Developing Culturally and Linguistically Responsive RtI Systems for English Language Learners (ELLs):
Responding to systemic and specific instruction and intervention

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Culturally and Linguistically Responsive Teaching and Learning

"Culturally and linguistically responsive teaching and learning is the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. It teaches to and through the strengths of these students. It is culturally validating and affirming. It means going to where students are culturally and linguistically with the aim of bringing them where they need to be academically."

(Gay, 2000; Ladson-Billings, 1995; Hollie, 2011)

Continuum of Services Framework

From: WIDA Resource for Developing Culturally and Linguistically Appropriate RtI (2012)

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Common Myths

- **Myth #1:** If we label an ELL as learning disabled, at least he will get some help.
- **Myth #2:** We have to wait 5 to 7 years for ELLs to develop their English language skills before we can rule out language as a cause for the student’s difficulty.
- **Myth #3:** When an ELL is identified as having a disability, instruction should be only in English, so as not to confuse the student.

Differing Explanations for Observable Difficulties

<table>
<thead>
<tr>
<th>Observable Behavior</th>
<th>Possible ELL Explanations (behavior observed in English)</th>
<th>Possible Disability Explanations (behavior observed in both languages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omits words or adds words to a sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has difficulty repeating the words of a story read aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becomes distracted easily</td>
<td></td>
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</tr>
</tbody>
</table>
Key Elements of Instruction & Intervention for ELLs
- Make input comprehensible in all of the students’ languages
- Engage students actively in contextualized and authentic language use
- Facilitate transfer of concepts, language and skills across contexts and languages
- Promote additive bilingualism
- Provide at the students’ language proficiency levels in home language and English
- Employ the students’ conversational and academic proficiency in home language and English
- Support and intervene throughout the time period necessary for ELLs to develop academic language proficiency, which may be more than 5 years

Meaning-Making Principles for All Learners
- Meaningful
- Active
- Contextualized/Embedded
- Contrastive
- Recurrent

Validating difficulties and intervening across contexts
“It is critical that these interventions be implemented across contexts and in all the ELLs’ languages”.

(Goldstein, 2004)
For each of the seven factors, the team must address the following:

- Information gathering
- Evaluating the adequacy of the particular factor
- Suggestions for systemic interventions
- Suggestions for specific interventions

The Learning Environment Created for ELLs

- Teachers
- Resources
- Program design
- Range of services offered
- Role of the native language
- Role of the native culture
- Characteristics of instruction
- Characteristics of assessment

Personal and Family Factors

- Socioeconomic status
- Family dynamics
- Expectations
- Student interests
- Student motivation
- Experiential background
- Parental engagement
Engaging ELL Parents and Families

Support

- Parents are involved in their children’s learning
- The learning that occurs in school is supported at home
- Parents have a tremendously positive attitude towards school and show great respect for education

Participation

- Parents participate in school activities
- Parents attend school activities
- Parents act as representatives for other families of the school

Physical and Psychological Factors

- Disease or medical condition
- Impaired vision or hearing
- Malnutrition and chronic hunger
- Chronic pain due to untreated illness, disease or condition
- Posttraumatic stress syndrome/disorder
- Fear
- Current psychological stress
- Social and emotional development
- Feelings of belonging to the school and wider community

Previous Schooling Factors

- Amount of formal schooling in the first or native language
- Quality of formal schooling in the first or native language
- Amount of formal ESL instruction
- Quality of formal ESL instruction
- Congruence of educational approaches
Oral Language Development Factors

- First language acquisition
- Second language acquisition
- Conversational fluency and academic language proficiency
- Evidence of instruction in oral academic language
- Reinforcing academic language at home

Oral Academic Language Development

English Language Development (ELD) Standards (www.wida.us)
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Identify properties of quadrilaterals based on visual representations and oral descriptions</td>
<td>Identify properties of quadrilaterals based on visual representations and oral descriptions</td>
<td>Compare two and three dimensional figures based on oral descriptions</td>
<td>Locate intersections of geometric figures described orally (such as points, lines, or planes)</td>
<td>Follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)</td>
</tr>
<tr>
<td>Speaking</td>
<td>Identify steps in problem solving using realia or visual support</td>
<td>Sequence steps in problem solving using technology or visual support (such as calculators)</td>
<td>Sequence steps in problem solving relying on mental math or think-alouds</td>
<td>Describe two or more approaches to solving the same math problems</td>
<td>Provide examples of strategies for solving grade level math problems</td>
</tr>
<tr>
<td>Reading</td>
<td>Organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports)</td>
<td>Collect and organize graphically displayed data from newspapers or magazines (such as stock market trends)</td>
<td>Collect, organize, display data in charts, tables, or graphs</td>
<td>Collect, organize, display, and interpret data</td>
<td>Collect, organize, display, and interpret data; generalize and apply findings to other data sets</td>
</tr>
<tr>
<td>Writing</td>
<td>Produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., “This shows rain in summer.”)</td>
<td>Make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., “It rains more in June than July.”)</td>
<td>Summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines)</td>
<td>Draw conclusions related to data from graphs, tables, or charts from everyday sources</td>
<td>Provide a rationale and explain use of data presented in graphs, tables, or charts</td>
</tr>
</tbody>
</table>

Second Language Development in both social and academic settings across all language domains: listening, speaking, reading and writing

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

From the WIDA consortium www.wida.us

Literacy Development Factors

- Three principles of literacy development in the home language and English, and the implications for the classroom
- Social language and academic language
- Evidence of appropriate literacy instruction in the home language and English
- Literacy in the home

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In evaluating and designing literacy instruction for ELLs in English, it is important that it reflects the findings of the National Literacy Panel on Language Minority Children and Youth (2006):

- Instruction that provides substantial coverage in the key components of reading—identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and comprehension—has clear benefits for language-minority students.

