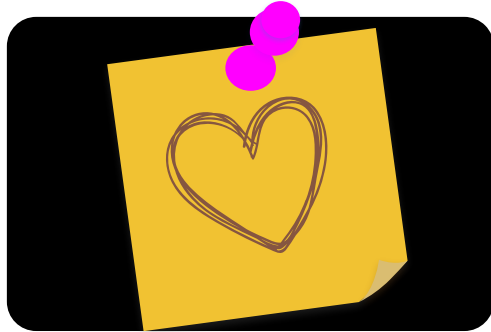
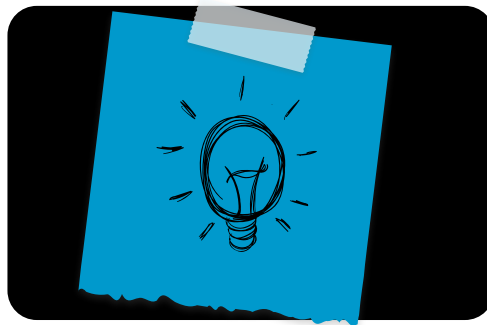


# Reading Strategies 2.0

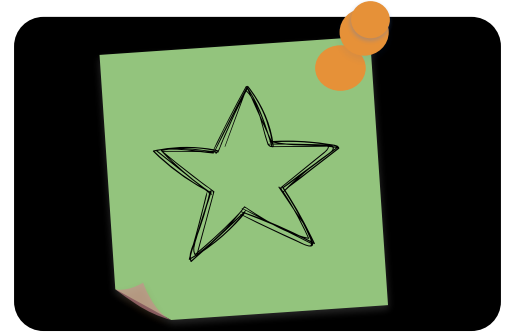
## KSU ESOL Conference 2024



Engage



Focus



Connect

# Atlanta Public Schools ESOL K-5 Support

**La Tonya Simmons**  
Program Coordinator



**Amanda Larkin**  
District Support Teacher

# Today's Goals

1. Discuss the impact of teaching the standards to support student growth
2. Explore strategies from Jennifer Serravello's book that support MLs with grade level content.

# Turn & Chat

What does reading instruction look like in your classrooms?



What changes in reading instruction would you like to implement in your classrooms?

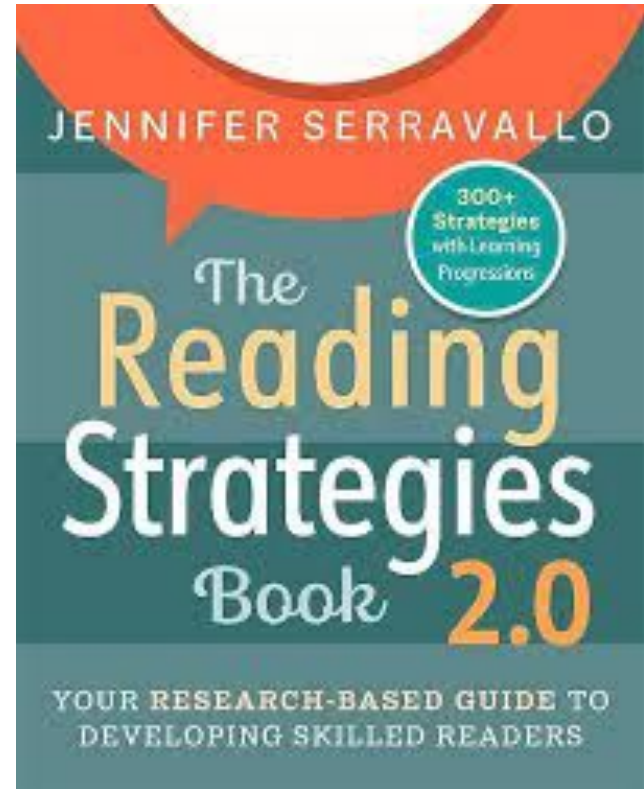




**So Let's Get  
Started**

# Let's Give Credit

Strategies come from  
*Reading Strategies*  
*Book 2.0* by  
Jennifer Serravallo



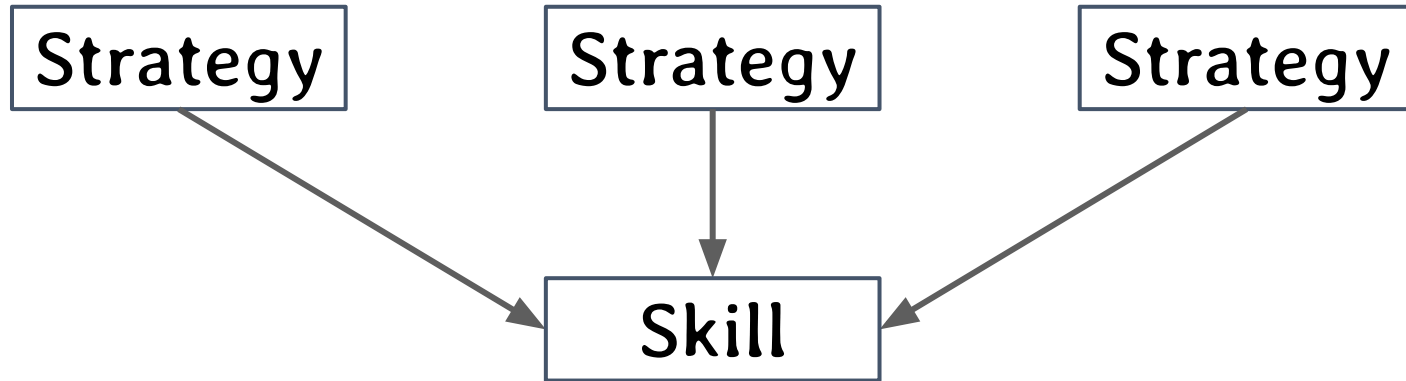
# Why Strategies?



