



Reading Street and English Language Learners

How do you identify English language proficiency levels on Reading Street?

Levels of Proficiency	Level I	Level II	Level III	Level IV	Level V
	Entering	Beginning	Developing	Expanding	Bridging
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Beginning	Intermediate		Advanced	Advanced High
Characteristics of the English Language Learner	<ul style="list-style-type: none"> Minimal comprehension May be very shy No verbal production Non-English speaker Silent period (10 hours to 3 months) Uses gestures and actions to communicate 	<ul style="list-style-type: none"> Limited comprehension Gives one- or two-word responses May use two- or three-word phrases Stage may last 6 months to 2 years 	<ul style="list-style-type: none"> Comprehension increases Errors still occur in speech Simple sentences Stage may last 2 to 4 years 	<ul style="list-style-type: none"> Good comprehension Sentences become more complex Engages in conversation Errors in speech are more complex 	<ul style="list-style-type: none"> Few errors in speech Orally proficient Near-native vocabulary Lacks writing skill Uses complex sentences
What They Can Do: Performance Indicators	<ul style="list-style-type: none"> Listen Point Illustrate Match Choose 	<ul style="list-style-type: none"> Name List and group Categorize Label Demonstrate 	<ul style="list-style-type: none"> Compare and contrast Recall and retell Summarize Explain 	<ul style="list-style-type: none"> Higher-order thinking skills Analyze, debate, justify 	<ul style="list-style-type: none"> All performance indicators
Instructional Ideas for Teachers	<ul style="list-style-type: none"> Visual cues Tape passages Pair students Total Physical Response activities Concrete objects Graphic organizers 	<ul style="list-style-type: none"> Short homework assignments Short-answer quizzes Open-ended sentences 	<ul style="list-style-type: none"> Graphs Tables Group discussions Student-created books Cloze activities 	<ul style="list-style-type: none"> Group panels Paraphrasing Defending and debating 	<ul style="list-style-type: none"> Lessons on writing mechanics Free reading of appropriate books Cooperative learning groups

How do English language learners (ELLs) differ from other learners?

ELLs have varying levels of academic English, so their reading and writing skills may seem deficient. Academic language is the language of classroom talk. ELLs need targeted instruction in academic language development to participate fully in reading and language arts lessons with their peers.

What are general characteristics of ELLs?

ELLs have a first language, also called a home, primary, or native language. They are in the process of acquiring English. Since their native language proficiency varies, their level of English language acquisition varies as well. A student whose native language resembles English in word order, sound system, and patterns in forming words, such as Spanish, may have an easier time learning English.

What are literary challenges for ELLs?

ELLs need to differentiate between phonemes, match sounds to letters and letters to sounds, link vocabulary words to meaning, read fluently, and comprehend texts. Teachers need to support ELLs through best practices.

What are best teaching practices for ELLs?

- Face students when speaking.
- Use questioning techniques.
- Use visual aids such as photographs and real objects.
- Link learning to a physical response such as “thumbs up.”
- Engage students in the lesson by keeping students involved and limiting teacher talk.
- Use techniques such as think-alouds and reciprocal teaching.
- Build background with such activities as cloze sentences and word walls.
- Provide opportunities for listening and following along with read-alouds.
- Use anticipation guides and graphic organizers to prepare for and assist with reading.

How does Reading Street improve ELL instruction?

The following five essential practices are incorporated into Reading Street.

- Identify and communicate content objectives and language objectives.
 - Instruct with clear, simple language.
 - Offer extra support for academic vocabulary.
 - Provide direct instruction in academic language needed for classroom tasks.
- Frontload the lesson.
 - Preteach lesson elements.
 - Activate prior knowledge.
 - Preview and set purpose for reading.
 - Make personal connections to students’ lives.
- Provide comprehensible input.
 - Use visual supports, multimedia, real items, and demonstrations.
 - Communicate through nonlinguistic methods such as gestures and dramatization.
 - Provide multiple exposures and hand-on activities for new concepts to lessen confusion.
- Enable language production.
 - Provide ample opportunities for students to demonstrate their use of English.
 - Model skills.
 - Offer supports like paraphrasing, cloze sentences, writing prompts, and templates for note taking.
 - Respond to students’ strengths and needs by modifying instruction.
- Assess for content and language understanding.
 - Ask questions frequently.
 - Assess often to determine how to modify instruction.
 - Think about where your ELL students are in their acquisition of language proficiency and literacy skills.

