



Weaving Connections: Supporting MLs through the Science of Reading

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Somewhere
inside of all
of us is the
power to
change the
world.

Roald Dahl



 [@123ReadtoLead](https://twitter.com/123ReadtoLead)



Learning Targets



Increase knowledge and confidence
in supporting MLs in reading



Walk away with resources and
strategies to implement right away

Scarborough's Reading Rope

Systematic and Explicit Instruction

Listening Comprehension

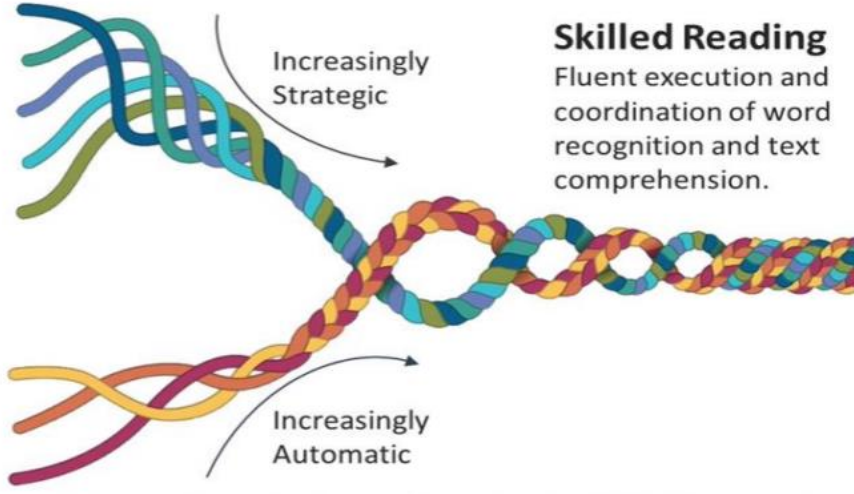
Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Decoding

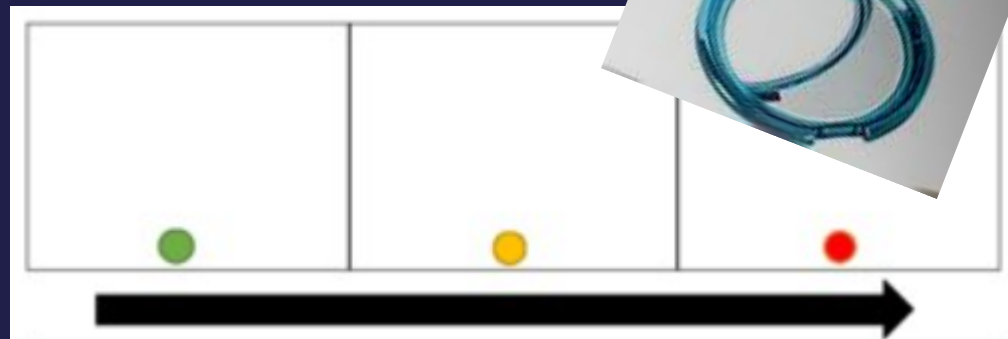
Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Phonemic Awareness

- Sounds! No letters.
- Multisensory approaches
- “Don’t die on the hill of rhyming.”
- From initial sound, final sound, blending, substituting
- Compare with L1s. Explicitly connect similarities/ differences
- (Heggerty, also included in UFLI lessons)



Heart Words

of



from



Assess: Decoding & Fluency

Directions: For parts 1 and 2, use the Quick Reference Guides (pp. 13–15 of the *Assessment Conference Book*). Part 1: Read the book introduction; invite the student to read the text aloud. Record errors and self-corrections. Part 2: Analyze the student's decoding and strategy use by answering the questions at right. Part 3: Assess fluency using the rubric; circle the rating. Then use the information to complete the assessment.

