwin Press: London.

LEA Extension Activities to Build Foundational Skills for New-to-Print SIFE

Activity	Summary	Objectives
❖ **Fluency Read**	Partners alternate sentences. Both track print with their finger. Each partner then reads whole text,	• Print concepts • Fluency

	chunking phrases and stopping to breathe at each period.	
❖ **Count the Sentences**	Partners track print and stop at each period to count the number of sentences.	• Print concepts
❖ **What words start with _____?**	Teacher asks students to find and read words that start with a sound that repeats. Ask students for other words they know that start with that sound. List and read chorally.	• Phonological awareness
❖ **What words end with _____?**	Repeat the process above for ending consonants.	• Phonological awareness
❖ **Sound Out the Word**	Focus on one word to decode, pointing and stretching out the sound of each letter while reading.	• Phonological awareness • Phonics
❖ **Box the Most Common Words**	Call out high-frequency words and ask students to box.	• Sight words • Fluency
❖ **Cards – Most Common Words**	Students practice recognizing and reading the high-frequency words in pairs.	• Sight words • Fluency
❖ **Word Scramble**	Create a worksheet with scrambled words that students must unscramble.	• Sight words • Phonological awareness
❖ **Word Families**	Identify a word or two from text that can be used as a "base" word to generate rhyming words.	• Phonological awareness • Phonics
❖ **Syllable Clapping & Sorting**	Students read and sort word cards into groups based on number of syllables or "claps."	• Phonological awareness
❖ **Same Spelling, Different Sound**	Find two words that have a similar spelling pattern, but different pronunciation.	• Phonological awareness • Phonics
❖ **Same Sound, Different Spelling**	Find two words that have a different spelling pattern, but similar pronunciation.	• Phonological awareness • Phonics

LEA Extension Activities to Build Academic Language for All SIFE

This series of activities can support all SIFE to develop academic language from an LEA text. The following is an example from a Science class, but these extensions can apply to any content area.

This text was generated using the LEA protocol with a SIFE Science class who conducted an experiment on water transport in plants. This was an experience to engage students in a hands-on experiment to begin to build the concepts of plant structures and functions.

LEA sentences

Here the teacher elicited from students' sentences describing the process of the experiment:

> We put containers on the window.
>
> We put water in each container.
>
> We put one flower in each container.
>
> We put twenty drops of blue color in the containers.
>
> The flower petals changed to the color blue.
>
> We think the color went in the water up the stem.
>
> The water moved the color to the petals.

Extension 1: Summary Paragraph

After watching a few videos on water transport in plants, the teacher engaged the class in writing an LEA summary paragraph about water transport still using "everyday" language.

> Plants need water to live. Different parts of plants have different jobs. Roots take in water from the soil. Then the water travels from the roots into the stem. The stem moves the water to the flowers and leaves. The leaves need water to make food. Water is very important for all living things.

Extension 2: Teach Academic Synonyms

Students then work in partners to match "everyday" words to their academic synonym. Students get all words (in large font) cut in an envelope. Students then work in groups to match, using

various resources. The teacher supports and circulates as needed, reminding students to look for cognates (where relevant).

Everyday Word	Academic Word
part	structure
job	function
need	require
very important	essential
take in	absorb
move	transport
make	produce
live	survive

Extension 3: Academic Paragraph

Partners get a copy of the Summary Paragraph (from extension 2). They work together to cross out the everyday words and replace with the academic words, then re-copy this text into their notebooks. Review as a class.

Plants **require** water to **survive**. Different **structures** of plants have different **functions.**

Roots **absorb** water from the soil. Then the water travels from the roots into the stem. The

stem **transports** the water to the flowers and leaves. The leaves **require** water to **produce**

food. Water is **essential** for all living things.

Additional Resources

The Language Experience Approach for Literacy:
http://www.youtube.com/watch?v=Xg3fJQrG2cA

Language Experience Approach:
http://www.youtube.com/watch?v=zAMdcyL1RRU

The Language Experience Approach for ESL Reading: Part 1 (Individual Learner)
http://www.youtube.com/watch?v=fXkkAItY298

Language Experience Approach:
http://www.youtube.com/watch?v=GSGqw2te_8A

Model & Release

Overview	Ways this Supports SIFE
The gradual release of responsibility (GRR) model, or ✋**Model & Release** protocol, assumes that students learn something new through a series of stages that gradually move from teacher responsibility to student independence. While GRR is more than just a protocol, we have included it here as a reference for teachers.	• Reinforces the message that the goal of learning is independence • Students build capacity to work independently from teacher • Engages classmates as resources for learning • Teacher **shows** and **thinks aloud** how to do a task and so makes academic thinking more concrete

Steps (over two or more class periods)

Keep the model brief

1. Introduce the task.

2. Signal to students that you are going to **Model.**

3. **I Do:** Do the task, using resources and gesture and thinking aloud when appropriate as students watch and listen. Keep this model brief.

4. **We Do Together:** Invite a student to help you perform the same process with another example. This reinforces the model and engages students.

The following steps are where the bulk of learning happens.

5. **You Do Together:** Have students do the task in pairs or groups of three. Provide all students with a role. Circulate and monitor.

6. **You Do Alone:** When students are ready, give them the opportunity to do the task independently.

Differentiate to Amplify	Differentiate to Extend
• When completing a multi-step task, ✋**Model & Release** each step individually to lighten the cognitive load and support SIFE to internalize each step of the process. We often refer to this back and forth (between **Modeling** and **Releasing**) as "catch & release." • Post an anchor chart and point to the steps of GRR as you do them. The more you make steps clear to students, the more likely they are to be independent in the last step. • Use flexible grouping. If you have several students who cannot do the task on their own (but most others can), gather those students in a group to work with you, with more support.	• When teaching students with higher levels of proficiency, the steps remain the same but the difference is in how much you need to model and provide practice before releasing responsibility to the students. • In addition, students with higher levels of proficiency will not need to model and practice basic skills that students with lower proficiency may need.

Notes

• SIFE are learning to do tasks that are more challenging than what they can do independently at first. They need practice and the slow removal of scaffolds. It can take more than a class period to complete the stages of GRR. Ultimately, teachers need to adjust the amount of time at each stage depending on student performance.

• Build the expectation that the model is critical for students to do the task. Often during the **Release** stage, teachers circulate to each student, **modeling** the task again; this keeps students reliant on you rather than empowering them to work on their own or with classmates. If students find it challenging to do the task, after the teacher has modeled, it is important to

reflect on the model. Was the model too complex? Were the individual steps unclear? Consider modeling the task more explicitly and in smaller chunks through catch and release.

References

Fisher, D., & Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.* Alexandria, VA: ASCD.

Translate the Essential Question (EQ)

Overview	Ways this Supports SIFE
An EQ is the engine of a thematic unit. It focuses on higher order thinking and complex concepts. ☝**Translating the EQ** allows students to access the big questions that guide learning throughout the unit. For example: • *How do people use power?* • *Why do people take risks?* • *How does community action help protect human rights?*	• Enables students to be active meaning-makers of the question • Allows students to collaborate with home language partners • Creates a focus for the unit so students can prioritize important learning

Preparation

• Before introducing the EQ, introduce students to the key concepts (e.g. *power, risk, human rights*) in the EQ through rich and varied activities.

• If there are speakers of student languages (staff or older students) in your building, ask them to translate the EQ on paper. If this is in another writing system, ask the person to write it phonetically and say it to you. It is important to be able to say the question in student languages.

• Organize home language partners or trios. If there are single speakers of home languages, consider grouping them.

Steps

1. **Read Aloud:** Project the EQ(s) and read it aloud. Read again, chorally with students.

2. **Copy:** Students copy the EQ into their notebooks.

3. **Annotate and Translate:** Students annotate the **EQ**, translating words they know in their home language.

4. **Translate and Write:** Students discuss and agree on how to say the question in their home language. They write this home language version in their notebooks. One student in each group writes on a sentence strip and posts it in front of the room.

5. **Share:** Partners/trios share with the class, in order to hear all home languages.

6. **Notice:** Students note any words that are similar across languages.

7. **Post:** Teacher posts the translated EQ on the wall for the duration of the unit, referring to it often and jotting new responses to the EQ.

Differentiate to Amplify	Differentiate to Extend
• Students draw images of the key words in the EQ. • Students can audio record the EQ in home language on Google Docs or PowerPoint for quick reference. • Have other speakers of the same languages orally translate the EQ for students who do not write.	• Allow groups who translate quickly to begin to answer the question using existing knowledge. • Post a second EQ that pushes students to think more deeply about the content. Assign tasks that allow students to extend their thinking around both related questions.

