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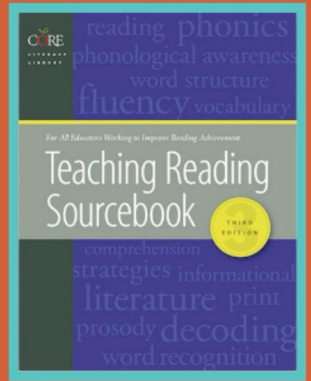
We come!

We're so glad you're here

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Language, Literacy, Lasting Impact

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Guest Speakers



Dale W. Webster
President, CORE

Connect with Dale



Maya Valencia Goodall
Chief Impact Officer

Connect with Maya



Connect with CORE Learning



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Special Section

Effective Instruction: The Intersection of Structured Literacy and Second-Language Acquisition for Multilingual Learners

by Maya Valencia Goodall, Marisa Gomez, and Dale W. Webster

Over the past quarter-century, national awareness of multilingual learners (MLs)—particularly those with emergent English proficiency, federally known as English Learners (ELs)—has steadily grown. Note that we use multilingual learners to describe all students who come to school with two or more languages, regardless of the status of their English proficiency. This awareness is timely, as children who speak a language in addition to English at home represented 21% of all students in 2022 (KIDS COUNT Data Center, 2022), with estimates indicating that MLs could represent 40% of the school-aged population by 2030 (National Association for the Education of Young Children, 2009). With such a demographic shift predicted, the perspective on meeting the needs of a theoretically monolingual classroom must evolve along with student populations. Far greater numbers of learners are acquiring English than a single specialist or English language development add-on program can serve, so any sense of urgency over their academic achievement must extend into our shared consciousness because it no longer describes a small proportion of learners.



The Opportunity for Multilingualism

When PreK-12 students prefer a language besides English, their dominant language is often viewed as a barrier to academic success. Meanwhile, English-dominant students are celebrated for acquiring a second language. We could resolve this inequity by offering all students the opportunity for multilingualism.

AUTHORS

Maya Valencia Goodall

Marisa Gomez

There are positive and emphatic benefits to multilingualism, starting in infancy and following individuals through adulthood. People who speak more than one language have stronger executive function and working memories, and benefit from delayed onset of dementia and Alzheimer's disease compared to their monolingual peers (Bialystok et al., 2012; Cookman et al., 2020; Kiroian et al., 2010; Malik-Morrison et al., 2020).

Effective Instruction: The Intersection of Structured Literacy and Second-Language Acquisition for Multilingual Learners

The Opportunity for Multilingualism



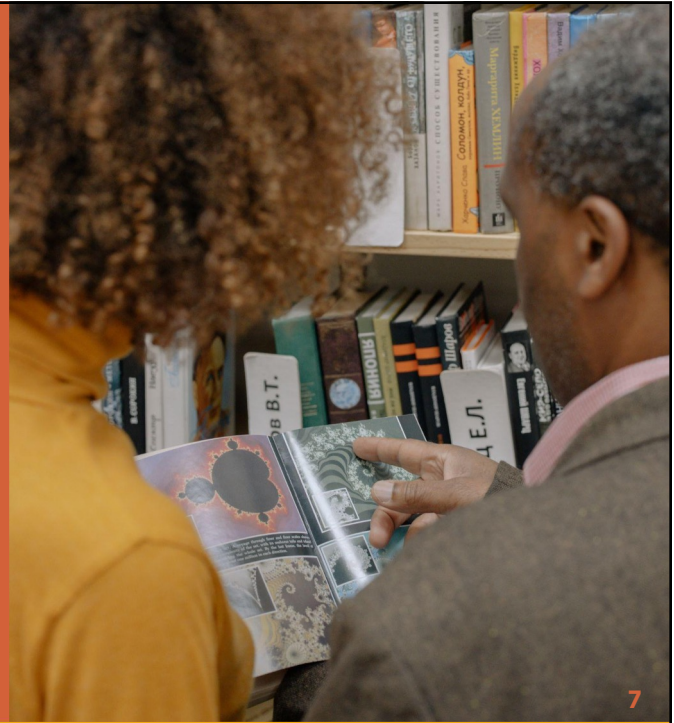
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Learning Objectives:

- Explain why oral language is the foundation for reading and writing
- Identify key elements of spoken language that support literacy
- Use strategies to build oral language in diverse learners



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Learning Objective One: Why is oral language the foundation for reading and writing?

8



It begins with spoken language + interaction

- Our brains are wired for it
- It is a human need
- It needs to be explicitly taught



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KETK NBC. (n.d.). Viral video of baby talking to his dad will melt your heart [Video]. YouTube. <https://www.youtube.com/watch?v=CejhQC9h>

