



## SIFE STUDENTS: GIVING STUDENTS WHAT THEY NEED

Beth Clark-Gareca, Ph.D.  
SUNY New Paltz TESOL Program

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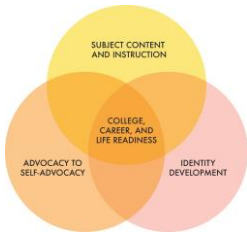
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### Connection to NYS-MEP Theory of Action



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### New York State K-12 Context

**SIFE Definition:** “ELLs 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 US”.

[http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/sife\\_q\\_a\\_9\\_20\\_16.pdf](http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/sife_q_a_9_20_16.pdf)

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### SIFE Students...

- By definition, have not developed literacy skills in their first language (L1)
  - ▣ L2 literacy in the absence of L1 literacy is more difficult
  
- And often cannot get the reading support they need in middle or high school
  - ▣ Few literacy specialists
  - ▣ Little secondary teacher education in field of literacy

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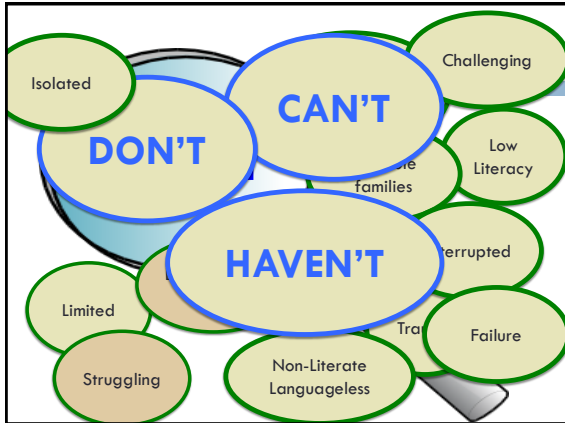
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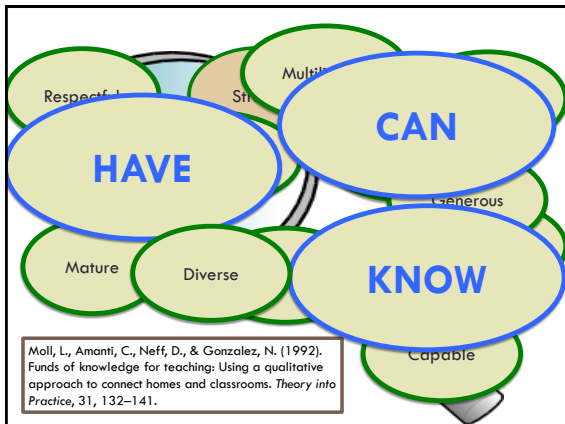
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Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31, 132-141.

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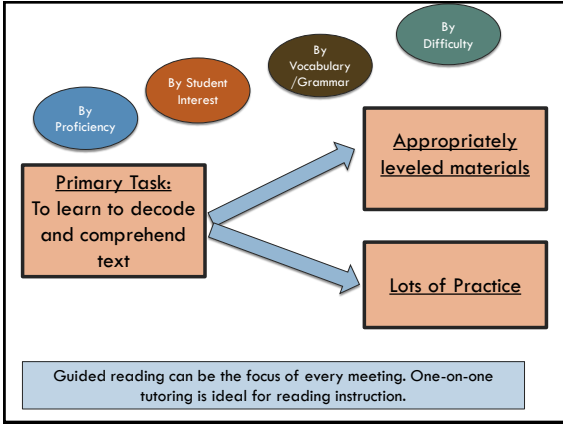
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### Finding Appropriate Texts for Students

- Ask classroom teacher for a reading level
- Determine a level through structured trial and error

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### Finding Appropriate Texts: Pre-Selection Checklist

- 1) Is the topic engaging/interesting for this student?
- 2) Is the English vocabulary/grammar complexity reasonable for this student?
- 3) Is this text culturally appropriate/valuable?
- 4) Does the text require extensive background knowledge of the topic?
- 5) Is the text age-appropriate?

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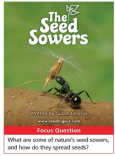
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# 1 - Selecting Texts for SIFE ELs

## Thinking about Reader Engagement



### Questions To Ask of a Text

- Is the topic likely to engage your reader?
- Does the topic relate somehow to the reader's world?
- Is the text fiction or non-fiction?

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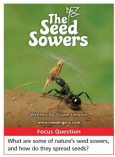
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# 2 - Selecting Texts for SIFE ELs

## Thinking about Vocabulary/Grammar



### Questions To Ask of a Text

- Scan the vocabulary – do you think your reader will have difficulty reading and understanding more than 3-5 of the words on the first page?
- Scan the grammar – is the English grammar too difficult for your reader's proficiency level?