What materials can I use to support ELLs?

Your ELL Resources



Teacher's Edition
ELL principles are built into the lesson design. Daily ELL lessons provide sheltered techniques and routines for teaching core skills and strategies.



ELD/ELL Teaching Guide
Scaffolded lesson plans for ELD and ELL Readers support language acquisition and literacy development each week.



First Stop on Reading Street
From frontloading to assessing, this road map to *Reading Street* includes essential information on ELL instruction.



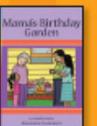
ELL Posters
High-quality illustrations and five days of activities support oral vocabulary, selection vocabulary, and lesson concepts.



ELD Readers
Weekly reader for beginning and intermediate English proficiency levels. The focus is language development of key concepts and vocabulary.



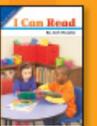
Ten Important Sentences
The Teacher's Resources DVD-ROM includes practice to help ELL children focus on comprehension and language skills.



ELL Readers
Weekly reader for advanced and advanced high English proficiency levels. The focus is language development for reading fluency.



ELL Handbook
ELL strategies, expert advice, and useful resources guide children's transition to advanced levels of proficiency.



Concept Literacy Readers
Weekly reader supports concept development and the Question of the Week.



Technology
Video, audio, and multimedia support every selection with interactive and engaging learning. See it! Hear it! Do it!

What does Reading Street do to begin each lesson?

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Clarify Objectives and Frontload Lesson Elements.

1 Identify and Communicate Content and Language Objectives

Clear, explicit goals support ELL children who have not fully acquired academic English.

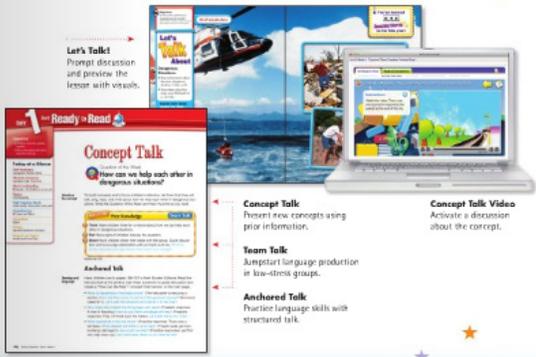


Concept Objectives
Provide targeted instruction to help ELL children participate in core lessons.

Daily ELL Objectives
Provide targeted instruction to help ELL children participate in core lessons.

2 Frontload the Lesson

Reading Street helps you frontload or preteach lesson elements as an on-ramp to the core instruction.



Let's Talk!
Prompt discussion and preview the lesson with visuals.

Concept Talk
Present new concepts using prior information.

Team Talk
Jumpstart language production in low-stress groups.

Anchored Talk
Practice language skills with structured talk.

Concept Talk Video
Activate a discussion about the concept.

How do I support vocabulary?

ELLs need explicit instruction to acquire social and academic language for literary success. The Concept Development instruction, Vocabulary Routines, ELL Posters, Student Edition pages, and digital path activities can be used to activate prior knowledge and build background for reading the selection. Use them to preteach, practice, and reinforce the grade-level lesson vocabulary. The Vocabulary Activities in the ELL Support pages provide ideas for giving visual, contextual, and linguistic support so students can access grade-level lesson vocabulary. In the Teacher's Edition, helpful ELL notes are located at point of use.

What about academic language?

What about academic language?

Explicit Instructional Routines. ★

★ Many ELLs can carry on conversations in English but struggle with academic language. *Reading Street* provides explicit instructional routines to help ELL children understand teachers, textbooks, and content areas.