# Skill vs. Strategy

**Skill** - You can do it or not (think standard, I can statements)

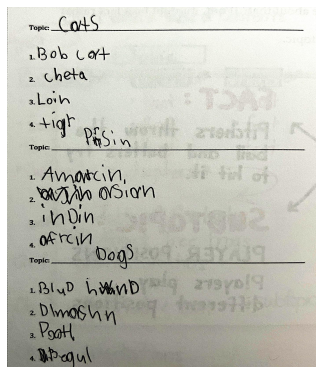
**Strategy** - Broken down steps to achieve the skill



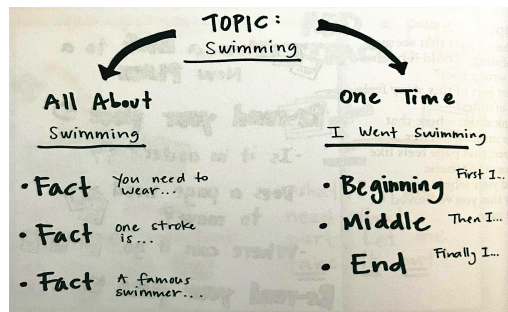


# Skill vs. Strategy

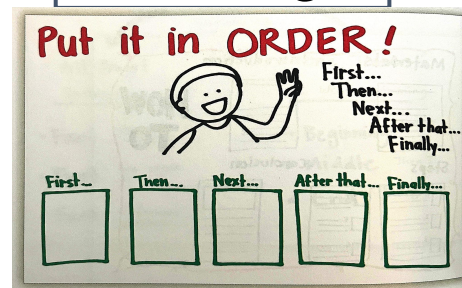
## Strategy



## Strategy



## Strategy



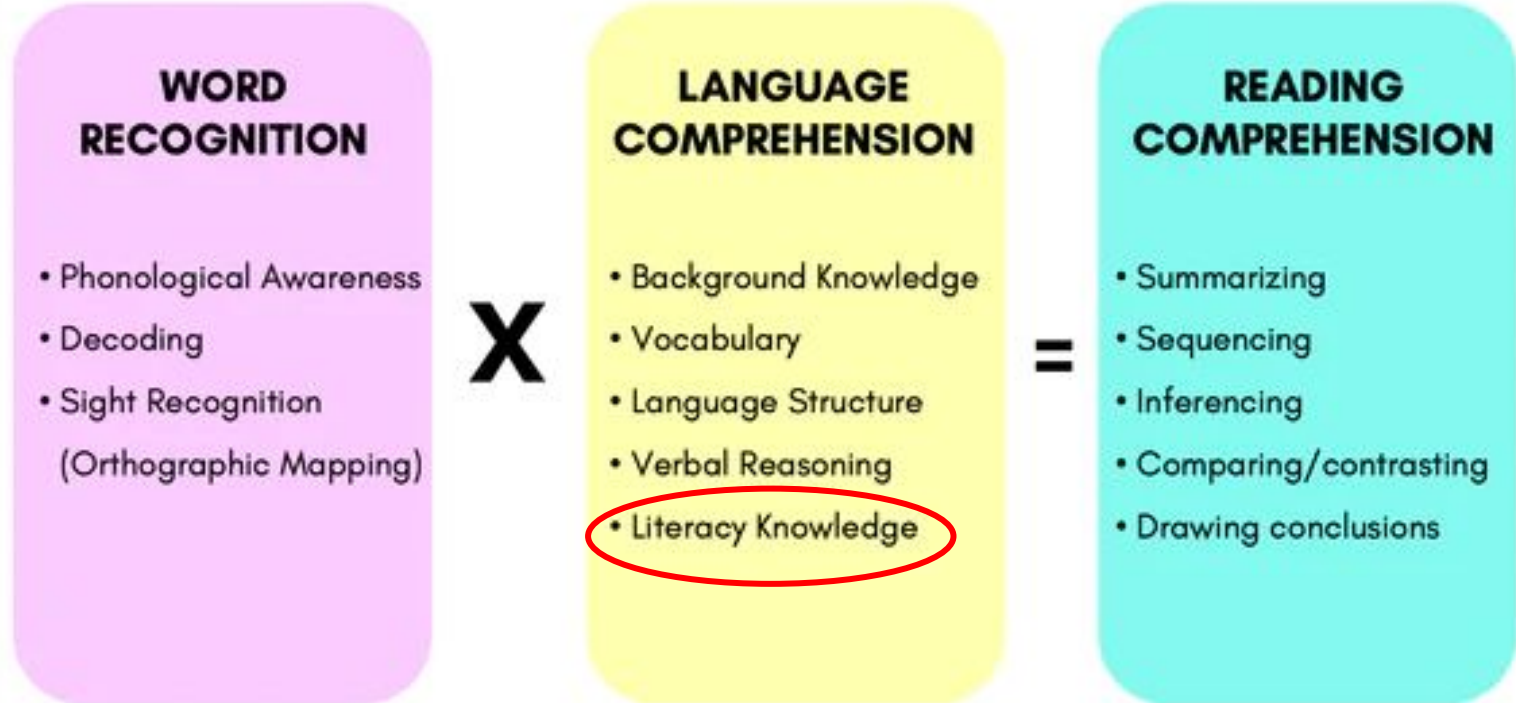
## Skill

I can write an informative text with an introduction, and conclusion using facts, details, and linking phrases

