



# Supporting Literacy Success

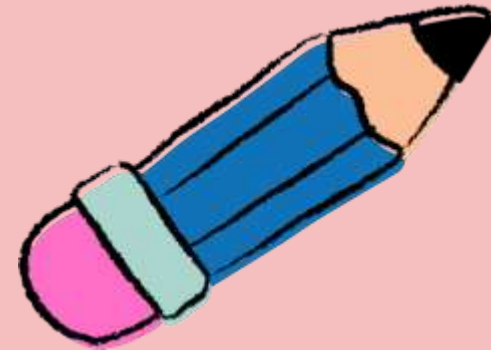
*You Make a Difference*

# Your Presenter

Angie Mahan

Literacy Coach

Davis School District







# Learning Outcomes

01

understand the basic tenets of literacy focusing on MLL students.

02

Develop an understanding of instructional strategies that benefit all students

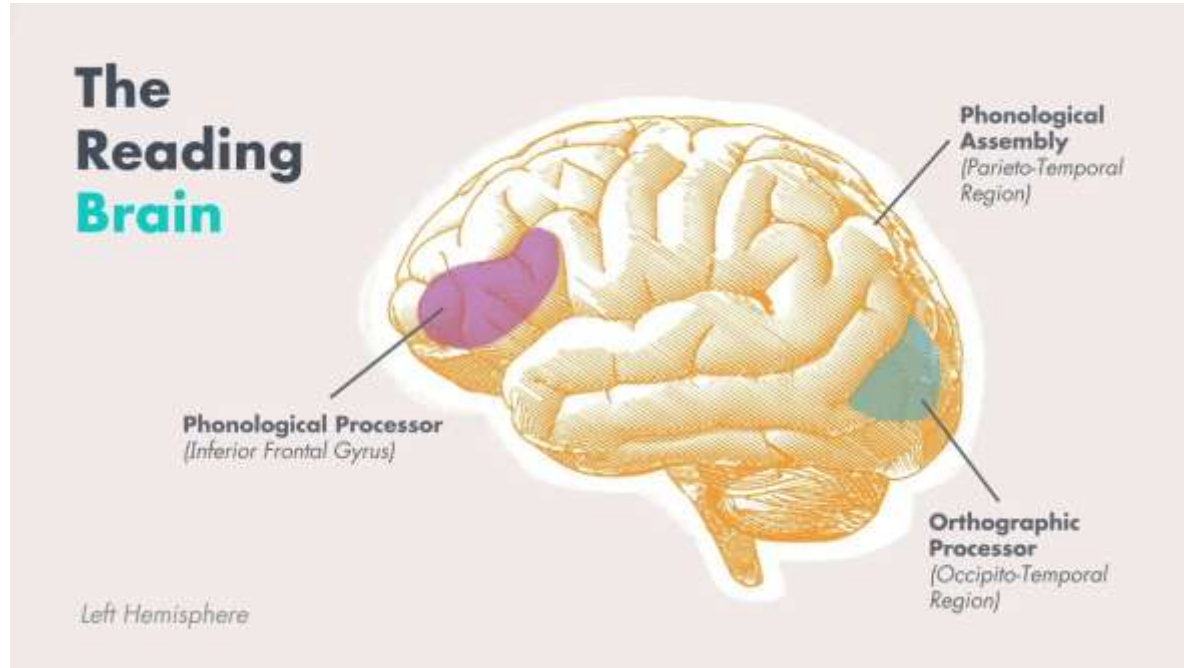
03

Learn high outcome/low prep ways to engage with students



Students come in  
all shapes, sizes,  
and abilities

# What is happening in the brain?

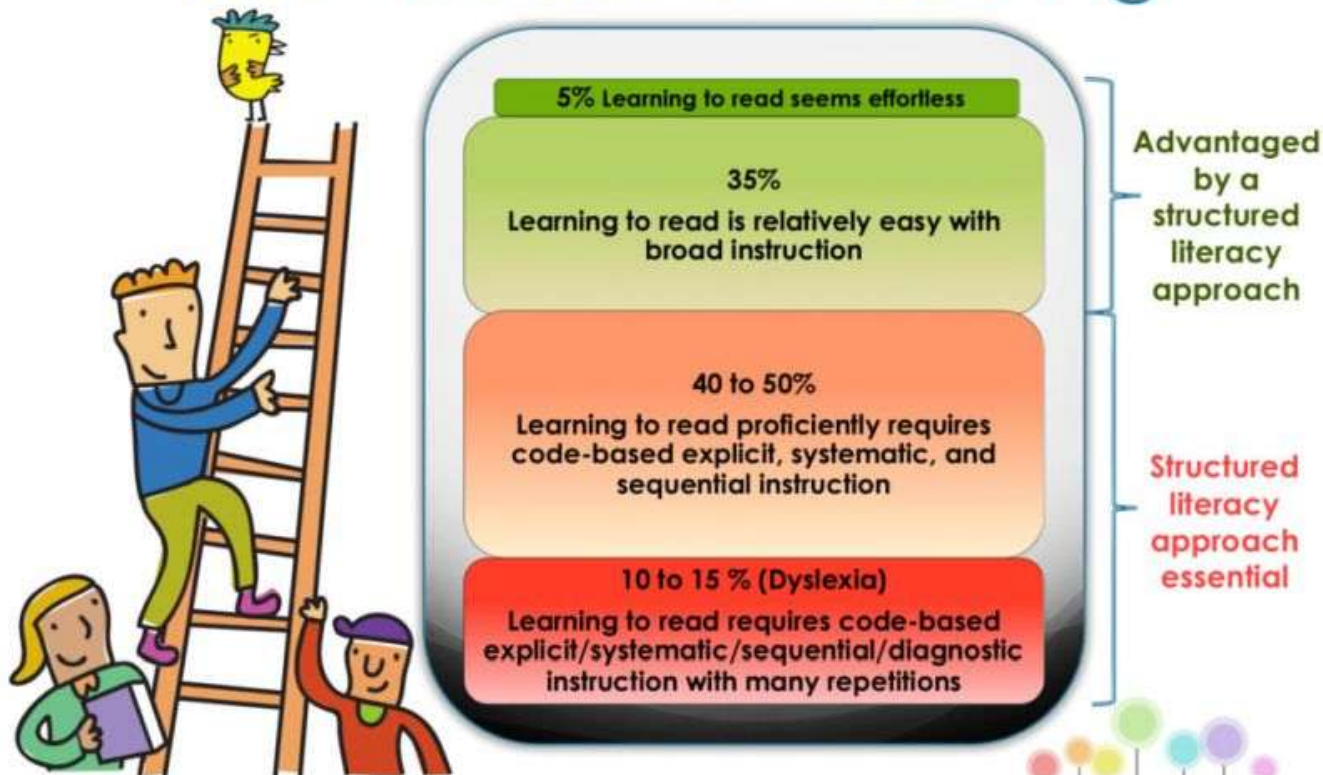


# The Science of Reading

- Speech is Natural. Reading and writing are NOT.
- Most children need direct (explicit) teaching and lots of practice to learn how to read.



# The Ladder of Reading



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Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

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Nancy Young  
B.A., M.Ed.  
Reading  
Spelling  
Writing



# What Does this Mean for me?

## How Many Repetitions?

4 - 14 typical student

4 - 40 struggling student

40 - 200 for students with  
dyslexia or LD

1 - 4 gifted student

Krafty

# Oral Language

Oral language includes both speaking and listening. Oral language skills include learning how spoken words sound, what words and sentences mean, and how to communicate ideas.

Early language exposure, in particular interactive talk, is one of the strongest predictors of brain development.

The amount of conversational turns children experience correlates with their brain activity and brain structure, and has been shown by new research to be predictive of IQ and language skills in adolescence.



# WELCOME

## PREPRODUCTION (Silent/No English)

### CHARACTERISTICS:

Students have very few oral skills and may only respond nonverbally by pointing, gesturing, nodding, or drawing.