ELL Language Development Routine

Hear It See It Say It Use It

Use this flexible routine with all levels of English language learners to guide their language development as they learn new basic and academic vocabulary, increase conceptual knowledge, and their reading comprehension. The following non-threatening instructional sequence will encourage production and guide language development.

Start with choral work (Whole Group), and then move to partners or small groups, followed by "on your own" activities. Because choral, partner, and small group practice activities are non-threatening, the affective filter is lowered, increasing language production.

Academic Vocabulary Routine

Hear It
Model the word so that students can hear the correct pronunciation. Provide a student-friendly definition and relate it to something that students know, affirming their identity.

See It
Display the word, and use a picture or pantomime to visually clarify meaning. Ask questions and have students respond to show their understanding of the word.

Say It
Have students repeat the word chorally, and then with a partner. Students will be able to use the word with more confidence and accuracy.

Use It
Engage students in a variety of activities that encourage language production. Have them create their own definitions, and use the word multiple times orally and in writing to internalize vocabulary and concept knowledge.

★
"Hear it! See it!
Say it! Use it!
Buy it!"



★
Academic Vocabulary Routine
Flexible routines guide language development while pre-teaching academic vocabulary.

How do I support reading comprehension?

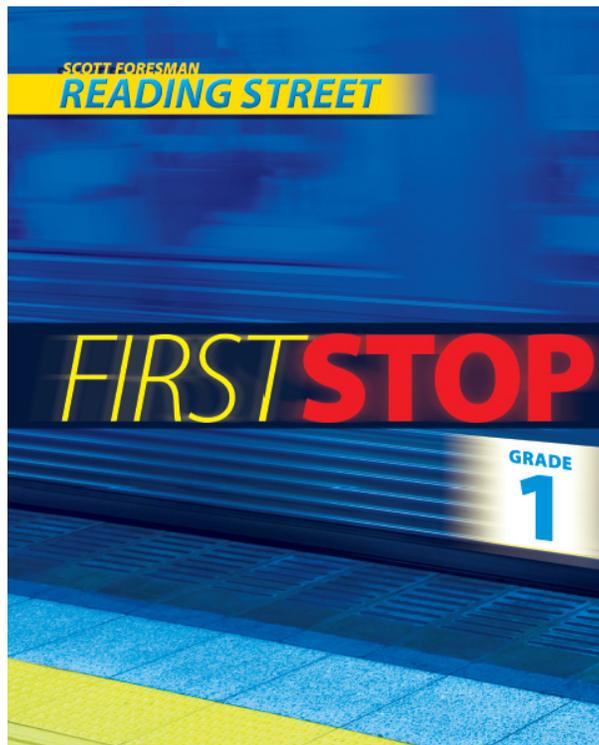
ELLs need guidance to become active readers who engage with texts before, during, and after reading. Use the preteach and reteach activities in the Guide Comprehension section of the ELL Support lessons with a small group to build on the main comprehension skill. Students will reuse the academic vocabulary related to the skill. Use the Leveled Support Notes and Mini-Lessons on the Support pages to clarify meaning and encourage students to express ideas so they can participate in discussions using social and academic vocabulary. Use the Reading Comprehension section of the Support pages to preview the text, guide comprehension, organize information, and summarize. The ELD and ELL readers support the weekly concept and help students unlock new words and model language. Use Support pages, Anchored Talk, and Let's Write About It activities to apply the lesson's Comprehension Skill.

How do I support conventions and writing?

Research shows that students acquire language most readily when they are fully involved in all learning activities in the classroom. Use the Conventions and Writing sections of the ELL Support pages with a small group of students to convey grammatical forms and model writing. The activities are designed so that students reuse language related to the core convention. The Grammar Jammers on the digital path are a great way to illustrate difficult grammatical concepts. Use the ELL Notes throughout the Language Arts pages of the Teacher's Edition for ideas to support ELLs in prewriting, editing, revising, and publishing writing pieces.