Frames for Language Production

Purpose

Learning vocabulary is critical for SIFE, but knowing words in isolation is not enough to accelerate English language development. Communicating in a language involves both understanding and expressing ideas. We developed the ✋**Frames for Language Production** protocol to support students to communicate ideas in English by integrating key content vocabulary and sentence frames.

✐ **Note:** *Home language is encouraged as a tool to analyze the English forms and compare the forms to home language.*

Bricks & Mortar Overview

The "bricks and mortar" metaphor illustrates the content and language integration needed for SIFE. *Bricks* refer to *the content /topic vocabulary*. *Mortar* refers to *the function words and phrases around the content*. Students combine these to express complete ideas about the lesson content (Dutro and Levy, 1980).
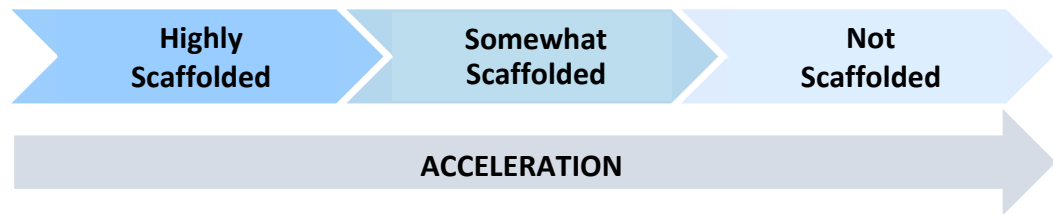

Bricks and Mortar Illustration
Image credit: Bridges to Academic Success

✐ **Note:** *Frames are not the goal! They are a temporary support that should be removed as soon as they are no longer needed, and students can produce more original language.*

The Continuum of Mortar

A language-through-content design requires students to understand and use English while learning content. Because most students arrive in U.S. secondary classrooms at Entering and Emerging levels of English proficiency, scaffolds are needed to support language production. Two types of scaffolds are highlighted below to support speaking and writing. The goal is to accelerate all students along a trajectory from lower proficiency and high scaffolding to higher proficiency with no scaffolding.

| Highly Scaffolded | Somewhat Scaffolded | Not Scaffolded |

ACCELERATION

Type	Sentence Frames	Sentence Starters/ Partial Sentences	Original Language
Explanation	*Most of the sentence* is provided with grammatical accuracy but blanks for missing key words. Students choose from a word bank where all words have the same part of speech required of the missing word. This ensures that students produce complete sentences.	*The first part of the sentence* is provided to support thinking. Students complete the rest of the sentence, using as much English as they can in forms that have been taught. 🖉 **Note:** *In meaning-making activities, students can use home language to complete sentence starters. But when accuracy is the focus, students should stretch their English.* Word banks may be provided, with words of varied parts of speech, which is less scaffolded.	Only a prompt or question is provided, without any scaffolding provided for the response. Students must be taught grammar patterns/sentence structure to generate original sentences.

	Students at the **Entering** level, working mostly on receptive understanding with limited ability to express ideas in English speaking and writing.	Students **with stronger listening and reading comprehension**, who can express ideas easily using frames and need to be stretched into using more original phrases.	Students with higher proficiency who **can internalize and apply taught language forms and patterns** without scaffolds.
Appropriate for…			
Examples	• *People get water from ____* • *People use water to____*	• *Clean water is important because…* • *In ____ people protect water by … But in _____ people protect water by …*	• *Why is clean water important for all people?* • *How do people in communities protect clean water?*

🖉 **Note:** *The steps below might happen in one lesson or over a few lessons. The goal is to give students opportunities to produce sentences first in speaking, then in writing.*

Steps

1. **Use language to make meaning and generate ideas:** Engage in lesson tasks where students interact with new content and make meaning of the input (video, images, text, etc.) in home language and/or English. This includes understanding meanings of key words and will likely involve a **Thinking Map**.

2. **Express ideas using English sentences:** Let students know that they have shared ideas in any language they can to communicate in previous tasks, and now they are going to practice talking and writing about the content using English sentences. They will use the scaffolds of the frames, which should be posted on the board or on tables in large font. See an example of a table tent below that supports speaking and writing.

3. ✋**Model & Release** using the scaffolds and vocabulary to practice speaking with partners. Hear from a few students after partner practice.

4. Direct students to write these sentences in their Daily Writing notebook (or elsewhere) and read them to a partner.
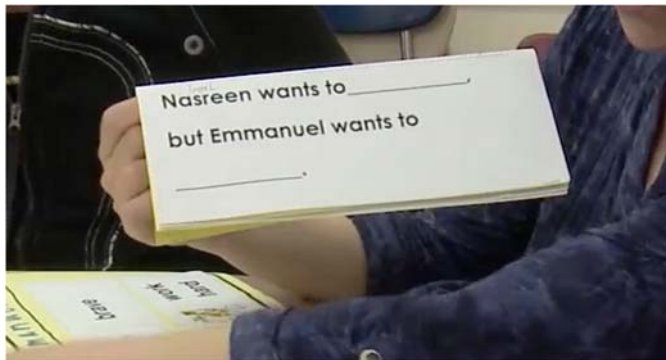
A student holds a "Table Tent" to show a language frame for compare & contrast
Photo credit: Bridges to Academic Success
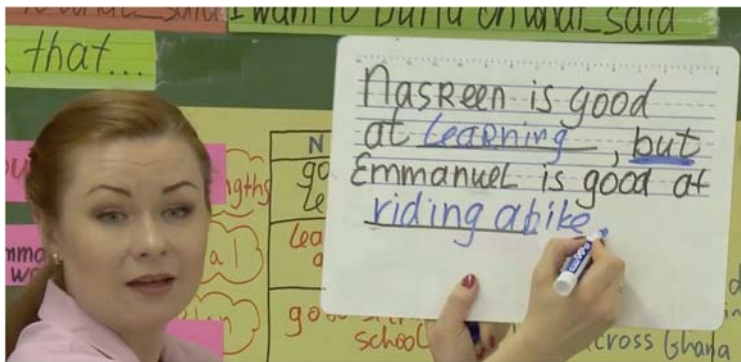
A teacher uses a dry erase board to show a language frame for compare & contrast
Photo credit: Bridges to Academic Success

Notes

- Do not force students to speak if they are not ready. Encourage and support, but keep in mind that when learning a new language, receptive skills develop sooner. Much learning is happening that teachers cannot see as students begin to make sense of English input through listening and reading.

- Students with higher proficiency who can express content ideas in less scaffolded ways should always be encouraged to do so.

Language Frames: Supports & Limitations

While language frames can help to stretch a student's productive language about the content, they should be used strategically depending on the lesson goal. Frames can be both supportive and limiting in the classroom.

Language frames support students in various ways:

- They provide **structure** that allows students to speak/write in full sentences.

- They can be **differentiated** for students at different levels of English proficiency. Students with higher proficiency can use more sentence starters and fewer frames. Students at lower levels can use mostly sentence frames with word banks.

- They provide a model for using **transition words** and various text structures.

Language frames also have limitations:

- They can **limit the range** of what students write and say.
- They can **limit creativity** and original composition of ideas.
- They can result in **generic writing**, with little variety among students.
- They can become **boring and monotonous**.
- They are not an accurate representation of the language **forms students can use on their own**, outside of the structure of frames.

References
Dutro, S., & Moran, C. (n.d.). R*ethinking English Language Instruction: An Architectural Approach.* English Learners: Reaching the Highest Level of English Literacy,227-258. doi:10.1598/0872074552.10

Read-Retell-Respond

Purpose

Reading is more than just reciting words. It is a complex process of problem solving with the goal of understanding the text. Because SIFE are new readers, they come to the page without an understanding that reading is active, involving interaction and meaning-making. While SIFE bring many resources from their home cultures, they have not developed a repertoire of strategies for making sense of texts. As a result, they lack strategies that they could apply then to understanding English texts on their own.

Through the ✋**Read-Retell-Respond** protocol, students are apprenticed into active reading strategies. The teacher is the expert reader who ✋**Models & Releases** the responsibility for students to independently apply strategies that proficient readers use to make meaning of text, to recognize when confusion arises, and to clarify confusion. When students learn to Read-Retell-Respond with partners and in small groups, they learn that reading is about negotiating meaning and problem solving, not just saying the words on a page. Read-Retell-Respond is highly transferable across different kinds of texts and subject areas. Building competence as readers is a developmental process. Beginning to learn these strategies does not necessarily give SIFE immediate access to grade level text. Appropriate stretch texts[4] for a given student in English must be assessed based on their independent reading levels in English.