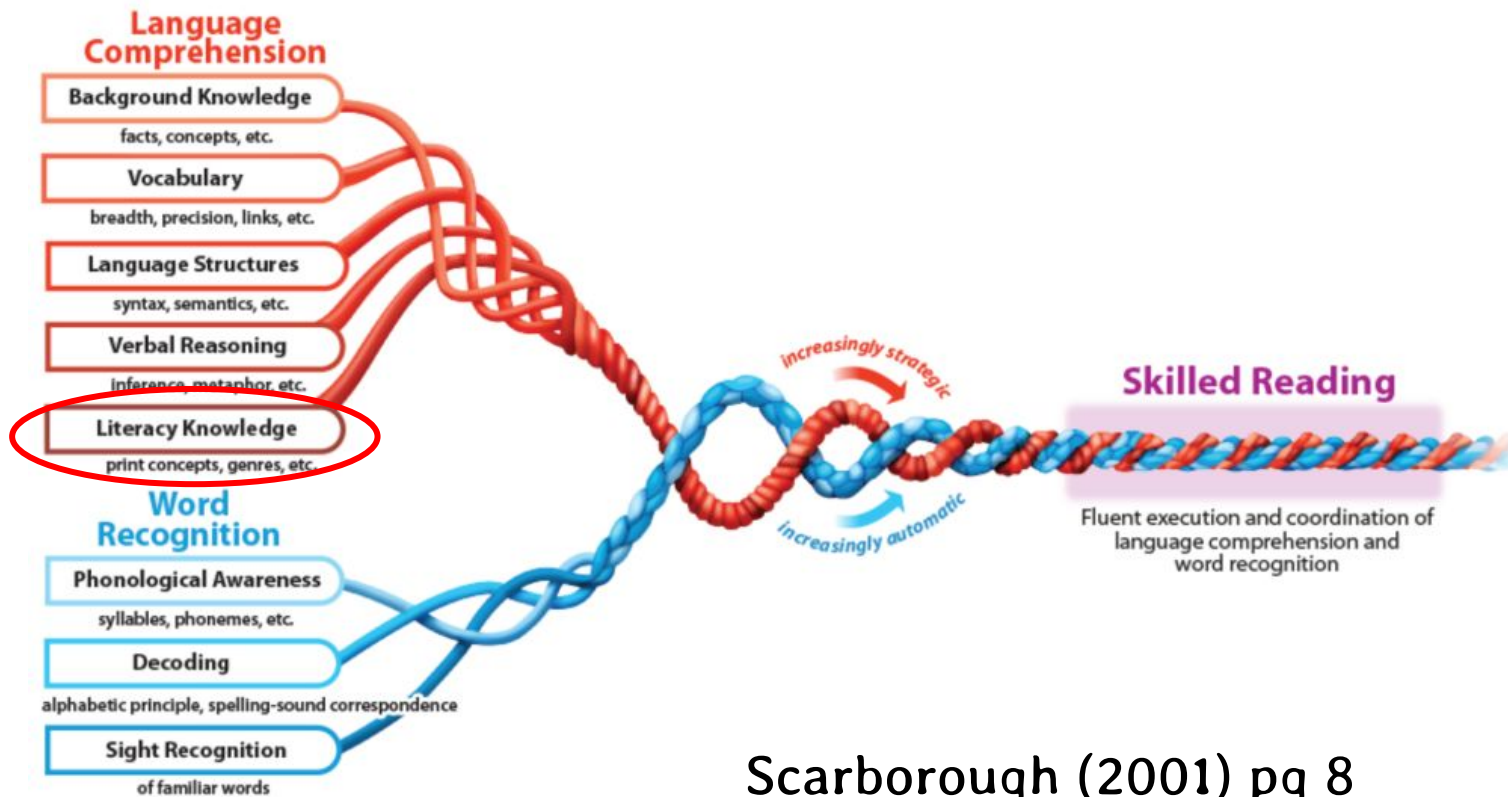


**Where does this  
work live?**

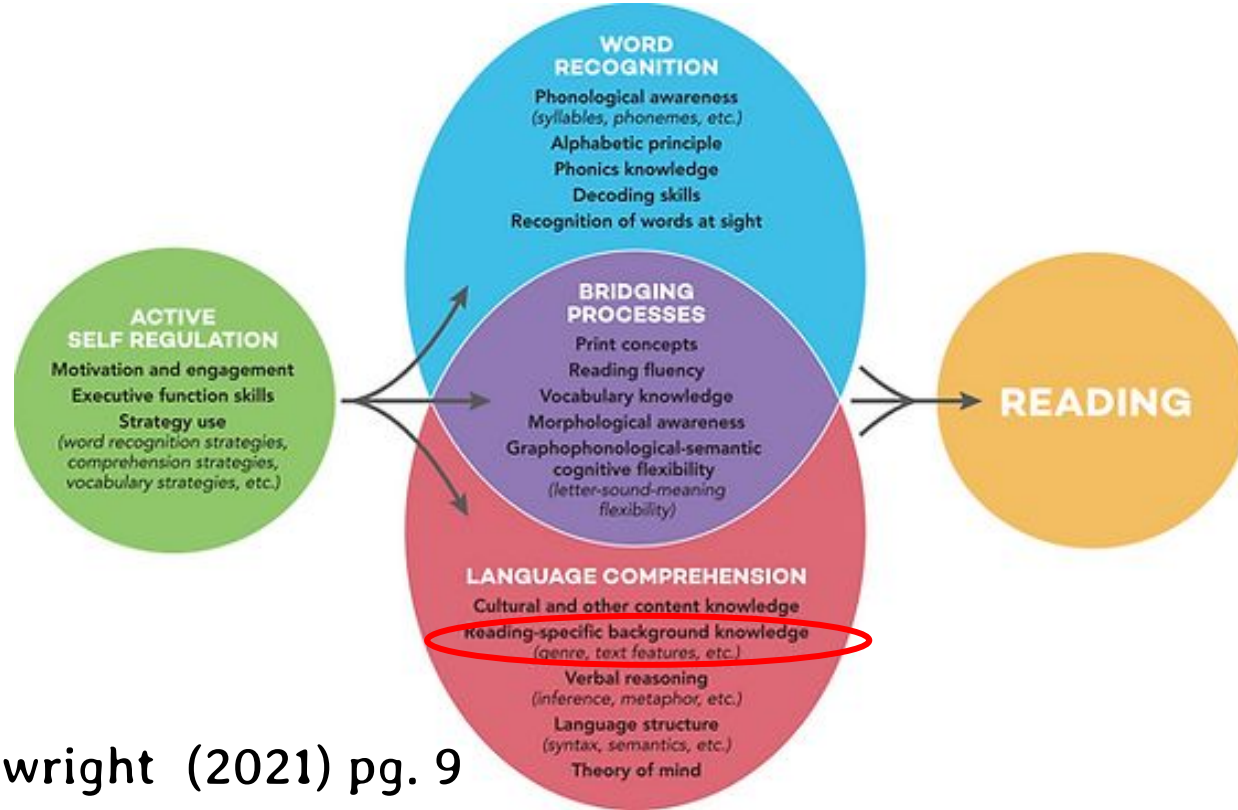
# Simple View of Reading



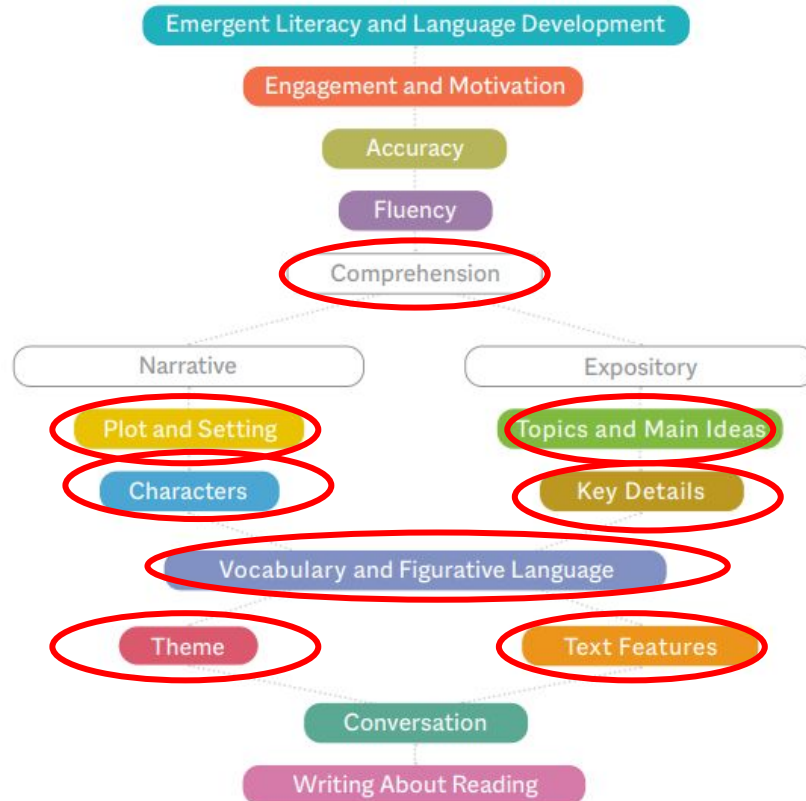
# Scarborough's Reading Rope



# Active View of Reading Framework



# Reading Goals: Hierarchy of Action



# Reading Best Practices



## Vocabulary Support

Explicitly teaching vocabulary & connecting with visuals allows students to create connections quicker



## Use Strategies

Effective teachers of ELs implement organization to support focus and decision making



## Read Alouds / Exemplars

Helps them develop vocabulary, and feel the rhythm of the language

	Level 1	Level 2	Level 3	Level 4	Level 5
Text 1	Text 1	Text 1	Text 1	Text 1	Text 1
Text 2	Text 2	Text 2	Text 2	Text 2	Text 2
Text 3	Text 3	Text 3	Text 3	Text 3	Text 3
Text 4	Text 4	Text 4	Text 4	Text 4	Text 4
Text 5	Text 5	Text 5	Text 5	Text 5	Text 5

## WIDA Can Do's

Students will be able to connect as they had a shared experience creating a place for collaboration



# Why is this Important?



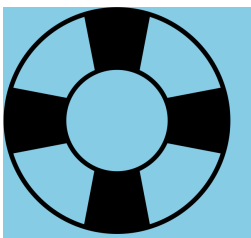
## Essential

Understanding specific text strategies is essential to reading.



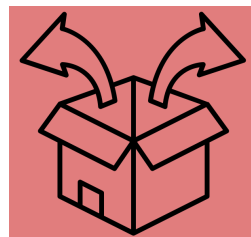
## Big Ideas

Using explicit reading strategies help readers understand the big idea from texts



## Help

Authors use a variety of text features to support comprehension of fiction and nonfiction.



## Need to Unpack

Fiction and Nonfiction requires readers to unpack key information in specific ways