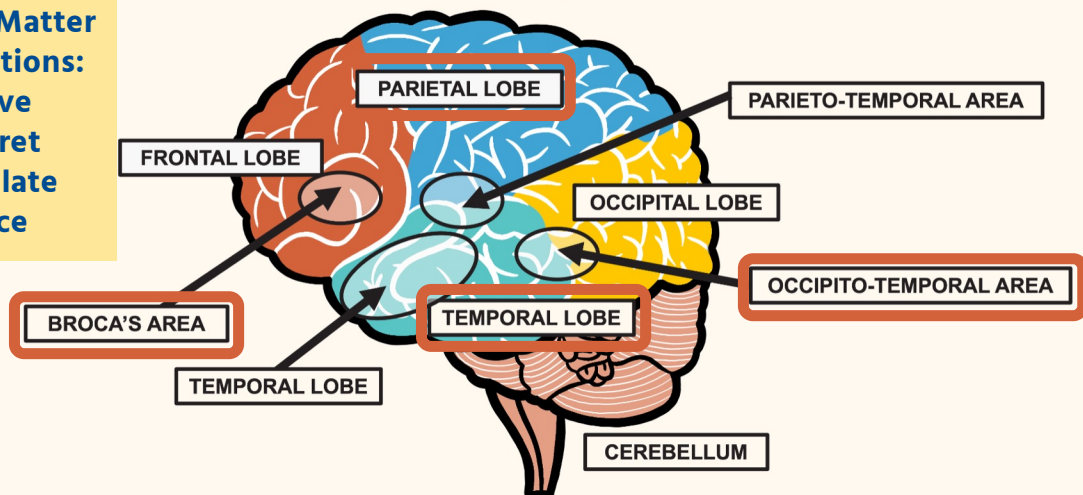
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The Language Brain

White Matter connections:

- Perceive
- Interpret
- Formulate
- Produce



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Implications for MLs

- Substantial overlap across languages
- No isolated language networks for each language
- Draw on shared and interacting systems that can simultaneously develop
- Educators can invite students to draw on their existing linguistic knowledge
 - Connect ideas across languages
 - Use cognates
 - Compare structures (cross-linguistic transfer)
 - Rehearse meaning
- **Learning more than one language develops capacity within an interconnected system**



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HOUSE OF LANGUAGE & LITERACY



GOODALL, WEBSTER, 2023



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Why Oral Language is the Foundation for Literacy

“While MLs benefited from instruction that focused on the five essential components of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension—they also **required simultaneous, systematic English oral language development. Well-developed oral (i.e., spoken) English proficiency is associated with English reading comprehension and writing skills.**” -NLP, 2006, 2010



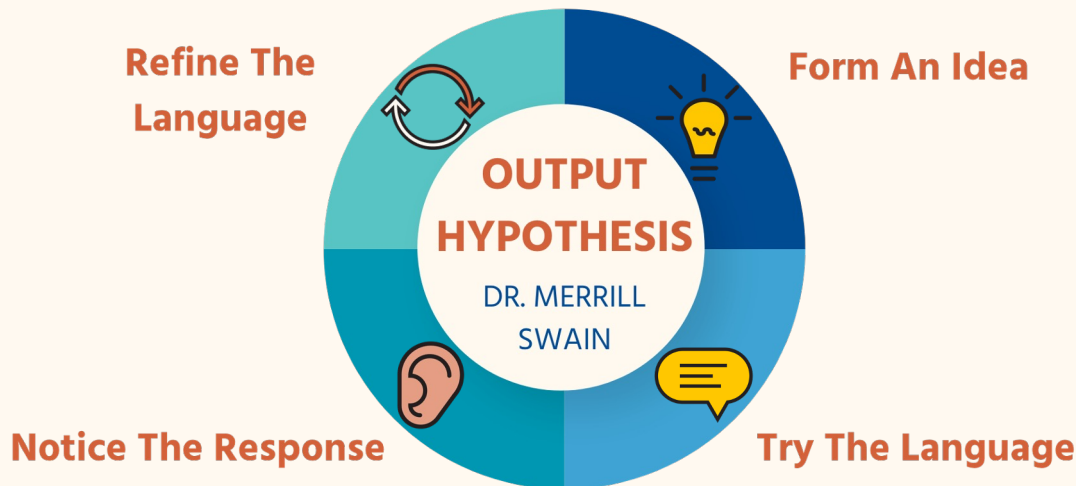
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Developing Literacy in Second-Language Learners: Report of the National Literacy Panel for Language Minority Children and Youth (August & Shanahan, 2006, 2010)

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Language Is Something You DO



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Long, Interaction Hypothesis. Swain, Output Hypothesis

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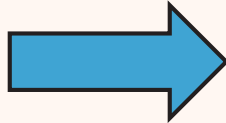
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Why is oral language the foundation for reading and writing?



Quick write

On your own for 3 minutes.



Partner Discussion

Choose who speaks first.
2 minutes per person.



