



INTRODUCTION

Students with Limited or Interrupted Formal Education (SLIFE) are a fast-growing segment of the school age population in the US.

Gaps in formal education, literacy and numeracy issues and unfamiliarity with many school expectations are critical issues facing these students, that set them apart not only from their native English speaking peers but also from their ELL counterparts.

To meet the unique needs of SLIFE, schools need to rethink traditional methodologies. We look for creative ways to apply the Mutually Adaptive Learning Paradigm (MALP)[®] (DeCapua & Marshall, 2009, 2010, 2013) to build and scaffold academic strategies in content areas and to align traditional curriculum to support the SLIFE academic achievement.

APPROACH: READING PROTOCOL

Includes strategies found successful with SLIFE across all levels

-textbooks used:

- Keys to Learning (Pearson Longman)
- Inside the USA (National Geographic)
- Milestones (Heinle)

-theoretical framework

-Mutually Adaptive Learning Paradigm[®] (MALP[®]), DeCapua & Marshall

Reading Protocol

1. Set purpose.

- a. Why do we need to learn about this?
- b. Why is this important to know or to read about?"

2. Build background knowledge.

- a. Songs, chants, rhythmic expression
- b. Pictures, students' drawings
- c. Conversation stems
 - What do you know about_____?
 - I know that/I remember that_____.
 - Can you tell me more?
- d. Sharing student stories/teacher stories
- e. Identify misinformation and gaps
 - Identify sources of misinformation

3. Preview text.

- a. Discussion of title and headings, pictures, charts, illustrations (MIMIO View)
- b. Predictions on the reading (Think, Write, Pair, Share [WPS])
 - What do you think this story is about?
 - This story is about_____.

4. Vocabulary

- a. Envelopes with pictures
 - What is this?
 - This is a/an_____.
- b. Vocabulary books
- c. Modified Frayer model
- d. Use colors to annotate, e.g. main

5. Reading strategies introduction.

Example: Making Predictions

- a. Pictures (real-life examples, inspired from students' experiences, -e.g., the crystal ball
- b. Oral/written stems.
 - What do you predict will happen?
 - I predict that_____.
 - What is your evidence?
 - My evidence is_____.
- c. Monitoring (and self-monitoring) the use of the strategy
- d. Consistency in format, language and product

6. Reading

- a. Model reading + progress check
- b. Echo reading
- c. Pair reading
- d. Independent reading
- e. Readers' theater

7. Comprehension Assessment

- a. Tiered questioning
- b. Literary elements packet
- c. Nonlinguistic demonstration of critical thinking skill
 - pointing to area in the text that supports students' inferences about the text
 - drawing the story sequence
 - placing pictures in the correct sequence

8. Fluency assessment

- a. running records (1 minute)
- b. student data monitoring
- c. word discrimination practice (minimal pairs, segmentation, etc.)



Relevant Resources Acknowledgements

DeCapua, A. & Marshall, H. (2011). *Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in U.S. Secondary Schools*. Ann Arbor: University of Michigan Press.

DeCapua, A., Smathers, W. & Tang, F. (2009). *Meeting the Needs of Students with Limited or Interrupted Schooling: A Guide for Educators*. Ann Arbor: University of Michigan Press