# How do I do it?



# Steps for Success

1

Review  
grade level  
standard and  
identify  
instructional  
vocabulary

# Grade Level Standards

## RI.5

**K**

Identify the front cover, back cover, and title page of a book.

**1**

Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

**2**

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**3**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.



**Now, it is your  
turn.**

# Let's Do This!

Let's model  
how to  
identify key  
vocabulary  
from the  
standard.

ELAGSE3W1 Write opinion  
pieces on topics or texts,  
supporting a point of view with  
reasons.

Look for:

- Academic Language
- Content Words
- Unfamiliar words needed  
to understand the standard

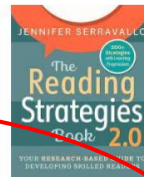


# Let's Do This!

Now let's practice  
on your own.  
Practice identifying  
academic  
vocabulary in  
Section 1 on your  
workshop tool.

## KSU Reading Strategies Workshop Tool

Strategies come from  
*The Reading Strategies Book*  
2.0  
by Jennifer Serravallo



### SECTION 1 - Identifying Instructional Standards Vocabulary

#### 3.RI5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

Look for:

- Academic Language
- Content Words
- Unfamiliar words needed to understand the standard

### SECTION 2 - The Who, What, and How

How do you plan to identify which students need strategies?

---

---

---

---

Which resources do you already have access to to support these strategies?

- Picture books