READ-RETELL-RESPOND		
Step	**Description**	**Goal**
1. Set Purpose	**Briefly** connect to **Essential** and **Guiding Questions**.	Support content understanding. Remind students that we read to understand ideas.
2. Read Actively & Annotate	**Annotate** using glossary to focus on key words. Students begin with labeling pictures and progress to making margin notes. • Label pictures • Translate keywords • Add checkmark to known words/phrases • Circle clue words (including transitions) • Underline key details • Write margin notes (comments, questions)	Practice active meaning making independently from teacher.

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[4] According to the National Governors Association Center for Best Practices [NGA Center] & Council of Chief State School Officers [CCSSO], 2010, "…when you are stretching the text you are providing students with opportunities to read increasingly complex texts over a grade span—and so "stretch" their reading abilities."

3. Listen Actively to Read-Aloud	Listen to/watch teacher read aloud with gestures.	Listen for familiar words/phrases to support understanding of text.
4. Partner Retell	1. Partner A retells in home language, and partner B retells in home language. 2. Partner A retells in English, and Partner B retells in English.	Partners use home language as resource to make meaning, then practice retelling in English.
5. Whole-Class Share	1. Record details in a **Semantic Map** as students retell. 2. Ask 2-3 text-dependent questions to support students to make inferences that improve understanding. Ideally these connect to the essential and guiding questions. 3. **Think-Write-Pair-Share**: Students answer the questions, citing textual evidence.	Teacher guides students to clarify and extend understanding. Students write for engagement and accountability.
6. Respond to Text	✋**Think-Pair-Share:** Students share personal responses to the text by connecting to their experiences, feelings, knowledge of the topic, and to other texts they have read. Invite students to identify the most important ideas that were shared about the text from the class.	Practice responding to text as a reader.

Step 2: A student reads actively & annotates
Photo credit: Bridges to Academic Success

Step 3: A teacher reads aloud during a listening actively
Photo credit: Bridges to Academic Success

Step 4: Two students participate in a partner retell
Photo credit: Bridges to Academic Success

Differentiate to Amplify	Differentiate to Extend
This protocol is already highly supportive of struggling readers as well as students who are at the Entering level. A **Language Experience Approach** summary of the text generated as a class or small group can also support students. Struggling readers can practice some of the earlier annotation strategies with this text.	Students can engage in Read-Retell-Respond with supplemental texts, without the teacher read-aloud. The new text can be enhanced with an audio recording. In the absence of the teacher, the group can listen to the text, pause, and listen again, if needed as they work together to make meaning. Students can also produce a written retell following the oral partner work and capturing all the ideas expressed.

Notes

- It is important to take the time to thoroughly ✋**Model & Release** the protocol, because students rely on ✋**Read-Retell-Respond** to understand key passages. When students have internalized the steps, use the protocol flexibly and adapt it as needed. However, the following are non-negotiable student moves during ✋**Read-Retell-Respond:**

  > ➢ Read actively **independently** and in pairs *before* listening to the read-aloud.
  >
  > ➢ Listen to the passage for oral input.
  >
  > ➢ Retell in **home language** initially but encourage more English as the year goes on and student oral proficiency increases.
  >
  > ➢ Answer **inferential questions** to clarify and extend.
  >
  > ➢ **Respond** to text with own thoughts and questions.

- *During Listen Actively to Read-Aloud* (Step 3) students can also listen to audio recording of the text for basic understanding. This option can increase engagement.
- ✋**Think-Write-Pair-Share (**T.I.P.S.**)** asks students to write in preparation for sharing with a partner. Starting the Whole-Class Share (Step 5) with **Think-Write-Pair-Share** before opening up to the whole-class share keeps students accountable to participating.

References

Brown, H., & Cambourne, B. (1990). *Read and Retell: A Strategy for the Whole Language/Natural Learning Classroom*. Portsmouth, NH: Heinemann Publishing.

Word-Learning Strategies

Purpose

SIFE need to learn far more words than teachers can teach. While teachers must directly teach many high utility words across the year, students must also learn strategies to determine meanings of new words they encounter independently through listening and reading. This set of strategies supports students to actively search for clues in and around the new word to help determine its meaning. Students learn to look both "inside" and "outside" the new word for clues to determine its meaning. Students build word awareness and a repertoire of strategies to use flexibly when listening and reading.

These **Word Learning Strategies** are a set of short protocols for teachers to ✋**Model & Release** to students throughout the year. These strategies build student independence in learning word meanings while building their awareness of words more generally. The overarching strategy is that students use what they know (inside and outside words) to apply to what they don't know. They are using clues to solve a problem.

✎ ***Note:*** *It is critical for students to build word awareness and inference skills before consulting a translation device. Students should save translators, such as Google Translate, as a last resort to confirm their inferences about word meanings from these strategies. Once learned and practiced, students can apply these strategies for the rest of their lives as readers and language learners.*
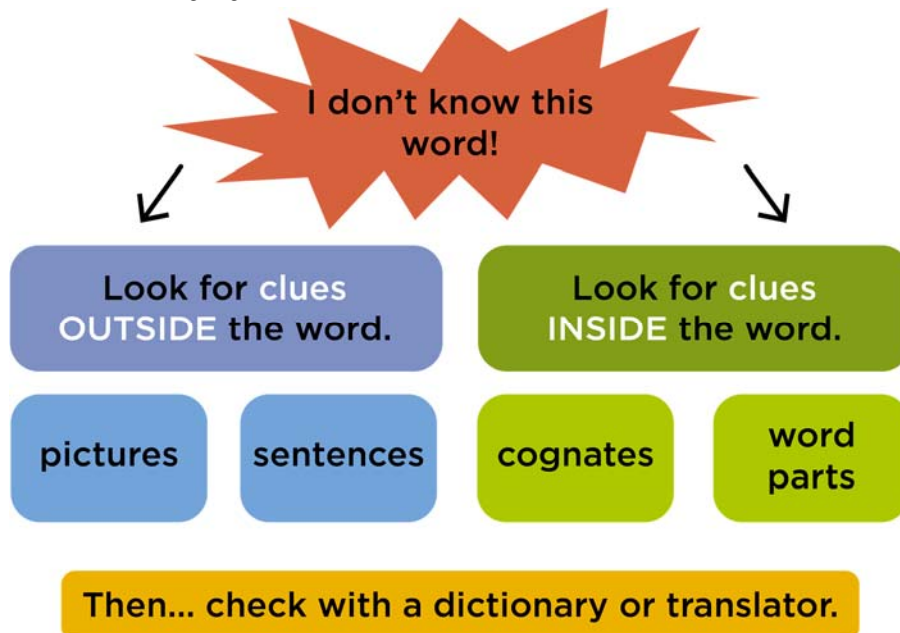
Flow chart guiding students in looking up vocabulary throughout the year
Image credit: Bridges to Academic Success

Outside Word Strategies

Students learn to look outside or around the word for clues about its meaning. Students look around the page and elicit knowledge from pictures and the rest of the sentence, as well as outside resources. The goal of these steps is to build the concept of *clue*, beginning with picture strategies.

✏️ **Note:** *When students complete a cloze activity, they are essentially practicing outside word strategies. Although this is not an unfamiliar word, there is a blank (so a missing word). Students then need to infer the word that would go there, using sentence context.*

Steps: Using Picture Clues

1. Project a picture of a detective using clues to solve a crime. Students ✋**Think-Pair-Share** about what is happening in the picture. After students share, tell them this is a detective and he is using *clues* to solve a crime. Let students know that today they will learn to use *clues* when trying to figure out new words

2. Explain to students that teachers teach many words for students who are learning English, but students can also use strategies to solve the problem of not understanding text because of new and unfamiliar words. Tell students they will learn and practice how to look *outside* the word for clues to what the word means.

3. Find and project a short text excerpt with a picture that shows a word in the text that is likely unfamiliar to students.

4. ✋**Model & Release** how to use picture clues to infer the word meaning. Read the sentence aloud and show confusion when you come to the new word.

5. Look at the picture and think aloud about what you see that might help you figure out the word. For example, say: "Hmm. I think this word means (home language) because I see _____ in the picture."

6. Read the sentence again and see if it makes sense with the meaning you inferred.

7. Confirm the word's meaning with another student, dictionary, or translating tool.

Steps: Using Sentence Clues

1. Find a short text with a word that is likely to be unfamiliar to students. The word should be embedded in a sentence that will likely give students enough context to infer meaning. This can be the same text you used in the picture clues model, but it must be a word not connected to the picture, which requires students to use an alternative strategy.