1 Book Introduction: In this book *Animals on the Farm* you will learn what animals do on a farm.

Pg #	Text	Cues Used				
		Errors	SC	M	S	V
2	Come see the animals on the farm.					
3	The cow is walking in the grass. "Moo!" said the cow.					
4	The horse is running in the pen. "Neigh!" said the horse.					
5	The pig is playing in the mud. "Oink! Oink!" said the pig.					
6	The duck is swimming in the pond. "Quack! Quack!" said the duck.					
7	The mouse is hiding in the hay. "Squeak! Squeak!" said the mouse.					
8	The rooster is standing on the barn. "Cock-a-doodle-do!" said the rooster.					
Word Count: 79		Total Errors				

- Key Recording Codes**
- > Write substituted word above correct word:
 - > Write O above omitted word
 - > Write word with a caret inserted
 - > Write T for teacher assistance
 - > Draw an arrow back to word student reread
 - > Write SC for self-correction (Self corrections do not count as errors)

2 ANALYZE ERROR STRATEGY USE

Analyze errors and self-corrections to determine whether the student is using structure cues (S), or visual cues (V), or other cues the student uses for each error.

What problem-solving does the reader use?

- picture clues
- rereading
- cross-checking
- letter-sound clues
- no observable strategy

Is the reader self-monitoring?

- yes
- sometimes
- no

3 FLUENCY RUBRIC

- ◆ word-by-word reading
- ◆ no expression
- ◆ moderately slow reading
- ◆ two- or three-word phrases
- ◆ some expression
- ◆ phrased but some rough spots
- ◆ appropriate expression most of the time

Lesson 36a: short i review (CVC)



Gil and His Pig

Illustrate the story here:



Gil has a big pig. His pig is in its big pen. A mud pit is in the pen. The pig can swim in the mud pit. The pig can dig in the mud pit. The pig has a lot of fun in the mud pit. Gil grins at his pig. The pig grins at Gil.

Decodable Text

- Explicitly teaches phonics skill.
- Includes practice with new skills, reviews previous skills.
- Includes some explicitly taught heart words.

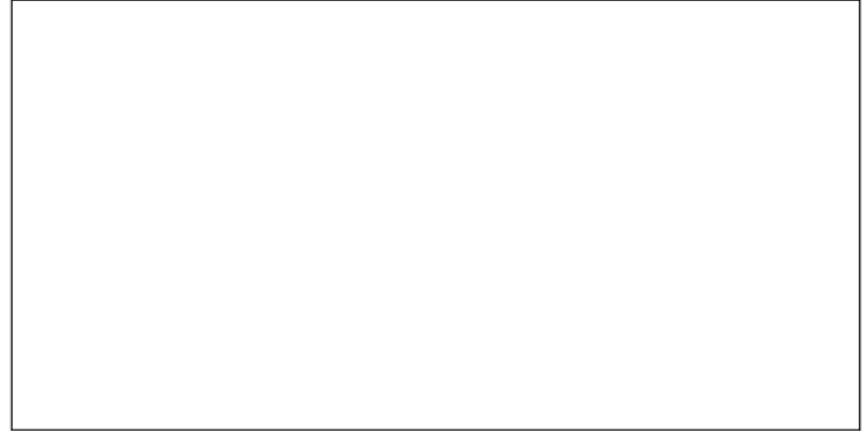
*****Must scaffold vocabulary for MLs!*****

Lesson 36a: short i review (CVC)



Gil and His Pig

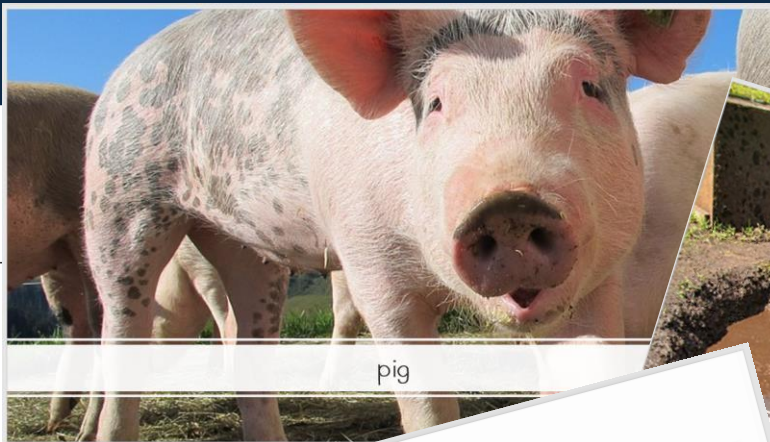
Illustrate the story here:



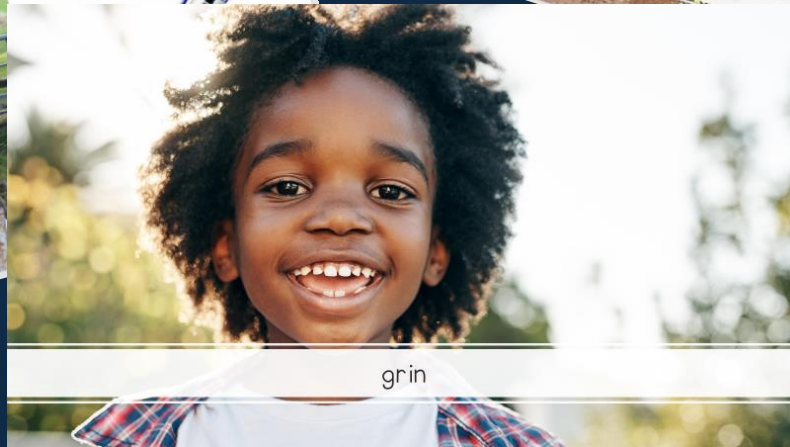
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Gil and His Pig

Illustrate the story here:

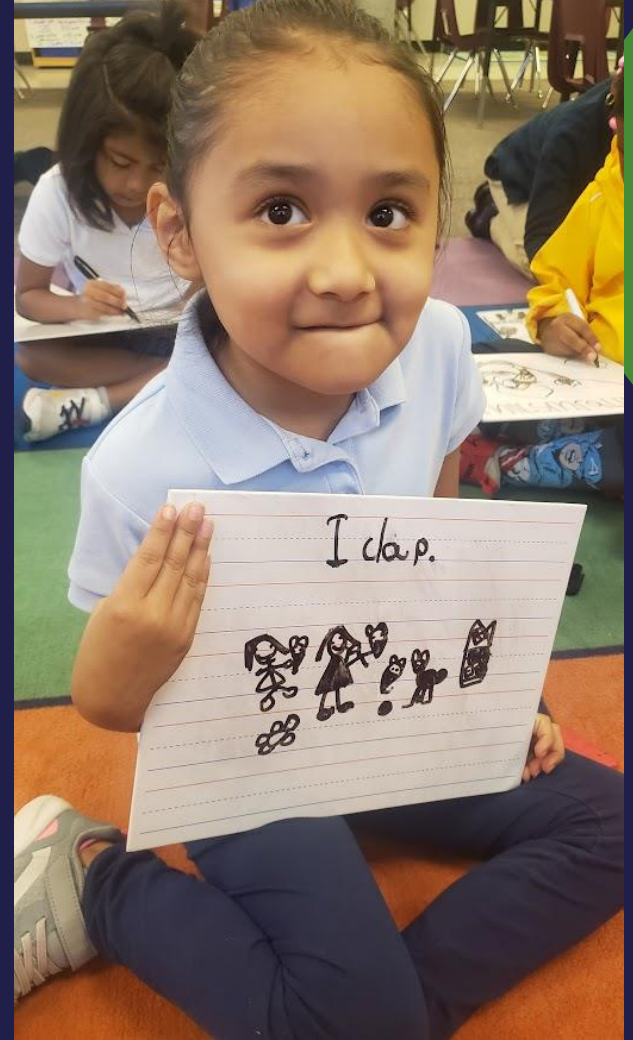


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Encoding

- Daily dictation- letters, to words, to phrases, to sentences.
- Whole group or differentiate in small groups.
- Spiral skills. Practice, not mastery.
- Have students tap out, draw lines, attempt- then guide by writing it on Smart Board and having students correct and hold up white boards.
- *Differentiate by having sound boxes for encoding scaffold.



