

# Exploring the Components of Reading to Support English Language Learners Grades K-5





## Five Stages of Language Acquisition

Stage	Description
<b>Stage 1: Silent Pre-Production</b>	Individuals at this stage can comprehend 500 words, use nonverbal language and gestures, listens to language and may be developing the understanding of many words and phrases.
<b>Stage 2: Early Production</b>	Individuals at this stage begin to communicate in simple ways and comprehend about 1,000 receptive words. They can also respond in short phrases and answer “who” and “what” questions in addition to “yes” or “no” questions.
<b>Stage 3: Speech Emergence</b>	Can comprehend about 3,000 words and can speak in simple sentences composed of three to four words. Grammatical errors are common at this stage.
<b>Stage 4: Intermediate Language Proficiency</b>	Individuals at this stage can compose some complex sentences, ask clarification questions and can state opinions. They can comprehend around 6,000 words.
<b>Stage 5: Advanced Language Proficiency</b>	At this stage, individuals can fully participate in an academic setting and their speech is composed of complex sentences with appropriate use of grammar and possess comparable vocabulary to native speakers.





## Oral Language

Notes:

### Strategies to Promote Oral Language Development

**Strategy #1** Establish routines.

**Strategy #2** Use gestures and visual supports.

**Strategy #3** Provide native language support when giving oral directions.

**Strategy #4** Use repetition and rehearsals.

**Strategy #5** Allow students to practice their second language and literacy skills.

### Scenario – Linh

Linh is a kindergarten student from Vietnam who has recently joined Ms. Rodriguez’s class. Linh’s English language proficiency is limited, and she struggles with oral communication. Linh’s limited English proficiency makes it challenging for her to fully engage in classroom discussions and express her thoughts and ideas orally.

### Considerations

**Reflection:** How will you promote oral language development within your instructional planning to meet the needs of ELLs?

#### B.E.S.T. ELA Connections

ELA Expectations – pages 8 and 147  
Phonological Awareness Benchmarks – page 11  
Elementary Oral Communication Rubric – pages 186-188  
Conventions Progression by Grade Level – pages 196-197

#### FCRR Resources



Link:  
<https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Oral%20Language%20Resources.pdf>

## Phonological Awareness

Notes:

### Activities to Promote Phonological Awareness Development

<b>Activity #1</b>	<i>Phoneme Segmentation</i> (Practice Lesson)
<b>Activity #2</b>	<i>Developing Rhyme Identification</i> (Sound Manipulation)
<b>Activity #3</b>	<i>Developing Alliteration</i> (Same Initial Sound)
<b>Activity #4</b>	<i>Developing/Understanding Syllables</i> (Assemble the Words)
<b>Activity #5</b>	<i>Developing Phonemic Awareness</i> (Script)

### Scenario – Diego

Diego is a fourth grade student who is enthusiastic and willing to participate in class, but during language-based activities, he misses subtle differences in words such as pacific/specific or goal/gold. When reading, he stumbles over multisyllabic words, often guessing the pronunciation based on the first few letters rather than recognizing the syllable patterns.

### Considerations

**Reflection:** How will you promote phonological awareness development within your instructional planning to meet the needs of ELLs?

#### B.E.S.T. ELA Connections

Phonological Awareness Benchmarks – page 11

#### FCRR Resources



Link:

[https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-readingsuccess/REL\\_2021045\\_module2\\_participant\\_87.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-readingsuccess/REL_2021045_module2_participant_87.pdf)



### Activity #1: Phoneme Segmentation – Practice Lesson

**Teacher:** Students, today we will learn a new sound in English, /th/. Say the word *thumb*.

**Student:** *thumb*

**Teacher:** Tell me the sounds of the word *thumb*.

**Student:** /th/ /u/ /m/

**Teacher:** Look at my thumb. Show me your thumb.

**Student:** (Student shows the teacher his or her thumb.)

**Teacher:** How do you say this word in your home language?

**Student:** (Student answers in home language.)

**Teacher:** Now say it in English.

**Student:** thumb

**Teacher:** Good job! The next word is *three*. Tell me the sounds of the word *three*.

**Student:** /th/ /r/ /e/

**Teacher:** Look as I show you my three fingers. Now you show me three fingers.

**Student:** (Student shows three fingers.)

**Teacher:** Very good!

### Activity #2: Developing Rhyme Identification – Sound Manipulation

Teacher	Students	Teacher	Students	Teacher
Say <i>mess, less</i>	mess, less	Do they rhyme?	Yes	We changed /m/ to /l/.
Say <i>den, ten</i>	den, ten	Do they rhyme?	Yes	We changed /d/ to /t/.
Say <i>boo, soy</i>	boo, soy	Do they rhyme?	No	We changed all the sounds.