2. ✋**Model & Release** how to use sentence clues to infer context. Read the sentence aloud and show confusion or curiosity about the meaning of the new word.

3. Look at the rest of the sentence and think aloud about what you see that might help you figure out the word. For example, say: "Hmm. I think this word means (home language) because I see _____ in the sentence." Underline any words/phrases that you think are clues to the unknown word.

4. Read the sentence again and see if it makes sense with the meaning you inferred.

5. Confirm the word's meaning with another student, dictionary, or translating tool.

Inside Word Strategies

Students also learn to look inside the word itself as an additional strategy for making meaning. While there are a few kinds of clues students should look for inside words, only one protocol is included below that teaches students to look inside the word for something they might recognize like *cognates* and *word parts*. Although cognates can be a valuable resource for students, false cognates can be a source of confusion. Make sure you draw students' attention to false cognates such as embarrassed/embarazada, exit/éxito.

Steps: Using Cognates & Word Parts

1. Find and project a short text excerpt with a word in the text that is likely unfamiliar to students. It needs to be a cognate or have word parts (prefix, root, suffix) that students likely know.

2. Prompt students to use strategies they already know to determine the word meaning. Ask students what clues they can look for outside the word. Elicit student thinking and strategy attempts.

3. ✋**Model & Release** how to use cognates or word parts to infer the word meaning. Read the sentence aloud and show confusion or uncertainty when you come to the new word. Try using other strategies first and think aloud. You should still show uncertainty about the word's meaning, even after using outside word strategies like picture and sentence clues.

4. Zoom in on the word itself and explain that you tried looking *outside* the word for clues, but now you will try looking *inside* the word for clues.

   - For example, if the word is a cognate (e.g., escape/escapar), say: "I don't know this word *escape* [mispronounce, because that is likely with students]. Let me say it a few times. Does it sound like a word I know in my language?" Read it a few times and realize that it sounds like *escapar*. Annotate that word in Spanish. Encourage students to look at the word used in context to find clues to its meaning.

   - Do the same if it is a word with a word part that students might recognize. For example, if you see the word *rewrite*, think aloud about how you know that "*re-*" means *again* and you know *write*, so rewrite must mean *write again*.

5. Read the sentence again and see if it makes sense with the meaning you inferred.

6. Confirm the word's meaning with another student, dictionary, or translating tool.

Differentiate to Amplify	Differentiate to Extend
Students who are still learning how to decode should focus on the picture clue strategies. For cognate languages, provide matching activities where students can match the English and Spanish/French cognates. For word parts, provide a similar match, where students can match the word with the word part (e.g., *pre-write*) with a basic definition (*before* writing), then sort into category based on shared word part.	Challenge students to apply all word strategies while reading central text and explain their process. Students can also work in a group and apply strategies to a supplemental text with more unfamiliar words. Provide cognate lists for students to keep in their resource binders. They can translate and incorporate some of the words into a daily writing task.

Notes: All Strategies

- Many sentences in texts are context poor (e.g., *I feel confused today*), meaning there are not enough clues in the surrounding words for students to determine the meanings of a sentence. Be sure to ✋**Model** and practice using sentences that are context rich (e.g., *I feel confused today, because my teacher was talking too fast and I did not understand her*).
- The question "Does this make sense?" is useful for native speakers of English learning to read because they can match what they just read with their proficient oral language. This question is much more challenging for ELLs when they are new to the language. If you have little oral English, it is difficult

determine if something makes sense. You can still ask this question, because this builds self-monitoring, but support it with follow-up questions like:

- "You guessed this is a positive feeling word here. Does it seem like this word should be positive or negative?"
- "You guessed this is an action word. Does it seem like the sentence needs an action word here?"

- If students cannot pinpoint the meaning from picture or sentence clues, support them to get *some* sense of the word using these prompts: *Do you think it's a positive or negative word? Do you think this word is a* person, action? Etc. Then, ask students to support with evidence from the clues

- Cognates are only useful for speakers of languages that share roots with English. Cognates seem easily recognizable for speakers of Spanish and French, for example, but SIFE often struggle to recognize words as cognates when they encounter them. Be sure to say these words aloud so students get the chance to listen and recognize rather than relying on print. Finally, do not assume that just because students recognize the cognate that they understand the concept.

- In order for students to recognize word parts (prefixes, roots, suffixes), they need to be taught. Slip in attention to word parts when you see opportunities to teach these. For example:

  - <u>re</u>read: "*re-*" means *again*.
  - look<u>ing</u>: "*-ing*" is often an *action (happening now).*
  - <u>farm</u>er: "*farm*" means a place where you grow or action of growing food; "*-er*" after an action is a person; *farmer* is a person who grows food.

- Have students regularly share about word meanings they determined and strategies used.

Overview of Thinking Maps for SIFE

Rationale

Most SIFE have typical cognitive development for their age and are capable of thinking critically in familiar contexts. However, because of limited experiences with formal schooling, many SIFE have not developed academic ways of thinking about academic content and using the academic language required in secondary classrooms. These academic thinking, language, and literacy (ATLL) skills include inferring, summarizing, classifying, comparing/contrasting and identifying cause and effect relationships in both spoken and written language, as well as recognizing and using text features in both informational and narrative texts. Graphic organizers for developing these skills include the set of Thinking Maps described below.

Design

Thinking Maps (adapted from www.thinkingmaps.com) visually represent the relationships between ideas that drive thinking in secondary school classrooms. Thinking Maps show students what thinking looks like. When students can see the thinking on an external map, they can eventually internalize thinking patterns, produce them on their own, and recognize opportunities to use them as tools to comprehend academic oral language and text.

Each map below connects directly to an academic way of thinking critical for participation in secondary classes. The maps support students to develop ATLL across content areas and grade levels. There are several different maps to represent these skills, but the following have been the focus for SIFE.

ATLL (academic thinking, language & literacy)	Thinking Map
• Generate Ideas	• Semantic Map
• Classify • Support Ideas with Details	• Tree Map
• Compare and contrast	• Compare & Contrast Map
• Connect cause and effect relationships	• Cause & Effect Map
• Analyze narrative	• Story Map

Implications for Instruction

While thinking maps are designed as scaffolds for learning, students with limited home language literacy struggle with the abstract, two-dimensional world of thinking maps. Students will need plenty of time to understand and practice using them.

Familiar or "close-to-home" examples are used to teach the thinking skill, which lightens the cognitive load. Familiar context is used to learn a new skill. Then students apply this skill to new academic content.

Students can engage in rigorous thinking, even if they are new to the language, because the maps *visually represent* concepts and relationships between them. This allows students to construct maps using only key words and phrases in home language and/or English. Students then learn the academic language to connect the ideas in the map through speaking and writing about these relationships.

Students learn how to use different maps together. For example, many ideas are generated in the Semantic Map, and then move into one of the other maps that represent the relationships between the ideas. The maps also support students to internalize text structures, which is the internal organization of the text. This is a highly transferable and critical skill for comprehending and producing texts throughout secondary school and beyond.

To summarize, Thinking Maps:
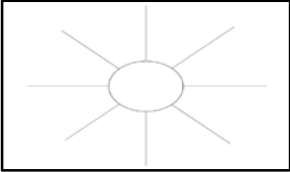
- Allow students to build a skill using examples based on prior knowledge and familiar topics;

- Provide a common tool for key thinking processes required in U.S. secondary classrooms;

- Transfer to all disciplines and grade levels;

- Work together to support critical thinking;

- Support, identify and analyze text structure and relationships between ideas;

- Support comprehension of academic language in text;

- Support students to generate ideas and organize writing; and

- Offer formative and self-assessment opportunities.
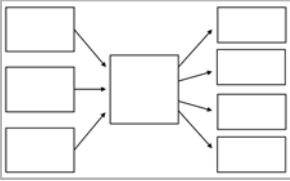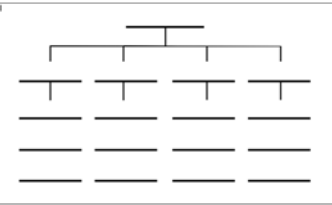
References
Thinking Maps, Inc (2018). *Thinking Maps*, Retrieved from https://www.thinkingmaps.com/

Thinking Maps: At a Glance

There are several maps for each type of academic thinking. With SIFE, we begin teaching and practicing the skills using the following maps, then expose students to additional maps they might encounter in other classes.