- Articles/Magazines
- Leveled Readers
- Chapter Books
- Online text options

Thinking about centers. Answer the following questions:

1. How do you use centers or wish to use centers in the classroom?

---

---

---

2. What barriers exist to make centers happen in your classroom?

---

---

---

# Grade Level Standards Vocabulary

## Let's Check

### 3.RI.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

# Grade Level Standards Vocabulary

## Let's Check

### 3.RI.5

**Use** text features and search tools (e.g., key words, sidebars, hyperlinks) to **locate** information relevant to a given topic quickly and efficiently.



# Grade Level Standards Vocabulary

## Let's Check

### 3.RI.5

**Use** text features and search tools (e.g., key words, sidebars, hyperlinks) to **locate** information relevant to a given **topic** quickly and efficiently.

# Grade Level Standards Vocabulary

## Let's Check

### 3.RI.5

**Use** text features and search tools (e.g., key words, sidebars, hyperlinks) to **locate** information **relevant** to a given topic **quickly** and **efficiently**.

# Steps for Success

1

Review  
grade level  
standard and  
identify  
instructional  
vocabulary

2

Identify  
students,  
gather  
materials, and  
decide how  
will you  
deliver the  
instruction.

# The Who

## How do I know which students?

- Engage all students during the exemplar
- Observe students while reading
- Ask students specific questions
- Jot down students names - who needs more support? Who gets it?