### Activity #3: Developing Alliteration – Same Initial Sound

**Teacher:** Alliterations repeat the initial consonant sounds in two or more words. I will say an alliterative sentence and you will complete it for me. Sally sees seven \_\_\_\_\_.

**Student:** *seashells*

**Teacher:** Good job! Manuel makes \_\_\_\_\_.

**Student:** milkshakes

**Teacher:** Awesome! Can you make your own alliterative sentence?

**Student:** Answers will vary.

### Activity #4: Developing/Understanding Syllables – Assemble the Words

**Instructions:** Open the envelopes provided one by one to assemble the syllables to form words. Then, say each word aloud. Determine how many syllables are within the word. Share word/affix meanings with your partner to clarify.

Facilitator(s) can choose any syllables from the lists provided on this link:



[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_word\\_parts/45\\_f0\\_01\\_speedy\\_syllables.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_parts/45_f0_01_speedy_syllables.pdf)

## Activity #5: Developing Phonemic Awareness – Script

**Instructions:** Use the mirrors, sound boards, dry-erase markers and the images provided when using the script below.

**Teacher:** Students, look in your mirror. Repeat these words after me: *jaw, paw, saw*.

**Student:** (Students mimic teacher by repeating the words and looking at their mouth positioning in the mirror.)

**Teacher:** What sound did you hear that was the same?

**Student:** The sound /aw/

**Teacher:** Can you tell me the sounds of the word *jaw*?

**Student:** /j/ /aw/

**Teacher:** Can you tell me the sounds of the word *paw*?

**Student:** /p/ /aw/

**Teacher:** Can you tell me the sounds of the word *saw*?

**Student:** /s/ /aw/

**Teacher:** Look as I write these words. The sound is /aw/ and the letters are *a* and *w*. In what position do you see the letters *a* and *w*?

**Student:** In the final position.

**Teacher:** Yes, in the final position. The sound /aw/ is represented by the letters *a* and *w* in the final position.

**Teacher:** Can you touch your *jaw*?

**Student:** (Students touch their jaw.)

**Teacher:** Good job! Can you look at the picture of the puppy's *paw*? Look at the picture of a *saw*. Let's pretend that we will have a saw to cut the limb from the tree. You have learned a new sound and how to segment words. You have also made a connection to the letters that represent the sound /aw/. You also understand some of the words with the sound /aw/.

Source: Cardenas-Hagan, E. (2020). *Literacy Foundations for English Language Learners*. Paul H Brookes Publishing: MD.



## Phonics

Notes:

### Routine to Promote Phonics Development


<b>Step #1</b>	Teacher says three words that begin with a common sound.
<b>Step #2</b>	Students repeat the words.
<b>Step #3</b>	Students determine the common sound.
<b>Step #4</b>	Teacher discusses the formation of the sound and its features.
<b>Step #5</b>	Teacher leads a discussion regarding the commonalities or differences of the sounds in the native and second languages.

### Scenario – Bernardo

Bernardo moved from Brazil a year ago and is now in Mr. Johnson’s second grade class. He is enthusiastic about continuing to learn English but has encountered difficulties with phonics. This is impacting his ability to read and pronounce English words accurately. When encountering words with silent letters or irregular phonetic patterns, Bernardo often hesitates or mispronounces them. In spelling, he frequently misspells words and struggles with distinguishing between similar-sounding phonemes in short vowel sounds words like “cat” and “cut.”