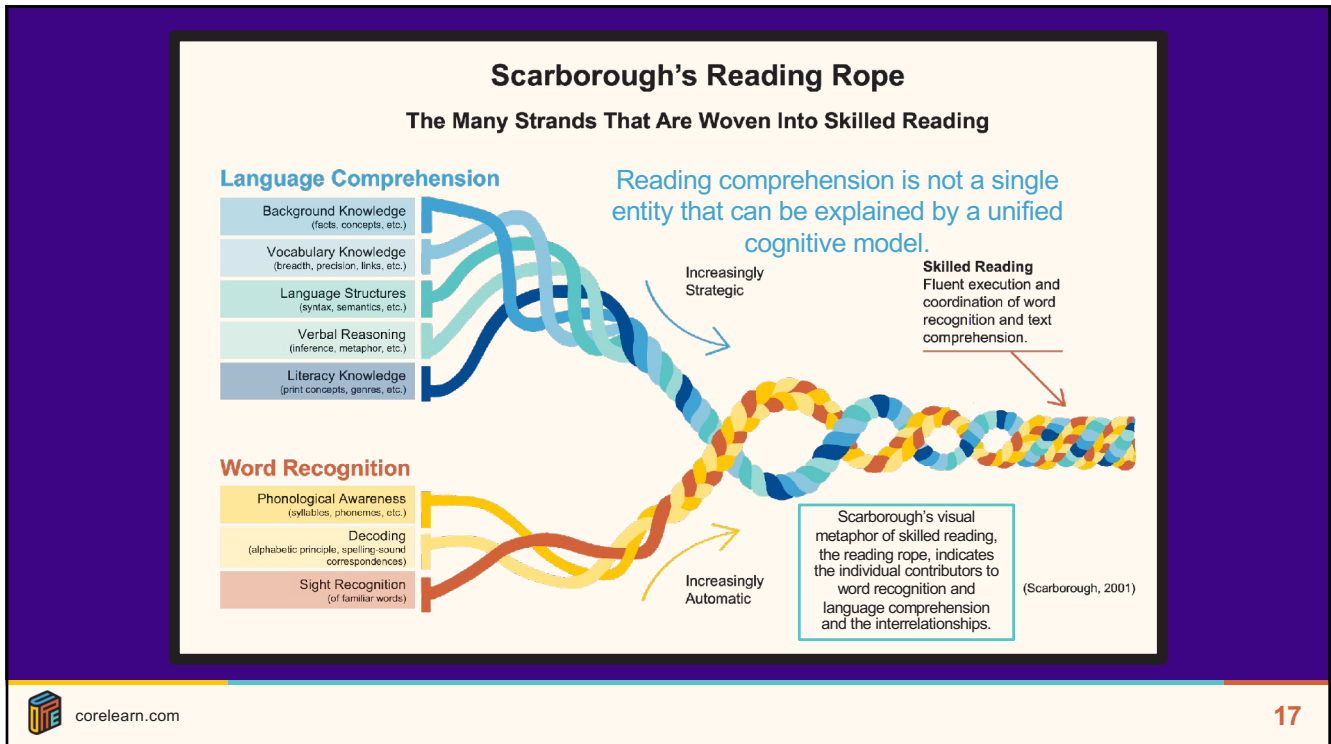
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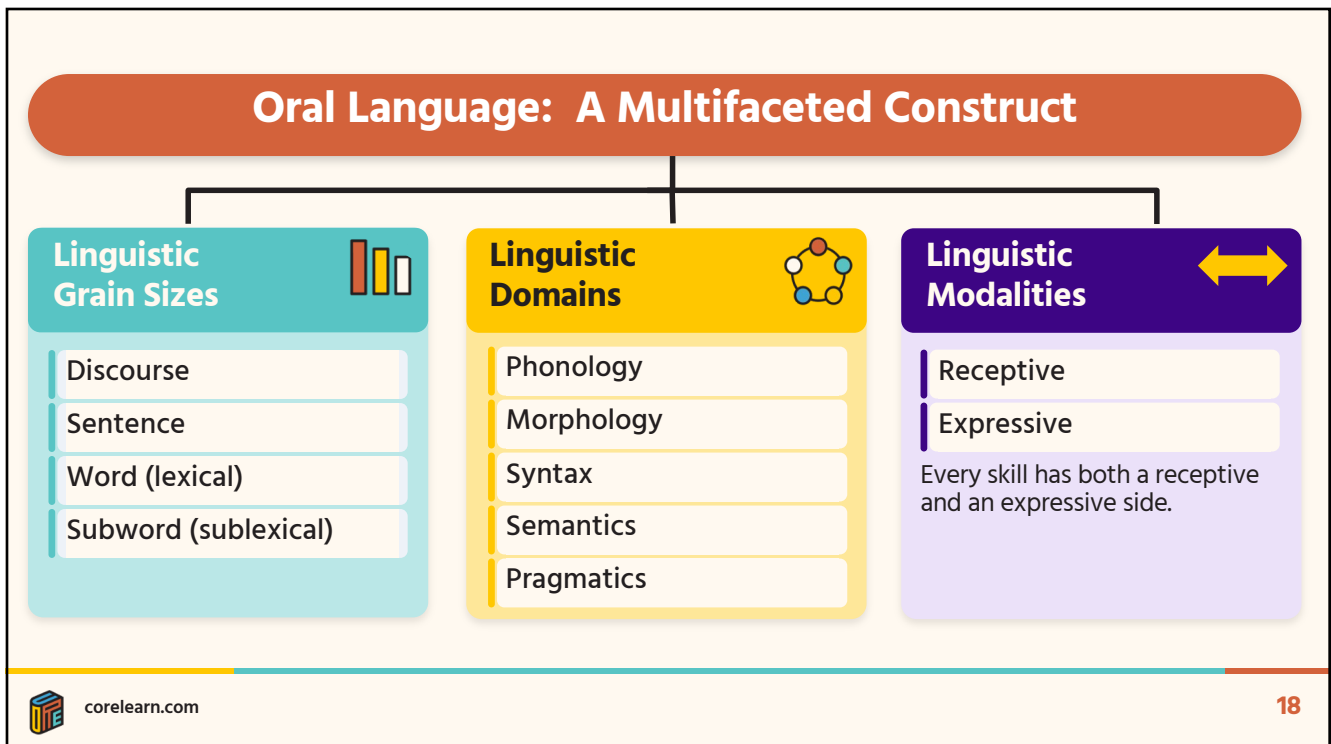
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Learning Objective Two:
What are the key elements of
spoken language that support
literacy?

