

ESL Reading STEP-Specific Resource

These students bring prior literacy knowledge from their other language(s) to reading in English. They benefit from small group instruction, shared reading and guided practice, and opportunities to read for information in first language (L1) for conceptual understanding.

To effectively and equitably support my students who are multilingual learners, I am:

- ☐ Taking time to know them and build relationship
- ☐ Encouraging the use of L1 (primary languages) for translanguaging
- ☐ Learning about and connecting to their lived experiences
- ☐ Activating their prior knowledge
- ☐ Facilitating peer interactions in partners or small groups
- ☐ Providing thinking time before speaking, speaking time before writing, additional time for reading
- ☐ Honouring the development of their full identities through culturally sustaining voice and choice
- ☐ Amplifying the most important messages and information through visuals, exemplars, modelling, think-alouds, audio/video, tech, etc.
- ☐ Identifying and eliminating barriers, microaggressions, or oppressions in our classroom and practices
- ☐ Using MLL Profiles and STEP-Specific Educator Resources to inform my planning, instruction, assessment and evaluation of these student

ESL READING STEP	What the student can do:	Strong scaffolds to support student's progress in reading:
1 (ESL A/B)	<p>At ESL STEP 1, students can:</p> <ul style="list-style-type: none"> • Read and understand highly visual texts that relate to familiar and classroom experiences • Read and understand high-frequency and pre-taught vocabulary and use sound symbol connections to decode unfamiliar words in context 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction with shared reading and guided practice <input type="checkbox"/> Use visuals, realia, student's primary language (L1), and gestures to support comprehension <input type="checkbox"/> Activate prior knowledge before reading <input type="checkbox"/> Pre-teach key words <input type="checkbox"/> Reduce and simplify vocabulary of text or instructions
2 (ESL B/C)	<p>At ESL STEP 2, students can:</p> <ul style="list-style-type: none"> • Read and understand graphic, simple texts with visual support • Read and understand pre-taught vocabulary and high-frequency words and phrases • Read and respond to simply worded instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction with shared reading and guided practice <input type="checkbox"/> Use visuals, realia, student's primary language (L1), and gestures to support comprehension <input type="checkbox"/> Activate prior knowledge before reading <input type="checkbox"/> Pre-teach key words <input type="checkbox"/> Reduce and simplify vocabulary of text <input type="checkbox"/> Help students create personal multilingual dictionary <input type="checkbox"/> Use recorded materials, so students can listen as well as read along
3 (ESL C/D)	<p>At ESL STEP 3, students can:</p> <ul style="list-style-type: none"> • read and understand a variety of adapted and simple texts • use knowledge of patterns of word structure and derivation (e.g., affixes, root words) to determine the meaning of unfamiliar words • use a range of academic words • read and respond to instructions consisting of a few steps 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction <input type="checkbox"/> Use shared reading and guided practice <input type="checkbox"/> Use visuals and student's primary language (L1) to support comprehension <input type="checkbox"/> Activate prior knowledge before reading <input type="checkbox"/> Pre-teach new concepts and key words <input type="checkbox"/> Reduce or chunk reading task <input type="checkbox"/> Reduce and simplify vocabulary <input type="checkbox"/> Help students maintain personal multilingual dictionary <input type="checkbox"/> Use recorded materials, so students can listen as well as read along <input type="checkbox"/> Provide purpose for reading (outline of content and/or focus questions)

		<input type="checkbox"/> Provide explicit instruction in reading and analyzing academic and/or literary texts
4 (ESL D/E)	At ESL STEP 4, students can: <ul style="list-style-type: none"> • Read and understand authentic texts approaching grade level • Comprehend increasingly complex subject-specific vocabulary and descriptive language • Determine the meaning of unfamiliar words through the use of context and other cueing systems • Read and respond to instructions consisting of multiple steps 	<input type="checkbox"/> Use visuals and student's primary language (L1) to support comprehension <input type="checkbox"/> Activate prior knowledge before reading <input type="checkbox"/> Pre-teach new concepts <input type="checkbox"/> Reduce or chunk reading task <input type="checkbox"/> Use recorded materials, so students can listen as well as read along <input type="checkbox"/> Provide purpose for reading (outline of content and/or focus questions) <input type="checkbox"/> Provide explicit instruction in reading and analyzing academic and/or literary texts
5 (ESL E / ENG)	At ESL STEP 5, students can: <ul style="list-style-type: none"> • Read and understand authentic texts at early grade level, from a variety of genres • Comprehend and use low frequency and academic vocabulary • Read and respond to complex instructions 	<input type="checkbox"/> Activate prior knowledge before reading <input type="checkbox"/> Pre-teach new concepts <input type="checkbox"/> Chunk larger reading tasks <input type="checkbox"/> Use recorded materials, so students can listen as well as read along <input type="checkbox"/> Provide purpose for reading (outline of content and/or focus questions) <input type="checkbox"/> Provide explicit instruction in reading and analyzing academic and/or literary texts <input type="checkbox"/> Teach culturally specific references <input type="checkbox"/> Provide additional time to read a greater volume of material as well as ongoing opportunities to actively engage in group discussions about the reading
6 (ENG)	At ESL STEP 6, students can: <ul style="list-style-type: none"> • Read and understand a wide variety of grade level texts • Read the same volume of material and at a similar rate as their peers 	<input type="checkbox"/> Activate prior knowledge before reading <input type="checkbox"/> Chunk larger reading tasks <input type="checkbox"/> Use recorded materials, so students can listen as well as read along <input type="checkbox"/> Provide purpose for reading (outline of content and/or focus questions) <input type="checkbox"/> Provide explicit instruction in reading and analyzing academic and/or literary texts <input type="checkbox"/> Teach culturally laden figurative language, idiomatic expressions, and word nuances <input type="checkbox"/> Provide ongoing opportunities to actively engage in group discussions about the reading