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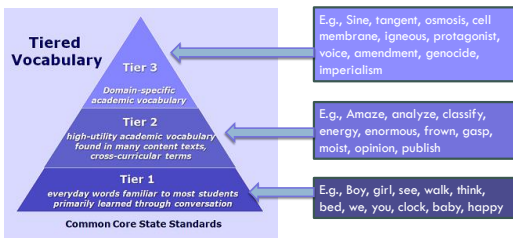
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# Finding Appropriate Books: Vocabulary




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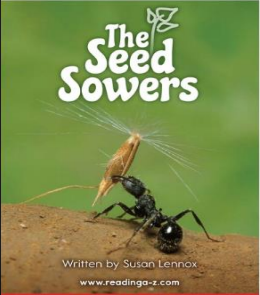
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**The Seed Sowers**

Written by Susan Lennox  
www.readinga-z.com

**Focus Question**

What are some of nature's seed sowers, and how do they spread seeds?

Reading A-Z Collection, level P, Grade 3.



Fish, South American fish related to piranhas, carry fruit and seeds to new places.

**Finned Farmers**

Fall sunlight peeks through the trees and shines on a stream below. A breeze scatters leaves and fruit across the water. Suddenly, a fish breaks the surface to feed. The fish snaps up a floating piece of fruit. Then it disappears beneath the water and swims downstream.

It's easy to see how the trees help the fish, but the fish also helps the trees. By eating the fruit, the fish is spreading the tree's seeds. It's one of nature's seed sowers.

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### 3 - Selecting Texts for SIFE ELs

□ Thinking about Culturally Sustaining Pedagogy

**Cultural Responsiveness:** A model that addresses **student achievement** but also helps students to **accept and affirm** their cultural identity while developing **critical perspectives** that challenge inequities that schools (and other institutions) perpetuate." (Ladson-Billings, 1995, p. 469)

**Questions to Ask of a Text**

- Is there racial diversity in the illustrations?
- Are the illustrations in the text (of people and/or cultural settings) authentic without reinforcing stereotypes?
- Are there assumptions related to background knowledge, dominant cultural narratives, or historical perspectives in the US that could interfere with the reader's understanding?

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### Looking at Some Classics




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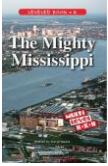
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## 4 - Selecting Texts for SIFE ELs

### Thinking about Background Knowledge



#### Questions To Ask of a Text

- Does the reader have background knowledge on this topic?
- Could a lack of background knowledge on this topic have a significant effect on the reader's comprehension?

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## Background Knowledge

Baseball

Civil Rights  
in the US



The umpire motions Robinson to first base after he is hit by a pitch in 1947.

#### Number 42 Takes the Field

Jackie Robinson began by playing for the Dodgers' **minor** league team. On the road, he could not stay in the same hotels as the rest of the team. Other minor league teams would not play because of Robinson. Pitchers on other teams threw the ball at him. Even some of the men on his own team didn't want to play with him.

Jackie Robinson, Level N, gr. 2

Jackie Robinson • Level N

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## 5 - Selecting Texts for SIFE

### Thinking about Age Appropriateness

#### Questions to Ask of a Text

- For whom was the book intended?
- Can adolescent learners relate to the text?
- Does the stigma of the illustrations/topic undermine its value for the student?




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## Adolescents as Readers



- Learning to read is exciting and daunting
- Stigma related to not being able to read
- The one-on-one tutoring relationship is ideal
- Educators play a pivotal role in developing identities as readers and learners

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## Pre-Selection Checklist

- 1) Is the topic engaging for this student?
- 2) Are the vocabulary/grammar loads reasonable for this student?
- 3) Is this text culturally appropriate/valuable?
- 4) Does the text require extensive background knowledge of the topic?
- 5) Is the text age-appropriate?

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Written by Harriet Rosenbloom  
www.readinga-z.com

### Fruit Colors

Written by Harriet Rosenbloom  
www.readinga-z.com

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Fruits can be red.

Paul Collins • iStock 3



Fruits can be green.

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Fruits can be yellow.

Paul Collins • iStock 5



Fruits can be pink.

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Can fruits be blue?

Paul Collins • iStock 9



Yes, they can!

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# This Is a Bird



Written by Katherine Page  
www.readinga-z.com



This is a bird.  
All birds have feathers,  
and all birds have beaks.  
But all birds are different, too.

This is a Bird • Level 6

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Reading A-Z Collection, level G, Grade 1.

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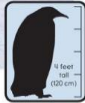
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This is a bird.  
Its beak is long and sharp,  
and its feathers are black  
and white.  
It is an emperor penguin.

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This is a bird.  
Its beak is long and hooked,  
and its feathers are white.  
It is a pelican.

This is a Bird • Level 6

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This is a bird.  
Its beak is sharp and hooked,  
and its feathers are black.  
It is a turkey vulture.

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In some ways, all birds  
are the same.  
All birds have beaks,  
and all birds have feathers.  
But all birds are different, too.