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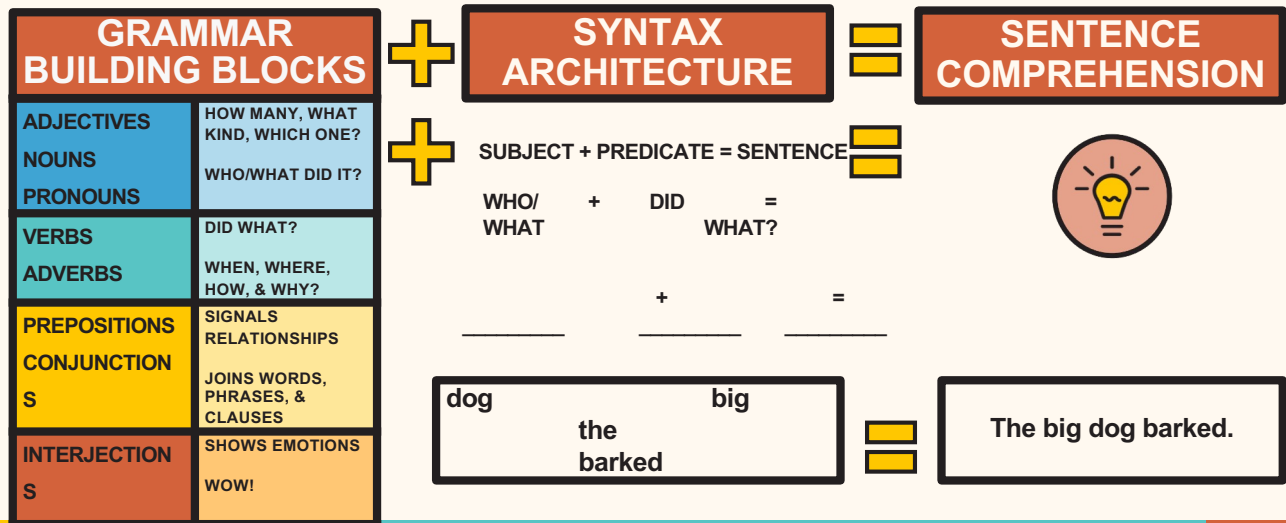
1. Linguistic Grain Sizes

Discourse	listening comprehension and oral production/composition — understanding and generating extended spoken language
Sentence	sentence comprehension and sentence construction skills
Lexical (Word)	vocabulary knowledge and word-level processing
Sublexical	knowledge of phonemes and morphemes (some morphemes also function at the lexical level - free vs bound)

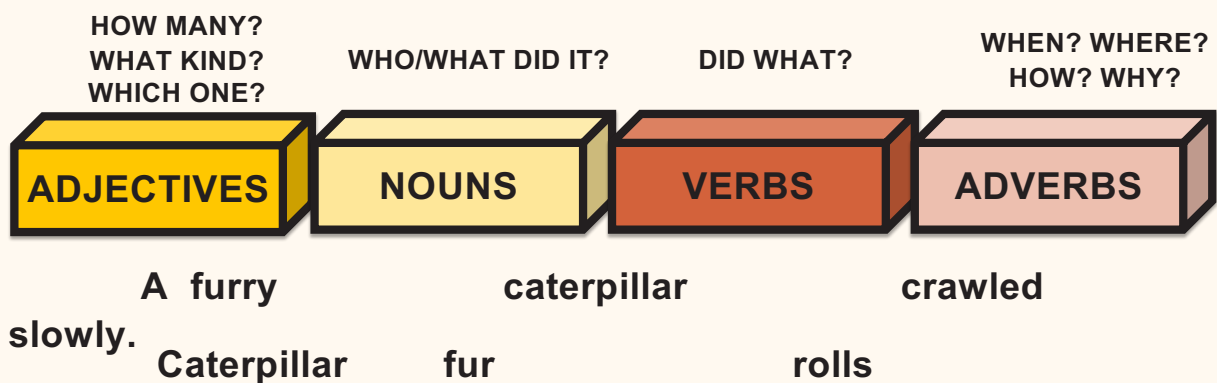
2. Linguistic Domains

Phonology	the system of speech sounds and how they function within a language
Morphology	the structure and formation of words, including how morphemes combine to create words
Syntax	the rules governing word arrangement to form grammatically acceptable sentences
Semantics	meaning across grain sizes — morphological, word, and phrase/sentence/discourse meaning
Pragmatics	the appropriate use of language in social contexts, shaped by situational factors and intent

Grammar & Syntax



Syntax Impacts the Function



Grammar provides the building blocks for meaning.
Syntax provides the architecture for meaning.

