Supporting Newcomers and Students with Limited or Interrupted Formal Education Through Shakespeare

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Definitions for SLIFE and Newcomers

Understand SLIFE data and its implications for our districts and schools

Science of reading
  » Foundational skills

Shakespeare
  » Texts
  » Writing activities
  » Multiple opportunities for language use
  » Evidence of growth

Workshop Goals
Terms and Definitions for SLIFE

**Limited Formal Schooling (LFS)**
- Freeman and Freeman, 2002

**Students with Limited/Interrupted Formal Education (SLIFE)**
- Decapua & Marshall, 2011

**Students with Interrupted Formal Education (SIFE)**
- Custodio & O’Loughlin, 2017

**SIFE with Developing Literacy (SDL)**
- Bridges to Academic Success

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Who are SLIFE?

“Students in grades 4 through 12 who have experienced disruptions in their educations in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling”

– Calderón, 2008, U.S Department of Education

“...have attended schools in the U.S. for less than 12 months and who, upon initial enrollment..., are two or more years below grade level in [home language] literacy … or math due to inconsistent or interrupted schooling” upon arrival in the U.S.”

– New York State Education Department, 2015

“...generally newcomers to the United States who have interrupted, minimal, or no formal education from their native country.”

– Freeman and Freeman, 2002; Salva, 2019

“SDL possess reading levels of 3rd-grade or below in their home language.”

– New York State Education Department, 2017
How SLIFE and SDL fall into categories among all students

Source: Digby, 2018 via Bridges to Academic Success

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The Data Problem

Ultimately, lack of data [on SIFE] is the greatest challenge to identifying them, making it very easy to overlook their experiences.

The invisibility of this group in research is largely a result of two key challenges: lack of systematic data and access.

Data collected by educational programs often omit information such as years of prior education or age of arrival.

As many as 70% of SIFE are not expected to graduate high school.

(Fry, 2005)
Where are SIFE*?

*SIFE are in all 50 states, but only these states publicly track data
<table>
<thead>
<tr>
<th>Unschooled SLIFE</th>
<th>SLIFE</th>
<th>Schooled SLIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No schooling</td>
<td>Missing 2+ years of elementary or secondary level</td>
<td>Missing 1-2 years of elementary level</td>
</tr>
<tr>
<td>New to print</td>
<td>Some L1 literacy</td>
<td>Elementary level L1 literacy</td>
</tr>
<tr>
<td>Need alphabet, phonics, sound to letter concepts,</td>
<td>Need advanced phonics, long/short vowels, syllables</td>
<td>Some L1 reading skills but limited writing</td>
</tr>
<tr>
<td>concept of word, basal beginning word/vocabulary study,</td>
<td>and affixes, concept of words in text, grammar and</td>
<td></td>
</tr>
<tr>
<td>orthographic/writing skills</td>
<td>mechanics, vocabulary, basic reading and writing</td>
<td></td>
</tr>
<tr>
<td>Need language for socioemotional expression and</td>
<td>Need language for socioemotional expression and</td>
<td></td>
</tr>
<tr>
<td>survival in school and community</td>
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Success with Multicultural Newcomers & English Learners: Proven Practices for School Leadership Teams, Margarita Calderón and Shawn Slakk, 2019
“Yes, there is a science to how people read. For the past several decades, in labs and classrooms all over the world, scientists have been studying how skilled reading works, what children need to learn to become skilled readers, and what’s going on when students struggle. Reading is probably the most studied aspect of human learning.” - Emily Hanford There is a Right Way to Teach Reading, and Mississippi Knows It, 2019
Simple View of Reading (Gough and Turner 1986)

Reading Comprehension = decoding ability $\times$ language comprehension
Reading and Writing Fundamentals

- Reading affects writing and writing affects reading
  - Phonemic awareness
  - Think and communicate
  - Understand the written language

- Handwriting
  - Complex motor task
  - May facilitate reading acquisition
'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

“And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"It seems very pretty," she said when she had finished it, "but it's rather hard to understand!" (You see she didn't like to confess, even to herself, that she couldn't make it out at all.) "Somehow it seems to fill my head with ideas—only I don't exactly know what they are! However, somebody killed something: that's clear, at any rate."
Preventing Academic Failure - P.A.F
Tom

1-2-16

Can you hole Sue? 7. You are Sam.
Are book and Sue in the big box?
The boys are in the car.
Give the base to me.
Did you hole the sun? It was hot in the sun.
Did you hole a very well in the sun? Yes, you hole it.
The cats.
How Can I Incorporate Fundamentals Into My Curriculum?