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### Breakout Rooms – Fruit Colors & This is a Bird



- 1) Is the topic engaging for this student?
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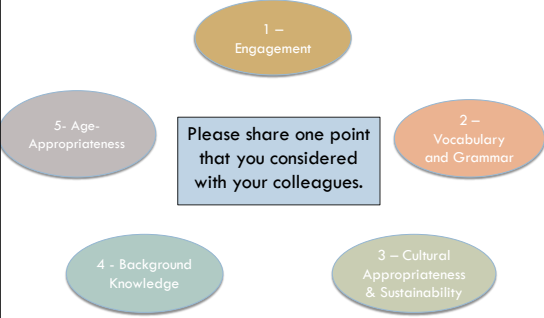

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### Breakout Rooms – Debrief



Please share one point that you considered with your colleagues.

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### Simplified Guided Reading

- Pre-Reading Strategies
- During Reading Strategies
- After-Reading Strategies

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## Pre-Reading Activities

- Activate student background on the topic
  - K-W-L Chart
- Pre-load vocabulary that may present difficulty
- Picture walk to look at illustrations
- Model predictions or inferences from the text
  - May require more complex texts

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## A word about decoding...

- Decoding is the process by which students develop the skills to read the words a language without attributing meaning to those words.

Mi sobrina tiene cinco años y va al jardín de infantes.

### **Necrobiotic Xanthogranuloma**

A woman in her 40s came to our hospital for evaluation of asymptomatic yellow plaques on her eyelids which had been present for 8 years. Within the past 5 years, she had developed similar plaques on her trunk and limbs with rapid evolution in size and subsequent ulceration. During this period, the patient also developed dysphagia, dysphonia, diffuse lymphadenopathy, and splenomegaly.

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## Decoding and Reading Comprehension

- The purpose of reading is understanding
- Decoding skills without comprehension are dangerous and easy to misinterpret
- Conducting Pre, During, and Post-Reading activities help reading comprehension and decoding skills to develop simultaneously




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### Modeling K-W-L Chart

What did you LEARN?

What do you KNOW?

What do you WANT to know?

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K <sub>now</sub>	W <sub>ant to know</sub>	L <sub>earned</sub>

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### Preloading Vocabulary

- Identifying higher tier vocabulary
  - What are some of the words that would be tricky in This is a Bird?

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 This is a bird. Its beak is long and sharp, and its feathers are black and white. It is an emperor penguin.	 This is a bird. Its beak is long and hooked, and its feathers are white. It is a pelican.
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### Preloading Vocabulary

- Identifying higher tier vocabulary
  - What are some of the words that would be tricky in This is a Bird?

feathers	beak
Emperor penguin, pelican	hooked

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### Model of Picture Walk

- Looking at pictures page by page to discuss illustrations and reinforce vocabulary
- Conducting an on-going narration of the text
- Encouraging an interactive discussion with the student in preparation for reading the text

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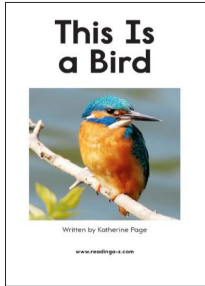
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### Model of Picture Walk



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### Model of Predictions or Inferences

- This is a Bird
- P: Let's look at the title – This is a Bird. What do you think the book is going to be about?
- P: (on page six). Let's think about the text of this book. What do you think the words on the next page will say? What information will we learn?
- I: Look at the shadowed pictures on page 5-6. What are they showing?

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### During-Reading Activities

- Support student decoding, or take turns reading with the student or reading aloud
- Conduct frequent comprehension checks
- Allow the opportunity to read pages/sections multiple times for greater success
- Reinforce vocabulary and other pre-reading strategies that were highlighted at the start

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## Modeling During-Reading Activities

### Volunteers?



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## Breakout Rooms

- Practice with a text!
- With your colleagues in the role of an emergent reader, guide the student through a text using During-Reading strategies.



Breakout Rooms

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## Debrief

- What did you notice about guided reading?
- What additional questions do you have?



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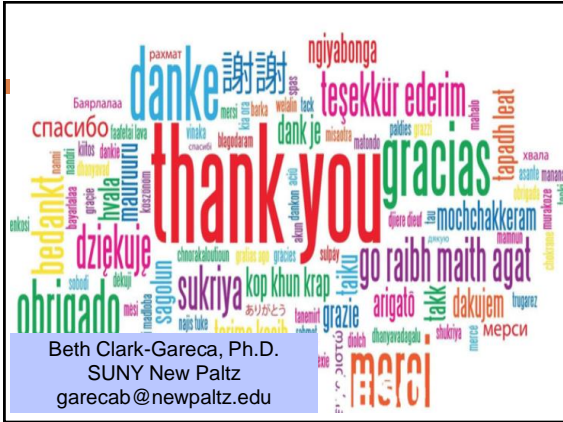
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### References

- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

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