### APPROX TIME FRAME:

0 - 6 months

### TEACHER PROMPTS:

Show me...  
Circle the...  
Where is...?  
Who has...?

### VOCABULARY:

500 known words

### ABLE TO:

Observe, Listen, Locate,  
Label, Match, Show,  
Classify, Categorize

1

## EARLY PRODUCTION (Receptive English Only)

### CHARACTERISTICS:

Students listen with greater understanding and can produce a limited number of words, phrases, and simple sentences.

### APPROX TIME FRAME:

6 months - 1 year

### TEACHER PROMPTS:

Yes/No questions  
Either/or questions  
One or two word answers  
Lists  
Labels

### VOCABULARY:

1,000 known words

### ABLE TO:

Name, Recall, Draw, List,  
Record, Point Out,  
Underline, Organize

2

## SPEECH EMERGENCE (Survival English)

### CHARACTERISTICS:

Students have better comprehension and produce simple sentences. Makes grammar and pronunciation errors.

### APPROX TIME FRAME:

1 - 3 years

### TEACHER PROMPTS:

Why...?  
How...?  
Explain...?  
Phrase or short sentence answers

### VOCABULARY:

3,000 known words

### ABLE TO:

Tell, Describe, Restate,  
Compare, Question, Map,  
Dramatize

3

## INTERMEDIATE FLUENCY

### CHARACTERISTICS:

Students demonstrate increased levels of accuracy and correctness and are able to express thoughts and feelings.

### APPROX TIME FRAME:

3 - 6 years

### TEACHER PROMPTS:

What would happen if...?  
Why do you think...?

### VOCABULARY:

6,000 known words

### ABLE TO:

Create, Contrast, Predict,  
Express, Report,  
Evaluate, Explain

4

## ADVANCED FLUENCY (Proficient English)

### CHARACTERISTICS:

Students produce language utilizing varied grammatical structures and vocabulary, comparable to native speakers of the same age.

### APPROX TIME FRAME:

5 - 7 years

### TEACHER PROMPTS:

Decide if...?  
Retell...?

### VOCABULARY:

Content area vocabulary

### ABLE TO:

Infer, Hypothesize,  
Outline, Rewrite, Assess,  
Critique, Summarize, etc.

5



# Increase Opportunities to Respond



# Everyone Does Everything!



I say it, You Say it  
Have students  
repeat words



Choral Reading  
All students  
read  
everything  
together



Turn and Talk  
Have students  
discuss what  
they read orally

can

man

pan

Once upon a time there were three little pigs. One pig built a house of **straw** while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were **lazy**. The third little pig worked hard all day and built his house with bricks.

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# Echo Reading



- Teacher reads a word, phrase, or sentence.
- Students “echo” read the word, phrase, or sentence.
- Useful for building fluency and expression
  - Beginning Readers: Fade as students grow in reading skills.
  - Older Readers: Use to introduce difficult words or oral expression when reading.

A big bad wolf saw the two little pigs while they danced and played and thought, “What juicy tender meals they will make!” He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig’s house that was made of sticks.

# Choral Reading



- Read selection with all students
- Students have eyes and finger on text
- Read at a moderate rate
- Provide a precorrection. “Keep your voice with mine.”
- Provide a signal for when to begin.
- Beginning Readers: Chorally read text
  - Good: Teacher and Students choral read story together
  - Better: Students choral read at an appropriate rate and teacher voice is lessened
  - Best: Students briefly whisper read the text before choral reading as a class
- Older Readers: Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks. The big bad wolf tried to huff and puff and blow the house down, but he could

Stop and Jot

Let's Practice



He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

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# Turn and Talk Discussions

Making Thinking Visible

use the MLL tool  
sentence stems  
open ended questions

# The Importance of Practice

“It is virtually impossible to become proficient at a mental task without extended practice.”

