

# MTSS Considerations for ELs

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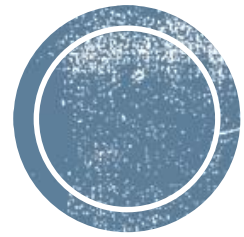


## Questions?

What did you come here hoping to get answers to in regards to ELs in MTSS?



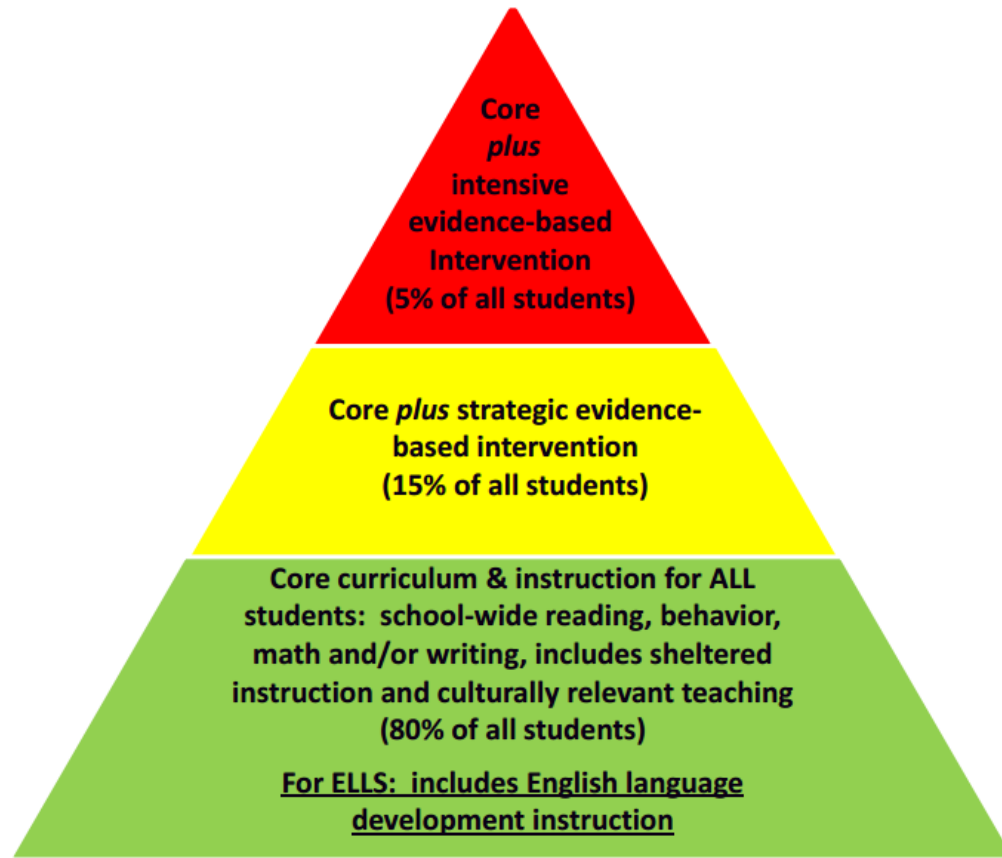




# Role Play

4 volunteers

Administrator, Mainstream Teacher, EL Teacher, Special Education Teacher



National Center on  
Response to Intervention

6

## MTSS for ELs

What does it mean for ELs to have ELD instruction during core instruction (Tier 1) in your school?