### Considerations

**Reflection:** How will you promote phonics development within your instructional planning to meet the needs of ELLs?

B.E.S.T. ELA Connections	FCRR Resources
Phonics and Word Analysis Benchmarks – pages 11-12	 <p>Link: <a href="https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Phonics%20Resources.pdf">https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Phonics%20Resources.pdf</a></p>

## Fluency

Notes:

### Routine to Promote Fluency Development

**Reading  
Passage**

On Thursday evening, December 1, 1955, Mrs. Parks left work and started home. She was tired. Her shoulders ached from bending over the sewing machine all day. "Today, I'll ride the bus," she thought.

Excerpt from *Rosa Parks* by Eloise Greenfield (3<sup>rd</sup> grade B.E.S.T. ELA Booklist)

**Read #1**

**Teacher reads the text aloud, modeling appropriate automaticity and prosody. Students silently follow along.**

**Read #2**

**Teacher guides students through a choral reading.**

**Read #3**

**Teacher guides students through an echo reading.**


**Additional  
Notes/  
Considerations**

### Scenario – Alma

Students in Mrs. Johnson’s third grade class have been reading weekly passages and monitoring progress with reading fluency. Alma has been working to improve smoothness and phrasing by engaging in reader’s theater. She is anxiously awaiting her turn to read and hear feedback about her improvement.

### Considerations

**Reflection:** How will you promote fluency development within your instructional planning to meet the needs of ELLs?

B.E.S.T. ELA Connections	FCRR Resources
<p>Appendix E: Introduction – page 206 Dolch</p> <p>Word Lists – page 207</p> <p>Fry Word Lists – page 208</p> <p>Fluency Norms – page 209</p> <p>Sample Oral Reading Fluency Rubrics – page 210</p>	 <p>Link: <a href="https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Fluency%20Resources.pdf">https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Fluency%20Resources.pdf</a></p>



## Vocabulary

Notes:

### Strategy to Promote Vocabulary Development

**Vocabulary  
Terms**

disconnected      combined      combination      gathered

Terms from *Now and Ben* by Gene Baretta (1<sup>st</sup> grade B.E.S.T. ELA Booklist)

**Question #1**

**How many morphemes (individual units of meaning) are in this word?**

**Question #2**

**What are the morphemes in this word?**

**Question #3**

**Consider the morphemes; what could this word mean?**


**Additional  
Notes/  
Considerations**

### Scenario – Amina

Amina speaks Swahili and has been in the United States for a year. Her class is learning about Ben Franklin’s inventions through a read aloud conducted by the teacher. The teacher selected several vocabulary words for explicit instruction. Before reading, the class sees a list of vocabulary terms, hears the teacher pronounce them, repeats the terms in a choral response and is given a student-friendly definition of each term. As the teacher begins reading the text, she makes a point to discuss the use of each word in context. Over the next few days, Amina and her class will have tasks that involve using these terms in a variety of ways.

### Considerations

**Reflection:** How will you promote vocabulary development within your instructional planning to meet the needs of ELLs?

B.E.S.T. ELA Connections	FCRR Resources
<p>Selecting Academic Vocabulary for Direct Instruction – page 198</p> <p>Morphology Base Words – page 199</p> <p>Greek and Latin Roots – pages 200-201</p> <p>Common Prefixes and Suffixes – pages 202-203</p>	 <p>Link: <a href="https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Vocabulary%20Resources.pdf">https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Vocabulary%20Resources.pdf</a></p>

## Comprehension

**Notes:**

<b>Strategy to Promote Comprehension Development</b>	
<b>ELL and SWD Suggestions Page 2</b>	
<b>ELL and SWD Suggestions Page 2</b>	
<b>ELL and SWD Suggestions Page 4</b>	
<b>Other Suggestions</b>	

### Scenario – Jean

Jean’s teacher is planning instructional tasks that allow students to analyze an author’s purpose and provide a summary of the text. Students will be reading the book *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill. Jean, who speaks Haitian Creole, received a copy of the text ahead of time. He tries hard to make out the words and think about what they mean, but by the time he makes it to end of the book he is still unsure of what he is supposed to understand from it and how he will complete assignments.

### Considerations

**Reflection:** How will you promote comprehension development within your instructional planning to meet the needs of ELLs?