Scarborough's Reading Rope

Listening Comprehension

Language Comprehension

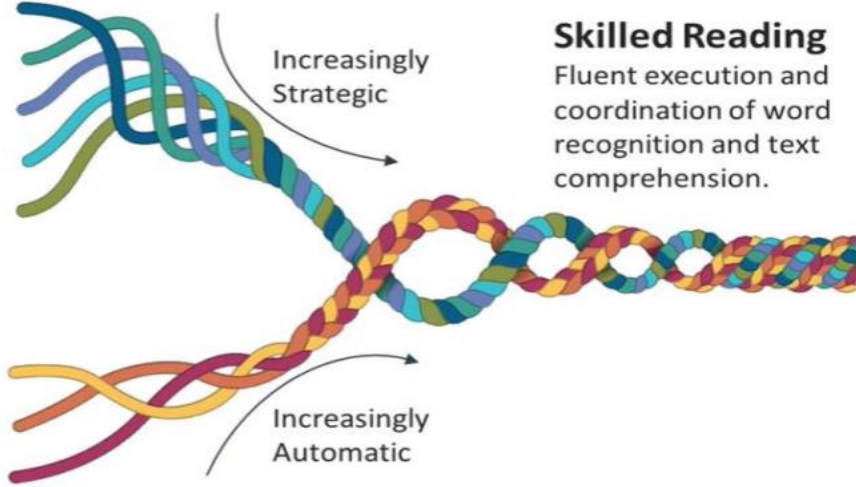


- Background Knowledge
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- Language Structures
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Decoding

Word Recognition

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Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.



Effective Vocabulary Instruction for MLs

1. Provide rich and varied language experience.
2. Teach individual words.
3. Teach word-learning strategies.
4. Foster word consciousness (awareness of and interest in words).

(Essential Linguistics, Freeman & Freeman, 2014)



We are “suspicious.”

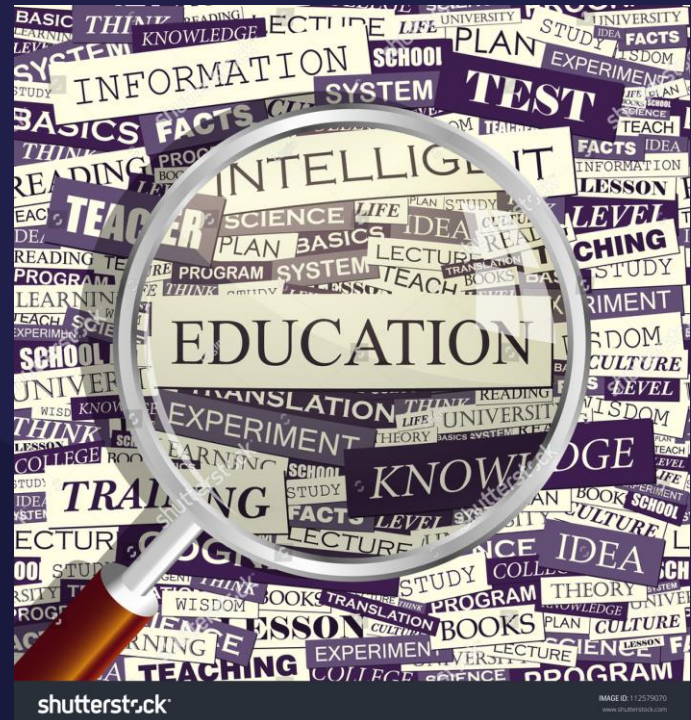
Broad and Deep Vocabulary Instruction

Language Acquisition

Incidental (Read-aloud, Conversation)
Broad

Language Learning

Explicit Instruction
Deep



Choosing Vocabulary Words

Tier 1 (High-Frequency Words)

Everyday, familiar words (Level 1,2,3)

Tier 2 (Low-Frequency Words)

Most important to teach in-depth

Look for common words across subjects and multi-meaning words

Scaffold for 1-3, 4-6 explicit instruction

Tier 3 (Academic Vocabulary)