Who

What

Where



# What's the big difference?

## Reading Instruction

- Reading Skills:
  - Phonemic Awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension
- Learning reading skills is a relatively linear and predictable process

## Language Development Instruction

- Language Skills:
  - Modalities
    - Reading, Writing, Listening and Speaking
  - Linguistic Features
    - Semantics (vocabulary usage) and Morphology (sounds, prefixes, suffixes, etc) at the WORD level
    - Syntax (grammar, language forms and conventions) at the SENTENCE level
    - Pragmatics (context based on content) at the DISCOURSE level
- Learning language skills is an irregular and dynamic process





# Know Your Students

[http://www.rti4success.org/sites/default/files/RTI\\_for\\_English\\_Language\\_Learners\\_4-29-10.pdf](http://www.rti4success.org/sites/default/files/RTI_for_English_Language_Learners_4-29-10.pdf)

ELs are not a homogeneous group

Linguistic Background

Language Proficiency

Background/Life Experiences

Educational Experiences

# Linguistic Background

- Spanish Number System -

|                   |                      |                        |                   |
|-------------------|----------------------|------------------------|-------------------|
| <b>1 uno</b>      | <b>11 once</b>       | <b>21 veintiuno</b>    |                   |
| <b>2 dos</b>      | <b>12 doce</b>       | <b>22 veintidos</b>    |                   |
| <b>3 tres</b>     | <b>13 trece</b>      | <b>23 veintitrés</b>   |                   |
| <b>4 cuatro</b>   | <b>14 catorce</b>    | <b>24 veinticuatro</b> |                   |
| <b>5 cinco</b>    | <b>15 quince</b>     | <b>25 veinticinco</b>  |                   |
| <b>6 seis</b>     | <b>16 dieciséis</b>  | <b>26 veintiséis</b>   |                   |
| <b>7 siete</b>    | <b>17 diecisiete</b> | <b>27 veintisiete</b>  |                   |
| <b>8 ocho</b>     | <b>18 dieciocho</b>  | <b>28 veintiocho</b>   |                   |
| <b>9 nueve</b>    | <b>19 diecinueve</b> | <b>29 veintinueve</b>  |                   |
| <b>10 diez</b>    | <b>20 veinte</b>     | <b>30 treinta</b>      |                   |
| <b>30 treinta</b> | <b>40 cuarenta</b>   | <b>50 cincuenta</b>    | <b>60 sesenta</b> |
| <b>70 setenta</b> | <b>80 ochenta</b>    | <b>90 noventa</b>      |                   |



# Language Proficiency

|         | Level 1<br>Entering  | Level 2<br>Beginning  | Level 3<br>Developing  | Level 4<br>Expanding   | Level 5<br>Bridging   | Level 6 - Reaching |
|---------|--|---|--|--|---|--------------------|
| READING | <ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul> | <ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul> | <ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul> | <ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul> | <ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul> |                    |
| WRITING | <ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>   | <ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>                                | <ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>   | <ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>   | <ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>              |                    |





# Background/Life Experiences

- Refugee students - urban or camp settlements
- Economic diversity - upper class life with house assistants or extreme poverty
- Cultural or social norms
  - Looking a teacher in the eye - body language, time orientation and personal space all have cultural norms that may differ from US classrooms



# Educational Experiences

- Valuing individual success vs success of the collective group
- Mistakes are punished vs failures seen as an opportunity to grow
- Rote memorization vs student-centered learning
- Circular storytelling vs linear thinking
- Responsibility of learning is on the teacher vs parents taking responsibility for book learning in the home
- Differences in the length of the school day or year and the expectations for attendance