*Willingham, 2009*



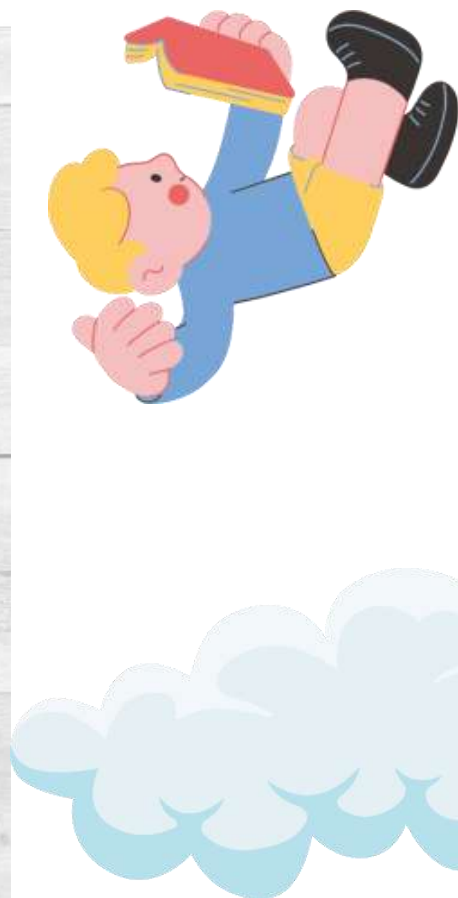
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I Do it, You Do it  
Use gestures



I Write it, You Write it  
Anything you  
write, the  
student writes

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I say it, You Say it

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Stop and Jot



# Reluctant Learners



Be excited to see them  
Tell them what you are doing today

Break the ice

Give them choice

Talk and Walk

Set Goals/Reward



# Increase Opportunities to Respond





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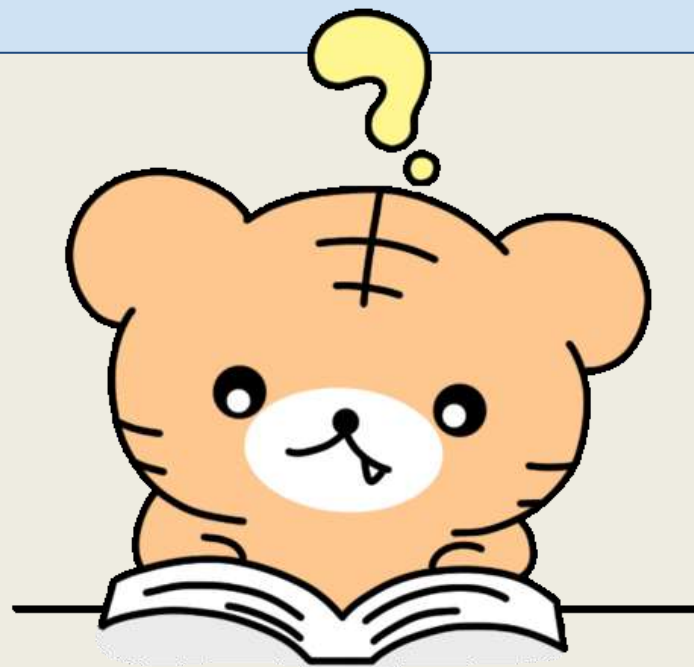
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Reading is a  
journey...

*it takes all of us to complete it!*







# Resources Page



Continuous Blending

Fluent Reading

Sounding Out Words or give and repeat

Productive Struggle/Frustration

Specific Praise or Feedback

# Explicit Instruction



I Do It

Modeling fluent reading



We Do It

Read together with  
appropriate speed and  
prosody



You Do It

Students read with  
partners/individually  
while teacher listens  
and gives feedback



Feedback

Give Simmediate and  
specific feedback



# Steps in Repeated Practice

- First Read: Teacher will model fluent reading of the text as students follow along with their pointer finger.
- Second Read: Teacher and students read the text together.
- Third Read: Students chorally read without teacher support.
- Fourth Read: Students partner read the passage.
- Fifth Read: Students independently read the passage while teacher is listening and supporting as needed.