Academic Thinking Skill	Map	Questions	Language: Speaking & Writing
Generate Ideas *Use the semantic map to generate ideas about a topic/prompt using key words and phrases.*	**Semantic Map**	• What do we know about _____? • How can you describe _____? • What are the most important things about _____?	• _____ *is/are* _____. • _____ *has/have* _____. • _____ *likes/like* _____. • *I think* _____ _____.
Compare & Contrast *Use the chart to show similarities and differences between two objects, people, topics, and themes.*	**Compare & Contrast Map**	• How are _____ and _____ similar? • What do _____ and _____ have in common? • How are _____ and _____ different?	Similar • _____ *and* _____ *are alike because...* • *Both* _____ *and* _____ *are/have* _____. • *… Similarly …* Different • _____ _____, *but* _____ _____. • _____ _____. *However,* _____ _____. • _____ _____. *On the other hand,* _____.

Academic Thinking Skill	Map	Questions	Language: Speaking & Writing
Connect Cause & Effect *Use the Cause & Effect map to show multiple causes and effects of important events.*	**Cause & Effect Map**	• Why did _____ _____? • What caused _____? • What led to _____? • What were the effects of _____? • What was the impact of _____? • What was the result of _____?	• _____ *because* _____. • _____, *so* _____. • _____. *Therefore,* _____ • _____. *Consequently,* _____. • _____. *As a result,* _____. • _____ *led to* _____. • *When …,* _____.
Classify *Use the general-specific map to sort examples into categories and to determine main ideas and supporting details.*	**Tree Map**	• How can we group these? • Which words/ ideas go together? • What are examples of (category)? • What do these examples/details have in common? • Which details support the main idea? • What is the main idea for these details?	• *These are all* _____. • *Examples of* _____ *are* _____. • _____ *is not in this group because* _____. • *These are different types of* _____. **Main Idea: Reading** • *One main idea is … One detail is … Another detail is …* **Main Idea: Writing** *(Topic sentence/introduction)* • *For example, (supporting detail).* • *In addition, (supporting detail).* • *Also, (supporting detail).*

Academic Thinking Skill	Map	Questions	Language: Speaking & Writing
Retell a Story *Use the story map to retell and analyze elements of a narrative.*	**Retell Map** 	• Who is this story about? • Where does the story take place? • What is the problem? • How does _____ feel? • What does he/she want? • What does he/she decide? • What happens? • How does the story end?	• *This story is about _____.* • *The story takes place in …* • *The problem is that …* • *_____ feels _____ because …* • *He/she wants …* • *So he/she decides to …* • *First he/she …* • *Then, …* • *After that, …* • *In the end, …*
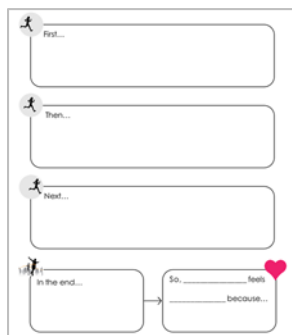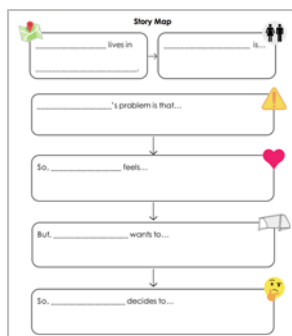
Thinking Maps: General Protocol

Purpose

By secondary school, it is often assumed that students have experience with the maps. But this is generally not the case for SIFE. Although SIFE likely have developed skills like sequencing events, connecting cause and effect relationships, and comparing things in real-world contexts, they most often do not have experience applying these skills in an academic context. However, with direct instruction and practice using ✋**Model & Release**, the Thinking Maps can be used to bridge these thinking skills from familiar examples to new academic content.

The general protocol below outlines how to model the thinking itself, how to use the map to represent the thinking, and how to talk and write about the content using key words they have written in the map and language forms to generate sentences. Although each map is different, teach each type of map following the same general protocol. The protocol is explained using the **Compare & Contrast Map**, but simply adapt the protocol for the other maps.

✏ **Note:** *In this model, students are comparing and contrasting two fruits, to ensure that the input is concrete. Adapt as needed in response to your students' knowledge and skills.*

Day 1

Prepare

Select two familiar objects that are appropriate for your students which have similarities and differences that they can easily identify. For example, you can bring in two items of clothing, pack an apple and banana to bring to class, or choose two classroom items, like a book and a magazine. Please note that we use an apple and banana to demonstrate the protocol below.

Steps | Familiar Content: Objects

1. **Introduce the thinking:** Let students know that today they are going to learn to think, talk and write about the ways two things are similar and different.

2. **Brainstorm with a familiar example:** Show the apple and banana and elicit from students the name of each. Then, project the slide with both fruits. Direct students to Think-Pair-Share about each fruit, ideally with home language partners. Elicit responses from students,

providing English words and phrases where needed. Draw Semantic Maps around each fruit on the slide, and label each. Prompt students as needed to gather the similarities and differences. Read all words chorally when listed.

3. **Engage SIFE in academic thinking**: Elicit words/phrases from students that show what is similar about the two fruits. Draw lines to connect these across the images. Do the same for differences.

4. **Model how to populate the Thinking Map**: Project the **Compare & Contrast Map** and show/explain that in school we often need to show how two things, books, events, etc. are similar and different. Label each box on the map. Hold up and read one sort card. Show the three parts of the map. Ask if the card shows something that is similar or different between the apple and banana. Show students where you will put this card, in the "Both" section, or just the "Apple" or the "Banana" section.

5. **Shared Instruction**: Invite students to do another example with you, this time with a difference to show that the card goes into only one box because it is true of only this one thing.

6. **Collaborative practice**: Distribute a Compare & Contrast Map and a set of Sort Cards to each pair of students. Direct them to say each word/phrase and place it on the map according to similarities and differences. Circulate and observe/prompt partner work.

7. **Shared map**: Project your blank map. Elicit responses from partners and write words/phrases in the appropriate place. Be sure to line up differences in the same row (e.g., *red* for apple and *yellow* for banana in the same row, because you will name this row "Color"). Encourage students to share in home language, as well as in English.

8. **Develop sentences using key words and transitions**: Explain that we have organized word/phrases on the map that show similarities and differences. But we need to use sentences to make these connections even clearer. Elicit simple sentences from students to talk about the differences, such as: *The apple is red.* The banana is *yellow*. Write these sentences on the board next to each other, with a blank space in between them, and *without* capitals or periods. Read the sentences aloud chorally. Ask students if they know a small word in English that means there is a difference between two ideas. Gesture with your hands to show contrast.

9. Provide the word *but* for students. Insert *but* between the two simple sentences. Read the sentences with *but* in the middle. Show them that *but* allows us to combine two sentences into one longer one that shows a difference. Elicit from students what is needed at the beginning and end of the sentence and add a capital and period. Read chorally with students. Continue eliciting differences with students. When all differences have been shown in sentences, continue with similarities. Use *and* to combine the sentences, or *Both … and …,* which is more complex. Add these to the chart and read.

| Day 2 |

Prepare

- Type the compare and contrast sentences from Day 1.
- Gather two sets of markers, each a different color.
- Find and copy pictures of two different people for students to compare and contrast.

Steps | Familiar Content: Pictures

1. **Language review**: Hand out the typed version of yesterday's sentences. Direct partners to read the text silently and to underline all the *"both, and"* words in one color, and the *"but"* words in another. Partners then read aloud to each other. Elicit from students what *both, and,* and *but* signal. Tell them good readers look for these clues. For example, say: "If I see *but* in a sentence, I am looking for two ideas that show a difference."

2. **Collaborative practice:** Distribute the people pictures to each pair of students. Pictures of people are slightly more abstract than objects. Direct students to take out a blank piece of paper and draw their own Compare & Contrast Map. If needed, students can trace as a scaffold. The goal is to get students making their own map as soon as possible. Distribute a set of pictures to each student and direct partners to do what they did previously. Label, identifying as similar or different, then copy the words into their maps in the appropriate place. Partners then practice writing compare and contrast sentences and share out. Catch & Release as needed, depending on how much support students need. Invite students to share out.

Academic Content

1. **Shared instruction**: Now analyze the content of the set and the guiding question (if appropriate). Go through all the steps, constructing the map, labeling (if possible), and populating the map with key words. Invite students to share key words/phrases for the map.

2. **Collaborative practice**: Release to triads to construct a Compare & Contrast Map on chart paper using the content of the set. Triads orally present their maps, using the keywords and academic language (transitions) to explain the content through the lens of the "thinking" skill.

3. **Independent practice**: Students write sentences that explain the Thinking Map in their notebooks.