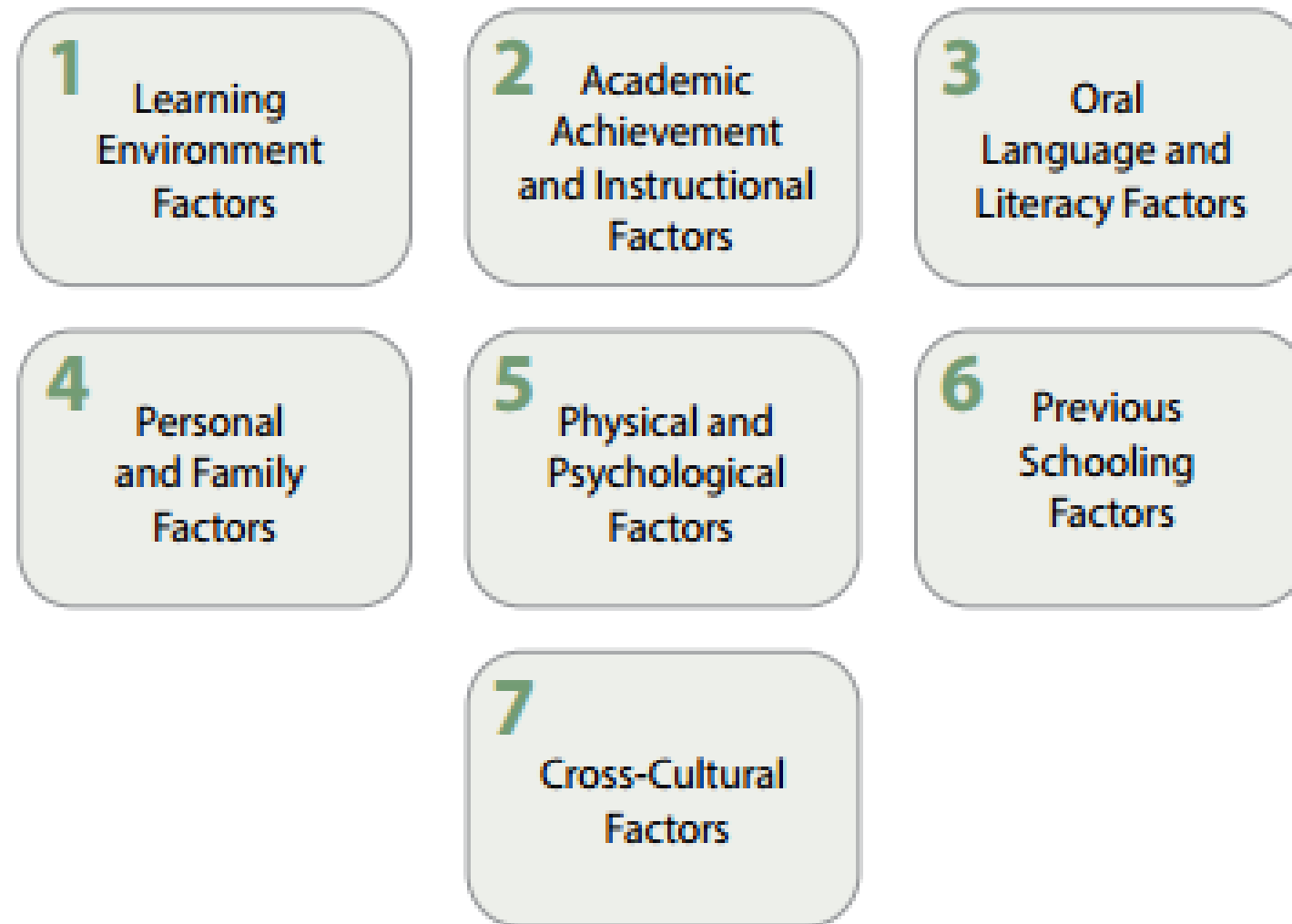
# Developing a Culturally and Linguistically Responsive Approach to RTI for ELs

<https://www.wida.us/professionaldev/educatorresources/rti2.aspx>

Factors that May Impact ELs' Academic Progress, Linguistic  
Development and Response to Intervention

7 Factors

## ***Seven factors that may influence ELLs' linguistic and academic development***



***Figure 2. Adapted from: Hamayan, Marler, Sanchez-Lopez, & Damico (2013)***





# Discussion

- How do differences in student background information inform the problem-solving conversation?
- What are the student's strengths?
- What are the challenges that the student might face?
- What language and content supports that are offered in your school to assist this student?



