

LINKS are HERE:  
[bit.ly/SALVAnotes](https://bit.ly/SALVAnotes)



## Practical Techniques

- Write, Post & Review measurable content and language objectives.
- Create an ELL & SLIFE-friendly environment.
- Train students to understand Balanced Literacy and capitalize on their capacity for metacognitive awareness.
- Co-create text from the first day in class.
- Offer compelling reasons for speaking and reading.
- Give students multiple opportunities for choral reading and tracking print.
- Look for growth early in the school year.
- Use technology to engage, to empower and to share learning.
- Design experiences that engage and promote a growth mindset.
- Create a team with other teachers (ELL and content).
- Remain in a growth mindset by regularly challenging your beliefs.
- Create your plan for supporting your under-schooled students.

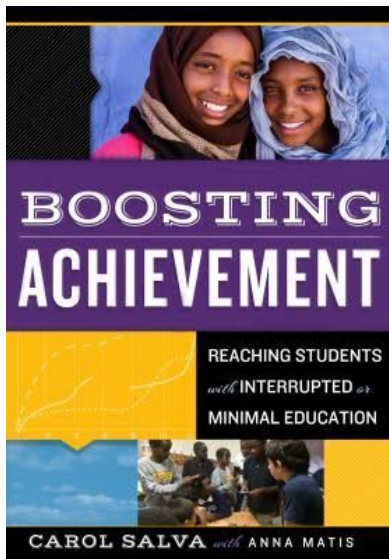
Videos and more at [salvac.edublogs.org](http://salvac.edublogs.org)  
For consulting contact me or: [Kathy@johnseidlitz.com](mailto:Kathy@johnseidlitz.com)

Forward by Tan Huynh

*I am searching for that which every person seeks - peace and rest.*

- *Dante Alighieri*

*My family were among the last wave of boat refugees who fled South Vietnam after its fall in 1975. My siblings and I weren't permitted to attend quality schools there because our family aided the American troops during the war. Faced with a future filled with doors slammed shut, my mother, along with other families who were choked by similar restrictions, decided to illegally*



*charter a boat to escape in 1986. The odds of surviving the voyage were stacked in favor of the sea. Under the cover of darkness, we fled and floated towards Malaysia. One day after the fuel had run out and with only one day left until the fresh water and food would do the same, a Malaysian Navy boat rescued us and eventually resettled our family in a Filipino camp for Vietnamese migrants.*

*We spent 18 months at the refugee camp in the Philippines awaiting our permanent relocation to the United States. Wanting to educate the children in the refugee camps, humanitarian organizations eventually opened up schools. First born sons can be burdened with pressures to protect and provide. This burden forced my brother to drop out of high school and do odd handyman jobs to support his family. But my second oldest brother enrolled in middle school, and my sister joined the elementary school. I was just old enough to enroll in the kindergarten when we were granted entry into the U.S.*

*We were grateful for the makeshift refugee schools because they provided some semblance of a normal life for us and the other refugee children. But because of the conditions at the camp and the lack of resources, my brothers and sister experienced some interrupted formal education.*

*Thirty years later, my story is repeated in the on-going, living nightmares that haunt today's refugees. Recent wars and the destabilization of some countries in the Middle East, parts of Africa, regions in Asia, and segments of Latin America have produced a global humanitarian*

*crisis. American schools are seeing a rise in Students with Interrupted Formal Education (SIFE) from people who, like my family, were forced to renounce their homelands in exchange for safety. How do teachers serve children who have been on the road running from the grip of a tyrannical government or teach students who must migrate with their families from farm to farm to harvest crops?*

*We might receive training on how to work with English learners (ELs), but these strategies and approaches often rely on ELs having formal education in their home countries and established literacy skills in their home languages. Educators have to use a different approach to serving those students who have limited or no previous access to formal education. Sadly, little if any of our training or professional development addresses ways to serve this specific demographic. Carol Salva and Anna Matis have responded with this book - published at a time when schools and teachers need their advice more than ever.*

*I first met Carol on social media where we were both interested in developing digital EL resources. After ten years of teaching and reading books on teaching practices, I decided to share my most effective language development strategies on my blog, [EmpoweringELLs.com](http://EmpoweringELLs.com). Carol retweeted my articles and was a valuable contributor on the weekly #ellchat. When I co-founded an online book club devoted to reading books about EL instruction ([#ellchat\\_bkclub](https://twitter.com/ellchat_bkclub)) with Katie Toppel ([@Toppel\\_ELD](https://twitter.com/Toppel_ELD)), she joined the book club and contributed to our collective growth by posting pictures and videos of her work with children and sharing links to articles with concrete, implementable ideas.*

