

Margarita Calderón & Associates

ExC-ELLerating Language & Literacy for All Learners

Excerpt from

Success with Multicultural Newcomers & English Learners.

(Prepress unedited copy for individual educators use only- provided courtesy of authors.)

Who Are Your Newcomers?

Do you know who they are and where they come from? Culturally and responsive teaching begins by knowing the student’s history, culture, experiences and canons. The more we know about each student the better we can build on their strengths, support, and scaffold success to rigorous core content curricula (LeMoine & Soto, 2017). After you discuss the following with your registrar or intake center personnel, you can use the chart in Figure 1.2 to map out the educational experiences and needs of your Newcomers.

Figure 1.2: NEWCOMERS OR IMMIGRANTS: Literacy in their First Language (L1)
Continuum for 2nd to 12thSIFE or SLIFE or Highly Schooled

←No School in L1-----Literacy in L1→

SIFE/SLIFE Students with (Limited or) Interrupted Formal Education				Highly Schooled ELs
Unschooling	SIFE	SLIFE		
No schooling	Missing 2+ years of elementary or secondary level	Missing 1 to 2 years at the elementary level	Missing 1 to 2 years at the secondary level.	Significant schooling
New to print	Some L1 literacy	Elementary level L1 literacy	Some L1 reading skills but limited writing	Grade level L1 reading and writing skills
Need alphabet, phonics, sound to letter concepts, Concept of Word, basal beginning word/vocabulary study, reading and orthographic/writing skills	Need advanced phonics, long/short vowels, syllables & affixes Concept of Words in Text, grammar & mechanics, vocabulary, basic reading and writing	Need elementary word/vocabulary study, reading comprehension skills, and text-based writing	Need secondary advanced content words, more vocabulary study, multiple genre reading comprehension skills, and text-based writing	Need English language vocabulary labels for known concepts, reading comprehension and text-based writing skills
Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Needs language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community

For more information, see our book from ASCD, ISBN 978-1-4166-1666-5

www.ASCD.org

Figure 1.3: Pre-Kindergarten -1ST NEWCOMERS or IMMIGRANTS:
Language and Literacy in their First Language (L1) Continuum
IMMIGRANT PRE-SCHOOLERS AND K-1ST GRADERS

Years of Language Learning in School				Highly Schooled
Unschooling	Limited Start	Limited Schooling		
Parents had no or limited schooling in L1 and none in English; child had no schooling in either language	Parents had limited schooling in L1 and none in English; child had no preschool in either language.	Parents had elementary and secondary schooling in L1 but no schooling in English; child had no preschool or kindergarten in either language	Parents had elementary and secondary schooling in L1 and some schooling in English; child had preschool and kindergarten in L1 and some exposure to English	Parents are college educated in L1 and English as a second language; child had preschool and kindergarten in L1 and possibly English as a second language

Figure 1.4: LONG-TERM ELS 4th to 12th: Literacy in L1 and in English Continuum

←-----Years in U.S. Schools-----→				
Most schooling in elementary in L1 some ESL in bilingual programs	Mostly L1 instruction in bilingual programs and some general education with push-in ESL	Interrupted formal education due to migrant life or trips to native country	English only instruction but unable to pass reclassification test or state exams	Passed reclassification test but struggling to pass state tests
Needs: vocabulary, intensive phonics and writing development in English	Needs: vocabulary for basic reading comprehension and for basic writing skills	Needs: ample vocabulary and assessments to determine which reading and writing skills can be enhanced	Needs: extensive vocabulary and assessments to determine which reading and writing skills can be enhanced	Needs: extensive vocabulary and assessments to determine which reading and writing skills can be enhanced
All Long-Term ELs need self-efficacy skills, a mindset for success in school and career planning, and relationship building. Some students who were reclassified two or more years ago may still fit within this category. Now that ESSA calls for four years of monitoring after reclassification, these skills should be considered as on-going until graduation. Even third and fourth generation Latinos who are Standard English Learners (SELs) might benefit from social-emotional skills and career planning.				