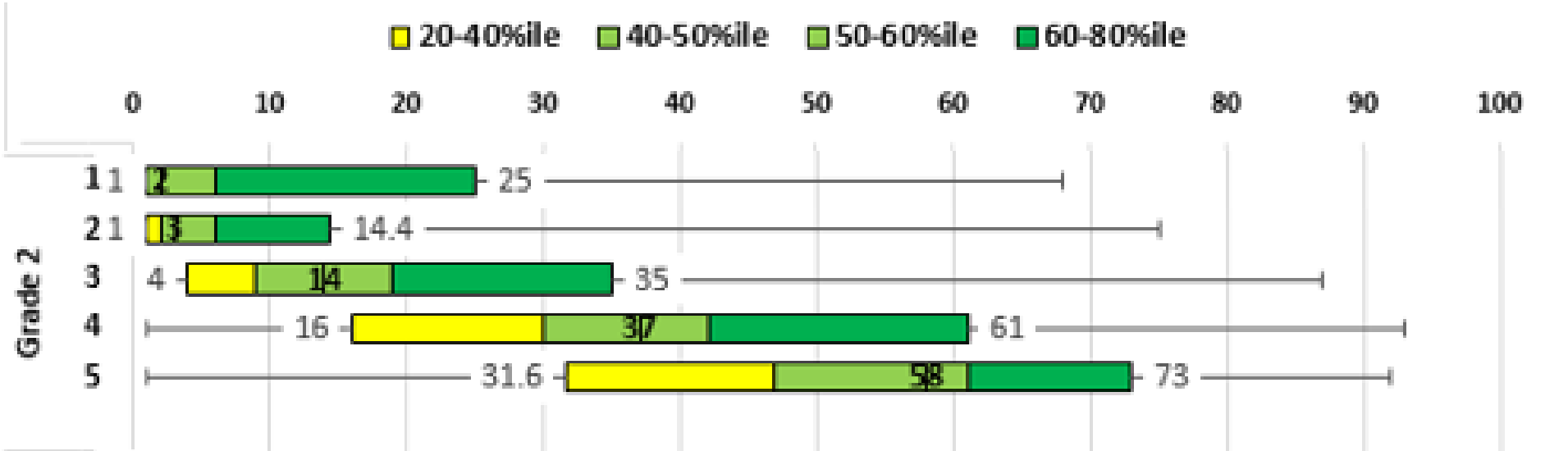


# Norms

Practice with examples

# Practice

## Reading

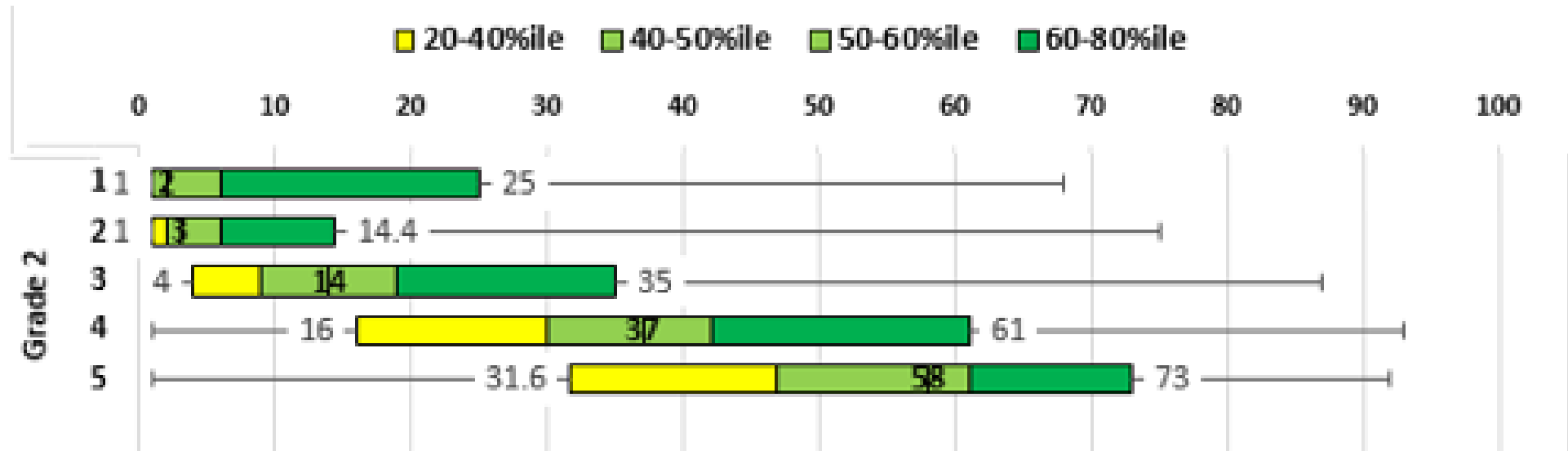


| access | count | min | p10 | p20  | p30  | p40  | p50 | p60 | p70 | p80  | p90  | max |
|--------|-------|-----|-----|------|------|------|-----|-----|-----|------|------|-----|
| 1      | 31    | 1   | 1   | 1    | 1    | 1    | 2   | 6   | 14  | 25   | 35   | 68  |
| 2      | 90    | 1   | 1   | 1    | 1    | 2    | 3   | 6   | 8   | 14.4 | 23.5 | 75  |
| 3      | 468   | 1   | 2   | 4    | 6    | 9    | 14  | 19  | 25  | 35   | 48   | 87  |