3: Receptive and Expressive Modalities

Receptive	Expressive
- Understanding and processing language input - Example: listening comprehension - The ability to take in spoken (or written) language and construct meaning from it	Producing and generating language output - Example: oral production and speaking - The ability to generate and produce spoken (or written) language to convey meaning



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Putting It Together: Grain Size × Modality

Discourse, sentence, and word levels are opportunities for spoken language practice.

Grain Size	Oral: Receptive (Listening)	Oral: Expressive (Speaking)	Literacy: Receptive (Reading)	Literacy: Expressive (Writing)
Discourse*	Listening comprehension	Oral composition	Reading comprehension	Written composition
Word (lexical)	Receptive vocabulary	Expressive vocabulary	Word reading/vocabulary	Spelling
Sublexical (subword)	Meaning: morphology (morphemes)	Sound: phonology (phonemes)	Graphemes (letters and letter combinations)	Graphemes (letters and letter combinations)

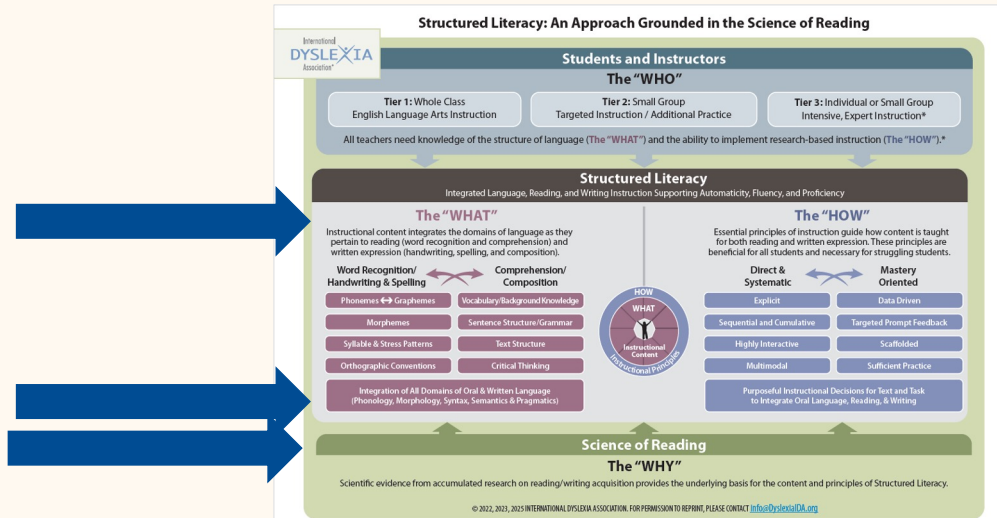


*Discourse and sentence-level skills are distinct constructs but grouped here for simplicity.

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Building the Foundation for Literacy

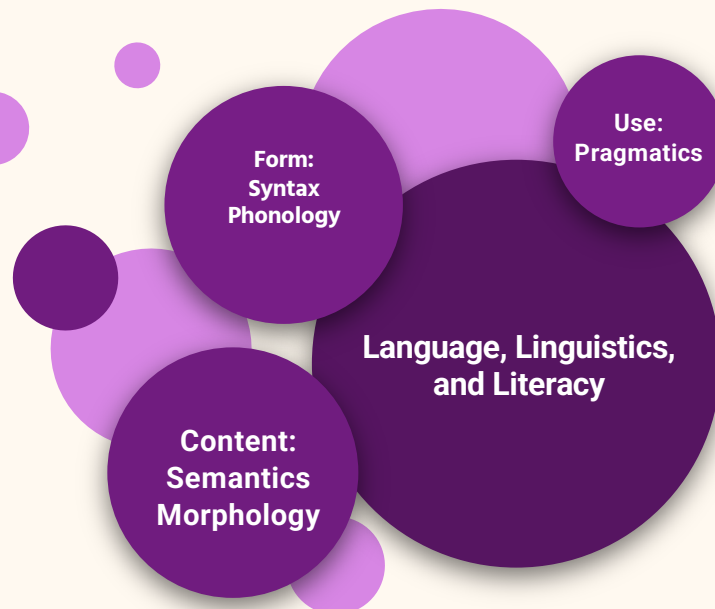


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What are the key elements of spoken language that support literacy?



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Structured Literacy is characterized by the provision of systematic, explicit instruction that **integrates listening, speaking, reading, and writing**, and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. (p. 6)



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International Dyslexia Association, 2021

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What are the key elements of spoken language that support literacy?



Person whose first name starts with the letter later in the alphabet begins.

Consider:

- Scarborough's Rope
- Phonology, Syntax, Semantics, Morphology, Pragmatics



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Putting It Together: Grain Size × Modality

Discourse, sentence, and word levels are opportunities for spoken language practice.

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*Discourse and sentence-level skills are distinct constructs but grouped here for simplicity.



BREAK

10:00

Learning Objective Three: What strategies are used to build oral language in diverse learners?

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Student Talk in the Classroom



- Teachers spend **75%** of the day talking.
- Only **4%** of English Learners' school day is spent engaging in student talk.
- Only **2%** of English Learners' day is spent discussing academic content, rarely speaking in complete sentences or applying relevant language.