# The Who

## How do I know which students?

Ask some specific questions

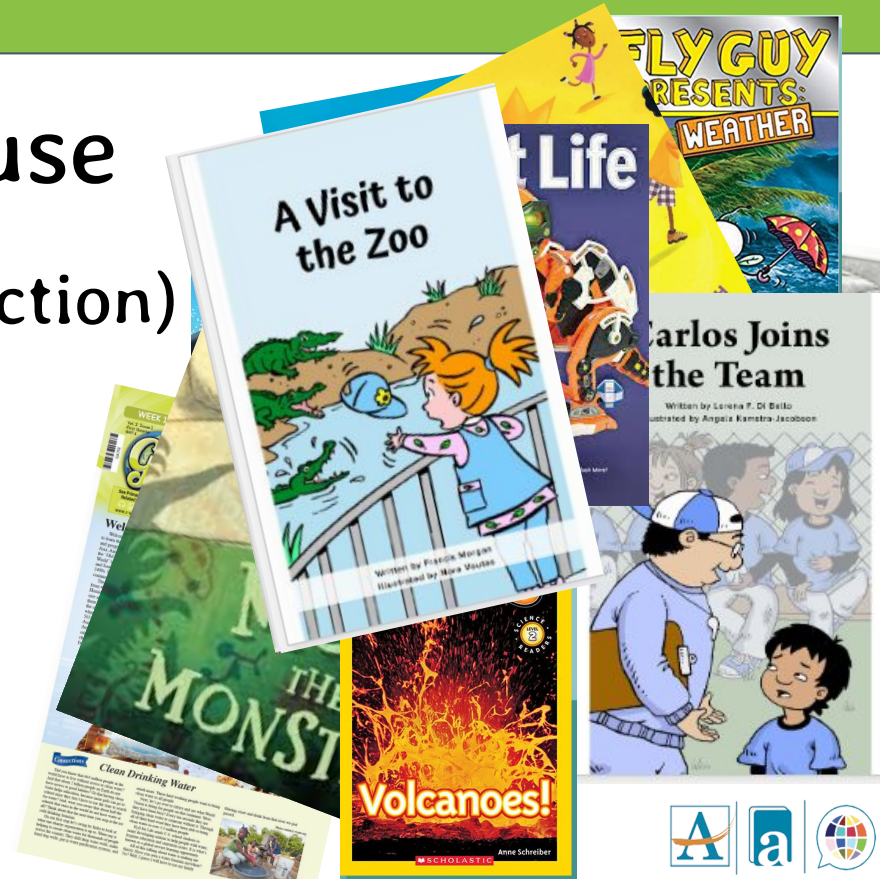
- What details can you learn about (topic) from (feature)
- What is the main idea? Can you give me a detail?
- What is the setting?
- Why did the character act that way?



# Which Texts?

## What kind of texts to use

- Picture books (fiction/nonfiction)
- Short stories
- Articles
- Chapter Books
- Textbooks
- Procedural/how-to Texts
- Leveled Readers



# Now, the How

## Large Group:

- Go over an exemplar
- Introduce vocabulary
- Identify the specific organizational parts of nonfiction text
- Introduce visuals
- Use of sentence stems, sentence starters, word banks, etc.
- Think out loud instruction





# Now, the How

## Small Groups:

- Show additional exemplars
- Use academic vocabulary
- Identify specific strategies to support specific students
- Use of sentence stems, sentence starters, word banks, etc.
- Students practice





# Centers Work Great

## Set Up:

- Plan ahead - **THIS IS A MUST**
- Can't just pull it all together
- Set up/reminder of expectations with students
- Put a routine in place
- Set up before - buckets/file folders



# What Should You Have at Each Center?

Informational Writing

**Introduction** - Tell what your topic is

Let me tell you about \_\_\_\_\_

Let me explain about \_\_\_\_\_

Please read to learn about \_\_\_\_\_

**Facts**

It's incredible that	First of all	An example is
Also	Another fact is	Amazingly
Lastly	Finally	Most importantly

#1	#2	#3

**Conclusion** - Write an ending sentence that \_\_\_\_\_

In conclusion \_\_\_\_\_ As you \_\_\_\_\_

Anchor Chart

Center Expectations

**Independent Practice**

**Looks Like:**

- Working alone
- Eyes on your own work

**Sounds Like:**

- Quiet
- No talking to classmates



**Directions:**

Work independently to complete your Informational Writing chart



Reminder of directions

**Vocabulary**

**Information**  
Facts the author knows

**Topic**  
What the text is about



All materials they will need





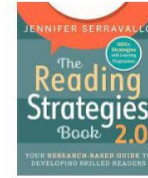
**Now, it is your  
turn.**

# Let's Do This!

Answer the questions in section 2 of the workshop tool. We will share with a partner.