General Notes

- Continue to give students ongoing practice with academic thinking, language, and literacy (ATLL) skills using the Thinking Maps. Use daily speaking and writing for students to create a map, populate with key words, and write sentences using academic language. You can gather these sentences, type them, and then use them in a revision mini-lesson.

- Teach and give practice in using a few maps together. For example, start with a Semantic Map and then use it to compare and contrast, or to connect cause and effect relationships.

- Build the language of the Thinking Maps in both reading and writing. Support students to notice transition words as clues to text structure/academic thinking (e.g., *but* signals a contrast, *because* signals cause and effect) when reading, and to express ideas using the language when speaking and writing.

- Thinking Maps are tools for thinking. Though they offer teachers and students valuable opportunities for formative and self-assessment, they were not designed to be a final product that is formally assessed. Consider how your students might benefit from using a Thinking Map to show content understanding and adapt the guidelines appropriately.

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- ✎ **Note:** The work around using thinking maps with SIFE has been strongly influenced by the MALP research and design by Andrea DeCapua and Helaine Marshall. http://malpeducation.com/

Generate Ideas with a Semantic Map

The Thinking

The **Ideas** trait is listed first on the 6+1 Traits of Writing as well as many other writing rubrics, emphasizing ideas as the engine of writing. Although errors with writing mechanics (grammar, capitals, periods, spelling) and handwriting are frequent and glaring in SIFE writing, it is critical to understand and send the message to students that writing is, first and foremost, about **communicating ideas**. The language mechanics simply help to communicate the ideas.

> ✏ *Note: This parallels the same message in reading. Comprehension is the goal, and decoding, recognizing sight words, and attending to punctuation are in service of understanding what we read.*

Because many SIFE have not yet developed literate identities, they often struggle to get ideas on paper. In generating ideas using a semantic map, students learn to brainstorm key words and phrases without the pressure of writing in full and accurate sentences.

> ✏ *Note: The 6+1 Traits of Writing is a framework used to teach and assess student writing; it identifies 7 categories for developing student writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. This rubric can be used to score student work for third grade an onward (Education Northwest, 2018).*

The Maps

A simple but powerful tool to support generating ideas is the semantic map, sometimes called a concept map. The topic or text goes in the center and ideas are generated around it. From the beginning of the year, students create their own semantic maps. Labeling a picture is also a task for generating ideas, which uses an image as the input instead of a topic. As the year goes on, it is also important to show students other tools for generating ideas. The semantic map is the foundation for the other thinking maps, which require students to analyze the relationships between ideas.

The Language

- What do we know about _____?
- How can you describe _____?
- What are the most important things about _____?

- _____ *is/are* _____.
- _____ *has/have* _____.
- _____ *likes/like* _____.
- *I think* _____ _____.

Example: Generate Ideas

big

many
people

immigrants

exciting

New York City

buildings

opportunity

subways

different
languages

cold in
winter

loud
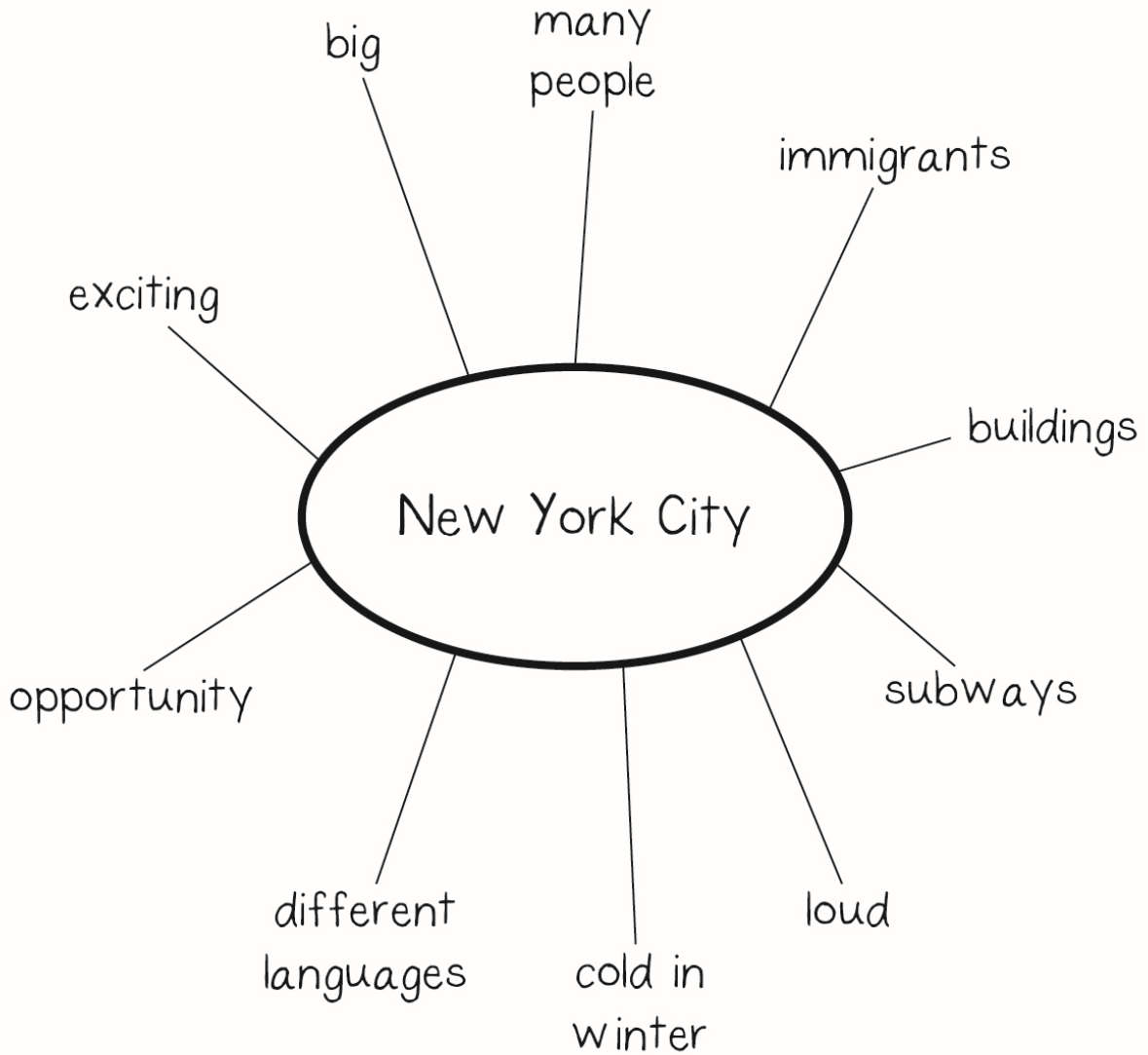
References
Education Northwest (2018). 6+1 Trait Writing Rubrics. Retrieved from:
https://educationnorthwest.org/gateway/download/354511/1557341297

Classify Using the Tree Map

The Thinking

Classifying is the ability to group things according to shared characteristics. Understanding the relationship between examples and categories, or details and main ideas, is central to academic thinking, speaking, and writing. Students need to be able to see similarities and patterns across the details in order to group or classify them into larger categories. The goal is for students to fluidly connect specific to the general categories to which they belong.

The Maps

There are several maps that students might use to show relationships between details and categories. We use the Tree map, because the lines support SIFE who struggle with writing. Another common map to support classifying is the cluster map.

The Language

- How can we group these?

- Which ones go together?

- What are examples of (category)?

- What do these examples/details have in common?

- What details support the main idea?

- What is the main idea for these details?