- Instruction in the key components of reading is necessary, but not sufficient, for teaching language-minority students to read and write proficiently in English. Oral language development in English is critical as well—but student performance suggests that it is often overlooked in instruction.

- Oral language development and literacy in the first language can be used to facilitate literacy development in English. (Executive Summary, pp. 3-5)

**Literacy Principle #1**

The most important thing about reading and writing is comprehension, not decoding letters or words or calling out words on a page.

(Cambourne, 1988; Garcia, 2003; Goodman, 2001; Smith, 2004)

**Authentic literacy . . .**

The he bns a t of dbur deh set m syt abt deh thng dbn. Sinc see deh dbn as dbn ay of phnns, onns as as prc of prcwm wthy the sider us bckgrnd knowldge and knowldge of th bgr nsy to prct nsng.

Thns dfntng vts hve lnflnw th wpr ring h h wntng. Approchs hve vrsl hwn ths who arg thn th tchnng of phnns is th most importnt elmnt of a rmg prgm, nd ths who arg thn ft h wld-lng prcwm in wth chldrn bm to nd by prctng rmgng.

But ths b tht obnt t mpto rrd th ch bmk rdl us a rng f sm ng t gnt mns f wrt nd tx.

Biochemistry

**Dominant Forces in Protein Folding**
Ken A. Dill, Dept of Pharmaceutical Chemistry, University of California, San Francisco, California

The purpose of this review is to assess the nature and magnitude of the dominant forces in protein folding. Since proteins are only marginally stable at room temperature, no type of molecular interaction is unimportant, and even small interactions can contribute significantly (positively or negatively) to stability (Alber, 1980a,b; Matthews, 1987a,b). However, the present review aims to identify only the largest forces that lead to the structural features of globular proteins; their extraordinary compactness, their core of nonpolar residues, and their considerable amounts of internal architecture.

Protein Folding
reading comprehension questions . . .

What is the main purpose of this paragraph?
What are some characteristics of proteins?
What structural features of globular proteins will be addressed?
Please explain protein folding in your own words.

Reflection: Would this be considered reading?
What is reading?

Literacy Principle #2
There is a strong connection between oral language development and learning how to read and write. Literacy develops in predictable stages, much as oral language does, although with the help of instruction.

## Concept Attainment

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>

## Concept Attainment

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
</table>

## Main Idea and Details

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Life Cycle of a frog . . .

Sentence frames

First, ____________________________
Then, ____________________________
Then, ____________________________
Next, ____________________________
Finally, ____________________________

Helpful words:
grows  hatch  and  an
becomes  grow  a
lays  become  the

Literacy Principle #3

Students’ native language is a resource for developing literacy in English, not a hindrance. The meaning-making aspects of literacy, such as drawing inferences, comparing and contrasting information, understanding main ideas and details, and recognizing propaganda, transfer broadly across languages.

Academic Achievement Factors

- Taking all content areas into account
- Core academic areas
- Special classes
- Electives
- Language proficiency versus knowledge of concepts
  - Social Language proficiency
  - Academic language proficiency
  - Academic achievement

Instructional Learning Cycle

Teach to Big Idea/Enduring Understandings:

"I want my students to understand that..."

<table>
<thead>
<tr>
<th>Preview Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present concepts experientially/concretely/shared experiences + collaborative tasks + oral language practice</td>
</tr>
<tr>
<td>Build schema/build upon students’ linguistic and cultural experiences/present academic vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a variety of reading materials (in home languages &amp; English) about the same topic</td>
</tr>
<tr>
<td>Language Experience Approach</td>
</tr>
<tr>
<td>Use graphic organizers that reflect text structure</td>
</tr>
<tr>
<td>Begin project/research/Engage in questioning/inquiry/Project-based Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use during reading strategies and graphics for writing</td>
</tr>
<tr>
<td>Prepare small group presentations/museum displays, etc.</td>
</tr>
<tr>
<td>Engage in discussions, debates and real-world projects</td>
</tr>
</tbody>
</table>

Cross-Cultural Factors

- What constitutes culture?
- Multiple determinants of culture
- Culture as a dynamic process
- Adapting to a new culture
- Impact of culture on learning
Examining Our Own Sociocultural Lens

Experiences

Conditions

People

What is Culture?