| 4      | 392   | 1   | 8.1 | 16   | 21.6 | 30   | 37  | 42  | 53  | 61   | 68   | 93  |
| 5      | 175   | 1   | 23  | 31.6 | 40   | 46.8 | 58  | 61  | 66  | 73   | 79   | 92  |



# Practice

## Reading



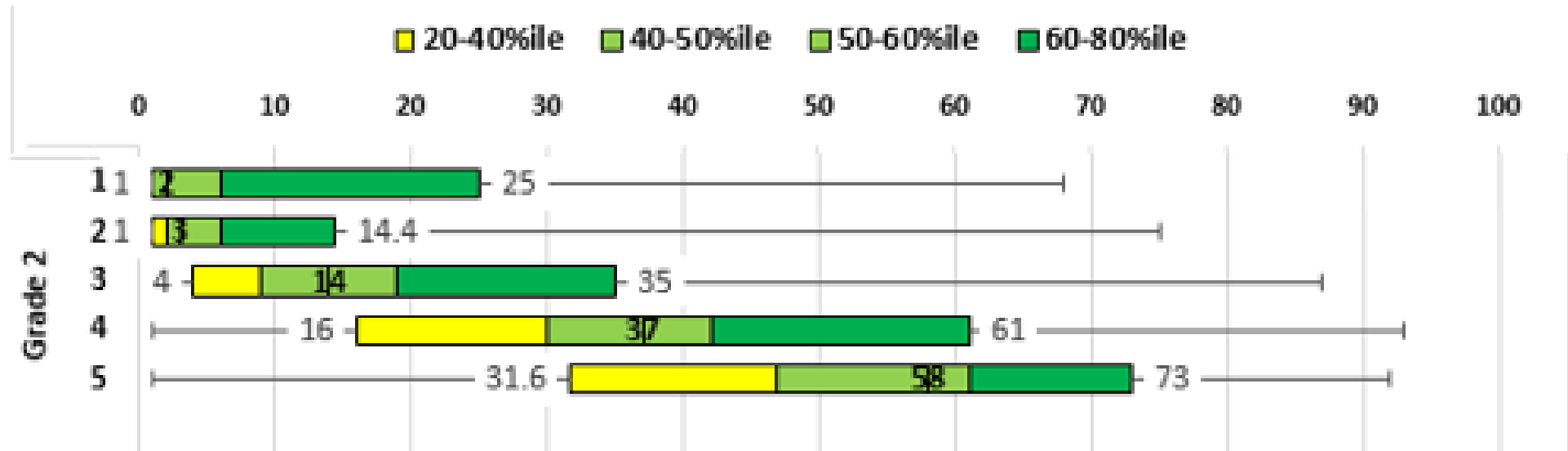
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# Practice

## Reading



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# The new “norm”al

How does this information change your discussions? How does the role play look different from you new viewpoint?