## KSU Reading Strategies Workshop Tool

Strategies come from  
*The Reading Strategies Book*  
2.0  
by Jennifer Serravallo



### SECTION 1 - Identifying Instructional Standards Vocabulary

#### 3.RI.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

Look for:

- Academic Language
- Content Words
- Unfamiliar words needed to understand the standard

### SECTION 2 - The Who, What, and How

How do you plan to identify which students need strategies?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which resources do you already have access to to support these strategies?

- Picture books
- Articles/Magazines
- Leveled Readers
- Chapter Books
- Online text options

Thinking about centers. Answer the following questions:

1. How do you use centers or wish to use centers in the classroom?

\_\_\_\_\_  
\_\_\_\_\_

2. What barriers exist to make centers happen in your classroom?

\_\_\_\_\_  
\_\_\_\_\_

# Steps for Success

1

Review grade level standard and identify instructional vocabulary

2

Identify students, gather materials, and decide how will you deliver the instruction.

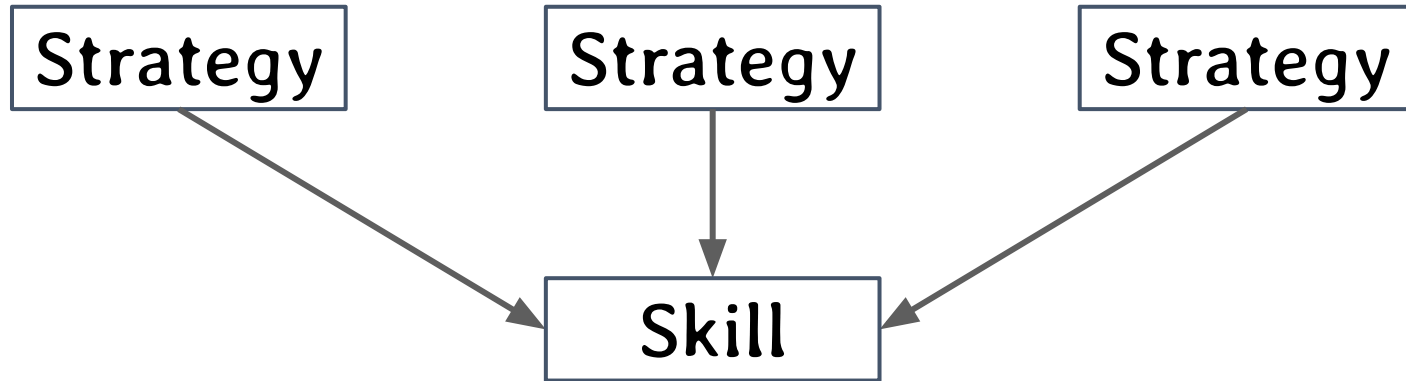
3

Have students practice using strategies over and over, taking away the supports as their skills grow.

# Skill vs. Strategy

**Skill** - You can do it or not (think standard, I can statements)

**Strategy** - Broken down steps to achieve the skill



# Students Practice

## Practice looks like:

- Students doing the work
- Students manipulating exemplars
- Students looking back on the exemplar and comparing
- Teacher taking back supports





**Now, it is your  
turn.**



# Let's Do This!

We will be taking a deep dive look into 4 of specific strategies. Take your workshop tool with you to support your activities.

## KSU Reading Strategies Workshop Tool

### SECTION 3 - Making it Happen

**10.1** Text Features  
Scan and Plan

Circle the reasons you think this strategy will work for your students

Visual Tools Hands On Engaging

Shared Visuals Review/Support Promotes Growth

Which grade level(s) would you use this strategy for?

KK 1st 2nd 3rd 4th 5th

What would you change?

\_\_\_\_\_

\_\_\_\_\_

**6.6** Characters  
Putting on a Character's Face

Circle the reasons you think this strategy will work for your students

Visual Tools Hands On Engaging

Shared Visuals Review/Support Promotes Growth

Which grade level(s) would you use this strategy for?

KK 1st 2nd 3rd 4th 5th

What would you change?

\_\_\_\_\_

\_\_\_\_\_

**7.11** Theme  
Label a Theme (as a Concept or Idea)

Circle the reasons you think this strategy will work for your students

Visual Tools Hands On Engaging

Shared Visuals Review/Support Promotes Growth

Which grade level(s) would you use this strategy for?

KK 1st 2nd 3rd 4th 5th

What would you change?

\_\_\_\_\_

\_\_\_\_\_

**9.10** Main Idea and Details  
Ask: How Do I Know?

Circle the reasons you think this strategy will work for your students

Visual Tools Hands On Engaging

Shared Visuals Review/Support Promotes Growth

Which grade level(s) would you use this strategy for?

KK 1st 2nd 3rd 4th 5th

What would you change?