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Arreaga-Mayer & Perdomo-Rivera, 1996

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5 Tips to Increasing the Quality and Quantity of Student Oral Language Production and Interaction

10/2 Theory of Interaction

For every **ten minutes** of teacher-directed instruction, there should be a **two-minute pause** for student interaction or processing.

1. Be Specific
2. Teach linguistic turn-taking & Build Structure
3. Provide support
4. Listen to students & Build Accountability
5. Add writing



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Middendorf & Kalish, 1996; Marzano, Pickering, & Pollock, 2001; Erickson, 2010

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Pro Tip:

Couple questions with language frames to build oral language practice.

Language Frames

Language Frames are a **scaffold**.

Language Frames are more structured and **emphasize grammatical form**.

Language Frames provide a way of supporting students to **engage in intellectually rigorous and grade-level-appropriate learning** while **lowering the cognitive demand**.



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CORE Learning. (n.d.). Defining Language Frames and their Purpose (Module 7, Unit 14) [Online course module]. Online Language & Literacy Academy.

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What strategies are used to build oral language in diverse learners?

The person with the greatest number of siblings starts out.

Consider:

- Student talk opportunities
- The 10/2
- Language Frames



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Language Frames

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Language Frames

Pro Tip:

Couple questions with language frames to build oral language practice.

Language Frames are a **scaffold for spoken language practice**.

Language Frames are more structured and **emphasize grammatical form**.

Language Frames provide a way of supporting students to **engage in intellectually rigorous and grade-level-appropriate learning** while **lowering the cognitive demand**.



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Language Frames

What they are NOT:

- Sentence starters or sentence frames
- Vocabulary or content driven



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Common Academic Language Functions

Description

Compare & Contrast

Cause & Effect

Problem/Solution

Sequence



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Take a moment to look at the language functions



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Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press. | Page shown: 683

Informational Text Structures and Signal Words		
Text Structure	Signal Words or Phrases	Sample Topic Sentences
DESCRIPTION Explains, defines, or illustrates a concept or topic	for example, for instance, main parts, such as, this particular	A flowering tree has four main parts: roots, stems, leaves, and flowers. Each part has several elements, each with a distinct function. For example, the roots include...
COMPARE-CONTRAST Presents similarities and differences between two or more objects, places, events, or ideas	compare: like, alike, just as, similar, both, also, too contrast: unlike, differ, but, in contrast, on the other hand, however	Although both literary and informational texts are useful for building reading comprehension, these types of text differ in several ways.
CAUSE-EFFECT Presents the reasons an event happened and its results	because, due to, since, therefore, so, as a result, consequently, lead to, this is why, the reason, result in, consequences	Higher fuel prices can result in a variety of consequences...
PROBLEM/SOLUTION Poses a problem and suggests possible solutions	problem: problem, question, the trouble solution: solution, answer, in response	Loss of trees poses a problem for the environment by increasing levels of carbon dioxide in the atmosphere. In response, there are several actions one can take.
TIME ORDER (SEQUENCE) Groups ideas by order or time	first, next, then, afterward, later, last, finally, now, after, before, stages, steps	The development of a butterfly follows four distinct stages. First...

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SEE ALSO . . .
The Text, p. 610
Recognizing Informational Text Structure, p. 687

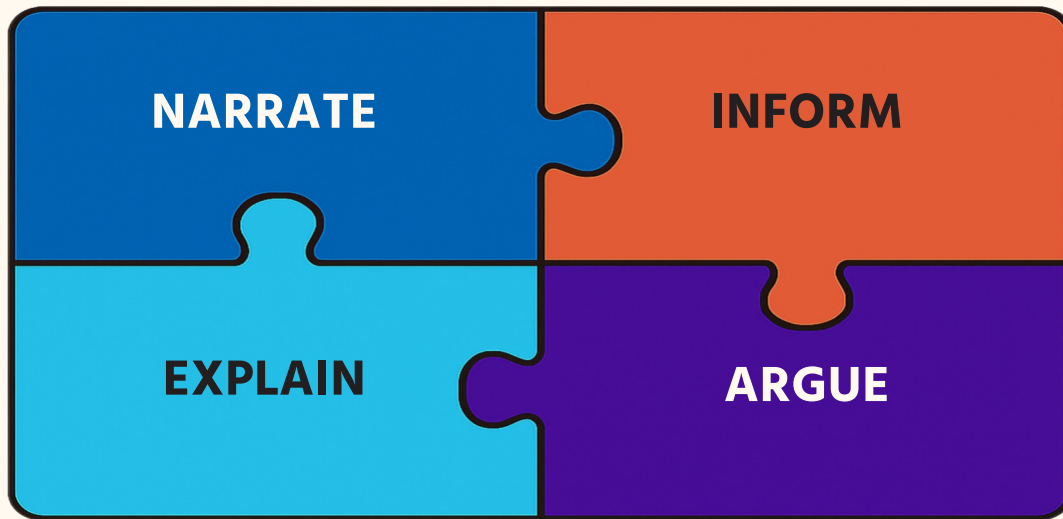


Informational Text Structure

Informational text is organized, or structured, in a specific way to guide readers in identifying key information and making connections among ideas. Informational texts use a limited number of organizational structures, including description, compare-contrast, cause-effect, problem/solution, and time order. Each of these informational text structures is associated with a set of signal words that can indicate the underlying organization. For example, texts using the compare-contrast structure include words such as *like*, *similar*, *in contrast*. When readers come across these words while reading, it can help them identify that the text is comparing or contrasting.