Visible
- Fine arts, literature, drama, classical music, folk music, popular music, dancing, games, costume, dress

Just Below the Surface
- Eye behavior, contextual conversation patterns, social interaction rates, facial expressions

Not Visible
- Notions of modesty, conception of beauty, ideas of childrearing, relationship to animals, patterns of superior/subordinate relations, definition of sin, courtship practices, conception of justice, incentives to work, notions of leadership, tempo of work, decision-making, conception of cleanliness, attitudes towards dependents, theory of disease, approaches to problem solving, conception of status mobility, status designations based on age, gender, occupation, kinship, etc., nature of friendship, ordering of time, conception of "self", body language, notions about logic and validity, patterns of handling emotions, ordering of time, preference for cooperation or competition, etc.

Continua of Cultural Variants

- Family life
- Social interactions
- Education
- Work and achievement
- Individuality
- Wealth and materialism
- Time

- Age
- Space
- Communication and linguistics
- Religious tenets
- Nature

Affirming Students’ Identities through . . .

- Co-creating Identity Texts:
  - social justice topics,
  - environmental focus,
  - project-based learning,
  - service learning
  - multilingual projects
- Incorporating Multilingual Resources
- Engaging ELL Parents
- Taking Multiple perspectives
- Seeing Global perspectives

Multiliteracy Projects

http://www.multiliteracies.ca/index.php/folio/viewGalleryBook/38/51

Multiple perspectives
Global perspectives . . . Some examples

Conceptual development:
community helpers
- Doctor
- Nurse
- Firefighter
- Teacher

Multiple perspectives
Global perspectives . . . Some examples

<table>
<thead>
<tr>
<th>U.S. Bill of Rights</th>
<th>Constitution of Mexico – Individual Guarantees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• US Constitution:</td>
<td></td>
</tr>
<tr>
<td>Bill of Rights</td>
<td></td>
</tr>
</tbody>
</table>

- Fundamental Rights – Constitution of India
- Philippine Constitution Bill of Rights

Our classroom was full of human knowledge. We had a teacher who believed in us. He didn’t hide our power, he advertised it.

Jasso & Jasso (1995)

Culture & Child-Rearing

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Anglo</th>
<th>Puerto Rican</th>
<th>Filipino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat Solid Food</td>
<td>8.2</td>
<td>10.1</td>
<td>6.7</td>
</tr>
<tr>
<td>Training Cup</td>
<td>12.0</td>
<td>11.1</td>
<td>11.9</td>
</tr>
<tr>
<td>Utensils</td>
<td>17.7</td>
<td>20.5</td>
<td>19.4</td>
</tr>
<tr>
<td>Finger Food</td>
<td>8.9</td>
<td>9.4</td>
<td>9.5</td>
</tr>
<tr>
<td>Wean</td>
<td>18.6</td>
<td>18.2</td>
<td>16.2</td>
</tr>
<tr>
<td>Sleep by Night</td>
<td>12.5</td>
<td>14.9</td>
<td>13.1</td>
</tr>
<tr>
<td>Sleep all Night</td>
<td>11.4</td>
<td>14.5</td>
<td>13.4</td>
</tr>
<tr>
<td>Choose Clothes</td>
<td>31.1</td>
<td>34.2</td>
<td>33.1</td>
</tr>
<tr>
<td>Dress Self</td>
<td>38.0</td>
<td>44.2</td>
<td>40.2</td>
</tr>
<tr>
<td>Play Alone</td>
<td>20.9</td>
<td>24.9</td>
<td>21.9</td>
</tr>
<tr>
<td>Toilet Trained/Day</td>
<td>33.2</td>
<td>31.9</td>
<td>34.2</td>
</tr>
<tr>
<td>Toilet Trained/Night</td>
<td>33.2</td>
<td>31.9</td>
<td>34.2</td>
</tr>
</tbody>
</table>


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Establishing a system whereby a continuum of services is provided to ELLs with significant difficulties in school is no small feat, but one that is worth investing in.

Implementing the interventions that are suggested by extensive information gathering will benefit all students.

Putting It All Together

- Identification of ELLs with significant challenges in school
- Checking the proportion of ELLs in special education
- Investigating misidentification
- Anticipating and addressing predictable ELL difficulties
- Identifying exceptionalities in diverse settings
- Rejecting common myths
- Internalizing the principles of how ELLs learn

Composite Student Description

- Sowan is in the 3rd grade.
- She was born in Korea and came with her mother and grandmother to the US when she was 4 years old.
- She was in the ESL program for three years since kindergarten and this year has been in a General Education classroom.
- Sowan was pulled out during language arts time for 40 minutes a day to see the ESL teacher.
- Her 3rd grade teacher is concerned about Sowan as she is having difficulty completing her work in science and social studies. She doesn’t seem to comprehend the text well enough to participate in classroom activities and isn’t able to finish all her homework.
- Sowan’s parents are also concerned because she had been able to keep up before this year and she seems to be speaking English very well. They don’t understand why she is having such difficulty this year.
- Sowan seems to be retreating and is less sociable than in years before.
Resources:


Resources:
National Center for Culturally Responsive Educational Systems
- http://www.nccrest.org
Equity Alliance at ASU
- http://www.equityallianceatasu.org/
National Literacy Panel for Language Minority and Youth

Contact Information
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