\_\_\_\_\_

\_\_\_\_\_

### SECTION 4 - Let's Dream

List any challenges that would prevent you from being able to implement this PL.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

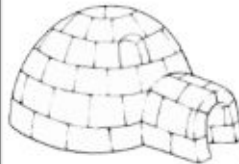


# But remember, take back the supports

## INUIT OF THE ARCTIC

Living in the arctic, the **Inuit** faced the harshest winters. In fact, 9 out of the 12 months are winter on the arctic tundra. The Inuit had to use what was available to them, so they made their shelters from blocks of snow and ice (see illustration and caption). During the winter, most food came from **ice-fishing** when men would cut holes in the ice to fish. During the brief summer months, the ice would melt, but the ground would stay frozen. This meant the **igloos** that had been called home for most of the year, would no longer exist. Instead, they would make shelters from animal skin hanging from rope. Trees were scarce on the **arctic tundra**, so this was not like a traditional teepee with wooden poles at the center. It was also easy to transport as the Inuit would often move with the **Caribou** who migrated to the arctic during the summer months. Caribou was a great source of meat (food), skin (clothing and shelter), and antlers or bones (tools and weapons). The Inuit, like so many Native Americans, relied on the animals in their environment for so much. The caribou and seal skins were strong, durable and sometimes waterproof. Lined with the fur of polar bears, rabbits, and foxes, clothing was plenty warm for the harsh winter months ahead.

Shade in Alaska and Canada on the map.



The arctic is very cold for most of the year. During the winters, Inuit made their homes from blocks of snow and ice. We refer to these shelters as igloos which is the Inuit word for "home." During the summers, these homes would melt so the Inuit would stretch animal skin (hide) over a frame to create a shelter appropriate for the season.

### A Book About Frogs

Chapter	Page
1 Origins	3
	7

They had great fun throwing little fish to the sea lions. They made sure that the baby sea lions had their share.



14

Andy went to the park early. He had two bananas, a pear, and a bag of peanuts. The food was for Bongo, the monkey he helped escape from the animal rescue.

Bongo was living in a tall oak tree in the park. When he saw Andy with the food, he quickly climbed down. He ate the bananas, then he ate the pear. Andy kept the peanuts for later.



A Visit to the Zoo • Book 4

3

Read ( aloud ) to the young child.  
Read ( aloud ) to the young child.



**Now, it is your  
turn.**

# Let's Do This!




So now what? What barriers are in your way? Complete section 4 on your workshop tool, and we will share out to help problem solve.




## KSU Reading Strategies Workshop Tool

### SECTION 3 - Making it Happen

**10.1** Text Features  
Scan and Plan

Circle the reasons you think this strategy will work for your students

 Visual Tools  Hands On  Engaging




 Shared Visuals  Review/Support  Promotes Growth




Which grade level(s) would you use this strategy for?  
KK 1st 2nd 3rd 4th 5th

What would you change?  
\_\_\_\_\_  
\_\_\_\_\_

**6.6** Characters  
Putting on a Character's Face

Circle the reasons you think this strategy will work for your students

 Visual Tools  Hands On  Engaging




 Shared Visuals  Review/Support  Promotes Growth




Which grade level(s) would you use this strategy for?  
KK 1st 2nd 3rd 4th 5th

What would you change?  
\_\_\_\_\_  
\_\_\_\_\_

**7.11** Theme  
Label a Theme (as a Concept or Idea)

Circle the reasons you think this strategy will work for your students

 Visual Tools  Hands On  Engaging




 Shared Visuals  Review/Support  Promotes Growth




Which grade level(s) would you use this strategy for?  
KK 1st 2nd 3rd 4th 5th

What would you change?  
\_\_\_\_\_  
\_\_\_\_\_

**9.10** Main Idea and Details  
Ask: How Do I Know?

Circle the reasons you think this strategy will work for your students

 Visual Tools  Hands On  Engaging

 Shared Visuals  Review/Support  Promotes Growth

Which grade level(s) would you use this strategy for?  
KK 1st 2nd 3rd 4th 5th

What would you change?  
\_\_\_\_\_  
\_\_\_\_\_

### SECTION 4 - Let's Dream

List any challenges that would prevent you from being able to implement this PL.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Let's Wrap It Up



# Big Takeaways

1

Understanding the standards is essential to supporting student growth.

2

I know how to implement specific reading comprehension strategies to support MLs with grade level content.

3

I can do it!



# ALL the Resources



<https://drive.google.com/file/d/1ftxYkDiHr1zYZx8mSMtUWEoLVMBUUmUK/view?usp=sharing>

# Take our Survey PLEASE!



Please take this short survey to let us know how we did!

**You did NOT attend a co-teaching session**



# The Expert and the Novice

I can use what I learned today to support my MLs  
in my classroom by: \_\_\_\_\_.

# Elevator Speech

You have a 30 second opportunity to explain what you learned today.

Craft an elevator speech about why and how you can use centers to support the speaking domain. Use one or more of the key terms below.

## Word Bank

Strategies

Differentiate

Scaffolds

Can-Do

Flexible Grouping

Multilingual Learners





# THANK YOU



ATLANTA  
PUBLIC  
SCHOOLS



Division of  
Academics



Multilingual Programs  
+ Services



**Amanda Larkin**

[amlarkin@apsk12.org](mailto:amlarkin@apsk12.org)

**La Tonya Simmons**

[latonya.simmons@apsk12.org](mailto:latonya.simmons@apsk12.org)