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WIDA Key Language Uses

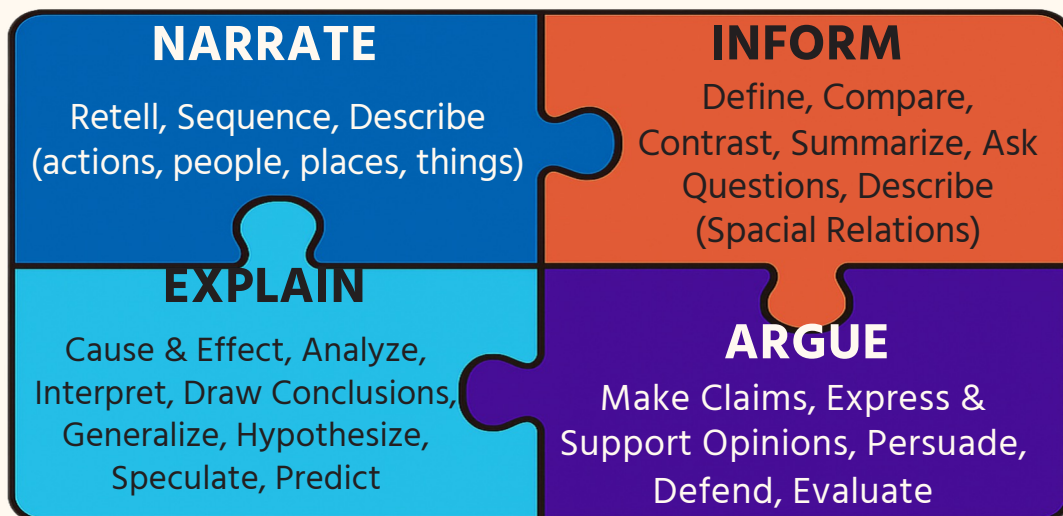


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Sample Key Language Uses/Language Functions



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Sample Language Forms

Nouns & Basic Phrases

- Common, collective, and abstract nouns
- Pronouns and descriptive adjectives
- Indirect/direct objects, subject/verb
- Verb phrases agreement
- Prepositional phrases

Verbs, Tenses & Modals

- Present progressive tense
- Past tense verbs & perfect aspect
- Future tense & conditional mode
- Modals (*will, can, may, shall, would, could, might*)
- Adverbs of time and manner

Complex Syntax

- Complex, compound & declarative sentences
- Relative clauses & subordinate conjunctions
- Comparative & superlative adjectives
- Nominalizations & propaganda language
- Increasingly specific academic vocabulary



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How to create language frames

- **Step 1: Decide on possible language frames:** These are the answers we want to hear from students.
- **Step 2: Decide on a Question:** This will come from the target language and language purposes.
- **Step 3: Choose scaffolding:** How much help will students need?



Scan to access
our language
frame practice
PDF



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The language frame



- Use the lesson objective, language function, grammar and content words from the lesson
- Create the entire sentence(s) that you want to hear from the students
- Once you have a sentence think about how you can deconstruct it by taking the content words out
- Consider how you can differentiate the frame for varying proficiency levels



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The question



- Identify the target language frame or answer
- Ask a question that elicits that response
- Use a structure that supports the target grammar



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Example: 3rd Grade Math Lesson



Teacher information from content curriculum: Describe shapes based on their attributes.

Language Function: Describe

Objective: Students will tell how to determine shapes based on their attributes.

Content Language: number of sides, number of angles



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Language Frame: Response



- **Whole Sentence:** The shape is a triangle because it has 3 sides and 3 angles.
- **Language Frame (Level/ 3+):** The shape is a/an ____ because it has ____ (sides) and ____ (angles).
- Language Proficiency Level 1: The shape is a/an _____. It has ____ sides. It has ____ (angles).
- Language Proficiency Level 2: The shape is a/an _____. It has ____ (sides) and ____ (angles).



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Language Frame: The question(s)

- Think about the target language frame or the answer
- What question is going to help evoke the target answer
- Use a sentence structure that will bring out the target grammar usage in the language frame



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Language Frame: Questions/Prompts



Language Proficiency Level 1: What is this? Or Describe.

Language Proficiency Level 2: Describe this shape. Describe these shapes.

Language Proficiency Level 3-5: Describe the attributes of this shape.

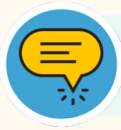


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Let's Build One Together: Grade 2, The Little Yellow Leaf



Content objective: Explain how the Little Yellow Leaf changes using evidence from the beginning, middle, and end.



Language function: Explain change over time.



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The Little Yellow Leaf: Decide the Complete Response

Complete grade level response:

"At first, the Little Yellow Leaf is afraid to let go because he feels alone. Then, feels braver because he meets the Little Scarlet Leaf. Finally, the two leaves let go and fly away together."

Target language:

- at first, then, finally;
- because;
- present-tense verbs;
- complete sentences.



