



## Reading Street Texas and English Language Learners

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

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

### 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.

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## **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.

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## **How does Reading Street Texas improve ELL instruction?**

The following five essential practices are incorporated into Reading Street Texas.


- 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!

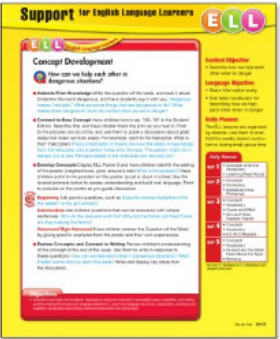
## What does Reading Street Texas do to begin each lesson?

# What does **Reading Street** do to begin each lesson?

## 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.

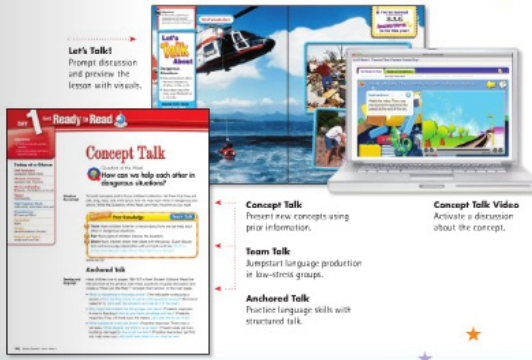


**Concept Objectives**  
Provide targeted instruction to help ELL children participate in core lessons.

**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 onramp 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.



## What are ELD and ELL Readers?

### What are ELD and ELL Readers?

Concentrated Focus on Language Development.

The weekly ELD Reader and ELL Reader address different proficiency levels. Both texts focus on the same weekly concept and offer opportunities for ELL children to read and practice core skills and strategies.

**ELD Reader** Oral Proficiency Levels 1–2

**ELL Reader** Oral Proficiency Levels 3–5

**Two Books Same Title Same Concept Some Illustrations Different Language Levels**

**Targeted Instruction for All English Language Levels**

**ELD Reader Text:**

Dogs sniff things on the ground. They sniff things in the air. They sniff things in the water. They sniff things in the snow. They sniff things in the sky. They sniff things in the ground. They sniff things in the air. They sniff things in the water. They sniff things in the snow. They sniff things in the sky.

**ELL Reader Text:**

When a dog smells, it **sniffs** breathes in and out of its nose. This helps the dog smell better. Dogs sniff **things** in the air and on the ground. Some dogs can smell things several miles away. People use dogs to sniff different things. They can sniff things we cannot see such as fruits or other animals.

People use dogs to find and **sniff** people. They have noses that are hundreds of years old. A police officer uses a large dog that is trained for sniffing people. They are used in the most important of situations. Some dogs are used to find people buried in the snow. They sniff people's breath to keep them awake. They do **sniff** things to keep their noses.

- Text adapted for beginning and intermediate levels
- Emphasis on high-frequency words and concept words
- Basic English and survival vocabulary

- Text adapted for advanced/subsoud high levels
- Key concept words highlighted and defined on the page

## How do I support ELLs with concept development?

Concepts help students make sense of the curriculum. Use the Preteach Concepts from the Concept Development section of the ELL Support pages (yellow) and the ELL Posters to frontload the lesson. Use the Let's Talk About pages in the Student Edition, the concept graphic organizer created during the week, and the Concept Talk Videos to scaffold meaning. Use the ELL Handbook and the ELL/ELD Readers to extend concept vocabulary.

## How do I support ELLs with listening comprehension?

ELLs must be able to comprehend newly acquired language in all content areas. All instruction delivered in English must be linguistically accommodated for all levels of proficiency. Use the adapted read-alouds in the Listening Comprehension section of the ELL Support pages to frontload. Read it twice: once so students can listen to understand and again so students can listen to check understanding. The AudioText CD and digital path features provide more opportunities for listening practice throughout the week.

## How do I support ELLs with phonics, spelling, and word analysis?

ELLs can learn phonics, spelling, and word analysis skills at the same time they are developing basic vocabulary. Use the Phonics and Spelling and Word Analysis lessons in the ELL Support pages with a small group to preteach the skill before the core lesson. Then, use the Reteach activities after the core lesson. The Transfer Skills Notes throughout the Teacher's Edition help activate prior knowledge. Visual supports, such as the Sound-Spelling Cards and the Words! or Pictionary sections in the Student Editions, scaffold meaning for the phonics and spelling lessons. When students learn the patterns of word formation, they become more engaged in literacy activities and oral and written language production increases.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