#### B.E.S.T. ELA Connections

Spiraled Standards in a Vertical Progression – pages 13-25

Benchmarks and Clarifications by Grade Level (K-5) – pages 26-77

Grade Level Booklists (K-5) – pages 151-157

Civic Literacy Reading List (K-5) – pages 168-169

#### FCRR Resources



Link:

<https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/reading-components/Comprehension%20Resources.pdf>

## TEACHER READING GUIDE

# *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop*

by Laban Carrick Hill

**Meet Clive Campbell, the Jamaican immigrant who mixed music so irresistibly that it transformed the world. Learn about his life and how he followed his passion for music to become a famous DJ.**

Want to read more books like this one? Visit your local or school library to check out more!

### Create Successful Reading Habits

Current research from the What Works Clearinghouse shows that teachers should ask students to refer to the text to justify their answers.\* Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow-up questions should provide students with a model for actively thinking about the text and its meaning and help them learn to construct and support opinions with textual evidence. Examples of recommended follow-up questions include the following:

- What makes you say that?
- What happens in the book that makes you think that?
- Can you explain what you meant when you said \_\_\_\_\_ ?
- Do you agree with what \_\_\_\_\_ said? Why or why not?
- How does what you said connect with what \_\_\_\_\_ already said?
- Let's see if what we read provides us with any information that can resolve \_\_\_\_\_ 's and \_\_\_\_\_ 's disagreement.

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

## SCIENCE OF READING – PURPOSE OF ASSESSMENTS

Assessing students is critical for identifying specific literacy needs. There should always be a purpose for assessments. The **four main purposes for assessments are:**

1. **Screening** helps to identify who is at risk for not meeting grade-level learning goals.
  - usually administered in the fall, winter, and spring of a school year to identify students at risk for reading and spelling difficulties
2. **Progress Monitoring** determines if the intervention is fixing the problem.
  - administered frequently to check for adequate student growth
  - used to determine instructional needs and to make instructional decisions
3. **Diagnostic** assessments assist in identifying specific needs and what should be taught.
  - measure students' proficiency in reading skills
  - used to design effective instructional interventions
  - can be informal, criterion-referenced, or norm-referenced
4. **Outcome Measure** assessments help to determine if students are meeting expected levels of performance.
  - can be criterion- or norm-referenced
    - **Norm-referenced** assessments measure a student's performance in comparison to the performance of same-age students on the same assessment and are designed to document gains in performance. The FAST Assessment is an example of a norm-referenced assessment.
    - **Criterion-referenced** assessments measure what a student knows and does not know at the time, and the results are compared to grade-level standards. An end-of-unit test is an example of a criterion-referenced assessment.

Assessment data, combined with other relevant information, are used to determine the most efficient and effective way to increase student outcomes. Assessment data can be used to plan instruction, determine the composition of small groups, and evaluate progress.

## WORD WORK - WORD ANALYSIS

Help students decode unfamiliar multisyllabic words by breaking them apart into their word parts. Encourage them to look at the unknown word closely for **base words**, **prefixes**, and **suffixes** to help them read the word and understand what it means.

**Base words** are single words that cannot be broken into smaller word parts and still have meaning.

A **prefix** is a word part that, when added to the beginning of a **base word**, changes the meaning of a word.

A **suffix** is a word part that, when added to the end of a **base word**, changes the meaning of a word.

Here are some examples of how to break apart words from the book into their **prefixes**, **base words**, and **suffixes**.

Example from the Book	Prefix (Meaning)	Base Word (Meaning)	Suffix (Meaning)	New Meaning
<b>sorrowful</b> (p. 2)		<b>sorrow</b> (sadness)	<b>ful</b> (full of)	full of sadness
<b>unspeakable</b> (p. 29)	<b>un</b> (not)	<b>speak</b>	<b>able</b> (capable of)	not capable of speaking about something

Point to the word *sorrowful*.

Say, "This is the word *sorrowful*. It's a long word, but we can break it down into smaller word parts to be able to read it and know what it means."

Say, "At the beginning of the word, I see the **base word** *sorrow*. *Sorrow* means sadness."

Say, "Next, I see the **suffix** *-ful*. This **suffix** means *full of*. When I put the smaller word parts together, *sorrow - ful*, it's easier for me to read the whole word, *sorrowful*. It means that something is *full of sadness*."