*Upon seeing how much my own craft was improving from connecting with other educators on Twitter, I decided to start a virtual conference for English language teachers to connect with innovative educators who find ways for ELs to succeed. I needed someone who would enthusiastically partner with me to take this idea from dream into reality - albeit a virtual one. Carol, of course, agreed to shepherd this project so that teachers don't have to feel like they're alone in advocating for ELs. Her first contribution - creating our hashtag: [#VirtuEL17](https://twitter.com/VirtuEL17).*

*Carol's excitement, commitment, and expertise in this field, however, can't be contained in just 140 characters, which is why I'm so enthusiastic about recommending the book she has coauthored with Anna Matis.*

*In *Boosting Achievement: Reaching Students with Interrupted or Minimal Education*, Carol uses her years of teaching experience and specialized knowledge of language development to distill seminal research on SIFE into a teacher-friendly framework.*

*Suggesting that content instruction should not be the only educational priority, Carol recommends making space for students to develop something more important: a growth mindset. After all, most things SIFE experience will be new, anxiety-producing, and challenging. This whirling storm of confusion comes from having to learn foreign cultural practices, a process worsened by not knowing English. A growth will remind SIFE to return to the effective strategies that helped them acquire language and learn American cultural expectations. Through this process, they'll learn to address what they can control, and gracefully release things they can't.*

*We all know that our students - SIFE or not - will face challenges for the rest of their lives. I'm certain that Carol's advice to teach them to be the masters of their inner world when their outer world is crumbling will be **more useful more often** than any content I could possibly teach to pass a standardized test.*

*In addition to these essential emotional skills, Salva and Matis focus on providing teachers with specific literacy strategies that scaffold content and develop language skills. No wonder they are highly sought after consultants, and their presentations at conferences are standing-room only.*

*These strategies can create a word-rich environment where students use language to solve problems, ask questions, and defend opinions. I am impressed by all the ways Carol holds high expectations for SIFE and am inspired by their authentic learning experiences. Check out her lesson on page 38 that incorporates a chef and owner of a high-end restaurant as an example of authentic learning.*

*Another of my favorite strategies in the book is the Structured Conversation, also known as Question, Signal, Stem, Share, Assess (QSSSA), in Part IV. Many SIFE come from countries with an orally-rich tradition where speaking and socializing are the main currency of communication. Because they're used to talking to create meaning and establish order, the social aspect of QSSSA makes it familiar for them and can be used across content areas and grade levels.*

*Even at their young ages, many SIFE come to America with enough pain to fill a lifetime of sadness and despair. Their bodies might be here, but their hearts and prayers remain with those whom they've left behind. They are grateful for this new home free of persecution, without a tightening noose around their lives, but they ache for their real homes and for the people they couldn't bring along.*

Hacking Literacy for SLIFE  
By Carol Salva for #WIDA2018  
Visit us at Booth 219

[carol.salva@johnseidlitz.com](mailto:carol.salva@johnseidlitz.com)  
Twitter: @MsSalvac  
Facebook.com/SalvaBlog  
Salvac.edublogs.org

---

*Our field is brimming with books on instructing ELs, but few speak directly to SIFE. I foresee districts directing teachers to this book as a must read to serve a population we must not forget. It will become a classic in the field and one I will run to when a SIFE joins my school.*

*Together with Salva and Matis, we can honor the bravery and sacrifice of learners who are SIFE by making our classrooms places where we shelter them from the rain of insults, where we open our hearts so that they can lower their walls, where hope floats, and where for the first time in a long time, they're allowed to be children who are finally granted what we all seek: peace and rest.*

Tan Huynh  
**@TanELLClassroom**  
[EmpoweringELLs.com](http://EmpoweringELLs.com)  
Co-founder of  
[#ellchat\\_bkclub](https://t.me/ellchat_bkclub) and [#VirtuEL17](https://t.me/VirtuEL17)



Did you miss VirtuEL18?? No! You didn't! All EL sessions are still on YouTube and available for you to watch. Check it out at [bit.ly/VirtuEL](https://bit.ly/VirtuEL)