- *These are all _____.*

- *Examples of _____ are _____.*

- *_____ is not in this group because _____.*

- *These are different types of _____.*

Main Idea: Reading

- *One main idea is … One detail is … Another detail is …*

Main Idea: Writing

- *(Topic sentence/introduction).*

- *For example, (supporting detail).*

- *In addition, (supporting detail).*

- *Also, (supporting detail)*

Example: Classify

Tree Map

```
                        ┌─────────────────────────────┐
                        │           Haiti             │
                        └─────────────────────────────┘
                   ┌──────────────┼──────────────┐
         ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
         │  geography   │ │  languages   │ │   culture    │
         └──────────────┘ └──────────────┘ └──────────────┘

          mountains          Creole            dance
          ─────────          ──────            ─────

          beaches            French            soccer
          ───────            ──────            ──────

          island                              expressive
          ──────                              ──────────
```
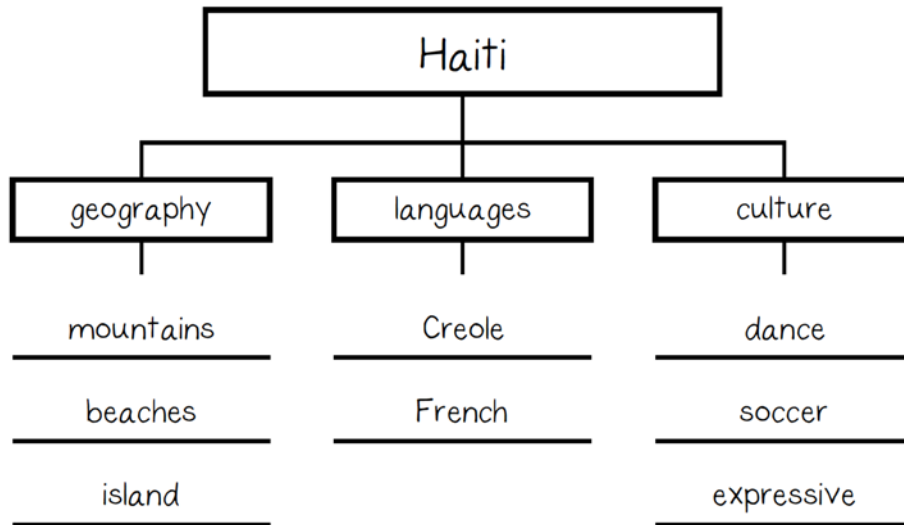
Cluster Map
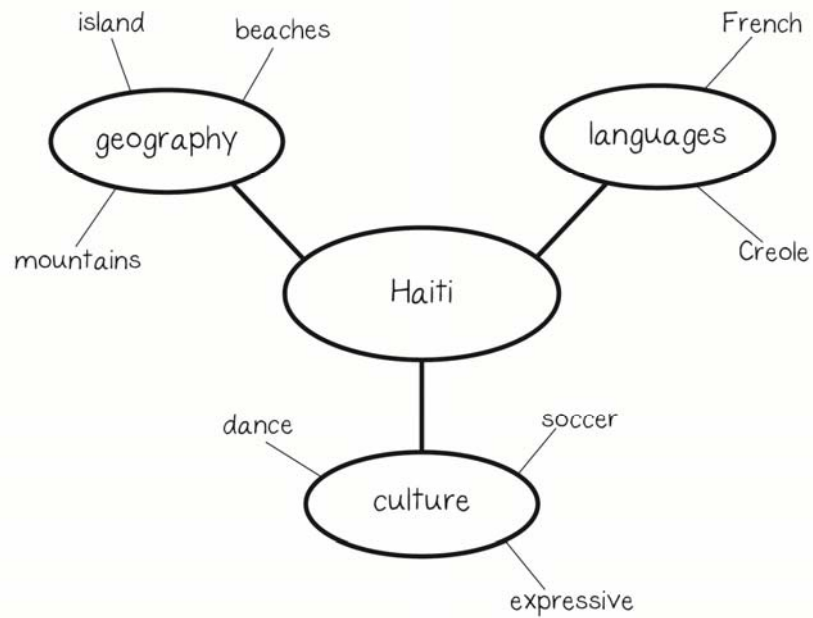
Compare & Contrast

The Thinking

Identifying similarities and differences is one the most powerful academic skills students can learn. Comparing and contrasting is one way to do this. When students analyze more than one text side by side, they have opportunities to notice patterns and better understand academic concepts. For example, students deepen understanding of story elements when they compare and contrast characters and themes across two texts. Students deepen their understanding of power and freedom when they analyze how the concepts manifest in two stories. When students close read two texts, they can compare and contrast language and author's craft.

The Maps

There are several maps that students might use to express similarities and differences. Although the Venn diagram and double bubble map are common, we chose a chart with lines, which is easier for SIFE to generate and populate on their own. It is important, however, to expose SIFE to the other maps for comparing and contrasting they will likely encounter in other classes.

The Language

- How are _____ and _____ similar?
- What do _____ and _____ have in common?
- How are _____ and _____ different?

Similar

- _____ and _____ are alike because …
- Both _____ and _____ are/have _____.
- … Similarly ….

Different

- _____ _____, but _____ _____.
- _____ _____. However, _____ _____.
- _____ _____. On the other hand, _____.

Example: Compare & Contrast

Comparing Two Characters in a Text

	Iqbal	Emmanuel
country	Pakistan	Ghana
problem	worked as a child	born with one leg
ending	died	survived

Iqbal and Emmanuel

- determined, worked hard for goal

- traveled around to spread message

- impact on others' lives, inspired others
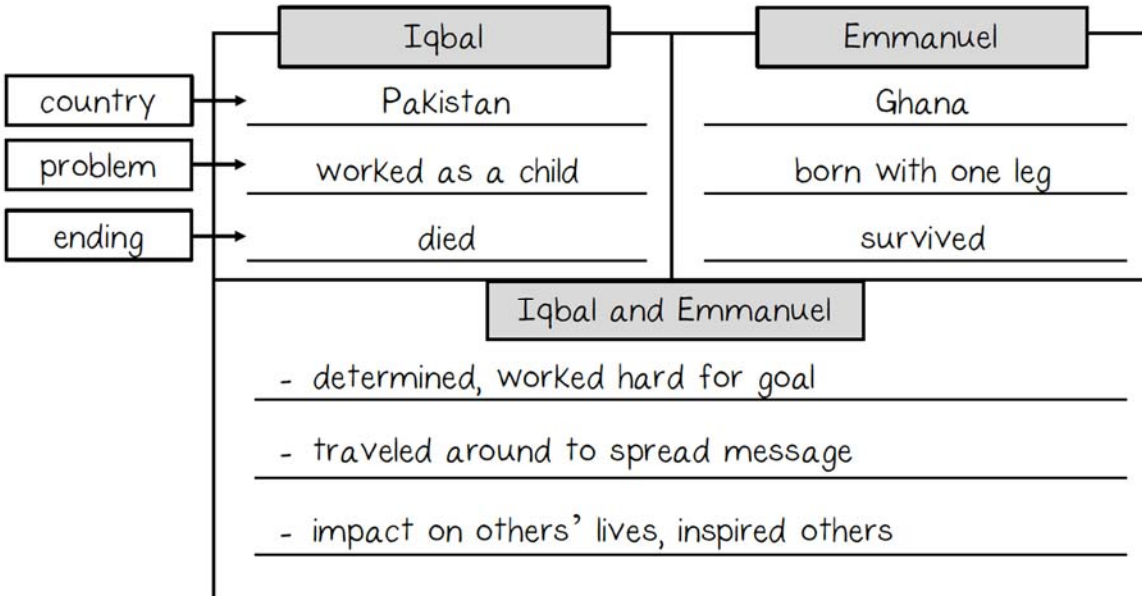
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Identifying Cause & Effect

The Thinking

Cause and effect relationships are a cornerstone of all content areas. It is not enough for students to understand events in isolation or even in a sequence, such as what happens first, next, and last. Identifying and analyzing cause and effect relationships is fundamental to understanding history, science, and literature, as well as world events, more generally.

The Maps

There are several maps that students might use to express cause and effect relationships, depending on the content. The common element is the box and arrow. Students internalize, through modeling and repeated practice that the cause comes first in a box followed by an arrow connecting to the effect. It is best to first introduce the concept with the "one cause, one effect" version of the map, then move into more complex versions over time. Cause and effect relationships vary greatly across topics and texts, therefore maps will vary. The sooner students learn to generate their own maps, the more accurately they can express the cause and effect relationships they identify.

The Language

Causes

- Why did _____ _____?
- What caused _____?
- What led to _____?

Effects

- What were the effects of _____?
- What was the impact of _____?
- What was the result of _____?

- _____ *because* _____.
- _____, *so* _____.
- _____. *Therefore,* _____.
- _____. *Consequently,* _____.
- _____. *As a result,* _____.
- _____ *led to* _____.
- *When ...,* _____.