Content words- Scaffold for 1-4, 5-6 explicit instruction

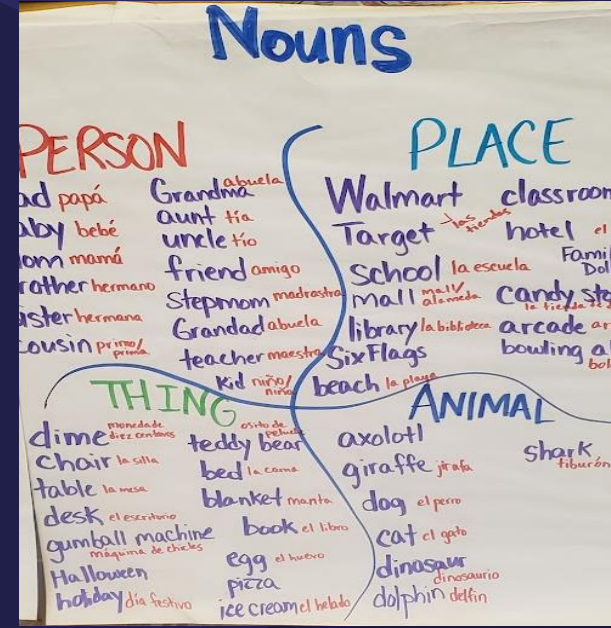
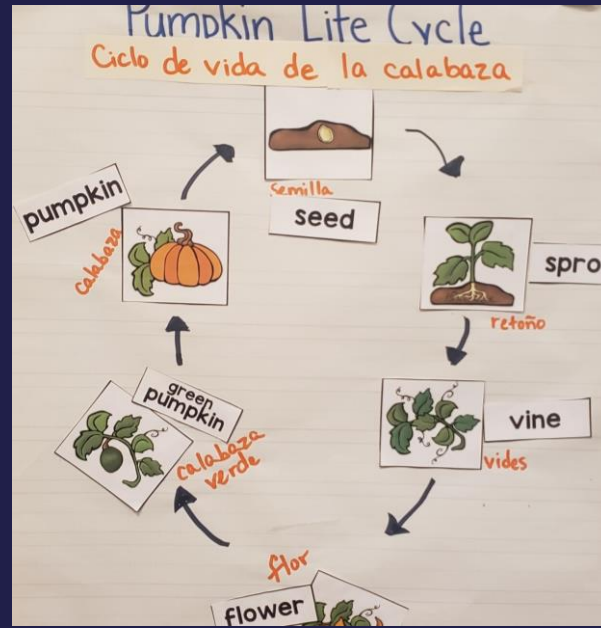
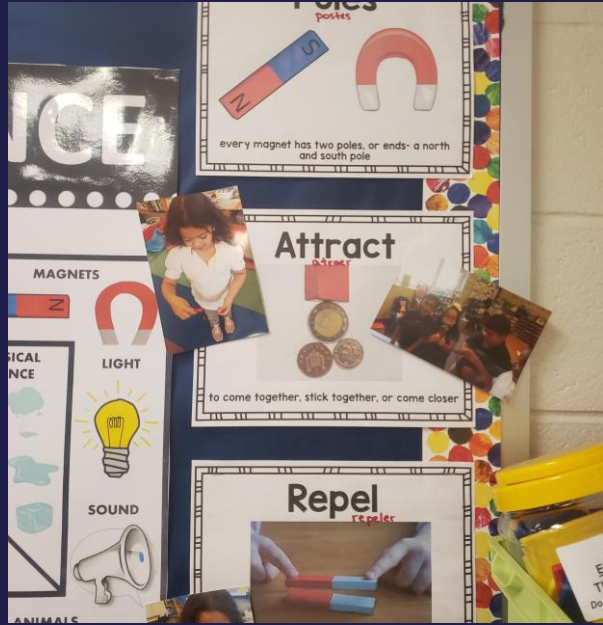
Brief definitions, in context.



Wherever possible, connect to students' home languages!