Where can I go for more support?

The ELL on Reading Street section in First Stop, Section 6, is a great way to gain background knowledge on ELLs. Read tips from program authors and learn about linguistics.

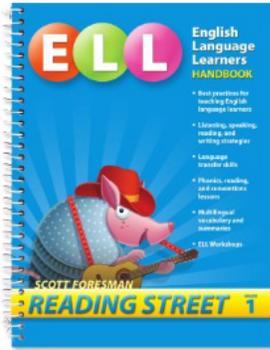


The English Language Learner Handbook is another tool. It provides detailed ELL background, lesson-by-lesson resources and strategies, and easy navigation by day and by week. Use the Weekly Planners as a quick reference of your ELL materials.

Where do I go for more support?

The ELL Handbook!

The English Language Learners Handbook is like having an ELL expert at your side. It provides detailed ELL background, lesson-by-lesson resources and strategies, and easy navigation by day and by week.



Grades K-6

- Comprehensive ELL Support
- Professional Development and Best Practices
- Multilingual Selection Seminars
- Multilingual Vocabulary
- Tested Word Cards and Extend Language Activities
- Week-at-a-Glance Planners
- Alternate Comprehension Lessons for Tested Skills
- Phonics Lessons with English Transfer Support
- Grammar Lessons with English Transfer Support
- Language Transfer Charts
- ELL Workshops
- ELL Teaching Routines
- ELD/ELL Reader Study Guides



Weekly Planners provide a quick reference of your ELL materials.

Weekly Planner for English Language Learner Support		
Instructional Strand	Day 1	Day 2
General Development	ELL Support Lesson 1.1: Introduction to ELL Support	ELL Support Lesson 1.2: ELL Support Lesson 1.2
Phonics/Phonemic Awareness	ELL Support Lesson 2.1: Phonics Lesson 2.1	ELL Support Lesson 2.2: Phonics Lesson 2.2
Language-Transfer Support	ELL Support Lesson 3.1: Language Transfer Lesson 3.1	ELL Support Lesson 3.2: Language Transfer Lesson 3.2
Reading Comprehension	ELL Support Lesson 4.1: Reading Comprehension Lesson 4.1	ELL Support Lesson 4.2: Reading Comprehension Lesson 4.2
Writing	ELL Support Lesson 5.1: Writing Lesson 5.1	ELL Support Lesson 5.2: Writing Lesson 5.2

Unit 2 Week 1 Tara and Tires, Fearless Friends			
Day 1	Day 2	Day 3	Day 4
ELL Support Lesson 1.1: Introduction to ELL Support	ELL Support Lesson 1.2: ELL Support Lesson 1.2	ELL Support Lesson 1.3: ELL Support Lesson 1.3	ELL Support Lesson 1.4: ELL Support Lesson 1.4
ELL Support Lesson 2.1: Phonics Lesson 2.1	ELL Support Lesson 2.2: Phonics Lesson 2.2	ELL Support Lesson 2.3: Phonics Lesson 2.3	ELL Support Lesson 2.4: Phonics Lesson 2.4
ELL Support Lesson 3.1: Language Transfer Lesson 3.1	ELL Support Lesson 3.2: Language Transfer Lesson 3.2	ELL Support Lesson 3.3: Language Transfer Lesson 3.3	ELL Support Lesson 3.4: Language Transfer Lesson 3.4
ELL Support Lesson 4.1: Reading Comprehension Lesson 4.1	ELL Support Lesson 4.2: Reading Comprehension Lesson 4.2	ELL Support Lesson 4.3: Reading Comprehension Lesson 4.3	ELL Support Lesson 4.4: Reading Comprehension Lesson 4.4
ELL Support Lesson 5.1: Writing Lesson 5.1	ELL Support Lesson 5.2: Writing Lesson 5.2	ELL Support Lesson 5.3: Writing Lesson 5.3	ELL Support Lesson 5.4: Writing Lesson 5.4