Example: Cause & Effect

One Cause, One Effect

Soldiers take Nasreen's father	→	- Nasreen sad - Does not speak
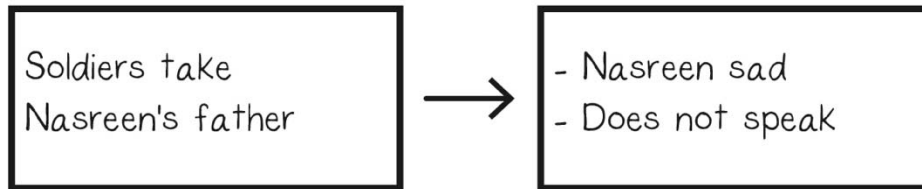
Several Causes → Event → Several Effects

```
schools                                    Nasreen
for girls                                  talks
forbidden
          ↘
            ┌──────────────┐        ↗
            │  The         │
Nasreen ──→ │  grandmother │ ──→  Nasreen
home alone  │  takes       │      learns many
            │  Nasreen     │      things
            │  to a secret │
            │  school.     │        ↘
grandmother ↗└──────────────┘      grandmother
worried                            happy,
                                   proud
```
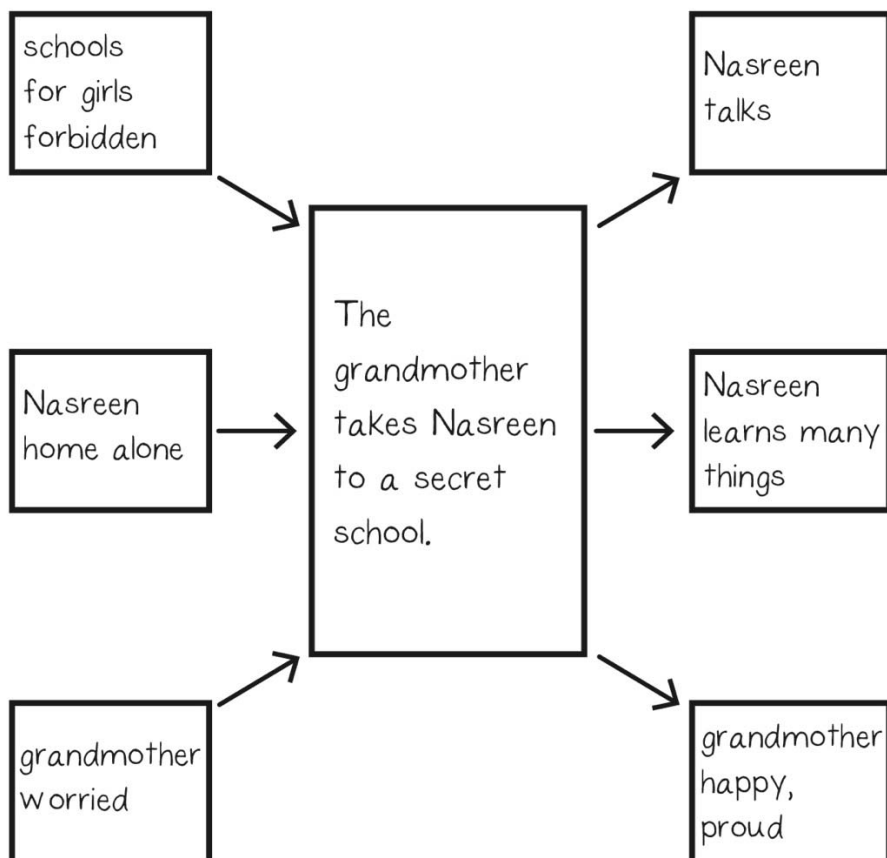
Retell Using a Story Map

The Thinking

Like other students, SIFE must read and understand several narrative texts in middle and high school. Ideally, this reading takes place within rich thematic units where students analyze stories through the lenses of the essential questions and central concepts. Although many SIFE come from story-rich cultures, they often struggle with the stories they encounter in U.S. classrooms due to limited background and cultural knowledge, unfamiliar English language, and a lack of overall schema for reading stories.

While many non-SIFE have learned to identify story elements in the early grades using more simple texts, SIFE have not yet developed this academic thinking, language, and literacy skill. Therefore, we must teach SIFE story structure. When students internalize the elements in stories, they have schema to approach and analyze new stories, which supports prediction and comprehension. This level of text comprehension is the foundation for more complex analysis of text including theme, author's purpose, and craft.

The Maps

There are many different story maps used across K-12. We recommend this story map for SIFE for the reasons below. In the example on the next page, story structure has been taught using a film. As with the other thinking maps, it is important to expose students to other story maps across the school year, once they have internalized story elements. We also suggest that you expose students to the terms they are likely to encounter in those maps in other classes, such as exposition, plot, and climax.

We chose this map for the following reasons:
- It highlights **specific elements** of stories (not just beginning, middle, end)
- It allows us to use **functional/everyday terms** for elements
- Each element is represented by a **meaningful symbol** to support the concept
- It targets both **internal** (think, feel, want, decide) and **external actions** of characters
- It **supports determining theme** because students can see character change
- It **scaffolds student oral** (and written) retell
- It **supports compare & contrast** because students can analyze maps side by side

The Language

- Who is this story about?

- Where does the story take place?

- What is the problem?

- How does _____ feel?

- What does he/she want?

- What does he/she decide?

- What happens?

- How does the story end?

- This story is about _____.

- The story takes place in …

- The problem is that …

- _____ feels _____ because …

- He/she wants …

- So, he/she decides to …

- First, he/she…

- Then …

- After that, …

- In the end, …

Example: Retell

Teaching Story Structure

This example uses the film *Rabbit Proof Fence*.

Story Map

_____Molly_____ lives in _____Australia_____.

_____Molly_____ is... a girl and an aborigine.

_____Molly_____'s problem is that... police kidnap her and take her to school.

So, _____Molly_____ feels... scared and angry.

But, _____Molly_____ wants to... go home.

So, _____Molly_____ decides to... escape.

First... Molly leaves in the rain, takes Daisy and Gracie.

Then... she follows the fence, outsmarts the tracker.

Next... gets help, never gives up, follows the spirit bird.

In the end... she returns home to her village.

So, _____Molly_____ feels _____happy_____ because... she is with her family again.

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Recap of Instructional Protocols

The instructional protocols introduced in the previous section align with the Hallmarks for Advanced Literacy (NYSED, 2017). In the table below, a check indicates that that the protocol fosters this hallmark, and a blank box indicates that that hallmark for Advanced Literacy is not fostered.

Protocol	1: Work with **engaging texts** that feature **big ideas and rich content.**	2: **Talk /discuss** to build both conversational and academic language and knowledge.	3: **Write** to build academic knowledge.	4: Study a small set of **high utility vocabulary words** and **academic language structures.**
Model & Release	*This is an overall approach to teaching and practicing all of the protocols below in order to build independence.*			
See-Think-Wonder	✓	✓	✓	✓
Language Experience Approach	✓	✓	✓	✓
Think-Pair-Share		✓		✓
Translate Essential Question	✓	✓	✓	✓
Daily Writing			✓	✓
Hot Seat	✓	✓		✓
Thinking Maps	✓	✓	✓	✓
Scaffolding Production in English	✓	✓	✓	✓
Read-Retell-Respond	✓	✓	✓	✓
Determine Word Meanings		✓		✓

APPENDIX

GUIDELINES TO DETERMINE INSTRUCTIONAL SUPPORTS FOR SIFE

Based on the assessment and identification data collected, determine how to best support SIFE and SIFE with Developing Literacy given their home language literacy assessments and home country educational histories. Use the following guiding questions to determine whether students need a sheltered program, and what additional instructional and social emotional support the students need.

1) Is the student's home language literacy **above 3rd grade?**

Students who score above a 3rd grade level in the MLS have consolidated their foundational skills in their home language. It is likely they will therefore have home language skills they can transfer to learning to read and write in English. Though they may not need instruction in foundational literacy, they may need continued literacy instruction in fluency, vocabulary, and comprehension in English. Use home language assessments to determine what kind of support they will need in the heterogeneous mainstream classroom in your school. Also, determine what type of small group literacy support the student may need if literacy intervention or extended instructional time is provided.

2) Is the student's home language literacy **at or below 3rd grade**?

Students with home language literacy at or below 3rd grade level will need literacy and academic intervention beyond what your school's core instructional program provides. Early literacy home language assessments will provide insight into specific foundational literacy skills that may need to be explicitly taught to students who are SIFE with low levels of home language literacy. These students are candidates for a sheltered program, such as the Bridges for Academic Success program.

3) Based on the home language assessments, is the student **new to print**, or **at or below 1st grade**, in their home language literacy? Note that the MLS does not provide this information.

Students in this situation need strategic intervention and instruction in early reading skills, because they have not developed these skills to transfer from their home language to English.

4) Is it possible to provide **home language foundational literacy instruction** for students who are **below 3rd grade** in home language literacy?

Where possible, students develop foundational literacy skills best when taught in a language with which they are familiar. Providing foundational literacy instruction in the home language will support transfer of literacy skills to learning to read in English.

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