



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



FLORIDA DEPARTMENT OF
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Objectives

- Understand the connection between the science of reading and how it informs support for English Language Learners (ELLs).
- Examine the instructional implications for ELLs in relation to the B.E.S.T. English Language Arts (ELA) Standards and the components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- Receive recommendations and engage in the application of one evidence-based practice for each component of reading.

Five Stages of Second Language Acquisition

STAGE	DESCRIPTION
Stage 1: Silent Pre-Production	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.
Stage 2: Early Production	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.
Stage 3: Speech Emergence	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.
Stage 4: Intermediate Language Proficiency	Individuals at this stage can compose some complex sentences, ask clarification questions and can state opinions. They can comprehend around 6,000 words.
Stage 5: Advanced Language Proficiency	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.

Components of Reading

Oral Language

Phonological
Awareness

Phonics

Fluency

Vocabulary

Comprehension



Oral Language



Oral Language Development and English Language Learners



ELLs can tell you at the end of the day exactly what they did during center time.



ELLs can tell you while lining up for recess what they want to do on the playground.



ELLs can describe to the class what they did over the weekend.



ELLs can paint/draw pictures and then describe them to friends.



ELLs can hide special objects around the room and then use only language, not gestures, to direct friends to find them.



ELLs can connect something a character did in a story with their own lives or experiences.

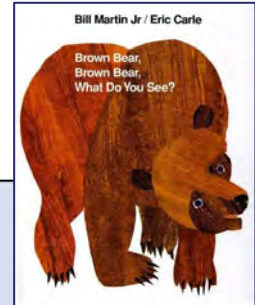


ELLs can share what they would do if they suddenly had a fantasy superpower, such as flying.



ELLs can describe what happened at their last birthday or holiday celebration.

Embedded Opportunities to Promote Oral Language



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.

Linh (Vietnam) – Kindergarten

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.



Phonological Awareness



Phonological Awareness and English Language Learners

- The transfer of a student's phonological awareness to another language depends on similarities and differences in writing systems.
- Positive transfer benefits progress in the second language, while negative transfer leads to errors.
- Bilingual children may experience a faster phonological development rate.
- Phonological acquisition in ELLs is both similar to and different from monolingual speakers, requiring educators to consider the potential for transfer and address challenges associated with negative transfer in ELLs.

Embedded Opportunities to Promote Phonological Awareness

Role-Playing: Work with a partner for each activity.

Activity #1: *Phoneme Segmentation* (Practice Lesson)

Activity #2: *Developing Rhyme Identification* (Sound Manipulation)

Activity #3: *Developing Alliteration* (Same Initial Sound)

Activity #4: *Developing/Understanding Syllables* (Assemble the Words)

Activity #5: *Developing Phonemic Awareness* (Script)



Diego (Dominican Republic) – Fourth Grade

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.



Phonics



Phonics and English Language Learners

Explicit instruction in phonics has proven to be beneficial for children from various cultural backgrounds.

Letter-name knowledge must be taught explicitly and serves as a predictor for decoding skills in ELLs.

Students with grapho-phonemic knowledge develop their reading accuracy and can read words with automaticity.

Cross-linguistic connections for letters and sounds promote second language acquisition.

Embedded Opportunities to Promote Phonics

purple

dimple

apple

purple

dimple

apple



Bernardo (Brazil) – Second Grade

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.”



Fluency



Fluency and English Language Learners



Oral language is an important foundation.



Oral language supports the role of fluency as the BRIDGE to comprehension.



ELLs have less developed oral language skills, which affects reading fluency.

Embedded Opportunities to Promote Fluency

Repeated Oral Reading

Choral Reading

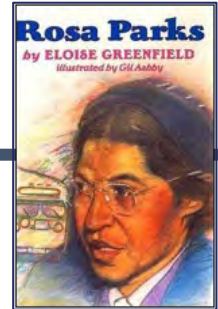
Echo Reading

Partner Reading

Triple Read

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
(3rd grade B.E.S.T. ELA Booklist)



Alma (Honduras) – Third Grade

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.



Vocabulary



Vocabulary and English Language Learners

Connect new learning to existing vocabulary knowledge.

Provide multiple opportunities to use new vocabulary.

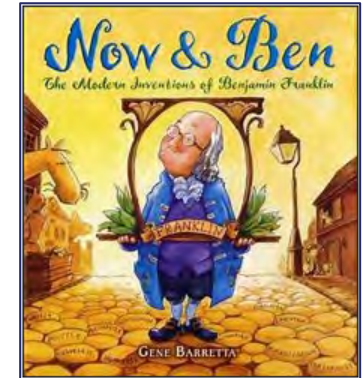
Incorporate activities that allow for adult and peer interaction.

Embedded Opportunities to Promote Vocabulary Development

Shared Reading

Make connections across languages

Deep processing during content-rich vocabulary instruction



Multisyllabic Word	Morphemes	Meaning
disconnected	dis- connect -ed	not joined
combined		
combination		
gathered		

Amina (Kenya) – First Grade

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.



Comprehension

The Simple View of Reading



Comprehension and English Language Learners



Use predictable classroom and language routines.



Focus on building knowledge and word meaning.



Provide opportunities to engage in discussion and writing.



Combine direct instruction from the teacher, interaction between teacher and student and collaboration among students.



Consolidate learning through paraphrasing and summarizing.



Utilize pictures, graphs, visual cues and graphic organizers.



Provide explicit feedback.

Embedded Opportunities for Comprehension

Preview the Text

Summarize and Paraphrase

Utilize Graphic and Semantic Organizers

Generate Questions and Answers

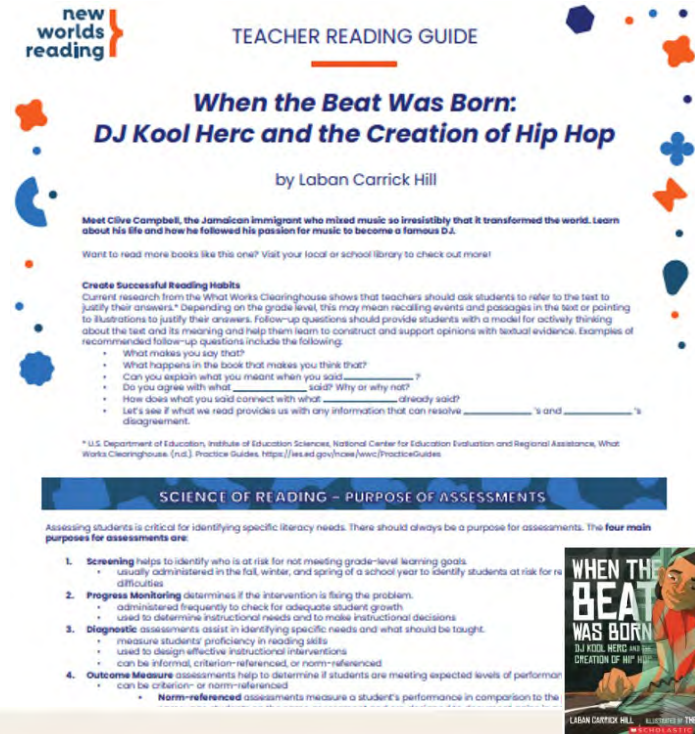
Encourage Cooperative Learning and Discussion

Monitor Understanding and Ask Questions During Reading

Create a Central Idea Statement After Reading

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.



new worlds reading } **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/iiesd/ncer/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 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 student 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



Jean (Haiti) – Fifth Grade

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.

Revisiting Our Objectives

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Next Steps

Based on your role, how will you use this information to meet the needs of English Language Learners?



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