



FALL 2021: RITELL Webinar Series

## Approaches to Structured Literacy for Multilingual Learners

Only \$10 with your 21/22 [RITELL Membership](#)\*

Thursday, Oct 28th  
4-5:15pm  
on ZOOM

### Structured Literacy for English Learners

There are 5 million English learners attending public schools in the US. The majority of the students speak Spanish as their first language. Every professional must understand how to differentiate instruction to help these students achieve second language acquisition and literacy skills that are commensurate with their monolingual English-speaking peers. This session will describe Structured Literacy and the specific cross-linguistic features that can be aligned with foundational skills of reading. Lesson designs will be modeled and features of Spanish and English and other languages will also be provided.

Tuesday, Nov 9th  
4-5:15pm  
on ZOOM

### Multitiered System of Supports: Essential Considerations for Implementation Among English Learners

The number of students in the United States who are learning English as their second or third language has increased significantly. Additionally, Multitiered System of Supports (MTSS) have been recommended as a framework to ensure high-quality and differentiated instruction, with screening and progress monitoring to address and potentially prevent learning difficulties. This session will explore the key considerations for implementation of MTSS among English learners. Specifically, language of instruction models, oral language proficiency and differentiated literacy instruction. A rubric for implementation will also be described and shared with participants.

## ABOUT THE PRESENTER: DR. ELSA CÁRDENAS-HAGAN

Dr. Cárdenas-Hagan will present at both webinars: October 28th & November 9th.

Dr. Elsa Cárdenas-Hagan is a bilingual speech and language pathologist, a certified teacher, dyslexia therapist, certified academic language therapist and a qualified instructor. Dr. Cárdenas-Hagan is the President of the Valley Speech Language and Learning Center in Brownsville, Texas and a research associate with the Texas Institute for Measurement, Evaluation and Statistics at the University of Houston. Elsa has spent the last 23 years working in national research related to the development of language and literacy skills among Spanish-speaking English learners. She has worked with teams of researchers designing assessments and interventions for English learners who struggle with reading. Elsa has written many scholarly articles, curricular programs, and book chapters related to the oracy and literacy development among English learners. Her book entitled: [Literacy Foundations for English learners: A Comprehensive Guide to Evidence-Based Instruction](#) was recently released.



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