Repeat the steps with *unspeakable*.

Continue applying this skill with other unfamiliar words found in the text.

ELA.5.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

### ELL and SWD suggestion:

Students who need additional practice identifying word parts can highlight the **prefixes** and **suffixes** in a word. Highlighting will help students to see each part (chunk) of the word clearly.

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some

examples of Tier 2 vocabulary words from the book:

**sorrowful** (p. 2): Someone who is **sorrowful** is full of sadness. Clive loves listening to all kinds of music, including

singers with **sorrowful** voices.

**chant** (p.17): When someone **chants**, they speak or sing with a rhythm in their voice. When Clive DJs for an audience, he remembers how the DJs in Jamaica would **chant** over the music.

**slickest** (p. 20): A **slick** action is done quickly and smoothly. The break-dancing crews in the park

have the **slickest** dance moves.

**trickled** (p.11): When something **trickles**, it moves or flows in slowly. When Clive first hooks up the new speakers his dad gets him, only a small amount of sound **trickles** out.

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

### ELL and SWD suggestion:

Cloze sentences are sentences where key vocabulary is deleted, and students must use context clues to determine the missing word. This best practice brings students' attention to a specific word in a sentence and helps them to understand how language works. Cloze sentences require students to monitor for meaning while reading and to think critically about a text. This is an engaging activity that can be used to reinforce the learning of Tier 2 vocabulary words. When using cloze sentences, you can choose to provide a word bank depending on the needs of the students.

Example: DJ Kool Herc likes to \_\_\_\_\_ along with the rhythm of the music as he plays.

## READ FOR MEANING -AUTHOR'S PERSPECTIVE

**ELA.5.R.2.3: Analyze an author's purpose and/or perspective in an informational text.**

**ELA.5.R.3.2: Summarize a text to enhance comprehension.**

### Before:

Introduce the concept of the **author's perspective** to students. Explain that someone's **perspective**, or view, is shaped by their culture, physical traits, and personal experiences. **Perspective** can provide readers with the opportunity to see things in a new way. Explain that today students will read the story *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* and determine the **author's perspective** towards the creation of the music genre known as hip hop.

When determining the **author's perspective**, it is helpful to focus on how the story is told in order to better understand the author's view.

### During:

Before reading the story, read the author's note on pages 29 - 30, and discuss the experiences the author had that led to the writing of this book. Guiding questions:

How does the author discover hip hop?

What background information about the author do we gain from the author's note that may help us understand the writer's point of view? (*point of reference*)

Look at the word choice the author uses to describe their thoughts and feelings towards the impact that hip hop has had on him and the American culture. Help students identify words like *captivated*, *amazing era*, *miraculous*, and more. Then discuss how they relate to the **author's perspective**.

After reading the author's note, read the story with students and continue to discuss the **author's perspective** and HOW it influences the way he writes this story. Discussion questions:

How does the author help you visualize the story?

What words and phrases does the author use when writing this story?

What does the author mean when they write \_\_\_\_\_ ?

How does the author let you know about \_\_\_\_\_ ?

What is the author's MOST LIKELY reason for \_\_\_\_\_ ?

Why does the author include the section \_\_\_\_\_ ?

What evidence does the author include to support their **perspective** of \_\_\_\_\_ ?

Why does the author write this selection? Identifying the author's purpose helps students recognize possible viewpoints.

Provide students with some of the following sentence stems to help facilitate a discussion with students:

To explain why ...

To show how to ..

To convince (persuade) the reader to ...

To encourage readers to ...

To give information about ...

To describe how ...

To give an example of ...

To introduce readers to ...

To reveal ...

To give an account of ...

To illustrate ...

To discuss ...

## READ FOR MEANING -AUTHOR'S PERSPECTIVE

### After:

Determine the **author's purpose** and **perspective** using evidence from the text. Ask students to complete the graphic organizer and write a summary of the **author's perspective**.

The author's purpose is to _		
The author's perspective is_		
Text Evidence	Text Evidence	Text Evidence
Summary:		

### ELL and SWD suggestion:

Pre-read the book with students to help build familiarity. This will help students to become acquainted with the topic and structure of the text before engaging with specific activities that require increased comprehension.