#FundamentalsFriday

- Beginning or end of lesson
- On work for specific students
- Pull-Out
- Separate Class
- After School

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**Target Themes and Assessment**

Shakespeare’s *Romeo and Juliet* includes timeless themes to which students are able to relate regardless of culture, race, or religion, allowing for engaging student discussion and participation. Students will identify the play’s focal themes of young love, free will, and gender issues. Among these themes, this unit will focus particularly on free will as well as gender issues throughout the play. These two themes in particular allow for better differentiation for the summative assessment, however, the unit also includes several potential essay topics for students interested in other writing assignments. The students will continue to develop their reading routines and skills such as annotation, building vocabulary, close reading, and participating in structured discussions.

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
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<tbody>
<tr>
<td>Love affects individual identity.</td>
<td>How does love affect identity?</td>
</tr>
<tr>
<td>Our decisions are influenced by our past and in turn impact our future.</td>
<td>How do the choices characters make shape their identities?</td>
</tr>
<tr>
<td>Our families, cultures, and society play a role in our decision-making process.</td>
<td>What role does our family/society/culture play in our decisions?</td>
</tr>
<tr>
<td>Authors make deliberate choices in language in order to shape a story.</td>
<td>How do we create strong arguments?</td>
</tr>
<tr>
<td>Evidence is only as strong as the analysis that follows.</td>
<td>How does analysis of evidence shape an argument?</td>
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### Accountable Talk – reading, writing, speaking, listening

<table>
<thead>
<tr>
<th>I agree because...</th>
<th>Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I disagree because...</td>
<td>Disagreeing</td>
</tr>
<tr>
<td>• I agree with...</td>
<td>• I disagree because...</td>
</tr>
<tr>
<td>• My idea is similar to ______ because...</td>
<td>• I see it a different way from ______ because...</td>
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</tbody>
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### Group Reading, Writing, and Presenting – reading, writing, speaking, listening

![Image of students engaged in group work.](image-url)
Presenting Group Work – speaking, listening, reading, writing

Whole Class Interactive Work – speaking, listening, reading, writing
<table>
<thead>
<tr>
<th>Acting out the play – reading, writing, speaking, listening</th>
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</thead>
<tbody>
<tr>
<td>Final Presentations/Essay Writing – reading, writing, speaking, listening, self assessment + writing process</td>
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Romeo and Juliet Prologue

In Verona, where we lay our scene,
An ancient grudge creates new fighting,
Where blood makes hands unclean.
Two unlucky children from these enemy families,
Become lovers and commit suicide unhappy,
The children’s death puts an end to their parent’s fight,
For the next two hours, we will watch the story of
Their doomed love, and their parent’s anger.
Act 1 Scene 1

Sampson and Gregory, servants of the Capulet family enter the stage carrying swords.

Sampson: Gregory, we can’t let the Montagues shame us.

Gregory: You’re right.

Sampson: If they make us angry, we will pull out our swords.

Gregory: I think you are weak.

Sampson: I am not weak! Women are weak!

Sampson: Let’s not start a fight. Fights are against the law. Let the Montagues start something.

Gregory: I’ll frown at them when they pass us.

Sampson: I’ll bite my thumb at them. That’s an insult.

Abram from the house of Montague enters the stage

Abram: Hey! Are you biting your thumb at us?

Sampson: They’ll be able to sense me. Everybody knows I’m a nice piece of flesh.
Superstitious

Claim: ____________________________________________

Evidence: ________________________________________

Analysis: ________________________________________

Why is this important to the play?

How will this impact the play?

Passionate

Claim: ____________________________________________

Evidence: ________________________________________

Analysis: ________________________________________

Why is this important to the play?
¿Qué quieres ser cuando seas grande?

Quiero ser graduado

Honduras es un país. Está en medio de centroamérica. Muchos turistas vienen a visitar. Las playas son bonitas y muy turísticas.

La comida es muy rica. Hay pollos, y también hay platos como tajadas, y tamales.

Los frescos de Honduras son de maíz, de piña, y muchos más.

Pero a la vez, hay problemas. El problema más grande de Honduras es la corrupción.
| Indirect Characterization | Character Trait |
|---------------------------|-----------------
| Ms. Sori says the verda.  | responsible     |
| Ms. Only also wants to the  | original, sincere |
| Ms. Only always walk the  | curious         |
| Classroom and running.  | active          |

Young love influences the decisions and identities of characters in Romeo and juliet. Young love influences the decisions of Romeo. For example, Romeo goes to the party. Another example is Romeo kisses juliet on the balcony.

Young love influences the decisions of Romeo. For example, Romeo goes to the party. In Act 1, Scene 5, Romeo says, "I have a bad feeling about this party. I am afraid it will be the start of something that will end in my own death." This means that Romeo feels not sure that go to the party. This is important because shows the love is strong and influences Romeo because he go to the party.

Young love also influences the decisions of Romeo. For example, Romeo kisses Juliet on the balcony. On page 9, Romeo says, "I am very glad you to kiss me. This means that Romeo esto recorda que Juliet lo kiss. This is important because he no es bueno aunque no se quiera enamorarse de uno."