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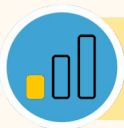
The Little Yellow Leaf: Match Questions to Frames



Substantial support questions: “How does the Little Yellow Leaf feel at first? What does he refuse to do? Who does he meet? What do the leaves do at the end?”



Moderate support questions: “How does meeting the Little Scarlet Leaf help the Little Yellow Leaf change?”



Light support questions: “How does the Little Yellow Leaf change from the beginning to the end of the story?”



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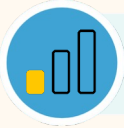
The Little Yellow Leaf: Build the Language Frames



Substantial support: “At first he is _____. Then, he feels _____. Finally, they _____ together.”



Moderate support: “At first, the Little Yellow Leaf is _____ because _____. Then, he meets _____ and becomes _____. Finally, the two leaves _____ together.”



Light support: “At first, the Little Yellow Leaf _____ because _____. Then, _____. Finally, _____.”



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Choose the Lesson plan



<https://tinyurl.com/3bnsmjzs>

- Scan the QR code or type in the URL.
- Choose a lesson plan.
- Review the lesson plan.
 - What do you notice overall?
 - What language function(s) do you see in it?
 - Make a list
 - Choose one to focus on



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Practice It!

In groups, use the handout to practice building some language frames!



- **Step 1: Decide on possible language frames:** These are the answers we want to hear from students.
- **Step 2: Decide on a Question:** This will come from the target language and language purposes.
- **Step 3: Choose scaffolding:** How much help will students need?



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Practice it!



Scan to
access our
language
frame
practice PDF.



Scan to
access the
lesson plans.

20:00

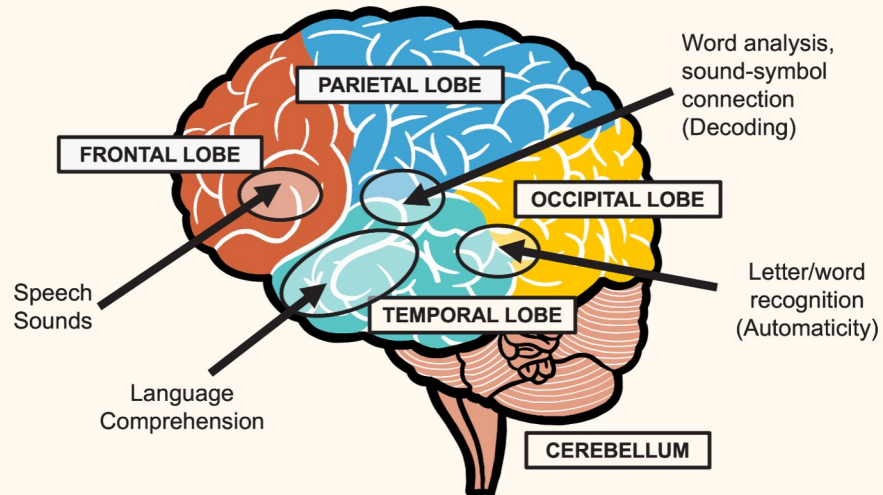
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Embracing Structured Multiliteracy



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The Multilingual Brain



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Multilingualism for ALL

- It is completely possible to learn how to read, write and speak in two languages at the same time.
- Language learning is not an intervention; it's an opportunity for bilingualism
- It has to be explicitly taught



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Multilingual and Language-Variety Speakers



Our Commitment

- Addressing cross-cultural student needs.
- Catering to multilingual and language-variety learners.
- Leveraging native language for English growth.
- Learning English is not an intervention
- Focusing on oral academic language and literacy.



Key Supports in OL&LA

- Articles on Second Language Acquisition methodologies
- Instructional videos
- Sourcebook detailing explicit connections between English and Spanish

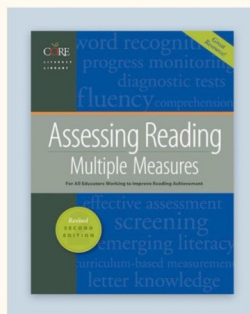
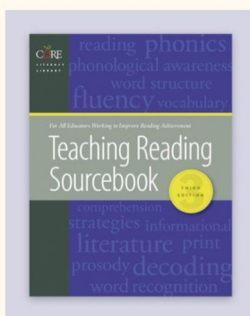


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The Online Language & Literacy Academy

The Online Language & Literacy Academy supports K-12 educators in implementing Structured Literacy in ways that truly reach every learner.



Elementary Reading Academy

Gain fundamental knowledge in effective standards-aligned and evidence-based reading practices based on the science of reading and aligned to Structured Literacy.



Literacy Coaching & Site Implementation Support

CORE provides coaching and embedded support to help advance literacy and learning goals.



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Q&A


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Use this space for citations and references

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Thank You

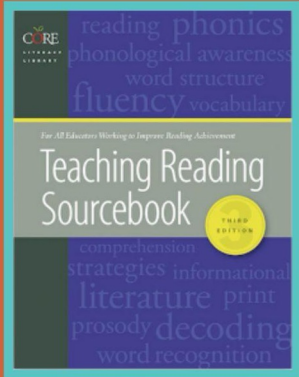
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Get in Touch!

Have questions or want to learn more? Scan the QR code to book a meeting.





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