Translanguaging: Connecting to L1



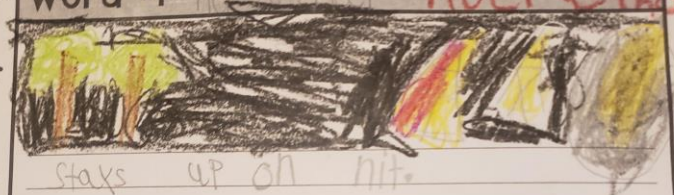
More Translanguaging...



Where Are the Night Animals?


Directions: Write 2 new words from the text. Draw and write to show what these words mean.

Word #1: nocturnal nocturnal



stays up all night.

Word #2: diurnal diurnal



Teaching Vocabulary Words

Interactive Book Reading

1. Identify 1-3 Target Vocabulary Words to introduce BEFORE reading.
2. Introduce words with props, pictures, or actions
3. Use words students know when defining the word. (Tie to L1).
4. Ask students questions that will target the word.
5. Read the story, pausing to use open-ended prompts and questions.
6. Expand on student responses by rephrasing, elaborating or completing them.

Interactive Read Aloud



Mice and Beans Interactive Read Aloud

STANDARDS FOCUS:

RL2: Retells stories, including key details, and demonstrates their understanding of their central message or lesson.

RL3: Describes characters, setting, and major events in a story using key details.

RL8: Uses illustrations and details in a story to describe its characters, settings, or events.

RL9: Compares and contrasts the adventures and experiences of characters in stories.

VOCABULARY:

Onomatopoeia- sound word (i.e. snap, crack, whack)

***Spanish words and pronunciations on last page of book

assembled - (ensamblarse) past tense of *asemble*, a verb that means to put something together

mousetrap (ratonera)- catches mice by letting them get close to cheese or bait, then quickly snaps closed and they are stuck

fetch (traer)- a verb that means to get something

scrambled (trepado)- a verb that means to climb quickly using your hands and feet

BEFORE READING:

Discuss Author and Illustrator: Pam Muñoz Ryan and Joe Cepeda- Pam Muñoz Ryan is an award-winning author of children's fiction and nonfiction books. She has written over 40 books, one of the most famous is a chapter book called *Esperanza Rising*. She was an early childhood teacher before she became a writer. She likes to write books that reflect her Mexican heritage.

Discuss the phrase: "When there is room in the heart, there is room in the house" What does that mean to you?

Look at the cover- Note the Title: *Mice and Beans*

- Ask: What do you notice? What do you predict the book will be about? Do you think it is Fiction/Nonfiction? Why?
- Explain this book is telling 2 stories at the same time- one with words, one with pictures. Your job is to look closely at the pictures while listening to the words.

DURING READING: (The 1st read should be a "movie" read, but you can scaffold for your students to help them remain engaged. The goal is for ELLs to be actively listening and comfortable asking questions or sharing comments).

- Pause on Sunday... look at the illustrations. What do you notice? Is anything the same? Do you think Rosa Maria forgot to put out the mousetrap?
- Pause on Saturday... look at the illustration. The workers assembled Little Catalina's present. What do you think they were building? How did you know?
- Pause and discuss the wordless page with the mice on their precarious stack. What are the mice doing? Why? Why do you think there are there no words on this page?
- Pause when Rosa Maria finds the "telltale signs of mice." What does that mean? What do you predict she will do now?

AFTER READING: (Strategies: Turn & Talk, Stop & Jot, Think Aloud, Grand Conversation)

- We said at the beginning that this book was telling 2 stories at the same time. Who were the main characters in each of the stories?
- What do we know about Rosa Maria? Little Catalina? The mice? How were they the same? Different?
- What is the setting of the story? Can you show evidence from the pictures?
- What happened in the beginning? The middle? The end?
- Why do you think that the author used English and Spanish to tell the story?
- What was the author trying to teach us? What was the central message?

Mice and Beans



Vocabulary

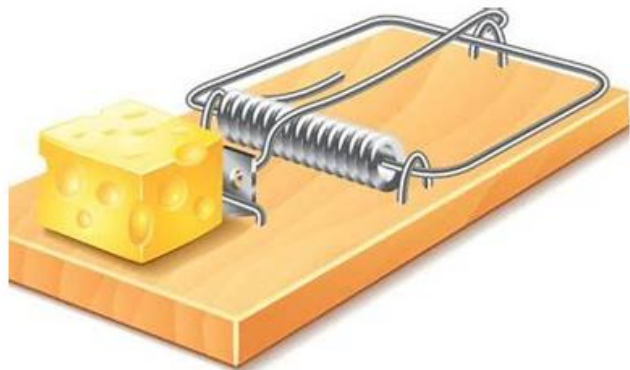
onomatopoeia



Sound word

mousetrap

ratonera



uses bait to catch mice

assembled

ensamblarse



Put together

scrambled

trepado



climbed around quickly

fetch

traer



to get something

Mice and Beans Vocabulary



assembled



mousetrap

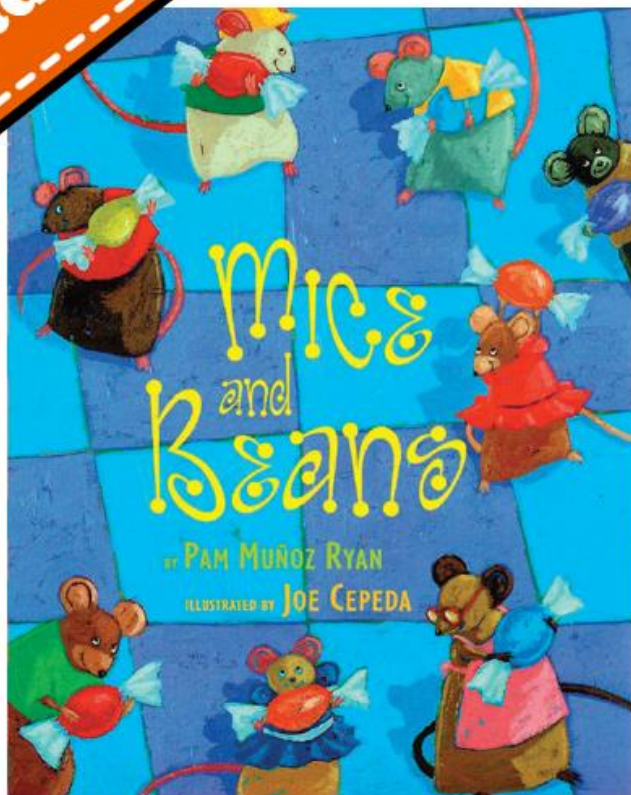


fetch



scrambled

Let's Read!



Pause and Reflect



Making Connections

- Weekends with “class pets” and bilingual books and journal.
- Culturally sustaining, “Mirror and Windows” texts



Take Vocabulary to New Heights

Picture Word Inductive Model (PWIM)

The **PWIM** is a process to teach content-specific vocabulary and simple sentence formation.

Retrieved and adapted from [#111. Using PWIM to support SIFE learners - TanKHuynh](#)



Step 1: Select a highly detailed content-related image.



Image from *Dreamers* by Yuyi Morales

Step 2: Label NOUNS.

The hair

The butterfly



The dog

Books became our language.
Books became our home.
Books became our lives.

We learned to read,

The baby

The mom

Step 3: Label verbs.

The butterfly **flies**.

The hair **blows**.



The dog **took**.

Books became our language.
Books became our home.
Books became our lives.

We learned to read,

The baby **rides**.

The mom **reads**.

Step 4: Label details.

The butterfly **flies** off the page.

The hair **blows** in the wind.



The dog **took** the book.

The baby **rides** in the stroller.

The mom **reads** to the baby.

Resources

<https://bit.ly/3v5PT5s>

- UFLI Sound Walls
- UFLI Heart Words
- UFLI Decodable Readers
- UFLI Roll and Reads
- Growing set of Vocab Slides
- PAST Assessment
- CORE Phonics Assessment
- PWIM
- Interactive Read Alouds
- Phonics for MLs lessons with environmental print
- First Book Marketplace for Multicultural/bilingual texts



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Thanks!

Do you have any questions?

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